

SPECIAL POINTS OF INTEREST:

- ▶ **NCMR in SSCI**
- ▶ **Tacoma 2013 Conference**
- ▶ **Connect to IACM Social Media**
- ▶ **Stories from the Field**
- ▶ **Why Pursue a PhD**

▶ **Big News for Our Association’s Journal**

Negotiation and Conflict Management Research (NCMR) has been accepted for inclusion in the Social Sciences Citation Index and Current Contents within Social and Behavioral Sciences. The first impact factor for NCMR will be released in summer 2014. *See page 14 for more info.*



WENDI L. ADAIR // PRESIDENT 2013

Why the World Needs IACM

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Our conference team is busy planning our 2013 Annual Meetings in Tacoma, Washington. Our communications team is busy bringing IACM’s on-line presence into the 21st century. IACM continues to grow, as evidenced by the amazing boost in attendance at our annual meetings in the past 5 years and the number of new member inquiries from around the world. IACM’s growth is exciting because IACM is a community that can make a difference in the world by improving people’s understanding and skills for cooperative conflict resolution. We see this commitment in conversations between academic and practitioner members, in the Rubin Award honoring those who help bring conflict scholarship into practice, and in our keynote speakers who inform and give real world context to our research and practice.

Why do we need IACM, an organization that connects scholars and practitioners and that promotes understanding and training in conflict resolution? One reason is that humans are inherently competitive beings. Because competition is in our nature, it is a natural response to conflict, which often looks a lot like competition on the surface. In fact, a Google search of “competition versus conflict” uncovers some rather interesting musings on the similarities and differences between these two concepts. Here is an example, one of my own musings, on why the two terms are so often equated.

Recently my 14-year-old daughter came home from school and said, “I’m in 9th grade. Why am I still playing dodgeball?” The question led to a long discussion and some research on dodgeball — a game that in North America is a regular part of the physical education curriculum starting in elementary school. It is a game with two teams on either side of a gymnasium. Team members throw large balls at one another, trying to hit and eliminate members of the opposite team while avoiding being hit themselves. There are versions of dodgeball in many cultures and it is played at the college level and in adult recreational leagues.

“IACM is a valuable and essential international community of scholars and practitioners precisely because competition and winning are so ingrained in human nature and so widely nurtured in society.”

My daughter continued, “Dodgeball is a metaphor for life. All the strong players gang up to get rid of the weak players. People form alliances and work together to hit certain people. It is horrible. Why are they teaching that to kids? And forcing us to play it?” Dodgeball is a good metaphor for competition at many levels in life — from high school cliques to warring nations. In addition to dodgeball as a metaphor for competition between groups, individual dodgeball strategy (D.S.) could offer a good behavioural measure for personality or conflict handling style. When I had to play dodgeball in school, I always hid in the corner, trying to survive as long as I could by being invisible (D.S. Type: Conflict Avoider). My 14-year-old daughter asks “Why are we playing this?” and tries to get people to stop throwing the ball so hard (D.S. Type: Peace Maker). My 11-year-old daughter says, “I love dodge ball.” She is in the front line — trying to catch the ball to free one of her formerly hit teammates. She also seeks out conflict and argument in every aspect of life, and she likes to *win* (D.S. Type: Competitor).

When our children play dodgeball, year after year from grade 1-12, does it not teach the basics of a model of competition in which we work together to bring down an enemy, one member at a time? At an implicit level, dodgeball must be reinforcing our natural instinct for intergroup competition and conflict. But is this natural instinct something that needs nurturing, or should we instead be nurturing intergroup cooperation — a strategy that comes much less naturally for us?

We think it is cute when puppies or lion cubs “play fight” — biting and tumbling through the grass. For puppies it may be part of their genetic memory from a time when their kind lived in the wild. But for lion cubs, they are playfully learning the fundamental skills they will need to win future conflicts and ultimately survive. Humans have always enjoyed competitive sport as entertainment — watching other humans battle and fight to demonstrate supreme strength and athletic ability. Also, many of us regularly use sarcastic humor to engage in play fighting with friends and family members.

Given our constant exposure to and natural instinct for competition, it is not surprising that we often equate conflict with competition. Dodgeball always has a winner, as do ancient Olympic games and modern basketball games. Even friendly sarcasm and jabs between friends typically end with one winner claiming victory, “Ha-ha. I got you.” We nurture a model of competition that is distributive, where the solution involves one side winning. Even evolutionary models place the survival function of cooperative behavior with in-groups, contrasting that with the inevitable competitive conflict over resources between out-groups. If conflict and winning are natural survival instincts and we nurture competition and winning in our children, then no wonder it is so unnatural and difficult for us to resolve real conflict in an integrative and cooperative way. We teach our children to use their words, talk through disagreements, and practice diplomacy at model United Nations. We stress to our children that sport is not about winning or losing, but about the love of the game. But such lessons are a hard sell against the basic human instinct for intergroup competition and winning that are reinforced daily through both entertainment and real world events and that are so easily transferred to the context of conflict. This is why the world needs IACM.

IACM is a valuable and essential international community of scholars and practitioners precisely because competition and winning are so ingrained in human nature and so widely nurtured in society. IACM members recognize the need to educate and train managers, diplomats, employees, peace-keepers, children, and parents how to approach conflict without competition and how to resolve conflict cooperatively. We strive to understand and help resolve conflict in the true spirit of a scientific-practitioner model at our annual meetings, through our newsletter and website, and through our annual recognition of both academic and practitioner contributions through conference and association awards.

We are excited this year to bring our members together at our annual meeting in Tacoma, June 30-July 3, 2013. The conference location in the U.S. Northwest has been chosen carefully for its rich history and links to environmental conflict resolution (see column by Local Arrangements Co-chairs Jill Purdy and Zoe Barsness, for more information). In addition to our traditional Sunday pre-conference excursions and Monday night small group dinners, we have introduced some novel program elements to increase opportunities for members to network. First, instead of a seated buffet lunch, we will offer gourmet international themed box lunches that attendees can quickly pick up and bring to a variety of different indoor or outdoor seating locations. Second, we will hold our IACM business meeting during one of these lunch breaks — so you can bring your box lunch to the meeting and hear about the exciting inner workings of IACM. Third, we will offer a farewell barbeque lunch (hopefully on the outdoor patio, weather permitting) on Wednesday following our last conference session.

We are building an exciting and diverse conference program that will honor Professor Roy Lewicki as our Lifetime Achievement Award Winner (see column by Program Chair Sonja Rispen for more information). We will also welcome keynote speaker Martha Kongsgaard, a trailblazer and leader in environmental resource management and conflict resolution in the Pacific Northwest U.S. A trial lawyer by training, Martha is currently Chair of the Leadership Council of the

Puget Sound Partnership, a community effort of citizens, governments, tribes, scientists and businesses working together to restore and protect Puget Sound. Martha has been awarded with the Environmental Hero Award from the Washington Environmental Council and serves on the board of the Ruckelshaus Center, which acts as a neutral resource for collaborative problem solving in Washington and the Pacific Northwest and is an IACM Conference sponsor.

Another effort I would like to turn your attention to is the IACM Facebook page. An enormous thank you to the continued efforts of our IACM communications team for developing our IACM presence on the internet and creating an excellent platform for IACM members to network, share information, and engage in discussion. Please see the Signal column by Shirli Kopelman and Cheryl Rivers for more information on how you can be virtually connected with IACM.

Thank you to all our IACM directors, members, scholars, and practitioners for your efforts and presence in our community. I look forward to seeing you all in Tacoma.



Wendi Adair,
IACM President



“We are building an exciting and diverse conference program that will honor Professor Roy Lewicki as our lifetime Achievement Award Winner and we also welcome keynote speaker Martha Kongsgaard, a trailblazer and leader in environmental resource management and conflict resolution in the Pacific Northwest U.S.”



Conference Program

Dear IACM members & friends,

I am writing this small piece for the SIGNAL Newsletter while buried (pretty much literally) under the 179 submissions we've received for this year's conference. It is very interesting to be at the receiving end of a conference submission system for once, and serving as a Program Chair has increased my already huge appreciation of all my predecessors, as well as those to come! I am delighted to inform you that the submissions came from all continents: the Americas, Europe, Asia, Africa, and Australia/New Zealand. While the numbers per continent differ (North America and Europe sent the most submissions), I am glad that IACM seems to have such a global outreach which I am sure we will continue to develop in the future.

IACM is a welcoming and friendly crowd, yet we thought it would be nice to facilitate newcomers getting to know each other as well as the "old timers." For everyone who visits the conference for the first time, we will facilitate small group dinners on the second evening of the conference. Sign-up sheets will be available at the Sunday evening poster session. We hope this will be a great way to get to know each other, for us "old timers" to get to know you, and to make your first IACM conference a memorable experience.

Program wise, I strive for an exciting mix of paper and poster presentations, symposia, roundtables, and workshops. We will not just have a mix in formats but also in scope -- both the academic and practitioner views will be represented during our annual meeting. The program will highlight sessions on both environmental conflict resolution and mediation. We will also honor Professor Roy Lewicki with the IACM Lifetime Achievement Award for his impressive and inspiring achievements in research and teaching in the areas of conflict management, negotiation, and trust. A long-standing IACM member and former President, Roy's many accomplishments and honors include multiple Outstanding Educator awards, co-authoring *Making Sense of Intractable Environmental Conflicts*, winner of the 2004 IACM Best Book Award, co-authoring the popular negotiation textbook: *Negotiation Essentials*, and serving as Founding Editor of *Academy of Management Learning and Education* journal. In addition, I am happy to help (in a very, very modest way) to prolong the success of the *Grad Students & Gurus* session. This session facilitates the acquaintance between graduate students (or early career researchers) and an expert in their field that they may not meet otherwise. This session can be helpful for developing your research and to build your own network. Make sure to sign up during the poster session!

Local arrangement chairs Zoe Barsness and Jill Purdy, President Wendi Adair, and I thought it would be a nice experiment to organize a lunch as the formal closure of our annual meeting. For those who are still around on that last day, please join us at our Closing BBQ Lunch!

Hope to see you all soon!

Sonja Rispen
Program Chair,
Tacoma 2013 Conference

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Graduate Students and Gurus

An Interactive Session at the IACM Conference



It doesn't seem like *that* long ago that I was at the one-and-a-half-year mark of my PhD and found myself in very sultry Paris at my first IACM meeting. OK — it was 2001 and some of our current crop of graduate students at our Tacoma Conference were probably in their teens Still and all, the trepidation I felt at the first session (fortunately it had drinks) knowing virtually no-one and wondering how I was going to speak to people is still fresh in my mind.

At the opening session of that meeting Michele Gelfand spoke. She was Program Chair.

"That's Michele Gelfand" I said to myself. "She's so young".

When I had been pouring over her work, I naturally assumed she was nudging 60 or maybe 70. As she was very definitely a Guru to me, I was a tad disappointed she wasn't wearing a robe and sitting cross-legged on a mountain top.

I didn't dare TALK to her of course. Are you kidding? Walk up and talk to someone who was so smart? No way! Just being in the same building was a revelation when you come from a University on the other side of the world where (hmmmm, how to say it nicely?) there wasn't much negotiation research action happening.

Do graduate students from all over the globe feel the same way at their first conference? Or do those at the big schools who share their corridors with a guru or three, go "oh yeah big deal" when they first confront a big name they don't know at the IACM conference? I am inclined to think we all share some of the awe that I felt and we all worry a little (or a lot) that we will come across like a complete prat to these Guru types.

It was from this concern, combined with a lucky meeting in Brisbane with one of the most guru-ish of gurus, Dan Druckman, that the Grad Student and Guru session was born. When I told Dan that I had been scared about meeting him, he told me, in the nicest possible

way, that I was daft for worrying. And so the first GS&G session ran in Seville in 2005 and has run in Montreal (06), Chicago (08), Tokyo (09), Boston (10), and in Stellenbosch last year.

The premise for the session is simple. We (Dan, Marj Druckman, and I) match up graduate students and early-career researchers (up to three years after they get their PhD) with an IACM guru. The junior person gets access to an expert in their field that they may not get otherwise get to meet. Even grad students who are not "awe-struck" find it useful to get a new perspective about their research or about their career path from one of our learned teachers and researchers. The bit I really like about the session is that our Gurus also come away saying it is great! They find out about research in their area that they might not know about otherwise and we have had several collaborations developed from the initial meeting at the session. For example, a roundtable planned for the Tacoma meeting sprung from discussions at the Stellenbosch session between several students and Dan about bridging micro and macro level research.

So — if you are a graduate student or early career researcher, then sign up for this year's session at Tacoma. Dan, Marj, and I will be at the Poster Session with our registration forms.

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Things to do before and after the Tacoma conference

We are very excited to host IACM in Tacoma this year. Here is a glimpse of the beauty in our region.



1 Port of Tacoma, Tacoma, Washington

Located on the shores of Puget Sound in Washington State, Tacoma is a city that blends old and new. The Puyallup Indians were the original inhabitants of the region, and the Puyallup Reservation adjoins the city. In 1873, the Northern Pacific Railroad designated Tacoma as the western terminus for its transcontinental railroad, earning it the nickname "City of Destiny." The railway connection to the deep water port on Puget Sound established the city as a major link in national and international commerce.

Nationally renowned architects were commissioned for Tacoma's industrial, residential, and commercial buildings. Beautiful copper-domed Union Station was designed by the architects who created New York's Grand Central Station.

2 Interior of Union Station, Tacoma, Washington

Today, Tacoma is renowned for its glass art which you'll find displayed in museums, hotels, public buildings, and even pubs. The work of famed glass artist and Tacoma native Dale Chihuly is featured in Union Station and on the Bridge of Glass that connects downtown to the waterfront.

Our gala dinner inside the Museum of Glass will feature live glass blowing demonstrations inside the hotshop.

3 Chihuly Flowers at Union Station

Tacoma is the nearest city to Mount Rainier (named Tahoma by Native Americans), which is an active volcano and the highest mountain in the Cascade Range. A visit to Mount Rainier National park (<http://www.nps.gov/mora/index.htm>) will take you to wildflower meadows, forests, waterfalls and glaciers. The 2015 U.S. Open golf championship will be held at Chambers Bay, a Scottish link golf course on the shores of



Puget Sound. Point Defiance Park, one of the largest urban parks in the USA, offers hiking, biking, boating, gardens and a zoo. Tacoma is also home to a minor league baseball team.

4 Point Defiance Park with Mt. Rainier in the Distance

Tacoma is home to several farmer's markets and many gardens. Over two miles of paved trail follow the waterfront along Commencement Bay, providing opportunities for walking, biking and skating. Water

activities are also popular options including sea kayaking, paddle boarding, and sailing. The Proctor and Sixth Avenue districts are great for browsing and people watching. With a thriving arts scene and three universities, Tacoma has many opportunities for enjoying arts and culture.

Tacoma is also famous in physics classrooms worldwide for "Gallopertie," a bridge across the Tacoma Narrows that was built in 1940 and which then collapsed a mere 4 months later due to



We look forward to seeing you in Tacoma!

resonance from high winds that matched the bridge’s structural frequency. Today two suspension bridges span the Tacoma Narrows connecting the city to the Gig Harbor Peninsula and Olympic National Park which is really like three national parks in one — home to rugged ocean beaches dotted with colorful ocean tidepools, the scenic Olympic mountain range, and the largest temperate rainforest in North America.

5 University of Washington Tacoma Campus Library

Tacoma’s climate is Mediterranean Oceanic, which for the conference means warm days (74F/23C) and cool nights (55F/13C) with low humidity. Summer months are generally dry with occasional showers and cloudy days.

6 Mt. St. Helens and Spirit Lake

Other areas for exploration nearby include the city of

Seattle and San Juan Islands farther to the north, and Olympia, Washington state’s capitol city, 30 miles to the south. Mt. St. Helens, another active volcano that last erupted in 1980, is also located 3 hours to the south of Tacoma. Many beautiful hiking trails wind through interesting landscapes shaped by that recent volcanic activity and underground tunnels created by lava tubes during long ago eruptions await exploration at the National Monument.



Negotiation and Conflict Management Research Update

The big news for our association's journal, *Negotiation and Conflict Management Research (NCMR)*, is that it has been accepted for inclusion in the Social Sciences Citation Index and Current Contents within Social and Behavioral Sciences. In summer 2014, the first impact factor for NCMR will be released; the initial ratings will be based on citation records that begin with volume 4, which was released in 2011.

A huge *thank you* goes out to Professors Mara Olekalns and Karen Jehn, the previous editors of *NCMR*, and to the associate editors, and members of the Board of IACM. It took a lot of people to do a terrific job of putting the proposal together to make the case for *NCMR* to be included in the Index. Inclusion in the Citation Index is an important achievement for our association's journal.

To be included in the Index, *NCMR* had to meet a number of requirements, which include the following: a strong publisher and strong institutional sponsorship, a distinguished editorial board with strong international representation, on-time publication, and the citation record of the journal's articles. It speaks very well of the journal that it met these requirements.

As we look to the future, *NCMR* articles' citation records will continue to influence the impact factor of the journal from here on out. So to strengthen the journal's reputation and to improve the impact factor in the future, here are some recommendations for what you can do to help:

- Promote *NCMR* at academic conferences; Wiley—*NCMR*'s publisher—can provide promotional postcards to advertise the journal
- Check with your college or university's library staff to make sure that your institution subscribes to *NCMR*
- Recommend *NCMR* to your colleagues and graduate students for publishing their negotiation and conflict research
- Cite *NCMR* research articles in your own research
- Submit your next negotiation and conflict manuscript to *NCMR* for review.

We are just finishing up preparations for Volume 6, issue 2. We have an excellent line up of articles coming out once again covering topics of gender, race, honor, goal types, and goal setting. Stay tuned, and watch for your notice of the issue's upcoming release.





Executive Office Updates

We are working to strengthen our presence online in social media, and we need YOU (picture us pointing at you) to join us! Here is what you can do:

Join these IACM social media platforms!

Links on our website will direct you: www.iacm-conflict.org/Social_Media

Once you have joined, connect with fellow IACM members and audiences!

- Facebook Page: Public - Like it!
- Facebook Group: For IACM members only, this is our internal communication platform, where you can view conference photos, chat, or exchange knowledge. Have a scroll through and look at the interesting bits of information there — some of our members have put teaching materials up for us all to use and there are interesting news stories that can be used in the classroom.
- LinkedIn Discussion Group: Public - help spread our wisdom about negotiation and conflict management.



IACM Memberships

Please make sure your IACM Membership is current! You may have seen the emails asking if you have paid for your registration. We try hard to make these pleas for your hard earned income appealing, but how can we say nicely that we rely on you to help make our organisation financially viable and able to put on the conferences that we are so proud of? So if you haven't done so already this year, save yourself some time and please go to our webpage and consider the new option of paying for your membership for 5 years in advance!

Renew your IACM Membership at: www.iacm-conflict.org/Membership

As always, if you have any ideas about how to develop IACM, especially our online presence, or would like to volunteer in this effort, please let us know by emailing Shirli (shirli@umich.edu) or Cheryl (cheryl.rivers@vuw.ac.nz).

We are looking forward to a great conference in Tacoma!

IACM News

Welcome New Board Members

It is our pleasure to announce our newly elected IACM board members. Please join us in thanking all 5 of our members who were willing to serve our organization in the capacity of President or Representative at Large. IACM is only able to exist with the generous donation of members' time and efforts in governance, administration, website maintenance, and conference planning. Thank you to Anne Lytle and Sherry Thatcher who ran

for President and Ilja van Beest, Matthew Carter and Michael Gross who ran for Board Member at Large.

Congratulations to our incoming IACM leadership team:

FUTURE PRESIDENT:

Anne Lytle (2015 Conference)

INCOMING BOARD MEMBERS AT LARGE:

Ilja van Beest & Michael Gross



Michael Gross Named Teacher of the Year

The Colorado State University Alumni Association has named Michael Gross as the recipient of the 2013 Teacher of the Year Award. Michael is an associate professor of management at Colorado State University. He is the 2013 Scholarly Program Chair, Conflict Management Division, Academy of Management and was recently elected to the Executive Board of Directors for the International Association for Conflict Management

as a Representative-at-Large (2013-2015). His current research interests focus on conflict with managing experience design, trust and trust repair, conflict and verbal aggression, and personality and abusive supervision. Dr. Gross also serves on five editorial review boards. From 2004-2006 he was the Bartels & Co. CPAs, LLC junior research fellow from the College of Business at CSU. Congratulations Michael!

Nobel Laureate Leymah Gbowee and KU Leuven Inaugurate Scholarship Fund



Nobel Peace Prize laureate Leymah Gbowee (the keynote speaker at the 2012 IACM conference) and KU Leuven are joining forces to prepare West African girls to take on meaningful roles in their countries. On February 21, 2013, the Leymah Gbowee Scholarship Fund for Leadership for African Women was inaugurated at the 'Female Leadership as Cornerstone for Sustainable Development' symposium in Leuven, Belgium. The symposium focused on the key role of women in sustainable development and peace, with special focus on Africa.

For more information and if you would like to make a donation, please visit <http://www.kuleuven.be/mecenaat/Fondsen/faculteitsoverkoepelend/Gbowee/>



Why I Am Pursuing a PhD

I am enrolled in the Doctor of Philosophy (PhD) program at the University of the West Indies Cave Hill Campus. My dissertation is entitled “The impact of leadership behaviors and organizational culture on middle manager involvement in change in the Barbados Public Sector: A case study of the Child Protection System.”

My reasons for taking the PhD challenge are multifaceted. During the MBA process I developed a keen interest in research in the area of Organizational Culture and Organizational Development.

On completion of the MBA I started tutoring part-time at my home university. This experience further developed my interest in research and teaching at university level. As a result, I have accepted the challenge to read for the PhD in Management. There are a number of benefits that I believe will accrue to me as a result of completing this program.

1. The PhD process will teach me the rudiments of conducting sound empirical research. In addition to positively affecting the quality of my PhD thesis, the research skills acquired on the program will also contribute to my ability to get articles published during and after the PhD journey.

2. Survival as an academic is directly correlated to one’s ability to publish articles in the leading, well known, international journals. In my case, these include AMJ (Academy of Management), JIBS (Journal for International Business Studies), ISMO (International Journal of Studies in Management and Organization) etc. This meshes with my personal objective which is to contribute to the body of knowledge in my area of study.

3. Acquiring the PhD will better equip me as lecturer in the classroom. The depth of knowledge gained from the program in my area of specialization will be transferred to my lectures. This will serve to enhance my teaching and my students’ learning experiences as a whole. Additionally, my ability to supervise research students will be greater enhanced.

4. As a young lecturer, this designation is an important requirement. It validates my position as a lecturer and also represents a high level of academic accomplishment.

5. Research in the field of Management has practical application to organizations. As a business consultant, the PhD will earn me respect as an “expert” in my field.

An important benefit of pursuing and completing the PhD is the academic freedom and autonomy that comes from lecturing and conducting research in my chosen field. The potential to collaborate with colleagues from other disciplines to co-author and publish articles and work on joint projects is also very attractive to me.

I chose the PhD over the DBA because the PhD receives greater recognition as an academic degree. My career ambition includes remaining in academia and gaining the relevant experience required to develop and succeed in this profession. Hard work and dedication coupled with the support I receive from faculty in the department of Management Studies at Cave Hill, will allow me to reach this objective.

Nicole Knight holds a Bsc. Management Studies (Hons) (UWI) and an MBA International Management (London South Bank University). She is a Lecturer in the Department of Management Studies at UWI Cave Hill Campus, Barbados. Nicole is a Change Management specialist and has worked and consulted in both public and private sector organizations over the past 12 years within the Caribbean. She is a member of the Human Resource Management Association of Barbados. (HRMAB).



Why I Am Pursuing a PhD

I am pursuing a doctorate in Business Administration (DBA), focusing on Small and Medium Enterprises in Emerging Markets at Maastricht School of Management (MSM), based at The Eastern and Southern African Management Institute (ESAMI), Arusha, Tanzania.

My Objectives:

1. As a professional I want to further my career with the most advanced business degree program.
2. To build on as a student core knowledge of business, acquired through earlier studies and work experience, enabling me to gain knowledge and expertise in new aspects of business.
3. To acquire skills in research, enabling me to evaluate the research of others in the field and to translate acquired knowledge quickly into practice in ways that facilitate business growth.
4. To enable me as a student, through an applied project dissertation, to acquire new knowledge in my chosen area of study and while focusing on my own career objectives, leading to an improved understanding of how to manage an organization effectively in a global and rapidly changing environment.
5. To give me as a student the skills and standing to contribute to the development of the global economy in an ethical, environmentally aware, and socially responsible way through my professional practice.
6. Desire for knowledge. I love learning, and someday I hope to pass this love on to others through teaching. I enjoy being armed with knowledge when I enter a new situation. Among many things, pursuing a PhD sharpens my ability to gather and evaluate data to add to my knowledge base. Pursuing a PhD provides amazing opportunities not just to make an impact in your field, but also to develop life skills and to indulge in personal exploration.

My Experience so Far:

The Doctor of Business Administration (DBA) program so far has been collaboration between experienced business professionals and distinguished academicians

and has enabled me to produce original research of real significance to business and professional practice. It is the highest expression of business/education partnership, and has been undertaken within internationally recognized rigor and direct relevance of a professional doctorate.

The DBA program at MSM is offered in a blended format, using on-line and video conferencing sessions both in synchrony and asynchrony.

The MSM DBA program is designed for business executives and academicians who already have a level of professional expertise and reputation in their field. It has enabled me to extend my knowledge and experience in order to achieve a comprehensive understanding of a specific business issue and to make a significant contribution to the research and business practice in my area of study.

This program has also helped me develop as a specialist, recognizing the expertise that will influence my standing in the business and professional community internationally.

My acquired expertise will lead me to the frontiers of knowledge within my particular domain and allow me to create knowledge that is both rigorous and relevant.

My Future Plans:

I am an MBA graduate looking for the next challenge in my career; the DBA provides me an unprecedented fast-track to the status of global expert in my chosen field.

I intend to make a significant contribution to the advancement of knowledge in my area of expertise while studying part time and remaining at work, which will act as a powerful asset to me, my company, and the industry.

This will open up a new realm of personal development and career opportunities including teaching at international business schools, high level consultancy and board level roles.

I want to go ahead and get a DBA because I am very passionate about the subject and have a desire to publish and do original research in the field.



Why I Am Pursuing a PhD

The reasons I am pursuing a PhD include having aspirations of:

1. Pursuing a career in research and academia and
2. Becoming a Professor.

I did not always know that I would do a PhD, but I knew I wanted to achieve something significant, to challenge myself to do something great — to change the world. In my mind I kept hearing the words of my parents: “You can be whatever you want to be, just be the best in whatever you choose”. I must admit, throughout high school and during my undergraduate degree, I still did not know how I would change the world, however I had one academic goal — to commence my Masters degree at the age of 25.

The quest for the pursuit of a PhD began during my study for my MSc in International Management at the University of the West Indies. During this degree, several things took place which made me realize the PhD was the next natural step.

Discovering My Passion for Research

For partial fulfillment of the MSc degree, my classmates and I were expected to complete a final project. We had the option of doing an internship project or a research project (thesis) to complete this requirement. At the start of my degree, my preference for the final project was to do an internship project, so as to build on my practical experience in the International Business sector. However, coming to the end of the course work requirements, I realized I enjoyed doing the research projects and papers that were part of courses. After discovering this love for research projects, I decided to switch to the thesis component so as to deepen my research capacity. It was during the research for my thesis that I realized I not only had a love for research, but I had a true passion for research. This led me to a desire to want to contribute more to the existing literature, particularly in developing countries where scholars have indicated that there is a paucity of literature in developing countries. I want to be able to make a difference by changing this lack of research in developing countries.

Discovering My Love for the Classroom

During my MSc studies, I was awarded a scholarship grant that allowed me to conduct research in Montreal, Canada. While there, one of my thesis supervisors invited me to present to an undergraduate International Business class on doing business in Barbados and Trinidad and Tobago. I accepted the invitation with excitement and saw this as an opportunity to share information on the business world in the Caribbean but more specifically on Barbados and Trinidad and Tobago. This was a tremendous opportunity for various reasons. Trade relations between Canada and the Caribbean began in 1925 and several of the early Canadian businesses, particularly banking institutions, are still operational in the region. Doing this lecture made me realize I love the aspect of academia which allowed me to impart knowledge to others in an easy to understand way. I realized that I wanted to become a Professor to be the agent of change in the classroom.

Now that I am pursuing the PhD, I have no regrets. I am excited about being able to change the world by expanding and contributing to the field of management research and being able to mould the minds of others in the classroom.

Khaleid Holder is pursuing his PhD in Management Studies at the University of the West Indies, Cave Hill Campus, Barbados. His Master's thesis examined the differences and similarities in values – a cross-cultural study of the African diaspora in Barbados and Canada. He is a former Canada/CARICOM Leadership Scholarship recipient and former research fellow at Concordia University, Canada.



‘Win-Win’ in Japan?

Most of us know that Japan is using a consensus form of decision making. We teach their ‘Ringi’ system in our classes. This is supposed to lead to the win-win outcomes Japan is known for.

In Japan, students are placed in what they call ‘seminars’. The same students are in the same ‘homeroom’ class with the same professor throughout their undergraduate program. I had a cross-cultural seminar with students who had spent at least one year abroad either in high school or university. The students had lived in UK, Canada, US or Australia and were exposed to our education system and majority rule style of decision making. Furthermore, in class, each week we covered different aspects of culture.

One of the purposes of ‘seminars’ in Japan is to promote the harmony of the group. We know how very collective the Japanese are. So each year, the seminar students and the professor participate in several social events like dinners, bowling or going to the movies. Each year there is also an overnight trip.

For my seminar students’ trip, we were talking about going to Kyoto or Nagano for a long weekend. I asked the students where they wanted to go by raising their hands. The vote was Kyoto 14, Nagano 1. That was easy, I thought to myself. The next day however, one of the students came to me and said she was really upset that I had agreed to go to Kyoto when she had voted for Nagano. I explained to her that I was using the western way of decision-making as I am sure she had experienced many times living in California. She was okay with my answer.

The next thing the students needed to decide was where we were going to stay. Half the students wanted to stay in a nice hotel. Since they would be graduating soon and some of them moving to different cities for their jobs, they would not be able to see each other very often. The other half of the students said that since they were still students, they did not have a lot of money and wanted to stay in a youth hostel. This time, I let them use the Japanese method of decision making.

A couple of weeks later, I asked them if they had a decision. Not yet. They would not discuss the topic with me, or in the formal setting of the classroom, but they were talking about a nice hotel versus youth hostel when they went out to dinner together, to the disco, and other social situations.

Another two weeks passed and again I asked them if they had a decision. “Yes, sensei we do. We decided not to go.” they said. “What? Why?” I asked. “Because we could not agree on a hotel versus youth hostel,” they said. “We decided to go to the movies and out for dinner instead.”

We discussed this decision, and since they came to a consensus they saw it as win-win. I told them to me, it was more lose-lose. This was not at all what we read about in terms of Japanese consensus decision-making.

The faculty members also have trips to promote the group harmony. One year, after some discussion over tea in the faculty lounge, we were considering Hawaii, Thailand, Guam, and Hong Kong. A Japanese-American put together a survey to ask the professors where they would like to go. The professors seemed okay with this process, and the vote came back for Guam. The next day, we met with the President to discuss our decision. I thought this was going to be a typical ‘ringi-sho’, where each person says, we have agreed on Guam. The meeting is just to put your ‘stamp’ on it. However, the President started the meeting by saying he wanted to go to Hong Kong. So, when we went around the room, each of the professors bowed to the President and said, “Yes, Mr. President, we want to go to Hong Kong”!!!

Terri Lituchy is now a professor of International Business at The University of the West Indies in Barbados. She has recently co-edited two books: “Gender and the Dysfunctional Workplace” (Elgar Publishing) and “Management in Africa: Macro and Micro Perspectives” (Routledge).

How to Talk About Our Skills to Potential Employers



People in the field of negotiation, mediation, and conflict resolution have skills, practices, and the conceptual understanding to be of real value to potential employees. The challenge is that unless we specifically show the connections of what we can do with what these organizations need, they will not necessarily make the connections on their own. We need to add marketing to our skill set.

We recognized this as a challenge for some of the graduates of the Master of Science in Negotiation and Conflict Resolution program at Columbia University. One of the most frequently asked questions of prospective students is about the career opportunities for graduates of the program. There are challenges for graduates switching careers into the field of conflict resolution, as well as for those staying in the same field and looking for a promotion or position. Both have an advantage if they know how to emphasize this new skill set they've acquired.

We decided to have a few faculty members who have positions external to the University discuss some tips about how they developed and advanced their careers. There were three of us on the panel: Robert Anderson, Jenny Besch, and I. I will mention one key point that each of us shared that evening that we found useful and think is of value for people newer to the field.

Robert's company, McDonald Anderson, specializes in communication training and consulting. When Robert was first starting out on his own, he conducted informational interviews as a way of building his network and learning more about the field and positions he was seeking. He learned this tip from the book, "What Color is Your Parachute," a classic for people seeking career changes and employment. Robert explained how he was able to develop his network one person at a time and within a few months he had met with many people. He said that in his experience, people are usually willing to give you 15 minutes of their time (which typically ends up being longer) to talk about their careers and the type of work they do. He said that most people were very

generous with their time and that some of these connections in his network led to training and consulting opportunities.

Jenny is the director of the Westchester and Rockland Mediation Centers and she talked about how she knew people who had good ideas that eventually turned into paid positions. Jenny's point is that if you believe you have something to offer and feel it can add value it is worth pursuing. Here is where it is necessary to think about the advantages of implementing your ideas, identify obstacles that may get in the way and then be creative about figuring out how to manage around these obstacles. One challenge can be funding, especially in non-profit organizations that depend on soft money. At least one of the projects she ended up adding into the services she offered at the mediation center came about because she and the person with the creative idea co-authored a grant that they received and the project was funded.

In addition to directing the MS program at Columbia University, I also do consulting, mostly in organizations. I talked about my work with teams, virtual and face-to-face, which are notorious for having group dynamics that need to be addressed and are usually not managed constructively. Many if not all of the basic skills we learn in negotiation, mediation and conflict resolution can be applied here. For example, being able to listen past positions and for the underlying needs, managing emotions during difficult conversations, and utilizing collaborative processes are all necessary skills for teams to use while trying to achieve shared goals. Working with teams as a process consultant, executive coach or workshop trainer are ways in which we can support teams to work together more constructively.

These are a few insights we shared in our presentation and I am sure there are many more tips amongst our larger community. Some of the excerpts from this evening will be available for viewing on the website ce.columbia.edu/negotiation-and-conflict-resolution.

Beth Fisher-Yoshida, PhD, CCS, is a Facilitator, Educator, Mediator and Executive Coach, who partners with clients to develop initiatives that will foster change resulting in improved communication, organizational performance and quality of life. She is Director of the Master of Science in Negotiation and Conflict Resolution at Columbia University.

Robert M. Anderson is a consultant and trainer with 30 years' experience in field of international human resources development. He is president of McDonald Anderson, a group of international professionals specializing in leadership and communication training based in New York City. Robert conducts courses in negotiation and mediation at the International Center for Cooperation and Conflict Resolution at Teachers College. He is also an instructor in Teachers College's Summer Principals Academy and a community mediator certified by the IMCR in the Bronx.

Jenny Besch, Director of the Westchester Mediation Center of CLUSTER, Inc. since 1998, is a certified mediator and State Certified Trainer with advanced training in community mediation, parent-child mediation, custody-visitation mediation, divorce mediation, child permanency mediation, lemon law arbitration, employment discrimination mediation, victim offender mediation and restorative justice group conferencing.

Peacebuilding 2.0



Jose Pascal da Rocha, the Coordinator in the Training Unit at the African Centre for the Constructive Resolution of Disputes (ACCORD) based in South Africa, presented on “Peacebuilding 2.0” at Columbia University in January 2013. Pascal led the group through a lively discussion on the challenges we face in the world of peacemaking, peacekeeping and peacebuilding. The following are some excerpts from his presentation and the points he addressed.

It is clear that we are still learning ways to effectively intervene in conflicts from determining which conflicts warrant external regional and/or international intervention, to deciding how we intervene and then identifying ways to transition out of the situation. Pascal referenced recent past situations from Kosovo, Somalia, Sudan, Afghanistan and Mali so as to ground his talk in realities on the ground and to use cases in which the audience could connect. There are lessons to be learned in all these cases and since these cases are recent and for some, current, perhaps there are ways in which we can continue to apply our learning. In one case, Mali, the newest of the cases cited and perhaps because it is still evolving we can witness (hopefully) the application of these lessons learned that make sense in this context.

One of the challenges we have is in shifting the narrative about what we mean by peacebuilding. There are many more questions to ask than answers to provide. Part of the challenges are that there are so many players involved who have differing ideas of how to understand what is and define what should be. This trickles down to how top-down vs. bottom-up the recommendations that are surfacing are and this influences how involved the local populations will be. There are those that advocate self-determination, for example, and others that point out local populations do not have the necessary structures and capacity to carry through with establishing a new government after so many years of conflict. If aid and different types of support are provided, what should the aid and support be, provided by whom, for whom and for how long?

We are dealing with levels of complexity that need tools and mindsets capable of managing them. Complexity science, dynamical systems theory and other approaches are needed in these scenarios. Pascal also pointed out that even in scenes of conflict and turmoil there are pockets or havens of peace within. How do people manage to remain resilient in these turbulent times? Learning from the indigenous populations and interfacing that with structures and practices from the outside can be one way to approach these situations.

The issue of time was addressed and that culturally we all have different perceptions of time and how long these processes should take. We are considering significant changes and the establishment of new systems and structures and in some cases building from scratch. It will take time and this means we need to define a shared understanding of what we mean by success and progress. How do we continue to monitor what is being done and measure progress? We also will need to find ways to sustain the efforts being made and continue the support, especially to fortify the efforts from within.

It seems these questions will continue to remain relevant as long as there are potential hot spots that could flare up and will require attention and possible intervention. Identifying ways to process and then disseminate best practices will continue to be a real and felt need in the coming years.

José Pascal da Rocha currently serves as Coordinator of the Mediation and Training Unit at the African Centre for the Constructive Resolution of Disputes (ACCORD) based in South Africa. He has worked as a neutral transnational mediator, negotiator and lawyer in crisis intervention, human rights, corporate affairs and conflict management for international organizations. He teaches conflict resolution and negotiation at several institutions around the globe and also teaches gender, diversity and inclusion at the University of East Anglia, Norwich, U.K. and on communication and cultural studies at the Martin Luther University in Halle, Germany.

Reflections on Mediation and ADR in Asia



My colleague Michele Riley, Esq. and I occasionally discuss our work in Asia. More recently we have been discussing the status of mediation and ADR, and the cultural similarities and differences in ADR between some of the countries where we have worked in Asia (specifically Japan and Singapore) and the U.S. Following are some reflections Michele and I had in a recent conversation.

To set the context, Michele is a lawyer and after having worked in Japan as corporate counsel for a large multinational headquartered in Japan, she returned to the U.S. and developed her mediation practice. A few years later she turned her interests toward Asia again and began looking into the status of mediation there. What she found was that there was a big effort being made in different countries and one development was the founding in 2007 of the Asia Mediation Association (AMA), formed by five founding mediation centers in Hong Kong, Indonesia, Malaysia, Philippines, and Singapore. Since that discovery Michele has presented at their conferences and conducted some training.

I was asking Michele about the similarities and differences between what she encountered at the AMA and what she encountered here in her practice in the U.S. I should specify that we were discussing commercial mediation in particular. She mentioned that what she witnessed through the AMA seemed remarkably similar in the basic principles and processes to what she experienced in her commercial mediation practice here. We then discussed our experiences with mediation in Japan. One topic was the disputant preferences of whether parties felt comfortable sitting in the same room as compared to the parties sitting in separate locations. We wondered about them not wanting to potentially put themselves in the situation of possibly losing face. The concern with losing, saving, and giving face is significant in Japanese culture. This led us to consider other cultural dimensions that may influence preferences for mediation, arbitration or court settlements.

Michele developed some of these cultural dimensions into looking at the differences between a “law culture” as compared to a “mediation culture.” We looked at the level of comfort with uncertainty, as this is one of the cultural dimensions that have been researched over the years, with Hofstede coming to mind. Cases that are adjudicated follow a more structured set of rules, documentation of evidence and these are defined in advance with minimal degree of surprise once the case begins. There is also a fixed notion of truth and what can be proven according to law. This is better for those less comfortable with uncertainty. Mediation on the other hand, while having procedures and a flow to the process, is much less rule oriented, does not demand documentation of evidence and is more unpredictable in terms of what will surface during the mediation, therefore inherently having a larger degree of surprise in the proceedings. In addition, there is not one “truth,” rather the narratives of what the disputants experienced as truth. Mediation would be more suitable for people having a higher degree of tolerance for uncertainty.

We are not stating definitively that one culture is or is not more prone to being a law culture as compared to a mediation culture. What we are saying is that we are curious to see how the evolution of these practices have evolved and are continuing to evolve in different cultures, especially considering the cultural norms and practices of the different contexts. We would be happy to continue the conversation with you and look forward to hearing your experiences and research that you know of on this topic.

Michele S. Riley is a mediator and arbitrator, handling disputes in the areas of commercial transactions, mergers and acquisitions, employment law, corporate governance and general corporate law. Riley complements her ADR practice by teaching courses in conflict resolution theory and practice at the International Center for Cooperation and Conflict Resolution, Columbia University.

Great Dutch Idea Tested in Denmark



Strengthened Citizen Contact is both the title of a special method focusing on handling citizen complaints to public authorities and the title of a pilot project in which two Danish municipalities and two hospitals tested a special method in the course of 2011-2012.

The method, Strengthened Citizen Contact, takes its point of departure in well-documented knowledge about good communication and good conflict management. The method for handling citizens' enquiries is based on a project initiated by the Dutch Ministry of the Interior entitled "Prettig contact met de overheid".¹

When a citizen has made a complaint about a decision taken by the authorities or in some other manner has formulated an objection to the public authority, the special method means swift, personal, and outreach contact with the citizen.

The pilot project Strengthened Citizen Contact had the objective of establishing whether utilising the special method can free time for staff who work with handling complaints on a daily basis and simultaneously to determine whether the same results could be achieved as in the Netherlands².

The Results

The results of the pilot project have been documented by applying different quantitative and qualitative methods. The data show that when the special method is applied in the two municipalities, a complaint is discontinued³ in between 48 and 88 % of cases.

In the hospitals only 1 of every 11 cases has been forwarded in the official complaints system. This means that approximately 90% of the complaints have been discontinued.

Utilisation of Strengthened Citizen Contact in connection with complaints meant that between approximately 7 % and 49 %⁴ of time was saved in the different departments in the two municipalities.

The documented time consumption of the health personnel who make use of the special method in "everyday situations" at the two hospitals is largely the same as the time previously used in these situations. On the other hand, the experience has been that significantly less time is spent on handling complaints at management level.

In the municipalities – specifically in the areas in which the pilot project was implemented – an annual labour-saving potential of an average of 42% full-time equivalents could be assessed.

Citizen satisfaction studies were implemented indicating that the general satisfaction with municipal case processing increases by between 16% and 52%.

It can be established on the basis of pre- and post-measurement, inter alia of experience of the working environment and very uniform and unequivocal statements by staff in the municipalities that putting the special method into operation has a great positive impact on staff job satisfaction in terms of working with complaints and objections. This is expressed in relation to factors such as experience of increased competence, better overview, influence, positive feedback from citizens, personal praise, etc.

Staff satisfaction at the hospitals was measured quantitatively and the measurement shows an improvement of between 10% and 30%.

It is reported that an important effect of Strengthened Citizen Contact is that the

initiative is more frequently taken to collegial talks and discussions about everyday situations and complaints management. According to the staff involved, in this way occasions arise for learning in daily life.

The hospitals have experienced that the introduction and application of the special method has legitimised more open dialogue concerning the relationship to patients and relatives, and that in several contexts the experience gathered by many staff over time is communicated further to colleagues.

Søren Viemose is the owner and executive director of The KALOVIG Center a center set up as a psychological link between theory and practice in Negotiation, Conflict Management and Consensus Building. This consensus-building venue serves in many ways as a facility for negotiations, mediations, seminars, training, meeting and research. He teaches at Master of Conflict Mediation at Copenhagen University.

¹ "Pleasant contact with the authorities"

² The Dutch results have been presented in, for example, Eindrapportage pioniertraject mediationvaardigheden resultaten, analyses & aanbevelingen, Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2010.

³ When a complaint is discontinued, this means that the complainant has chosen not to maintain the complaint and that it is thus not forwarded in the usual complaints handling system, such as a legal department or a superior complaints authority.

⁴ Including those complaints where applying the special method does not lead to a solution and where it must be assumed that there has been extra time consumption.

Call for Negotiation Simulations and Cases

IACM Colleagues Near and Far:

We are in the process of revising our book *Negotiation: Readings/Exercises/Cases* (Lewicki, Barry, and Saunders) for its forthcoming 7th edition (McGraw-Hill/Irwin).

We are seeking new negotiation simulations and cases for the forthcoming edition.

The scope of the book is quite broad, with exercises involving many structural forms, including two-party bargaining, multiparty negotiation, group decision making, third partyship, and other forms. Simulations, exercises, and cases can but do not need to be business-related, as we would like to include materials involving a variety of social and issue contexts.

If you have developed a simulation, case, exercise, or questionnaire that you would like us to consider for publication in the next edition of the book, please contact Bruce as soon as possible. **We are also open to suggestions for readings** to be included in the next edition.

We will be making adoption decisions about new materials during the next few months.

Thanks,

Bruce Barry

Vanderbilt University (bruce.barry@vanderbilt.edu)

Roy Lewicki

Ohio State University

David Saunders

Queen's University

Just Released



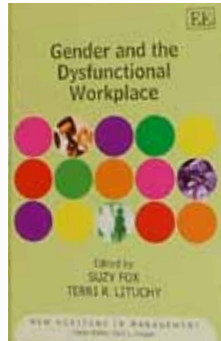
Management in Africa: Macro and Micro Perspectives

Terri Lituchy, Betty Jane Punnett
and Bill Ptoplampu (Editors)
Routledge Books (2012)

The book encompasses current literatures and research based on empirical data from across different countries in Africa. It focuses on the work of leading scholars of management in and around Africa and the African Context. The main themes are macro and micro issues Management in Africa. In the introduction, we explain the historical or traditional view of Management in Africa versus the newer western business management perspective. The first section includes a review of the current literature on management, the economy and general challenges of organizations on the African continent. It explores whether we can at this point refer to 'African Management' as an emerging and distinct stream in the scholarly discourse in management. Sections 2 and 3 cover specific macro and micro topics in Management.

The objectives are to present current, in-depth, and rigorous research and to identify future research and propositions. The book will enable scholars and students to gain an in-depth understanding of management as it is evolving and practiced in Africa.

Management in Africa is different from other current books as it presents research that would be of interest to faculty members and university students; that is, it is written at a more advanced level. It focuses specifically on management in Africa from an academic perspective and includes more current management topics than previous books. The book promotes research on Africa to an international market.



Gender and the Dysfunctional Workplace

Suzy Fox & Terri R. Lituchy (Editors)
Edward Elgar Publishing (2012)

Is your organization dysfunctional? Dysfunction in the workplace, like bullying, affects women differently than men. This book represents a broad spectrum of disciplines including law, management, communications, and psychology. By offering integrative, cross-disciplinary inquiries into the many roles gender plays in organizational dysfunction, the authors seek to provoke new questions and new streams of research, with the ultimate goal of contributing to healthier workplaces for men and women alike.

There are many ways in which the workplace can be dysfunctional, and many ways in which workplace dysfunction can affect the well-being of organization members. This book looks at counterproductive work behavior (aggression, bullying, incivility, sexual harassment, sexual orientation harassment) and mental health and well-being. Gender is key — the gender of actors, targets, and observers of abusive interpersonal behaviors; gender-race interactions; gender-related characteristics of workplace conflict, communication and stress; socio-economic factors such as occupational expectations and roles outside the workplace; and ambiguities in the law.

Is workplace bullying "gender-blind" or inherently gendered (linked with masculine attributes of power and control in organizations)? Even "status-blind" workplace harassment, although legal in the United States, disproportionately affects women's wellbeing, productivity, and advancement, further compounded when race and ethnicity come into play. Sexual harassment is arguably the most gendered form of organizational abuse. We extend the concept beyond male-on-female harassment, looking at discrimination and harassment based on sexual orientation, or "organizational heterosexism".

Gender also informs withdrawal and responses to job and life stress. Absenteeism negatively impacts organizational functioning and profitability. Are there higher accepted levels of absenteeism for women than for men? What are the positive and negative ramifications for women and their careers? Finally, we expand upon research on gender and occupational mental health, applying North American theories and models across cultures to organizations in Argentina and Barbados.

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MERIEM KALTER

Editor's Note

Hello everybody! In this issue, you will find exciting information about the upcoming 2013 conference in Tacoma.

This issue of SIGNAL has a broad range of topics and columns that include stories from PhD students, researchers and practitioners from all over the globe. We are very happy to welcome Beth Fisher-Yoshida and Terri Lituchy to our SIGNAL team. I would also like to thank Shelly Whitmer, IACM Administrative Manager, who diligently produces this newsletter in its current amazing and professional look.

Please let us know if you are interested in making a contribution to the next SIGNAL. Send me an email to meriem.kalter@hu.nl by September 14, 2013. We would love to hear from you!

