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SPECIAL POINTS OF INTEREST:

- Looking Forward to Leiden: Host City for IACM 2014
- Tribute to Nelson Mandela
- Teaching Negotiation Online – Getting Started
- Culture's Consequences: Communication
- PhD Students Around the Globe

The 2014 winner of the Jeffrey Z. Rubin Theory-to-Practice Award is Stephen B. Goldberg, Emeritus Professor of Law at Northwestern University. The Rubin Award recognizes those outstanding professionals whose contributions have moved effectively between theory and practice. The IACM is a proud co-sponsor with The Program on Negotiation (PON) at Harvard Law School of this award. Steve will receive his award at this year's IACM conference in Leiden. *SEE PAGE 7.*

KAREN (ETTY) JEHN // PRESIDENT 2014

IACM:
A Global Adventure

While I was at the Wharton School, University of Pennsylvania, I was given the opportunity to do a half-year sabbatical and I made the decision to go to the Netherlands to do research. The choice was easy, because I had made many friends and colleagues who lived in the Netherlands through my attendance at the IACM conferences. I wanted to be someplace where there were great conflict researchers and also get back to my psychology roots.

After my sabbatical at the University of Groningen, I ended up taking a position at the Department of Social and Organizational Psychology at Leiden University and never looked back! I was asked to help build the Organizational Psychology side and it was a thrill. I embraced the opportunity to be at Leiden and work with the outstanding colleagues, PhD students, and was given the resources to do research that helped make me a better academic. And the people at Leiden are the main reason I chose to take the 2014 IACM conference there. When you join us you will find that social psychology, conflict and negotiation researchers are everywhere and they are all top quality. Plus it is a great place to visit – as you will see from the Fieke Harinck's and Wolfgang Steinel's (our Local Arrangements Co-chairs) write-up.

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My dream while living in the States was always to reside in Europe. I did indeed have a wonderful time there both academically and in my other life: I met my husband, had two Dutch boys, and made some of the best friends ever. My husband's dream was a little different – he had always wanted to live in Australia. I recognized it was his turn and I wasn't in the least bit resistant to the idea. I had done executive education over a few years for the Australian Graduate School of Management (AGSM) in Sydney and I loved the people and the climate in Australia. So again, using my IACM network, I began to search for where the conflict researchers were and sent around email inquiries. I found my new home at Melbourne Business School at the University of Melbourne in Victoria. It has been a fantastic choice although there are many other Australian Universities that would have been just as amazing.

One of the challenges of moving abroad is keeping up with colleagues from your home country. When I first made the move to the Netherlands, I was afraid my colleagues and mentors in the States would think I had fallen off the face of the earth. Indeed, a few did ask if I was still doing research or even at a University. It was my links with my colleagues at Leiden and other universities in the region and my involvement with the IACM that helped me weather this stage. Looking back, I was less lonely in the Netherlands than I had sometimes felt in the States. Both places I moved to had research high on their agenda and so that wasn't a concern. In both cases, there was a little bit of an adjustment time. Right after I learned Dutch, I then had to learn Australian and am still not quite there yet. But a great side benefit is that nowadays I feel I can practice what I preach ... er... research about cultural diversity in teams and being a cosmopolitan team member.

So as a member of this wonderful organization, let the IACM help you on your global adventure. If you haven't been to a conference before, or if you are a dedicated regular, come to Leiden and meet all our great members from around the world and decide where you want to go. There will always be someone in the IACM who is willing to help.

CHERYL RIVERS // IACM COMMUNICATIONS DIRECTOR

Signal Editor's Note

Etty's Presidential column reminds me why I enjoy being part of the IACM—it provides a way to connect with folks who do fascinating jobs and over the years, it has also provided a venue, and good dance music to help me make friends. Because they are scattered all around the world most of my communications with them and with you is in virtual space, via emails. *Signal* offers another venue to connect and communicate—and allows more expansive commentary. I am delighted with the array of stories in this issue and thank all the wonderful contributors who worked hard with me, to a very tight deadline, to get their stories in.

This year, we can catch up with old friends and meet some new ones in Leiden in the Netherlands from Friday, July 4th to Monday, July 7th. In the following pages, our local arrangements co-chairs, Fieke Harinck and Wolfgang Steinel, provide a great round-up of things we can do before or after the conference. Not sure about you, but I might give the display on the history of blood letting a miss—instead, I think I shall seek out one of the wonderful cafes on a canal bank—or maybe a Dutch pub. Look out for me and come join me for a Dutch beer! Would you like a bitterballen with that?

I hope you will enjoy reading all the other articles in this *Signal*. Barney Jordaan, our local representative in Sub-Saharan Africa, has written a personal tribute about the late, great Nelson Mandela. I especially like reading the pieces written by doctoral students. Their enthusiasm as they start on their journeys as scholars of negotiation, conflict management, mediation or a related field is contagious. I can't wait until our doctoral contributors become "old hands" in the IACM. I also invited a friend I made through the IACM, Maria Dijkstra, to write about her sabbatical leave here in NZ. She claims I blackmailed her... my memory is a negotiated exchange. Whichever it was, when she visited me recently in Wellington our time together epitomized an IACM friendship. Our conversations rambled through our research, the challenges of our careers, we drank good wine and we went out dancing.

I look forward to seeing you in Leiden and in the meantime, please enjoy reading the perspective of some of our members, your colleagues, who have contributed to this issue of *Signal*.

FIEKE HARINCK & WOLFGANG STEINEL // IACM 2014 LOCAL ARRANGEMENTS CO-CHAIRS

Looking Forward to IACM's 2014 Annual Conference in Leiden, The Netherlands – July 4 to July 7

We are very excited to host IACM in Leiden this July. Leiden dates back to Roman times and is defined by many canals, bridges, church spires, narrow alleys, and historical facades. It has a vibrant student life, pubs, theaters, loads of museums, monuments and historic places which will offer plenty of options after-hours.

Some less well-known facts about Leiden are that it is the birthplace of the Master of Light and Shadow, Rembrandt and Leiden is the provenance of two nations. The Dutch independence war against the Spanish crown started in Leiden in 1574; and Leiden was also where the Pilgrims departed from in 1620 to start the first permanent settlement in the New World. Thus, Leiden can be said to be the birthplace of the Dutch and the American nation—two nations that form a large membership of IACM.

When you visit Leiden you will be able to see Leiden University which was created in 1575, and was the first university in the northern Netherlands. Legend has it that the university was a reward for the heroic resistance to the Spanish occupation. The motto of the university *Praesidium Libertatis* means "Bastion of Freedom" and Leiden University was the first in the Netherlands to practice freedom of belief and religion. This atmosphere of freedom of speech provided the environment for philosophers such as Spinoza and Descartes to develop their ideas. Today, Leiden University is a leading university in Europe, with more than 23,000 undergraduate students and about 400 PhD students.

If you are a **museum** kind of person then Leiden is definitely the place for you! It has twelve fantastic museums all in walking distance of one another. Dinosaur skeletons, masterpieces by Rembrandt and Lievens, Wajang puppets from Indonesia, the medical history of bloodletting and breast prosthetics, an Egyptian temple, treasures from Japan and everything about the Relief of Leyden of 1574: you will find all of this and more in Leiden's museums. There is lots of information on **http://portal.leiden.nl/en/tourism_leisure/art_culture/museums**

When you think of the Netherlands, you probably think of cycling. **Cycling and walking** around Leiden are two of the nicest ways to take in the sights and the city's history will come alive. The Academiegebouw, which is the ceremonial seat of the university, De Waag (the Weigh house), De Burcht (the Citadel), and other stately mansions all line the famous Rapenburg canal, and you should also seek out the beautiful Pieterskerk (church of Peter), the Hooglandse kerk (Highland church), and the 35 hofjes or almshouses in the city all tell the story of Leiden's history. You can choose from a variety of themed walking tours with English instruction from the Visitor Centre in Leiden, like "The Leiden

Top: Fieke Harinck & Wolfgang Steinel

Below (left to right): Rembrant, Rapenburg Canal and Highland Church

Loop," "In the Footsteps of the Young Rembrandt," or "Along Leiden's Almshouses." For more information **http://portal.leiden.nl/en/tourism_leisure/**

Alternatively, if you want to take to the water—and with more than 17 miles of waterways and 88 bridges, Leiden is the city with most canals in the Netherlands after Amsterdam—then the Leiden city cruises are for you. Or you can rent a boat. You can admire the imposing facades of the museums, almshouses and many historic buildings as you float past in a leisurely way. You will also find many delightful cafés and restaurants lining Leiden's canals, some with terraces directly on the water.

When you come to Leiden be sure to indulge in some of our **Dutch culinary traditions**. A typical Dutch delicacy is Hollandse Nieuwe (Dutch New), which is raw herring from the catches around the end of spring and the beginning of summer. We show the traditional way of eating it in our photo above. Traditionally, the first barrel of Hollandse Nieuwe is sold at auction to raise money for charity. Other traditional Dutch food you can try are pancakes, stroopwafels (syrup waffles) and bitterballen (bitter balls), a Ping-Pong ball sized deep-fried construct which defies all description—order them in a pub, they go well with a nice beer and all beer in Holland is nice! If you are vegetarian then maybe order some Dutch cheese instead.

Near Leiden

Leiden is the perfect starting point for exploring the beautiful natural surroundings and attractions in the area. Only a few minutes away from the conference center, you'll find the attractive seaside resort **Noordwijk**, famous for its beaches and dunes: a unique combination of stylish beach resort life, beautiful natural environment and rich history. See **http://www.noordwijk.nl** for more information.

You have probably all heard of Gouda cheese but there is more to the charming town of **Gouda** than cheese, pipes, syrup waffles and pottery. The town is also famous for its stained glass windows, its fairy tale town hall and its picturesque canals. Gouda boasts more than 300 historic monuments, all within walking distance of one another. And of course you should definitely visit the Gouda cheese and craft market when you are there.

Water sports enthusiasts will love the Kaag lakes or **Kagerplassen** recreational area, for its large stretches of water with peat meadows, or polders, in between, where cows are pastured and the many impressive windmills.

The Dutch Royal Family, many embassies, most ministries, and both chambers of the Dutch parliament are all located in **The Hague**. The Hague region is home to more than 160 international organizations (including the International Court of Justice, the International Criminal Court, the International Criminal Tribunal for the former Yugoslavia, the Organization for the Prohibition of Chemical Weapons, the Peace Palace, and many NGOs) working in the field of peace and justice as a result of its rich legacy in international politics.

The Beach at Noordwijk

For more than fifty years, the world-famous miniature village of **Madurodam in Scheveningen** has been the ideal way to get to know the many surprising features of the Netherlands: Amsterdam canal-side houses, the Dom tower in Utrecht, the Binnenhof in The Hague with its golden coach, and part of the Delta works. In Madurodam everything for which the Netherlands is famous has been reproduced on a scale of 1:25, faithful to the minutest detail.

Leiden is only 15 minutes away from Amsterdam Airport (Schiphol), and has excellent train connections to Amsterdam and other European cities such as Brussels, London or Paris.

We know you will enjoy your visit to Leiden—we hope you will venture a little further afield while you are here too. See you in July!!

ANNE LYTLE // IACM PRESIDENT IN 2015

2014 Jeffrey Z. Rubin Theory-To-Practice Award Winner – Stephen B. Goldberg

The International Association of Conflict Management is honored to award Stephen B. Goldberg the Jeffrey Z. Rubin Theory-To-Practice Award which is co-sponsored by the Program on Negotiation (PON) at Harvard Law School. Steve will be presented the award at the 2014 IACM conference in Leiden.

Stephen B. Goldberg's dispute resolution theory-to-practice career spans over 40 years. He is an academic, graduating from Harvard College and Harvard Law School and now an Emeritus Professor of Law at Northwestern University; he is a researcher with award winning books, and countless papers, presentations and articles; he is a practicing mediator and arbitrator; and he is a dispute resolution systems designer, creating conflict management systems and interventions to put those systems into place. Stephen B. Goldberg, on so many dimensions, has influenced the foundations of how mediation and dispute resolution are practiced and taught today around the world.

One of Steve's most important contributions that changed the face of dispute resolution practice in the United States is grievance mediation. In 1980 when Steve introduced grievance mediation to the coal industry with a classic experiment, the only mediation being done in labor management was contract mediation. After studying why wildcat strikes were rife at the time in the coal industry, such as lack of trust of the arbitration process, feelings of disenfranchisement and disrespect, Steve designed a grievance mediation system, selected and trained mediators, tested the system in a field experiment and published the results, and worked tirelessly for many years to diffuse this practice throughout labor management. This work provided the foundation for what ultimately lead to the creation of the Federal Mediation and Conciliation Service — the nation-wide, thriving, free grievance mediation service that exists today.

Steve is the lead author of the major law school textbook on Alternative Dispute Resolution, which was the first text initiating the ADR curriculum into law schools. He is a coauthor of Getting Disputes Resolved which introduced the concept of dispute systems design — the approach to inter-organizational change that Steve, Bill Ury and Jeanne Brett developed from their experiences with wildcat strikes and grievance mediation. He is a founding member of the Dispute Resolution Research Center at Northwestern University and the author of many of the negotiation exercises that our members know and love, including the best-selling *Texoil and Rapid vs. Scott*. His unique teaching cases provide roles for both business and law students, promoting both cross-disciplinary and true-to-life dispute resolution simulations. He regularly translates and publishes his research examining the process of mediation and the effectiveness of mediators in practitioner-oriented journals such as *Negotiation Journal*. There is no question his research has found its way directly into dispute resolution practice.

Having worked on countless cases for employers and unions within profit, nonprofit and governmental organizations over the course of his long career, Steve is still an active practitioner of mediation, arbitration, facilitation, training and dispute systems design. He is a member of the National Academy of Arbitrators and currently a senior arbitrator for the Postal Service. He is also a mediator for the International Court of Arbitration for Sport and a salary arbitrator for Major League Baseball and the Major League Baseball Players Association.

JEANNE BRETT // DRRC KELLOGG SCHOOL OF MANAGEMENT

IACM–DRRC Student Scholarship Awards

Facilitating Student Participation at the IACM Conference

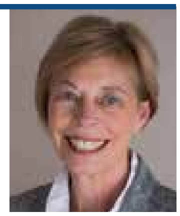
Each year, the Dispute Resolution Research Center at the Kellogg School of Management, Northwestern University awards fellowships to ten students who are attending their first International Association for Conflict Management conference. These IACM-DRRC scholars are selected by the IACM program committee who use $5000 from the DRRC to support the scholars' participation at the conference. The criteria for selection are: a PhD student who had not previously presented a paper at IACM, and who is the first author on the paper.

The DRRC was founded in 1986 and has this mission:

- to be a nationally recognized center for research on dispute resolution and negotiation;
- to be a major site for graduate education in negotiation and dispute resolution;
- to be a major provider of continuing education programs targeted at exposing the legal and management worlds to the latest developments in the field of dispute resolution and negotiation; and,
- to be an internationally recognized provider of negotiation, competitive decision making, and dispute resolution teaching materials.

The IACM-DRRC scholars program began in 2009 and contributes to DRRC's mission in two ways. Firstly, it encourages scholars new to the IACM community to focus their research on dispute resolution, negotiation, and conflict management. Secondly, it facilitates graduate students' education by making it possible for them to participate in all the professional activities associated with the IACM annual meeting.

We are looking forward to welcoming the 2014 IACM-DRRC scholars to the Leiden conference in July.



Winners of the 2013 IACM-DRRC Scholarship – Tacoma Conference

AUTHOR	AFFILIATION	PAPER TITLE
Shahin Berenji	University of California LA, USA	Costly signaling and trust building in international relations: Why States over-reassure? An examination of Anwar Sadat's Jerusalem initiative.
Shannon Callahan	University of California Davis, USA	Look out, they have a flag! Group symbols increase perceptions of threat by increasing the perceived realness of the group.
Jin Wook Chang	Carnegie Mellon University, USA	A desire for deviance: Influence of inter-group competition on support for deviant leaders.
Longzhu Dong	University of Wisconsin Milwaukee, USA	Examining expatriate effectiveness from a conflict perspective.
Benjamin Hoehne	Leuphana University, Germany	It's hard to part with gains, but what about losses?
Silja Kotte	Kassel University. Germany	The trouble of giving a face to the omnipresent beast: A mixed methods approach to Israeli-German group development.
Joost Leunissen	Rotterdam University, the Netherlands	Apologies as a relationship maintenance strategy: The influence of relationship closeness.
Emma Edelman Levine	University of Pennsylvania, USA	The interpersonal consequences of obesity.
Laura McClendon	Sullivan University, USA	'Grace' under fire: Conflict within a nonprofit healthcare organization.
Elizabeth Salmon	University of Maryland, USA	Cultural contingencies of mediation: effectiveness of mediator styles in intercultural disputes.
Rich Stowell	University of Utah, USA	Conflict and Communication in United States Combat Teams: A Literature Review.

BARNEY JORDAAN // IACM REGIONAL REPRESENTATIVE SUB-SAHARAN AFRICA

Nelson Mandela – A Tribute

Nelson Rolihlahla Mandela was born into the Madiba clan on July 18, 1918 in Transkei in what is now the Eastern Cape Province of South Africa. His father, who died when Mandela was 12 years old, at the time was principal counselor to the acting king of the Thembu people (to which the Mandela clan belonged). After his father's death, 12 year old Mandela became a ward of the king. It is said that upon hearing the elders' stories of his ancestors' bravery during the wars of resistance against colonial rule, he dreamed also of making his own contribution to the freedom struggle of his people.

The name 'Nelson' was given to him by one of his teachers at primary school in Qunu, in accordance with the custom at the time to give all school children 'Christian' names. Qunu, on the road to the breathtaking Wild Coast region of South Africa, is the village where he enjoyed spending his later years and is now his final resting place.

For me, the narrative of his life revolves around four themes: sacrifice, grace, courage and inclusive leadership.

His history of **sacrifice** and struggle is well documented. He saw very little of his young family when he first became involved in politics in the 1940s: two of his children died, including his eldest son, while Mandela was in prison but he was not allowed to attend his son's funeral, nor that of his own mother who died shortly after his son. He was detained numerous times before being imprisoned for 27 years, a part of which he spent in solitary confinement. He struggled for years with his health, including tuberculosis and prostate problems; he divorced twice and he led, what he termed, a very lonely existence between his divorce from his second wife, Winnie Madikizela and falling in love with his third wife, Graça Machel, some years later. For many years, he was not able to complete his studies because of his involvement in politics. When he eventually did complete his studies, he was not allowed to attend his own graduation.

He faced strong opposition from within the ANC for secretly engaging in talks with the Nationalist government with a view to brokering peace while he was in prison. And, shortly before his death, he had to witness the indignity of greedy family members arguing over the spoils of his estate.

Madela's **grace** showed in the way he engaged with former enemies, including the State prosecutor in the trial that saw him being sent to Robben Island, Adv. Percy Yutar, QC. What makes the meeting, which Mandela arranged, all the more remarkable, was that at the trial Yutar had asked for the death penalty to be imposed on Mandela. He also met with the wife of Hendrik Verwoerd, the founder of so-called Grand Apartheid (the policy of separate development). I was fortunate enough to be present at a small gathering held in Stellenbosch shortly after his release where Verwoerd's grandson, Wilhelm, expressed his shame in his family name to Madiba. Ever the wise one, the latter told him that he should not be ashamed, because he now had the opportunity to restore the name in honor through his own commitment to a democratic South Africa. Incidentally, Wilhelm was, for many years excommunicated by his father for his involvement with the ANC. This history is documented in a book by Wilhelm's ex-wife Melanie Verwoerd, titled *The Verwoerd who Toyi-Toyid*.

Mandela's leadership qualities were evident to all. He rose through the ranks of the ANC Youth League to become its President. In 1952 he was chosen as the National Volunteer-in-Chief of the Defiance Campaign, a campaign of civil disobedience (first pioneered by Mahatma Gandhi when he practiced law in South Africa) against certain unjust laws. In the early 1960's he was

asked by the ANC to lead the armed struggle and helped to establish Umkhonto weSizwe (Spear of the Nation). As the winds of change began blowing over the country in the late 1980's, on more than one occasion, the government of the day offered to release Mandela if he unconditionally foreswore armed resistance. He refused, but nevertheless initiated talks between the government and senior members of the ANC.

On 27 April 1994 he voted for the first time in his life. In May of the same year he was inaugurated as South Africa's first democratically elected President. True to his promise Nelson Mandela stepped down in 1999 after one term as president, one of only a handful of African leaders at the time to do so voluntarily.

Mandela's **courage** is nowhere better demonstrated than in his famous 'Speech from the Dock' on 20 April 1964, when he uttered these immortal words in the face of a possible death sentence:

> *'I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.'*

Word has it that he was persuaded by one of his legal counsel, Adv. George Bizos, QC—who subsequently became a lifelong friend and confidante—to add the words 'if needs be' for fear of provoking the judge in the case. Bizos' story, including his relationship with Nelson Mandela, is captured in his autobiography *Odyssey to Freedom*.

And, finally, there is Mandela's **leadership** style of '*leading from behind*', which he said evolved from his experience herding the king's cattle as a young boy: if you walk in front of them to the kraal, they might have disappeared behind you by the time you get there. But if you lead from behind, you have a better view of where you and they are going. He expressed it in these terms:

'It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.'

The challenge for us as negotiators, mediators and peacemakers is to lead with courage but in an inclusive and graceful manner, whatever sacrifices and struggles we ourselves might have endured.

NOAM EBNER, LORIANNE MITCHELL, JENNIFER PARLAMIS AND ROY LEWICKI

Teaching Negotiation Online

Part 2: Getting Started

In part 1 of this 2-part series (see Signal Vol. 28 Issue 3), we discussed the challenges associated with teaching negotiation online (e.g., faculty ambivalence and translating the experiential learning model to a virtual format) as well as the opportunities (e.g., greater attention to multi-media uses in the classroom and facilitating cross-cultural collaboration). Here in part 2, we focus less on the context surrounding teaching negotiation online and more on the content and practice of teaching negotiation online. By reflecting on our experiences teaching negotiation online, we hope to demystify the process for those contemplating using this new course delivery format, as well as offering new insights for instructors who are already using online learning technology to house all or part of their negotiation classroom. We begin by highlighting a number of critical preliminary considerations, and then offer specific suggestions for getting started and fostering engagement in an online learning environment.

Evaluate Available Assets

When planning an online course for the first time, it is crucial to assess the assets of the institution hosting the course. To this end, we recommend some preliminary questions to help you take inventory of available assets. (1) What is the learning management system (LMS) currently in use at my university (e.g., Blackboard, Canvas, Moodle, and Desire to Learn)? (2) What technology do I have at my disposal to help facilitate online teaching (e.g., Web conferencing software, lecture capture rooms, and video recording equipment)? (3) Will I have support, and from whom will that support come (e.g., IT department, program Chair/Director, Dean, network of experienced online teachers)? (4) Do I have online instructional design experts with whom I can work (e.g., in house or external partners)? One good way to discover the answers to these questions is to ask around and find someone who has taught online in your institution. If you can't identify anyone who has done this, contact your university IT department and ask who you should talk to about teaching online.

Once you have assessed the assets of the institution that may be leveraged for your online class, the next set of critical choices pertain to the design of the course.

Design the Learning Environment

Your design should be influenced primarily by the learning objectives to be achieved by the course. Keeping your objectives in mind, the first general design considerations pertain to determining the nature of the learning environment: (1) determine if you will teach wholly online or in a hybrid form that includes some face-to-face components; (2) if teaching entirely online, decide if you will teach asynchronously (where students complete course work on their own time and at their own pace) or synchronously (where students and instructor occasionally interact simultaneously in real time via technology such as videoconferencing, live streaming of lectures or webinars); (3) decide if your class will be text-based, lecture-based, a combination of the two or something entirely different; and finally, (4) decide if students will learn using an interactive, experiential-based approach or work independently. After the previous general design elements are considered and the above choice points made, the specific design elements of the class may then be addressed.

Design Course Content

A well-designed online course begins with a well-written syllabus. The syllabus should include, among other things: (1) a timeframe for the class (e.g., 8 weeks); (2) an outline of topics to be covered; and (3) a grouping of topics into units (also sometimes called modules or blocks) along with the material for each unit. The material for each unit then becomes the critical foundation for the "class". Each unit tends to include an introduction in the form of written text, pre-recorded video, and/or voice-over PowerPoint or audio files. Each unit may also contain some or all of the following assignments: assessed work (e.g., a quiz or a written paper), lectures, threaded discussion forums, negotiation exercises, simulations, video clips, quizzes, web field trips, and reading material. These final design elements

will again be determined by the learning objectives of the course and therefore will be topic-specific.

Incorporate Experiential Learning

Most negotiation classes use an experiential learning model that centers on concrete experiences, mainly in the form of in-class simulations and exercises that are then integrated and synthesized through debriefing in the classroom (Lewicki, 1997). While using simulations is not the only pedagogical option for teaching negotiation (see Druckman & Ebner, 2013), it is one that is both familiar and engaging and the dominant model for teaching negotiation (Lewicki, 2014). Several challenges need to be explored and decisions made if simulations or exercises will be used in the online classroom: how to assign roles, conduct the negotiations, report out results, and facilitate a meaningful discussion and debrief.

While there are many ways to do this (see the range of options discussed by Matz & Ebner, 2012), we will share one example of how we have addressed these challenges. As part of the set up for the class, students are assigned to groups in the LMS. Each student is only allowed access to his or her group. All roles and counterparts are assigned prior to the beginning of class. A document with the roles and counterparts is posted on the LMS for all students to see. When a particular negotiation is assigned, students download their role information from the group area in the LMS and refer to the roles-and-counterparts document to get contact information for their counterpart. Students then contact their counterparts to set a mutually convenient time to conduct the negotiation. For most negotiation simulations in the course, students are asked to conduct negotiations via Skype or a similar web conferencing tool where they can both see and hear the other party. Other negotiations in the class may be via email, telephone, or a combination of communication modes. Negotiations using different media are specified in the syllabus. After completing the negotiation, students “report out” on an online white board (e.g., GoSketch.com). On prepared boards, students fill in their outcomes and any other information the instructor requests (e.g., opening offers and reservation point). All students are given a deadline for reporting and then asked to review all the reports posted. In classes where discussion forums are regularly used, the debrief can take place in a dedicated discussion forum (Weiss, 2005), with students responding to specific questions posed to them by the teacher in the forum. In courses built around real-time lectures and engagement, a webinar or some other synchronous discussion format can be used to debrief the simulation.

Foster Engagement

One of the reasons that negotiation courses have been so popular, and role plays such a critical tool, is that they create strong student emotional engagement which differentiates the course from most others in the curriculum. Recent research (e.g., Parlamis & Mitchell, 2014) suggests that fostering students’ social and emotional experiences in the online negotiation classroom requires more effort than in an in-person negotiation classroom environment. Therefore, we now offer some recommendations for building an engaged learning environment that will promote more significant student-to-student and instructor-to-student interaction as well as a more satisfying social-emotional experience. Setting the tone for the class, fostering student-to-student connections, and establishing open communication channels with the instructor are essential components of building an engaged classroom.

First, to foster engagement, it is important to set a suitable tone for the online negotiation class. Students should understand that the syllabus is the guide to the class; knowing all the specific course elements and requirements, and being accountable for engaging in these elements, is critical. You may underscore this by (1) creating an interactive syllabus with hyperlinks to anything useful; (2) anticipating questions about how all course elements will be handled, particularly graded assignments; and (3) administering a syllabus quiz that requires a perfect score to ensure that students are fully acquainted with the content and requirements of the class.

Second, students should quickly get to know their classmates and instructor. As the instructor, you should post your own personal introduction (in addition to a more formal bio) and ask students to post their own, in a common area in the course. You might require students to post introductions that use multi-media (e.g., pictures with text, video introductions, and web photo albums that tell their story), and set an example with your own post. Continue to deepen interpersonal connectivity via instructor-initiated behaviors by: (1) requiring that a second introduction be conducted via buddy interviewing—where one student interviews another and then posts new and interesting information about the student they interviewed; (2) creating a Facebook (or other social media) group for the class to have informal discussions and greater connection; (3) using collaborative assignments that require that students work together and get to know one another; and, (4) mindfully facilitating dialogue in discussion forums such that students are drawn to interact with one another.

To further ensure engagement, it is crucial that the instructor promote and initiate frequent communication with students. We recommend teachers adopt some of the following elements: scheduling conferences with students, offering online office hours, soliciting mid-semester feedback, emailing students weekly to discuss student progress and, posting/emailing audio or video feedback and/or announcements for the entire class.

Teachers interested in learning more about designing negotiation courses can avail themselves of the work done by the Rethinking Negotiation Teaching project. This project, which started in 2009 and continued through 2013, produced four volumes dedicated to the topic of negotiation teaching, all of which are freely available to read and download here: **http://law.hamline.edu/rethinkingNegotiation.html**. Only a few of the pieces in these books, however, address online negotiation teaching specifically. Instructors interested in more specific resources for online negotiation teaching, please visit a site we've created: **https://sites.google.com/a/usfca.edu/teaching-negotiation-online/**. There you will find examples of syllabi for online negotiation courses and other resources to assist you in designing your course. Feel free to contribute your own material, once you have begun teaching negotiations online!

We hope this article has clarified some of the major decisions and possible options to consider when designing an online negotiation class. In addition, we hope that this overview has provided some new insights and ideas for those who are currently teaching negotiation online. We look forward to continuing this discussion, and building a network of instructors interested in teaching negotiations online, at IACM meetings in the future.

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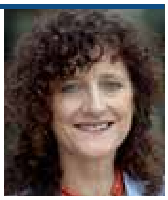
MARIA DIJKSTRA

Contemplations on Sabbatical Leave – In a Far Corner of the World



Dear Readers,

I have a small story to tell you.

For more than a year I contemplated and sought to make decisions about my sabbatical leave, which was due to start in January 2014. I planned, re-planned, made arrangements, and re-arrangements for my trip to Dunedin in Otago, nearly right at the bottom of South Island of New Zealand. I had great help from Cheryl Rivers, who introduced me to a group of academics at the University of Otago. These people not only have provided me with (very nice!) temporary workspace, they also have given me the opportunity to meet and talk with many colleagues in the field. Furthermore, department gatherings as well as smaller encounters of, whatever nature, are taking place in an atmosphere characterized, as I experience it, by openness, curiosity, an ability to see things in perspective and – related, I know – with humor (HAH! try to find such a combination -elsewhere- in the academic world!). All right, so far, so good...

However...

Then Cheryl asked me to write a piece about my sabbatical leave. In fact, she blackmailed me into it readers. Even so, I'd wished I had promptly, kindly, but decisively turned her down. "No Cheryl, I will not". "I will not write about 'whatever topic I choose to, in whatever way I want to, delivering whatever message I wish' to the readers of *Signal*".

WHAT would my message be?

"You see, Cheryl, I have learned a few, but lifesaving lessons in academic life (thank God I had already lived another before that one started), one of them being: 'Know your limitations'. Another one: 'Be able to say NO'. So due to severe limitations in the language department, I will not write an entertaining, amusing, diverting, enjoyable, witty and/or boring report on my sabbatical leave. However, of course I said "Yes, that's fine Cheryl, no problem."

I must admit that it is delightful knowing that this precious product of effortful writing is not going to be criticized for the (lack of) significance of its topic. Also, that it is not going to be evaluated in terms of the methodological relevance. I am delighted to know that the author of this sincerely intended-to-be-tolerable piece is not going to be lectured on the quality of the conclusions that were drawn and, perhaps most important that it is actually going to be read by a few!

However, the question remains: What is my message?

My mission during my sabbatical leave is to do whatever it takes to get my resources refilled. To get into the (renewed? refreshed? re-energized?) state of mind and body that will optimally prepare me for the next period of scientific activity yet to come. To achieve my mission, there would be a "ceasing" — not so much from my work on topics of interest, but from the daily circumstances surrounding that work. From the sometimes less, sometimes more, hectic, demanding, competitive, puzzling, daunting, always exhausting context in which scientific activities are performed.

So I decided to – literally – leave it all behind, with a distance of approximately 18.000 kilometers, and for a period of roughly five months. Of course this decision also meant leaving behind Amsterdam, my home, my love, and my (other) loved ones for nearly half a year. But as I have seen other colleagues struggle during their sabbatical leave, trying to keep away from the university and absolutely not managing to do so, I reckoned my rather radical action was for the best.

I philosophized that the biggest advantage of this undertaking would be that I would be able to really be on my own and – closely related – literally experience the phenomenon of time.

CONTEMPLATIONS ON SABBATICAL LEAVE... // CONTINUED FROM PAGE 15

Perhaps I should have anticipated the hardship of dealing with being on my own for the majority of 24 hours a day, especially as I was absolutely not used to being alone. But I did not. So now I know that the biggest disadvantage of the coming half way across the globe is to be on your own and experience the phenomenon of time. Fortunately, as many of my child-rearing friends so often (and desperately) proclaim, "you get so much in return...."

So let's talk of harvesting. This sabbatical—so far—is about, enjoying my status as a visiting scholar, telling a story (and to be able to do so!) to an audience of only interested people about my favored topic, enjoying the debate with the either critical or supportive, but in both cases enthusiastic listeners. Saying "I am sorry, I can't help you, you see, I am just a visitor here at the department..... ".

I have cycled the Dunedin peninsula and watched the albatrosses and been cycling on the Otago rail trail: how beautiful a country this is! Talking and dreaming endlessly about ambitious future research projects with the people around me (keeping them from their work). Reading Wuthering Heights for a whole afternoon. Running the paths up to the hills of the botanic gardens, to keep the loyal, diligent, but also aging body in shape. Watching a rugby match between the Blues and the Highlanders in the Dunedin stadium, observing myself cheering and applauding some sportsmen that do not even remotely resemble the players of Ajax (the Amsterdam Soccer team, that have had better days).

Walking 10 minutes to the campus (if I feel like going to the uni). Browsing the digital library, keeping up with the literature in my field, which unquestionably should not be a luxury, but regrettably it is. Observing the buzzing student life in Dunedin: noisy parties on the verandas of Castle Street houses, old sofas (occasionally burning), empty beer bottles, barely dressed women even in the cold; tough acting boys and loads of music and hormones in the open air. It makes me melancholy, but ever so grateful to observe and not having to attend those parties! Doing nothing but listening (with closed windows, and/or headphones) to Bartoli singing Salieri, to Egorov playing Debussy or De Dijk performing their songs. I can do all that without being disturbed by daily duties (as my meals are prepared for me and my room is cleaned) or phones or visitors.

All in all, these courses of action have given me ample opportunity to think over the past seven years and the choices I made. What were the sacrifices these choices implied? My contemplations and considerations have led me to the conclusion that I am quite confident about both choices as well as sacrifices.

I recommend going away for a while, creating the circumstances! Ah there is my message: so trivial, so simple, so true: Don't forget to stop and smell (or as the donkey said: eat) the roses!

And as for the costs and revenues of a career in sciences, perhaps I will tell you more about that in due time. For now I end with the reassuring deduction: It is all right. Or as they say in here in New Zealand "It's sweet as..."

TERRI R. LITUCHY

Culture's Consequence: Communications

Recently, a friend suggested that I write a book or paper called Culture's Consequences.

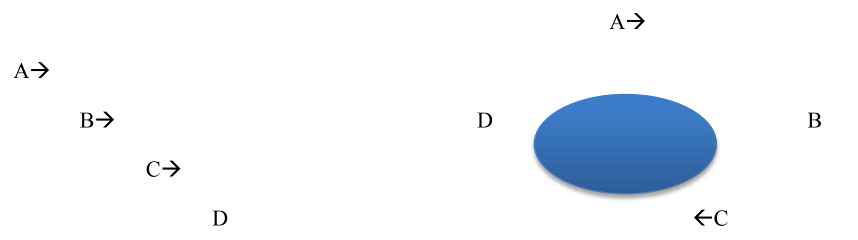
> "You should write a book called Culture's Consequences."
>
> "That's the title of Hofstede's books."
>
> "I know that's why you should use it."
>
> "I don't think Hofstede would like that."
>
> "That doesn't matter."
>
> "Well, Hofstede focuses more on his dimensions of culture, than on the consequences."

So, I've been thinking of that term, *culture's consequences*, and that culture has a consequence on all areas of study under IACM. Culture effects communications, decision making, bargaining, negotiation, conflict management, etc.

In this article, I am going to write about culture and communications. Bargaining or negotiating in different languages makes it exponentially more difficult. So, it should be easier if everyone speaks the same language, English for example. But that's not always true. What does, "tabling an issue" mean? In the UK, it means to take it off the table, in the US, it means to put in on the table. And when I asked my students in Canada, half answered putting it on, and half said taking it off. Canadian English is half US and half UK. They use color (no U) and realise (s not z).

Years ago, several of our colleagues were on a panel and showed that when bargaining or negotiating in the local language, you get better prices. Whenever I go to a Mercado in Mexico, for example, I always negotiate in Espanol. I was at the markets in Turkey, I don't speak Turkish, but I was with two of my former Master's students who were there working on their PhDs. They did all of the talking for me. Wow, everything was so cheap! I bought so much stuff that I needed an extra suitcase to get it home. I got back to the conference hotel and saw two of my colleagues who said they also went to the market that day, and didn't buy anything because it was so expensive. So, I asked them, "When the sellers asked where you are from, what did you say?" "Canada, of course". One is actually from India and the other from Pakistan. I explained to them as soon as they said Canada, the prices went up. I actually did speak to one vendor when I was in the market. As you walk through the stalls, the vendors ask: Habla Espanol? Sprechen sie Deutches? Parlez vous Francais? and, Nihongo wakarimasu ka? (Do you speak Japanese?) I answered him in Japanese, and we had a whole little conversation. It's amazing to me that these shop owners could speak so many languages! So when I was on a trip in Egypt, my sister-in-law and I bargained in Spanish and Italian. And again, we bought so many things at rock bottom prices while our fellow group members from the US and the UK told us how expensive everything was.

Of course we all know language differences make it harder to communicate, negotiate, and resolve conflicts. But did you know that different languages also lead to differences in how people think? In English, we think in a linear fashion: A➔B➔C➔D. In other languages, cognitive processes are more like steps or spirals:



Presenting arguments or issues in a negotiation one at a time will not make sense to people with these thought patterns. Culture's Consequence...

SHIRLI KOPELMAN // IACM EXECUTIVE DIRECTOR

Executive Office Update

I thought it would be interesting to give you a quick IACM data update on our membership and website. Since I started tracking IACM memberships in 2008 through to February 28, 2014, we have had a total of 1021 members in aggregate, with an average of ~300 members per year. Our aggregate member list includes 509 faculty (50%), 200 professional/practitioners (20%), and 312 students (30%). Our membership definitely reflects the international nature of IACM, spanning the globe, with members from:

> Albania (1), Argentina (3), Australia (27), Austria (5), Barbados (1), Belgium (24), Bermuda (1), Brazil (4), Canada (44), Chile (1), China (10), Columbia (1), Denmark (12), Finland (5), France (28), Georgia (1), Germany (27), Ghana (1), Greece (3), Hong Kong (4), Hungary (1), India (4), Ireland (1), Israel (33), Italy (9), Jamaica (1), Japan (12), Jordan (1), Lebanon (1), Malaysia (2), Netherlands (62), New Zealand (7), Nigeria (10), Norway (7), Pakistan (5), Poland (5), Portugal (4), Romania (2), Saudi Arabia (1), Singapore (15), Slovenia (2), South Africa (16), South Korea (3), Spain (10), Sweden (6), Switzerland (6), Taiwan (1), Tanzania (1), Thailand (2), Trinidad & Tobago (4), Turkey (15), United Arab Emirates (2), United Kingdom (28), USA (527), Uzbekistan (1), Vietnam (1), and West Africa (1).

On our Facebook Group, I shared an interactive map of where our membership was located. This virtual group has now replaced our old listserv and is the place where IACM members can communicate with one another. If you are not yet there, friend "Shirli Iacm" on Facebook so we can add you!

We continue to improve our organizational infrastructure and communication processes to help us all stay connected. Our new and cool website is getting great traffic consistently throughout the year. In 2013 we had about 21,012 visits of which 12,743 were unique visitors. On average, people stayed on our site for 2:20 minutes, viewing 2.5 pages, and in total viewed 52,982 pages. This time does not include people accessing forms such as conference registration, conference paper submission and reviewing, or doing their membership renewal as all these pages are hosted by the Ross School of Business at the University of Michigan. This year is the first full calendar year for which we have web analytics—next year we will be able to compare 2014 with 2013.

If you are into websites, we would love to have you on our IACM web-team! Please email me at **shirli@umich.edu**—I would love to hear from you.

Everyone else, make yourself a weather appropriate and culturally-informed warm or cold drink, and enjoy a visit to: **http://www.iacm-conflict.org**

DEBORAH CAI // NCMR EDITOR + **JENNIFER MIDBERRY** // NCMR EDITORIAL ASSISTANT

Negotiation and Conflict Management Research

Update from the Editorial Office

One of the benefits of being a member of the International Association for Conflict Management is that you have access to *Negotiation and Conflict Management Research* (*NCMR*), the official online journal of IACM. Take some time to read the latest research on negotiation and conflict management at **http://onlinelibrary.wiley.com/**. If you have any trouble accessing the journal please contact us at **ncmr@temple.edu** so we can assist you—just make sure your IACM dues are paid up first. For faculty members, please help IACM and the journal by checking if your college or university's library carries *NCMR*. If not, please encourage them to add it to their online holdings.

Wiley, the publisher of *NCMR*, has made it even easier to read *NCMR* articles. When accessing any *NCMR* article through the Wiley Online Library (**http://onlinelibrary.wiley.com/**), select the Enhanced Article (HTML) option. This enhanced version provides clearer readability, better presentation of information, and a sidebar that provides links to a .pdf version, publication history information, references, and figures. And this version can be accessed on any type of device, whether desktop, tablet, or mobile phone. There's also a navigation tool to assist with quick movement around the article. Try it out!

But don't just read *NCMR*. Become an author! Now that many of you have submitted completed manuscripts to IACM, Academy of Management, National Communication Association, or other upcoming conferences, please consider submitting your completed manuscript to *NCMR* at **http://mc.manuscriptcentral.com/ncmr**. We are always looking for good manuscripts to fill our issues, and we'd love to feature the work of our members. Your commitment to the journal is commitment to the association, and vice versa. So please consider submitting your next conflict or negotiation article to *NCMR*!

We are also expecting our first impact factor report this summer for *NCMR*. One of the best ways you can help improve the journal's impact factor in the future is to cite articles that are published in *NCMR*. Please consider setting a goal of citing at least two articles from *NCMR* in every one of your conflict or negotiation manuscripts. Citations of *NCMR* articles improve the rankings of the journal—the more citations of *NCMR* articles the better.

NCMR's volume 7, issue 1, was released earlier this year. The issue has four excellent articles. I've already assigned one of them to my doctoral seminar this semester. Check out these newly published articles:

> *Language style matching, engagement, and impasse in negotiations*, by Molly Ireland and Marlone Henderson.
>
> *Barriers to transforming hostile relations: Why friendly gestures can backfire*, by Tanya Menon, Oliver Sheldon, and Adam Galinsky.
>
> *Who are you calling rude? Honor-related differences in morality and competence evaluation after an insult*, by Said Shafa, Fieke Harinck, Naomi Ellemers, and Bianca Beersma.
>
> *Reaching a mutual agreement: Readiness theory and coalition building in the Aceh peace process*, by Amira Schiff.

And don't forget that we have two special issues coming up: Bill Donohue is guest editing an issue on extortionate negotiations (e.g., hostage, kidnapping, or other coercive actions), and Cheryl Rivers and Roger Volkema are co-editing an issue on ethics in negotiation.

Finally, here's a summary of how you can help *NCMR* and in turn IACM:

- Submit your next conflict or negotiation manuscript to *NCMR*;
- Cite *NCMR* research in your own work;
- Ask your library if they carry—or would be willing to carry—*NCMR* as part of its holdings; and,
- If you are attending academic conferences please promote the journal to colleagues and students—just ask and we'll arrange for promotional materials to be sent to you or to your conference's book fair.

Thank you all for your on-going commitment to *NCMR*. I hope to see you in Leiden for the conference in July.

NICHOLAS REDDING

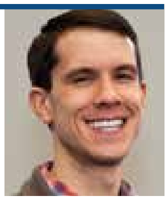
Why I am Pursuing a PhD

While it wouldn't be entirely accurate to say I was disillusioned by my undergraduate education in psychology, I certainly did not leave satisfied. I had been exposed to one series after another of theory and research findings categorized around developmental, abnormal, biological, social and other themes. I was saying "so what?" too often by the end of my studies, and knew I needed to answer that question. After careful consideration, I decided to explore the practice of psychology in order to put all of this research and theory to work by pursing graduate studies in clinical psychology—I believed that the field of mental health was where the practice of psychology occurs. After two years of graduate study, I was more satisfied with my choices, and found myself sufficiently skilled and able to contribute something of benefit to the world around me.

But then a new question had emerged: "how come?" I still felt concern that the accumulated mass of research findings in the field of psychology were not being translated into actionable real-world contributions, but I was also faced with a new concern that the practical skills I had gained were only partially empirically based. Why is therapy conducted in this way? What findings exist to demonstrate the efficacy of this approach? How can this particular research finding inform my practice? Further, I was feeling that practicing psychotherapy as a career was too limiting for me and my interests. My new question concerned how I could conduct research and develop practice around issues broader than a focus on the mental health of individuals.

Fortunately, after completing my Master's degree I was not able to gain employment. At the time, this situation was very concerning but in hindsight, it was very opportune. In the absence of any opportunities to work in the field of mental health, I had to open myself up to new options to secure an income. At the time, a good friend of mine had just purchased his first business: a retail store employing about 20 people. Feeling deeply dismayed, I reluctantly accepted his offer to run the business primarily to earn a paycheck, accepting the fact that I would need to spend the next year reevaluating my long-term career goals. I did not realize then how timely his offer really was. Instead of shelving my newly acquired clinical skills for the next year, I used them in ways I had never before considered. In the course of that year, I applied my grounding in psychology to human resources, customer service, leadership, organizational development, conflict resolution, and group dynamics. One year of developing this business expanded my thinking in two life-changing ways. First, I experienced first-hand that opportunities to practice psychology extend far beyond the clinical subfield; and secondly, practicing in an organization demonstrated that understanding systems is as important, if not more important, to understand behavior than focusing primarily on the individual.

At this point, I was fairly sure I wanted to go back to graduate school, but decided to first broaden my experiences further by volunteering for the United States Peace Corps. I was sent to South Africa to work in a large rural village area for the next two years. Again, I expected my psychology education and training would be shelved. However, once again I found I was applying psychology to a whole new range of challenges in development, cultural studies, entrepreneurship and other topics of prime importance in development work. This experience further highlighted and reinforced the relevance of research and practice in psychology and served to further strengthen my view that having the ability to work from a systems perspective would be essential to my work.



I prepared my doctoral applications while in South Africa, taking advantage of trips to Johannesburg for reliable Internet. In seeking out the best doctoral programs, I first identified all of the programs with either a focus in social or industrial/organizational psychology—there are many. After reading dozens of program descriptions, I realized what was really important to me was a program that gave equal emphasis to both research and practice, and ideally thoroughly integrated the two. This narrowed the list significantly, making the application process much easier. Ultimately, I applied and was accepted into the doctoral program in Social-Organizational Psychology at Columbia University—Teachers College, which aims to fully integrate the theory, research, and practice of psychology from a humanistic perspective into the field of organization development. It was also not lost on me the opportunities that would be afforded by living in New York City.

I write this article as I conclude my fourth year of doctoral studies. In my time at Columbia, I have discovered the vast and still growing field of conflict resolution, and without much deliberation, have become immersed in the study of dynamical systems approaches to understanding our most difficult conflicts and how to foster organization systems that encourage constructive conflict resolution—a field of study I would have been unlikely to discover had I not had the opportunity to gain the life experiences I did.

Have I answered the two questions that plagued me earlier in my studies as I strive to earn those coveted letters after my name? Absolutely not! Instead, as an emerging practitioner and academic I have come to embrace the questions of “so what?” and “how come?” as essential to my work. These are the questions I will gladly embrace again and again for each new curiosity and challenge that I am presented in my career. What I have come to realize is that I am not pursuing a PhD to gain knowledge and expertise, nor to learn practical skills that can be applied to specific situations. Instead, I am pursuing a PhD in order to learn how to learn, so that I can adapt and share experiences where they are needed most.

Nicholas Redding *is a doctoral candidate in the Social-Organizational Psychology program at Columbia University, Teachers College and is a project coordinator for the Advanced Consortium on Cooperation, Conflict and Complexity (AC4) at the Earth Institute, Columbia University. He earned his Bachelor of Science degree in Psychology from Washington State University and a Master of Science degree in Clinical Psychology from Eastern Washington University. Prior to his doctoral work, he spent two years living in South Africa as a U.S. Peace Corps volunteer, worked in the area of clinical drug trials research, and spent approximately six years in retail management. Currently, he is researching leadership complexity in complex conflict situations, dynamical systems approaches to understanding conflict in organizations, and psychological approaches for understanding internet facilitated communication and collaboration. Nicholas has experience in consulting, coaching and facilitation, and is currently pursuing certification as a mediator.*

WALTER SOWDEN

Why I am Pursuing a PhD

It's hard to pinpoint the exact moment when I decided to pursue my PhD; it probably occurred while I was working at the United States Military Academy at West Point. During my tenure at West Point, I was fortunate to hold two really cool jobs. The first one was a unique position that you wouldn't typically associate with the university setting and the second is one that you might not expect in the context of the military. Together, these two experiences inspired me to change careers, pursue my PhD, and become a Social Psychologist.

West Point, like any university, is designed to intellectually and socially develop its graduates so they can positively contribute to society. The difference between West Point and most universities is in the variability of the contribution. Students at most universities have a wide variety of choices about the work they will do, where they will work, and with whom they will work with after they graduate. At West Point, this discretion is limited. From the moment a cadet (i.e., student) steps foot on campus they know exactly what organization they are going to join when they graduate.

Immediately after graduation at West Point, cadets are commissioned as Officers in the United States Army. To prepare the cadets for this transition, West Point organizes the Corps of Cadets (i.e., the student body) into thirty-two units called cadet companies. These companies are cadet run and governed. The cadet company is modeled after the organization (the company) in the Army. Like their Active Duty equivalents, cadet companies have a mission, a formalized structure, and a chain-of-command. The intent of the cadet company is to develop and equip cadets so that they are ready to assume the responsibility of their own platoon (there are typically four platoons in a company) immediately after graduation from West Point.

To facilitate this developmental process, West Point employs thirty-two, two-person Tactical Teams and assigns one team to each cadet company. The Tactical Teams, or TAC Teams for short, are made up of a Commissioned Officer (TAC Officer) and Non-Commissioned Officer (TAC NCO). These Officers are Active Duty Soldiers who have successfully led an Army company. A TAC is a developmental jack of all trades. He or she is one part guidance counselor (ensuring that each cadet in the company is making progress toward graduation), one part organizational consultant (advises the cadet company chain-of-command on how to run the company), and one part commander (legally responsible for everything the cadet company does or fails to do).

For two and a half years, I served as a TAC Officer. In this capacity I had a direct hand in the development of over 300 cadets as they transformed from, fresh out of high school young adults, to ready to go Officers in the Army, most of who would, soon after graduation, go on to successfully lead Soldiers in the wars in Iraq and Afghanistan. This experience was amazing. During my time as a TAC, it became very clear to me that context, specifically social-relational context, played a critical role in the developmental process for these young men and women. This observation was the beginning of my desire to become a Social Psychologist.

After my tenure as a TAC, I was assigned to the newly established research facility at West Point. The Center for the Army Professional Ethic, or CAPE, was established to study the Profession of Arms, understand Army culture, and develop/evaluate programs to ethically educate the force. With a Bachelor's and Master's degree, I can't say I didn't understand social scientific scholarship; on the contrary, by the time I showed up at CAPE, my interest in understanding behavior

through a scientific lens had grown from curiously reading popular books like Blink by Malcolm Gladwell, to using theoretical models and empirical research as a way to explain behavior in the world around me. What I hadn't experienced before was the first-hand exposure to the scientific process. Having the opportunity to work with both uniformed and civilian PhDs to conduct meaningful research was both eye-opening and gratifying. For a little over a year, I helped these scientists with various aspects of the research process, from developing research protocols with academics at other universities, to traveling to different military installations to collect data.

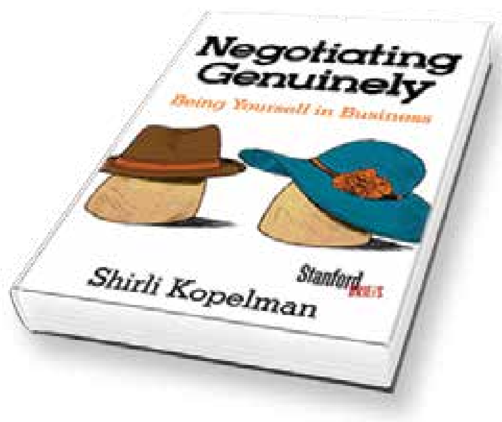
Seeing behind the wizard's curtain was beyond interesting. I felt like the work we were doing had the potential to positively touch the Army as a whole. This feeling was extremely gratifying. The more I got involved, the more I wanted to contribute to the process. I began to draw from my previous experience as a TAC and develop my own ideas on how to study social behavior. As this passion developed it also became obvious that I wasn't qualified to fully participate in the research process. I lacked one critical skill set that was necessary to become a scientist: I didn't know how to analyze data. I think this realization was the proverbial "last straw" for me to make the decision to pursue my PhD.

Knowing that I needed to be formally trained in how to conduct empirically quantitative research is what motivated me to decide to change my military specialty, join a special training program through the U.S. Army Medical Department, and apply to the PhD program at the University of Michigan. During my time at West Point, I realized that I was beginning to think like a scientist, but I would never be able to exercise my curiosity, test my ideas, properly evaluate programs, and ultimately contribute to the Army in this capacity unless I knew how to develop my own studies and collect and analyze my own data.

Walter Sowden *holds a BA in Sociology from South Dakota State University and an MA in Organizational Psychology from Teachers College, Columbia University. He is an active duty U.S. Army Officer who has served in a variety of leadership positions to include Platoon Leader in South Korea, Company Commander in Iraq, and Company Tactical Officer at the United States Military Academy. Walter is currently a Doctoral Student at the University of Michigan studying Social Psychology. His doctoral research focuses on the influence of interpersonal relationships on our moral judgment.*

NEW BOOKS

Just Released



"Shirli Kopelman invites you to revisit and rework your negotiating skills. She wants them to be more genuine. You might think, 'Genuine negotiating? Good luck with that!' But she pulls this off, compactly, colorfully, memorably, and pragmatically. This is a powerful guide that will help you redo something you do every day."

KARL E. WEICK
University of Michigan
and co-author of
Managing the Unexpected

Negotiating Genuinely:

Being Yourself in Business

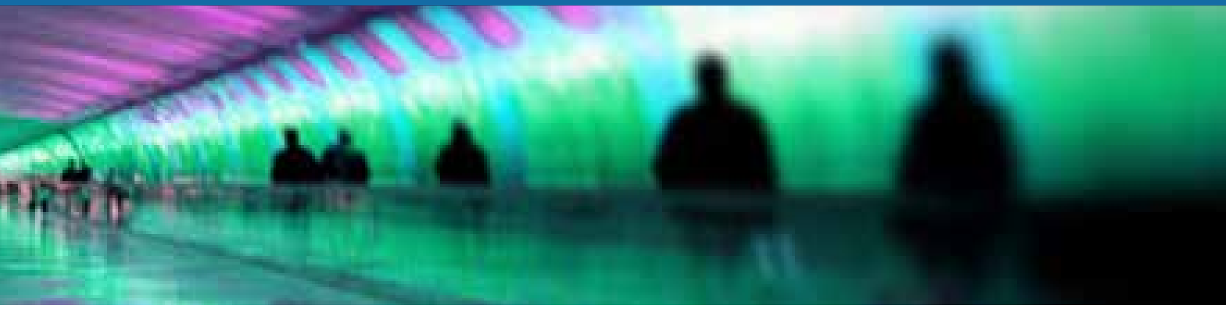
By Shirli Kopelman
Stanford University Press (2014)

We often assume that strategic negotiation requires us to wall off vulnerable parts of ourselves and act rationally to win. But, what if you could just be you in business? Taking a positive approach, this brief distills years of research, teaching, and coaching into an integrated framework for negotiating genuinely.

One of the most fundamental and challenging battlegrounds in our work lives, negotiation calls on us to compete and cooperate to do our jobs well and achieve extraordinary results. But, the biggest challenge in a negotiation is to be strategic while also being real. Author Shirli Kopelman argues that this duality is both possible and powerful. In *Negotiating Genuinely*, she teaches readers how to reconcile the disparate hats that they wear in everyday life—with families, friends, and colleagues—bringing one "integral hat" to the negotiation table. Kopelman develops and shares techniques that illuminate this approach; exercises along the way help readers to negotiate more naturally, positively, and successfully.

***Shirli Kopelman** is a leading researcher, expert, and educator in the field of negotiations at the University of Michigan's Ross School of Business. She is Faculty Director of Business Practice at the Center for Positive Organizations and Executive Director of the International Association for Conflict Management.*

http://www.iacm-conflict.org/Publications/Books



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