



Introduction: Half-Way to a Second Generation

*Christopher Honeyman & James Coben**

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.” (Charles Darwin)

The midpoint of a sequence is a good time to consider what has been produced, and what seems desirable to do next. In this, the second volume of the *Rethinking Negotiation Teaching* series, we present a cross-section of the new thinking that our colleagues have produced since the first volume. Below, we will briefly ruminate on the implications.

But first, a little background. This project had its formal beginning in 2008 with the realization that a huge array of knowledge, brought forth from many disciplines and published together for the first time in *The Negotiator's Fieldbook* (Schneider and Honeyman 2006),¹ was relevant in many parts to even beginning negotiation students, while almost none of it was being taught to them. The time was ripe for a comprehensive attempt to rethink what is taught and how it is taught in basic negotiation courses. The result was a collaboration between Hamline's Dispute Resolution Institute, ADR Center Foundation (Rome), the JAMS Foundation, and many of

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those who had contributed to the *Fieldbook*. Our original title for the project was “Developing Second Generation Global Negotiation Education.” This, however, failed to roll elegantly off the tongue, and as we described the project to more and more people we tired of the name. We have adopted the simpler “Rethinking Negotiation Teaching,” the title of the project’s first book, as a better name for the project as a whole as well.

The formal start was in May, 2008, at a four-day conference in Rome. The 2008 conference was intended to inspire a first set of writings that might serve as a kind of blueprint for adaptation of short courses in negotiation, to take account of recent discoveries and to confront the challenge of teaching them in cross-cultural settings. We are, of course, interested in influencing longer courses as well; but semester-length courses do not lend themselves to “benchmarking” experiments that must be begun and completed within the span of a conference. Influence on longer courses must therefore be by derivation.

Within a year, Rome conference participants had produced enough new scholarship to fill our first book in this project series, *Rethinking Negotiation Teaching* (Honeyman, Coben, and De Palo 2009a), as well as a special section of an issue of the *Negotiation Journal* published by the Program on Negotiation at Harvard Law School (Honeyman, Coben, and De Palo 2009b). In all, thirty writings emerged from that first year, many of them by cross-disciplinary and/or international teams which inherently volunteered to grapple with “difference” in one definition or another.

It is now apparent that each year’s discoveries are leading to new questions and new topics. A significant critique resulting from the project’s initial conference was that negotiation teachers:

- 1) Over-rely on “canned” material of little relevance to students; and
- 2) share an unsubstantiated belief that role-plays are the one best way to teach.

This led to certain key goals for our second conference, conducted in Istanbul in October, 2009. There, we sought to provide a “learning lab” to explore an adventure learning thesis derived from the first year’s writings: “authenticity as priority.” This suggested that all participants should:

- 1) Experience directly some “real” negotiations as part of the meeting, and test existing perceptions against self-reflection on that experience (including not only “cognitive/rational” responses, but also emotional responses); and

- 2) produce scholarship that challenges the field to think more about adventure learning opportunities (and how to implement them in typical instructional settings).

Our advisors, reviewing the panoply of scholarship offered in the project's initial products, further suggested that we try a serious bid at "adventure learning" – described below – and that in doing so, we deliberately seek to devalue the cognitive; actively encourage creativity and use of the arts; and explicitly focus on emotion.

Round Two (Istanbul)

In organizing the Istanbul conference, we took particular note of a consistent strain of criticism of the artificiality of a classroom environment, which became a running theme of many of our authors in the project's first year. It would be hard to imagine a better environment for trying something new and different outside the classroom environment than Istanbul, and in our design for the conference we tried to do honor to one of the world's greatest trading cities. In brief, we dispatched small teams of scholars into the city's famous bazaars, for one exercise in studying how negotiation might be taught more actively, and dispatched teams into the city's less touristy neighborhoods on another occasion, with instructions that required each team to negotiate internally. (For a detailed description of these exercises, see Coben, Honeyman, and Press, *Straight Off the Deep End*, in this volume.)

Perhaps not surprisingly, more than a quarter of the chapters in this book take up the challenge to examine adventure learning critically. But author teams organized around other important themes as well. We present the chapters which follow under six headings:

The Big Picture

These chapters develop a trend already visible in the 2009 book: some of our colleagues see this project as an opportunity to re-examine core assumptions of the field.

Lessons from the Field:

First Impressions from Second Generation Negotiation Teaching *Kenneth H. Fox, Manon A. Schonewille & Esra Çuhadar-Gürkaynak*

The authors, invited to present a training program in one day which drew from the insights of forty-three writers in thirty book chapters and articles resulting from the first year of this project, not surprisingly concluded they would not all fit(!) Their choice of priorities and their approach to efficiency of presentation should be instructive to others who must now contemplate the "embarrassment of riches" of new ideas now on offer.

Instructors Heed the Who:

Designing Negotiation Training with the Learner in Mind

Roy J. Lewicki & Andrea Kupfer Schneider

Lewicki and Schneider argue that while our field has made great progress in determining what to teach and how to teach it in negotiation, there has been a surprising reluctance to make the move from “mass production” to “mass customization” that so many other industries have successfully adopted. “The Who” of our training has so far been addressed seriously, they surmise, by only an elite subgroup of trainers. They explain how this can and should change.

Re-Orienting the Trainer to Navigate – Not Negotiate – Islamic Cultural Values

Phyllis E. Bernard

Business decisions based on faith? What conventional Western bargaining wisdom might deem folly, Bernard labels as mission critical as soon as Westerners step into other cultures, and perhaps increasingly at home. She makes a convincing case that the next generation of negotiation training must account for bargaining parties’ “full and complex identity,” including the religious values that profoundly shape perceptions and conduct even among many of those who on the surface appear thoroughly secular.

Can We Engineer Comprehensiveness in “Negotiation” Education?

Gwen B. Grecia-de Vera

Ever since the first ripostes to Roger Fisher’s magnum opus, we have known that sometimes the people *are* the problem. Or maybe it was their education. Grecia-de Vera analyzes the prevailing attitude toward negotiation in the Philippines, a nation that has not yet adopted “Negotiation 1.0,” and asks – Could countries in the Philippines’ situation go straight to the better stuff, maybe, and skip over all the first-generation mistakes? Or are they condemned to repeat them?

Ancient Wisdom for the Modern Negotiator:

What Chinese Characters Have to Offer Negotiation Pedagogy

Andrew Wei-Min Lee

In a project that from its inception has been devoted to second generation updates, it is instructive nonetheless to realize how much we still have to learn from the past. We believe Lee’s chapter on Chinese characters and their implications for negotiation is groundbreaking. With luck, it will prove to be a harbinger of a whole variety of new ways of looking at our field that will emerge from our next round of discussion.

Beyond the Classroom

The chapters in this section discuss a radical departure for teaching negotiation: making part of the course *real* negotiations, often outside a classroom environment. This turns out to involve risks as well as benefits. But the risk of students being bored, at least, is not one of them.

Straight Off the Deep End in Adventure Learning

James Coben, Christopher Honeyman & Sharon Press

Numerous contributors to our 2009 book argued strongly for getting at least part of negotiation teaching out of the classroom and into real environments. So we tried it – in Istanbul, a famously negotiation-centric environment on many levels. In this introduction to a series of analyses of what happened and how adventure learning might be used in the future, the organizers take responsibility for a string of errors – each of which, it turned out, contributed usefully to everyone’s education in the end.

Orientation and Disorientation: Two Approaches to Designing “Authentic” Negotiation Learning Activities

Melissa Manwaring, Bobbi McAdoo & Sandra Cheldelin

The authors here build on their 2009 writings for this project,² which were influential in setting an “adventure learning” agenda. In their new effort, they argue that adventure learning devolves into mere entertainment if it lacks *authenticity*, and they frame two contrasting approaches to achieving a sense of the real and the consequential.

Bringing Negotiation Teaching to Life:

From the Classroom to the Campus to the Community

Lynn P. Cohn & Noam Ebner

Taking your students to the Grand Bazaar of Istanbul, Cohn and Ebner point out, is educational all right, but it is expensive. So they turn their attention to what might be done with adventure learning in the immediate environment of a university. A whole menu of options, it turns out, is readily available.

A Look at a Negotiation 2.0 Classroom: Using Adventure Learning Modules to Supplement Negotiation Simulations

Salvador S. Panga, Jr. & Gwen B. Grecia-de Vera

Panga and Grecia-de Vera analyze initial experiences with adventure learning from a Philippine perspective. They conclude that in a number of ways, the experimental exercises showed serious flaws – and yet demonstrated the potential of adventure learning to provide authenticity, risk, challenge, and context.

Is What's Good for the Gander Good for the Goose? A "Semi-Student" Perspective

Adam Kamp

"Smell the fear?" Kamp forces us to consider how the shock-and-awe of adventure learning might shut down, rather than inspire, negotiation students. He offers practical tips, from his own unique "semi-student" perspective, to help ensure that activities beyond the classroom actually meet the prime objective: making students active participants in their own educational experience.

Adventure Learning: Not Everyone Gets to Play

David Allen Larson

Larson analyzes the initial experiments with adventure learning in Istanbul, a setting replete with long staircases, narrow winding alleys, and user-hostile transportation (at least to Westerners with mobility problems). He concludes that the postmodern agenda of excitement and authenticity in learning carries a serious risk of running smack into the postmodern agenda of openness to all, characterized by the Americans with Disabilities Act. The risks are not just physical; some of the "disabilities" students may encounter have an ethical or moral dimension. Larson offers a number of cautions for future applications.

A Second Dive into Adventure Learning

Sharon Press & Christopher Honeyman

Back into the potentially treacherous waters of adventure learning just weeks after Istanbul, Press and Honeyman provide a detailed account of a "next try" that was explicitly built to respond to the first critiques of the Istanbul exercises. It shows how rapidly the initial problems with adventure learning are being addressed – even while some new ones are being revealed.

Get Ripped and Cut Before Training: Adventure Preparation for the Negotiation Trainer

Yael Efron & Noam Ebner

In this entertaining closing piece to the *Beyond the Classroom* section, Efron and Ebner argue that adventure learning cannot work unless the instructor is "up" for it. Using a metaphor from the world of professional bodybuilding to provide a useful acronym ("RIPPED & CUT"), they prescribe nine practical pre-training exercises to inspire negotiation teachers to be at their best.

Redesigning Methods

“Methods” is actually a central preoccupation among the entire group of contributors. The four chapters presented here, however, are distinguishable from the eight which focus on adventure-learning methods. They warrant having this section to themselves.

Simulation 2.0: The Resurrection

Noam Ebner & Kimberlee K. Kovach

Ebner and Kovach consider the critique of role-plays previously offered in this series (see particularly Alexander and LeBaron 2009) – and reject it. They argue that what is needed is not to move away from simulations, but to use the critique to devise more efficient, more convincing, more authentic, and more sensitive simulations. They outline a series of tactics within this strategy.

Enhancing Concept Learning: The Simulation Design Experience

Daniel Druckman & Noam Ebner

Druckman and Ebner carefully review a large number of studies which conclude that simulations (in all fields, not just negotiation) typically fail to live up to their promise. One quirk of the studies, however, drew their particular interest and inspired their own research: it seemed that students who *designed* simulations learned more than those who *participated* in them. Druckman and Ebner use this clue to develop a different kind of negotiation simulation – one in which the student plays the role of a teacher, and designs an exercise.

Using Role-Play in Online Negotiation Teaching

David Matz & Noam Ebner

Matz and Ebner consider the impending collision between teachers’ strong desire to use role-play and other simulation exercises, and the rise of online teaching, in which the students may never see each other. Can the advantages of simulation teaching and the advantages of online teaching be brought together to improve both?

What Travels:

Teaching Gender in Cross-Cultural Negotiation Classrooms

Andrea Kupfer Schneider, Sandra Cheldelin & Deborah Kolb

Our cross-disciplinary team tackles the inconsistencies of gender teaching as seen from the perspectives of law, business, and peace studies negotiation courses. In the process, they reconsider gender in the context of *culture*, demanding a forthright and coherent approach to topics now too often cut up into little boxes of “content.”

Emotions and Relationships

"It's bad enough that we have to have emotions," Jim's Minnesota neighbor once told him, "let alone talk about them." Such discomfort comes as no surprise to the authors of these next chapters, who argue for making emotions a center-stage priority in negotiation training, and for developing a more nuanced perspective on the complex science of relationship and trust-building.

Emotions – A Blind Spot in Negotiation Training?

Mario Patera & Ulrike Gamm

"We *must* teach about emotions," say Patera and Gamm. We see in emotions, we think in emotions, we remember in emotions. There's no way around it, and our field is increasingly irresponsible in trying to maintain the pretense that things are otherwise. Patera and Gamm offer criteria for really grappling with a topic that makes many teachers, let alone students, uncomfortable (see, e.g., the next chapter).

If I'd Wanted to Teach About Feelings, I Wouldn't Have Become a Law Professor

Melissa Nelken, Andrea Kupfer Schneider & Jamil Mahuad

"Oh no, do we *have* to?" is these authors' mock-horrified initial reaction to the previous chapter. Their second response, however, is "Well, if we have to, we'd better get good at it." They go on to analyze how a series of exercises already widely used for other purposes could be adapted to perform double duty, to make students really *think* about their emotions.

Relationship 2.0

Noam Ebner & Adam Kamp

Ebner and Kamp examine the treatment of relationships in typical negotiation teaching, and conclude that critics of our field and its doctrines have a point: in several ways, our doctrines set students up for failure when dealing with "hard" bargainers, because of a tension that is not only unresolved but unadmitted. The authors argue that the first thing needed is for teachers to be transparent about "relationship doctrine" – because actually doing something different is going to be a daunting task. They go on to explain why.

Bazaar Dynamics: Teaching Integrative Negotiation Within a Distributive Environment

Habib Chamoun-Nicolas, Jay Folberg & Randy Hazlett

These authors take a very different perspective from the previous chapter. Comparing Istanbul's Grand Bazaar to a pawnshop in East

St. Louis and a wedding dress shop in Mexico, they find a great deal less that is “distributive” than is typically thought of each environment, and a great deal more of relationship-building. They outline a series of recommended steps that the supposed “one-shot” customer might adopt, or be taught to adopt in a negotiation course, which would work better for the customer than typical behavior does.

Should We Trust Grand Bazaar Carpet Sellers (and vice versa)?

Jean-François Roberge & Roy J. Lewicki

Roberge and Lewicki use Lewicki’s previously published model of trust and distrust to analyze transactions in the Grand Bazaar of Istanbul, and conclude that the merchants are often acting quite differently, and with different motivations, than Western customers assume. They use this insight to develop the “TRUst-rELationship” (TRUE) model, a more convenient way of defining four different kinds of relationships, each of which is based on each party’s *prediction* of the trustworthiness of the other.

Wicked Problems

In this concluding section, our authors travel far beyond the classroom indeed, into the world of “wicked problems” – those ill-defined, ambiguous challenges for which even defining a solution is elusive, much less attaining it. “Negotiation 1.0” principles, the authors argue, are designed with more technical problems in mind – i.e., where the problem definition is clear (e.g., A claims B owes A money, and B denies it) and/or a range of solutions can be objectively identified and evaluated. No surprise, then, that “Negotiation 1.0” practitioners are ill-equipped to attack wicked problems. The contributors to this section call for developing a new approach, incorporating new packages of training and teaching ideas. We believe this series, of three main chapters, is groundbreaking and may itself help to jump-start that process.

Navigating Wickedness:

A New Frontier in Teaching Negotiation

Christopher Honeyman & James Coben

This short essay sets the context for the following three chapters, and introduces a remarkable group of contributors, surely one of the most extraordinary and diverse working teams we have yet seen in our field. In the chapters which follow, their collective experiences and stories are woven together for the first time. The result makes the case for enlarging our canon to include a sophisticated consideration of wicked problems.

Negotiating Wicked Problems: Five Stories

Calvin Chrustie, Jayne Seminare Docherty, Leonard Lira, Jamil Mahuad, Howard Gadlin & Christopher Honeyman

Sometimes the problem to be negotiated is itself both obscure and deeply unstable; everything you do to try to improve the situation turns out to create a new problem, and sometimes, a worse one. In these settings, the authors conclude, traditional negotiation training has often not been enough: we need something new. The contributors offer a series of personal and dramatic stories from very different settings, which together illustrate how a new set of concepts and approaches is developing. The rest of the chapters in this section set out to define what that might consist of, and how it just might – at a starting level, and with a great deal of needed development only barely under way – begin to work.

“Adaptive” Negotiation: Practice and Teaching

Jayne Seminare Docherty

Docherty argues that in addition to improved sensitivity to culture, argued in many of the writings in this series, it is time to demand that would-be negotiators and those who attempt to teach them become more sensitive to situations where the culture and norms are themselves in flux. What is needed, she says, is to re-center much of our teaching on the development of creative and critical thinking, including a critical awareness of the context, the self, the other, and the definition of the problem to be negotiated or negotiable. Docherty uses an ostensibly simple story of a negotiation in an Istanbul market to illustrate how a focus on the parties’ different ways of “worldviewing” changes perception as to what is really going on, and what is possible to negotiate.

Design:

The U.S. Army’s Approach to Negotiating Wicked Problems

Leonard Lira

Over twenty years of dealing with problems in post-conflict settings since the end of the Cold War, the U.S. Army has increasingly recognized that the character of the conflicts it is involved in now routinely includes pervasive, complex, and ill-structured problems – in other words, “wicked problems” – which the Army must deal with using non-violent means. The specific concept of “Design” is the foremost step yet taken by a U.S. military service toward setting forth ways of addressing wicked problems as a frequent, core need in the field. This radical departure in military doctrine is already finding its way into field manuals and training courses.

Epilogue

Two to Tango?

Ranse Howell & Lynn P. Cohn

Light of foot, light of heart? Not exactly: in an overture to a longer ballet next year, the authors contend that the appropriate way to use dance as an element in negotiation teaching starts with...fear!

The Bell Rings for Round Three (Beijing)

As noted above, the project's final conference is to be held in Beijing. As of this writing, we have reason to believe – and we are working hard to fulfill the possibility – that the 2011 Beijing conference will serve as a springboard for the entry into this field, at a sophisticated level, of Chinese and other Asian scholars whose deep experience in many related subjects has yet to be fully felt in their implications for our field.

China is an ideal venue to conclude our inquiry, not only because of its own long history with negotiation, internal and external to the country, but because it is a nation with which, tensions or no tensions, every other nation *must* negotiate in the future. We look forward to doing our part toward making that a more historically-informed, more culturally sensitive, better prepared, and less short-sighted process on all sides.

Notes

¹ Published by the American Bar Association, the *Negotiator's Fieldbook* (Schneider and Honeyman 2006) includes eighty chapters authored by social psychologists, urban planners, police and military officers, and scholars of management, law, business, genetics, and international relations, as well as judges and experienced conflict resolution practitioners whose contributions directly relate theory to practice.

² See Nelken (2009); McAdoo and Manwaring (2009); and Nelken, McAdoo, and Manwaring (2009).

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