



Introduction: What Have We Learned?

*Christopher Honeyman, James Coben & Andrew Wei-Min Lee**

Background: The 4th of 4

It is time to bring a rather unusual project to a close, and as this book is the final volume in the Rethinking Negotiation Teaching (RNT) project, we will try here to sum up the effort as a whole.

We have been fortunate to work with more than a hundred of the field's leading teachers and thinkers, from more than two dozen countries. As a result of their insights, the project evolved from its original design.

At the project's beginning in 2007, the organizing team (originally Christopher Honeyman, James Coben and Giuseppe De Palo) proposed to revamp the teaching of basic negotiation to take account of recent discoveries, while continuing an assumption that there was such a thing as a typical basic course. At the time, that seemed unexceptionable. Certainly, our experiences with courses taught in many countries supported the notion that a common set of concepts, materials and methods had evolved. Indeed, one of the concerns which drove the project was the perception that the concepts, materials, methods and, even more important, the underlying values of all of

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these were primarily American in origin, and perhaps less transferable to other cultures than many teachers assumed. The introductions to *Rethinking Negotiating Teaching* and *Venturing Beyond the Classroom* (volumes 1 and 2 in the RNT series) discussed our subsequent findings in some detail, and we will have more to say on this score below.

During the project's five-year run, however, our colleagues have taught us (as well as each other) a great deal, and we have attempted to be responsive. This meant that the project itself evolved in new directions. We think they have, for the most part, been highly productive. But the new directions do make it a bit more complicated to describe what has happened since this project was conceived. The best demonstration, of course, is a review of the project's overall written output. That speaks for itself; but at some considerable length. So we will try to be concise here.

When the project began, the organizing team had recently concluded a predecessor effort: an international six-university consortium had set out to design better-aligned teaching of negotiation, mediation and arbitration as between U.S. and European graduate teaching environments. The team was also able to draw on a related predecessor project, which had produced a large reference volume, *The Negotiator's Fieldbook* (Schneider and Honeyman 2006) published by the American Bar Association. That inquiry had found almost thirty disciplines' research and practical experiences to be relevant, at a sophisticated level, to an understanding of how negotiation works.

Partly for logistical reasons, the team elected to focus on what seemed a manageable environment for discussions that would involve heavy travel by most of the participants. We set out to create a learning laboratory in which the common "executive" course in basic negotiation would be the unit of experimentation and analysis. Three conferences over several years were initially envisioned, moving (for reasons noted in *Rethinking Negotiation Teaching*) from West to East, and with the venues to be Rome, Istanbul and (originally) Delhi. Products then anticipated included three books and three special issues of journals; by the standards of most projects, ambitious enough.

In the end, our three conferences took place in Rome, Istanbul and Beijing; and in addition to four books, the project produced special issues of two journals,¹ plus a wholly new bilingual journal of negotiation, 谈判 *Tán Pàn* (see www.negotiationchina.com), to be published in Hong Kong as a joint project of the Dispute Resolution Institute at Hamline University School of Law and the International Institute for Conflict Engagement and Resolution (IICER) in the Department of Law and Business at Hong Kong Shue Yan University. So far, so good.

In the first year, the team faithfully followed the original design, and the fifty scholars in attendance at our first meeting closely studied our “benchmark” two-day executive course. (This, surely, created for the hand-picked instructors one of the more intimidating professional environments they had encountered, with thirty Italian and Middle Eastern adult students in the front of the room – and fifty professional peers of the instructors in the back. We continue to owe them a debt.)

But even by the second conference, we found ourselves modifying the original design. Instead of updating the two-day course, the team shrank the formal student/instructional time to a single day, while most of the scholars attending the Istanbul meeting actually used most of that day for project purposes other than sitting in on the course. By the third meeting, in Beijing, there was a further shift in the project’s relationship to current students, as the meeting was timed to coincide with the annual all-China English language negotiation competition for law schools. Instead of mounting a laboratory course at all, faculty involvement with the students in Beijing took the form of judging successive rounds of the competition. Still, in a larger sense the conferences continued to be learning laboratories – and effective ones, if the enthusiasm of our scholars for subsequent writing is any measure.

Each of these changes, in our judgment, took place for good and sufficient reason. In essence, we felt there was more to learn both from and for our faculty, after the first year, in environments other than the classroom. This was even reflected in the title of volume 2 in the RNT series, *Venturing Beyond the Classroom*. Yet the changes also reflect something which needs emphasizing here: The effort to rethink negotiation teaching has clearly *itself* required rethinking, as we have moved forward. This has shown up in a succession of different themes, which might be capsulated thus:

- Centrality of culture in virtually all topics, with the paradoxical result that “culture” *cannot* be taught effectively as a topic in and of itself;
- Version 1.0 versus 2.0 imagery, and other failed metaphors;
- Value of short executive courses, versus skepticism about them;
- Value of time in-class at all, as opposed to in more “authentic” environments;
- Extent to which fundamental expectations of the discipline of “negotiation” are tied to Western and even U.S.-specific values;
- Increasing interest in and emphasis on nonverbal, non-rational forms of intelligence;

- Recognition of a class of problems that initially seem impossible to negotiate, partly because any effort to define “the problem” creates new ones. And a beginning towards developing techniques to handle this.

With such an array of new ways of thinking about teaching in our field, it would be strange indeed if we had stuck to our original design. We are not so modest as to believe that the shift of topics or of emphasis represents failure. Yet certainly there is one outright failure, which we should acknowledge: the project initially set out to create a concrete new course structure for a “version 2.0” standard executive course. Plainly, we have not done so. Some will be disappointed, regardless of any protestation that the reason is essentially that we have changed our minds as to the wisdom of such a proposition.

This has implications for the expanding teaching “industry” within our larger field. It seems inescapable that an increasing proportion of teaching of negotiation, as of other subjects in degree-granting institutions, is performed by adjunct or other poorly-compensated teachers. We will have more to say about this in the Epilogue to this volume. For now, these often-overburdened professionals could be forgiven some dismay at what this project has, in essence, concluded:

- Courses should be redesigned for every new audience, even though this will require an advance investigation of the nature of each new audience, which most teachers and trainers currently do not undertake;
- Authentic exercises should be used instead of much of the current reliance on role-plays, even though, especially for traveling teachers/trainers whose environments keep changing, this requires much more design time;
- Assessment has been shown to be frequently a mishmash of illogic and intellectual laziness, and doing it properly is going to be a whole lot more work;
- Some of what is being discovered under the heading of “wicked problems” can no longer be safely left to experts in “intractable” conflict, because it is turning out to be relevant in more routine environments; and most significantly,
- Our field now has new frontiers in all directions: inward within the individual negotiator, toward an integration of the mental with the physical, and toward a “mathematics of emotions”; outward, toward the engineering of more sophisticated tools for handling major public disputes; toward professionalization, with a new appreciation of the value of decades of prior work experience in a “new” professional negotiator; and simultaneously, toward broader dissemination

of skills, with a new appreciation of the fact that virtually everyone *will* negotiate (even in the boxing ring!) but most *will not* ever take a course in the subject.

Daunting as some of these conclusions may be at least to some, we believe that is a price worth paying for the intellectual ferment that is so plainly under way. Our field may be getting visibly more complicated to understand, let alone manage; but it sure ain't getting boring.

For these reasons, despite our expressed intent to use this book to try to wrap up the project as a whole, there will be many loose ends visible to the reader. Again, we think this is merely a sign of the vitality of a field which, by comparison with some other professional disciplines, is still in the first flush of youth. In the introduction to *Rethinking Negotiation Teaching*, we compared the state of the modern field of negotiation and conflict management and their teaching today (or at least, three or four years ago) to medicine, a hundred years ago. The comparison still seems apt to us. Again, we will have more to say about this in the Epilogue.

The Making of This Book

In the following section, we will describe briefly each chapter's role in this book. First, however, we will briefly describe the last meeting of the project, and how it relates to where we think the field stands today.

The Beijing (2011) meeting included a follow-up to the Istanbul (2009) meeting's focus on "adventure learning," though one somewhat constrained geographically by Peking University's institutional concern about liability, if something adverse were to happen while a student was in the company of our faculty outside the university grounds. We opted to have groups of faculty meet with students informally *within* the grounds, but all over campus, and with a set series of questions designed to foster discussion (an "oblique" exercise, in terms of adventure learning theory examined in *Venturing Beyond the Classroom*). Equally valuable was a half-day spent actually in class with students, analyzing their reactions to what they were learning, and two days during which different combinations of our faculty members served part-time as judges in the All-China English Language Negotiation Competition. All of these experiences fed into parts of this book, in various ways.

In view of the tight time available, formal presentations of new teaching material were restricted to three, with each presented twice, in order to answer earlier concerns about scholars having had to miss several other important presentations in order to attend any given one. The selection of the three was therefore critical; in the end, each one inspired a theme that became a section of this book.

We chose topics most likely to enlarge the scope of everyone's thinking:

- A session on the role of physical movement in fostering mental creativity in negotiation (see *Embodied Conflict Resolution*, chapter 22, which anchors the "New Frontiers" section in this volume);
- A session on the rapidly emerging specialty in "wicked problems" (see chapters 17-21 in this volume);
- And, in an effort to help our Western scholars understand something of the conditions under which negotiation is taught in Asia, a session on Pacific Rim adaptations to existing teaching topics and methods, this last given by professors from China, South Korea, Japan and Singapore (see "Lessons from the Global Classroom," chapters 5-10 in this volume).

As was by then customary, significant time on the last two days was set aside for formation of new writing teams and discussion within them.

The results of those discussions in this volume will be addressed in brief in the next section; but the reader should also review the more specialized and equally adventurous discussion of *assessment*. This drew so much enthusiasm and dedication that what had been planned as short sub-papers within a single chapter developed into seventeen chapters, requiring a book of their own (*Assessing Our Students, Assessing Ourselves*, volume 3 in the RNT series).

The Big Picture

What does it mean to "rethink" a field? These three chapters offer both theoretical and highly practical takes on the subject.

Principles for Designing Negotiation Instruction

John Lande, Ximena Bustamante, Jay Folberg & Joel Lee

In this chapter, the authors make coherent a sweeping range of topics treated in the RNT project's first two volumes. (*A personal note: The editors continue to believe that the chapter authors have been too kind about what we see as the project's numerous errors.*) Nevertheless, this chapter is the right starting place for any teacher who, upon seeing four volumes that purport to help him or her redesign a course, knows that the course is bound to be too short to incorporate most of the material. So, where to begin? Well – here.

Of Babies and Bathwater

Howard Gadlin, Ian Macduff & Andrea Kupfer Schneider

The authors admit a strong preference for preservation of the baby. They present a cogent argument that contrary to the imagery some-

times used in the RNT project, there has been no sharp 1.0 to 2.0 divide, no sudden shift in our collective thinking about what our field contains or should teach. Rather, they point out, the teachings of the field have evolved steadily and gradually over several decades, with at least the better courses regularly incorporating aspects of the new research. The whole “Negotiation 2.0” concept, they argue, thus runs the risk of undermining that continuity, and implying instead that some of the core concepts that have proven to be widely applicable around the field and around the world are now to be distrusted. The authors also object cogently to a second potential consequence of this imagery: that the hard-won learning of many generations in older societies about how people should deal with each other is now to be distrusted, seen as out of fashion, and even replaced entirely by a set of imported concepts that may be largely unsuited to the culture importing them.

Venturing Home: Implementing Lessons from the
Rethinking Negotiation Teaching Project
Ken Fox & Sharon Press

In 2011, the authors set out to create from scratch the first fully-realized course to take advantage of everything that had been learned up till then in the course of the RNT project. For 2012, they have already revamped the course, to respond to their own initial critiques as well as to some of the latest writings, in this volume and the parallel volume 3. The result is the closest educational venture that yet exists to the project’s original intent to create a “Negotiation 2.0” course. Fortunately, the length of the course series the authors designed is significantly greater than a typical compressed “executive” course. That has allowed room for a significant degree of depth, subtlety and experimentation.

Lessons from the Global Classroom

Inspired by the Beijing conference’s focus on the necessity of adaptation, these five chapters offer diverse perspectives on how our field as a whole might best educate negotiators for a connected world.

As We See It

*Bee Chen Goh, Habib Chamoun-Nicolas, Ellen E. Deason, Jay Folberg
& Sukhsimranjit Singh*

Developing further the “adventure learning” experiments conducted by the project in Istanbul and reported on in *Venturing Beyond the Classroom*, the authors tried new negotiation experiments in the markets of Beijing. Comparing their experiences from their respectively Chinese-Malaysian, Mexican, North American and Indian cultural

perspectives, they conclude that *self-awareness* must be a central requirement in cross-cultural negotiation training, and that up to now, it has been far too commonly taken for granted.

How Different Is “Different”?

Teaching Persons to Negotiate Cross-Culturally

Joseph B. Stulberg, Janice Kwon & Khory McCormick

The authors note with appreciation the rising volume of research discussing cross-cultural negotiations; but they find its application to teaching and training often arid, simplistic and unpersuasive. They argue for a richer and more complex treatment of culture in negotiation, to give a more accurate impression of two salient circumstances in particular: the degree to which factors believed to be culturally distinct operate in “intra-cultural” negotiating contexts as well as in cross-cultural ones, and the degree to which negotiating dimensions, concepts, strategies and tactics may be similar across cultures, such that a belief that a completely different approach is required as soon as one is negotiating with someone from another culture is as likely to provoke error as a belief that one can safely behave exactly as one would at home.

Innovations and Pitfalls in Chinese ADR Pedagogy:

Experiences from the Field

*Shahla Ali, Kang Rong, Alonzo Emery, Tai-Wei Chao & David Matz,
with an Appendix by San Tianyu*

How well do “traditional” (i.e., 1980-2010 era) Western approaches to teaching negotiation translate, in a supposedly “traditional” society that is now undergoing ultra-rapid change? Between them, the authors have extensive experience teaching negotiation in China. Here, they assess that experience in a cross-comparison of five different Chinese law and business teaching environments. One common factor, they find, is that the postmodern innovation of having students participate in every aspect of a course, including course design and the selection of topics for discussion, and explicitly incorporating Chinese historical and philosophical sources, has proved useful in helping the students perceive the universality at the core of principled negotiation.

Muntu Meets Mencius: Can Ancient Principles Guide Modern

Negotiations on the Export of Africa’s Natural Resources to China?

Phyllis Bernard, with a commentary by Stephanie Mitchell

Discussions of negotiating relationships across cultures tend to start with the assumption that one of the cultures will be American, or at least European. In this chapter, Bernard and then Mitchell start with

a completely different environment: the rapidly expanding relationships, commercial and otherwise, between China and sub-Saharan Africa. They find much of the negotiating pattern, unfortunately, to be anything but sensitive to the real cultural and economic needs, particularly of Africa. Bernard's text proposes, and Mitchell's commentary assesses, a possible shift based on teaching negotiators in key settings some shared cultural elements, represented by similar proverbs in Chinese culture and a wide variety of African cultures. The authors also discuss some differences that may be an enduring source of trouble.

Beyond "Negotiation 2.0": Teaching Negotiation in the Multi-Stakeholder, Multi-Level, and Multi-Process World of Public Policy
*Masahiro Matsuura, Boyd Fuller, Sanda Kaufman,
 Dong-Young Kim & Kenshi Baba*

The authors assess the prospects for teaching public policy negotiation and mediation across Asia. They find that the doctrines they were presented with as embedded elements of teaching materials presume a number of factors that are associated strongly with Western culture, but which are hard to find in public policy dispute management in Japan, Singapore, or Korea. Yet contrary to the perhaps-expected response that the training and teachings must now be thoroughly modified to respond to the context, the authors find themselves concluding, in part at least, that their societies would benefit if targeted ways can be found to use the Western insights to help open up public policy processes in their societies.

Ethics in Legal Negotiation: A Cross-Cultural Perspective
Andrea Kupfer Schneider, Ellen Deason, Dawn Chen & Zhouxh Xiahong

From Chinese and American perspectives, the authors consider a Chinese negotiation class, when presented with an ethical problem or two, as a lens. They examine the implications of the students' decisions for Chinese negotiations, particularly in an environment of law practice. In turn they use these as the basis for an analysis of the larger implications of a rapid and disorienting series of recent changes in Chinese law and legal practice.

New Topics, New Techniques for the Global Classroom

The six chapters in this section are as diverse as any in the RNT series, but they have one thing in common: they all address topics or techniques that are just beginning to be discussed, in classrooms anywhere. Ruminations on "the utility of beauty" and the "golden rule" are followed by analyses of how to get students to *understand* whatever they just did or saw, both inside and outside the classroom. The

section ends with a chapter that proposes a radically new environment for teaching, and one that takes the concept that “everyone negotiates, everywhere” to its logical extreme: the ring, in professional boxing.

Redefining Beauty: Negotiating Consumption and Conservation of Natural Environments

Charles A. Lawry, Sanda Kaufman & Anita D. Bhappu

Many people who are learning cross-cultural negotiation are studying the subject for utilitarian reasons, because they expect to negotiate commercial, industrial, or governmental issues across cultures. They may not immediately perceive the relevance of aesthetics. But to a significant extent, any of these kinds of negotiations is likely to have an environmental component, even when the presenting issues in the negotiation do not appear to be primarily “environmental” in content. Thus it becomes germane to a surprisingly large range of people that perceptions of what is appropriate environmentally have a consumption-versus-conservation element that is, at some fundamental level, about differing cultural perceptions of what is useful – and what is beautiful. The authors analyze some of the implications, including the perception that better cross-cultural training and wider travel is helping many people to appreciate others’ views of beauty. That leads to a degree of aesthetic and social “convergence” that will be needed in future, for very practical purposes.

Following the Golden Rule and Finding Gold: Generosity and Success in Negotiation

Lela P. Love and Sukhsimranjit Singh

This chapter picks up where *The Psychology of Giving and Its Effect on Negotiation* (Chamoun and Hazlett 2009), *Finding Common Ground in the Soil of Culture* (Bernard 2009), and *Re-Orienting the Trainer to Navigate – Not Negotiate – Islamic Cultural Values* (Bernard 2010) left off earlier in the RNT series. The authors argue that principles of generosity are strongly supported by principles common to all the world’s major religions, and that it follows that precepts that are widely shared (in theory) might yet be taught to be actually followed in negotiation practice. This, they contend, would have major effects not only on the general level of cooperation vs. competition, but on the specific, material as well as spiritual, well-being of the negotiators as individuals. There is a paradox, though: the spiritual benefit inures to you only if you *don’t* strategize to achieve it.

Debriefing the Debrief

*Ellen E. Deason, Yael Efron, Ranse Howell, Sanda Kaufman,
Joel Lee & Sharon Press*

An afterthought; a rushed invitation for general comments; some PowerPoint slides flashed at the end of an exercise; a pre-prepared reading list of “take away lessons” . . . do these sound familiar? The authors argue that all too often, good intentions for thorough debriefing of negotiation exercises degenerate into something disappointing, or even pointless. They contend that debriefing is too critical an element in overall learning to be defensibly treated this way. In a thorough analysis that should also be read in conjunction with the same authors’ treatment of debriefing adventure learning specifically (chapter 14 in this volume), they first outline a choice of goals; then analyze the characteristics of good debriefing work, and discuss some general approaches; and then outline predictable challenges and some tactics for handling them. As is appropriate for the project’s increasing focus on the differences between student groups (see Lewicki and Schneider, *Instructors Heed the Who*, chapter 3 in *Venturing Beyond the Classroom*), the authors end by discussing how debriefing might be tailored for specific audiences.

Debriefing Negotiation Adventure Learning

*Ellen E. Deason, Yael Efron, Ranse Howell, Sanda Kaufman,
Joel Lee & Sharon Press*

This chapter (which should be read in conjunction with the same authors’ *Debriefing the Debrief*, chapter 13 in this volume) addresses the special conditions which attach to efforts to debrief adventure learning. The same real-world authenticity that is the most attractive feature of adventure learning, they point out, introduces predictable problems – beginning but not ending with the mundane failure of negotiating groups to return to class at the same time, when the debrief has been scheduled. But it gets worse than that, in ways the authors cheerfully outline. The authors follow with a number of suggestions, which collectively should help students get the most out of the exercise – and help the teacher sleep better the night *before* the exercise.

Bringing the Street to the Classroom and the Student to the Street: Guided Forays into Street-Wise Negotiations

Habib Chamoun-Nicolas, Boyd Fuller, David Benitez & Randy Hazlett

Many writings in this series have argued for greater authenticity in training and teaching, including getting students out of the classroom. No greater authenticity in negotiation teaching settings is likely to be found than in the authors’ experiments with teaching students who are actually at work negotiating, while they really are *at* work.

The authors argue that two key attributes of authenticity are served by this technique: repeated engagement, as distinct from isolated role-plays, and expanded stakes, where the student stands to gain or lose in an immediate career sense. Not only is the training, at least in part, actually performed at work, but the students are observed closely by people who are associated with management. The authors report on early experiments in a multinational business setting (in Mexico and the United States), and a public policy setting in Singapore.

Negotiation in Professional Boxing

*Habib Chamoun-Nicolas, Randy D. Hazlett, Russell Mora,
Gilberto Mendoza & Michael L. Welsh*

In this groundbreaking piece, a group of authors with unimpeachable expertise in one of the least likely environments ever considered for negotiation analyze what is actually going on in the professional boxing ring. Their surprising conclusions take the facile claim of our field that “everybody negotiates” to a whole new level. Not only does this chapter serve as a kind of extreme-case demonstration of why students should consider learning negotiation to be central to *any* occupation they may take up in future; it might well serve as inspiration for some new studies in other fields in which negotiation may previously have been thought irrelevant.

Teaching About Wicked Problems

Building on chapters 24-27 in *Venturing Beyond the Classroom*, the chapters that follow explore how educators can take on the challenge to address “wicked” problems in negotiation courses.

Adapting to the Adaptive:

How Can We Teach Negotiation for Wicked Problems?

Jayne Seminare Docherty & Leonard L. Lira

This chapter picks up where the “wicked problems team” left off in *Venturing Beyond the Classroom*: with the need to formulate effective teaching strategies for an exceptionally important area of inquiry, in which our understanding is, as yet, far short of perfection. Docherty and Lira are examples of professionals whose students cannot wait for anything close to perfection: both in peacebuilding and in the military, a professional must work with the understanding that is available. It is significant that in their very different environments, Docherty and Lira have been learning from each other, adapting ideas from the military into peacebuilding and vice versa, in order to formulate teaching programs that can work even within the single perspective of either discipline. Their experiments are groundbreaking, and of importance to many other professional fields.

Making it Up as You Go:

Educating Military and Theater Practitioners in “Design”

Leonard L. Lira & Rachel Parish

Following directly from the preceding chapter, Lira and Parish lay out a potential example of a training course for “wicked problems,” finding unexpected parallels in two completely different professional environments: the theater and the military. The authors demonstrate how an elective “Design” course in the U.S. Army Command and General Staff College parallels the development of theater professionals. This matches the insights of Jayne Docherty, a professor of peacebuilding, in the previous chapter and the one which follows.

Teaching Three-Dimensional Negotiation to Graduate Students

Jayne Seminare Docherty, with Calvin Chrustie

In a conscious parallel to the preceding chapter, Docherty describes an initial experiment, developed largely from Chrustie’s practical experience, with teaching “wicked problems” to graduate students in peacemaking at a Mennonite university. The collaboration between a professor of peacebuilding on the one hand, and a highly experienced police officer and peacekeeper on the other, is as significant to the development of our field as the flow of information, experiments and ideas back and forth between the peacebuilding professional environment and the Command and General Staff College of the U.S. Army, discussed in chapter 17 in this volume, and further amplified in this chapter.

Playing the Percentages in Wicked Problems: On the Relationship between Broccoli, Peacekeeping, and Peter Coleman’s *The Five Percent*

Howard Gadlin, David Matz & Calvin Chrustie

In the initial joint effort of the RNT’s “wicked problems” team (Chrustie et al., *Five Stories*, chapter 25 in *Venturing Beyond the Classroom*), the authors began with the more dramatic, international and violent settings, and worked from there to demonstrate how these problems also operate within less violent environments, such as city politics and the internal doings of a large organization. Here, in an effort to assess for teaching purposes a major new work in the field (*The Five Percent*, by Peter Coleman 2011), the authors begin in the opposite order, and scale up their discussion from the most modest of beginnings – a vegetable – to conclude with analysis of one of the most contentious and unstable disputing environments: peacekeeping.

Teaching Wickedness to Students:

Planning and Public Policy, Business, and Law

Roy Lewicki, Sanda Kaufman & James Coben

Many readers of this book, and this series, may start out thinking that of all the problems and all the issues and all the techniques they need to engage with as teachers of negotiation, at least they can leave “wicked problems” to specialists in international, environmental, race relations and other “intractable” conflict. Howard Gadlin’s analysis in chapter 20 of the role of wicked problems inside any large organization should be enough to give pause to that complacency. This chapter’s three authors normally encounter students who are more “typical,” recent-graduate-level, and classroom-oriented than the midcareer military professionals discussed by Leonard Lira and Rachel Parish in chapter 18, or the often middle-aged, returning students in the graduate program in peacemaking described by Jayne Docherty and Calvin Chrustie in chapter 19. The authors candidly assess barriers and offer up a series of practical recommendations for teaching “wicked problems” in planning and public policy, business, and law programs.

New Frontiers

Predicting the future is a notoriously chancy business. That said, these concluding chapters in the RNT series challenge all of us to think in new directions. We are prepared to predict that at least some of the new directions will be far-reaching.

Embodied Negotiation:

Resurrecting Roleplay-Based Curricula Through Dance

Nadja Alexander and Michelle LeBaron

Moving on from the same authors’ seminal 2009 critique of the overuse of role-plays in negotiation teaching, *Death of the Role-Play* (chapter 13 in *Rethinking Negotiation Teaching*), Alexander and LeBaron have taken the rapidly increasing enthusiasm for experiential learning in a new direction: multiple intelligences. Their particular interest is in a use of experiential learning that focuses on *kinesthetic intelligence*, employing actual physical movement, particularly dance, to unlock creativity in other mental domains, as well as to encourage authentic participation by people whose skills are not primarily verbal or mathematical. Those who may be inclined to be skeptical should note that this work is receiving increased attention among people whose dominant skills are definitely verbal: this chapter serves as a brief introduction to a project whose longer work is to be published soon by the American Bar Association.

The Influence of Emotion in Negotiation: A Game Theory Framework
Habib Chamoun-Nicolas & Randy Hazlett

Perhaps the “other side of the coin” of the preceding chapter, this chapter’s authors review what has been learned about long-term relationships from the insights of game theory. They note that game theory’s presumption of “rational,” interest-maximizing negotiators is a significant limitation, in a world in which is increasingly accepted that we all think from the starting point of our emotions (see Patera and Gamm, *Emotions – A Blind Spot in Negotiation Training*, chapter 19 in *Venturing Beyond the Classroom*). Evolutionary game theory, they argue, provides a basis to learn from repeated interactions, which could be adapted by introducing emotional bias into the game theory framework. This would allow game theory to be used in analysis of altruism, empathy, reputation and other phenomena which are becoming more and more important in teaching negotiation. Their analysis also challenges us all to absorb more via a kind of intelligence most negotiators rather desperately avoid exercising: the mathematical.

A Game Of Negotiation: The “Deliberation Engine”

Christopher Honeyman, Peter S. Adler, Colin Rule, Noam Ebner, Roger Strelow, & Chittu Nagarajan

This chapter envisions a negotiation game which can promote learning, as well as fact-finding on any hot-button issue. The authors outline a particular form of online game, in variants separately designed to work with formal education, working professionals, and the general public. The game, as conceived here, is designed to address a mounting problem in negotiations of the largest scale, public issues: an apparently increasing tendency of people and parties to make up their own facts. Global climate change is considered as a test case. A related chapter in this volume, *The Education of Non-Students*, assesses the prospects for a related new strategy, using theater, film and games to begin to provide informal negotiation education for the vast majority of the public who will never take any kind of course on negotiation.

Negotiation Stands Alone

Alexandra Crampton & Michael Tsur

Yes, the authors concede, “everybody” negotiates: but that’s like saying “everybody drives,” and then watching aghast when “everybody” climbs into a racing car, or an eighteen-wheeled tractor-trailer. The authors draw from Tsur’s experience teaching Israeli hostage negotiators and in other high-pressure environments to argue for an entirely distinct concept of a professional negotiator, one that starts with a

rather experienced “student” and builds a sharply different training regimen from there.

The Education of Non-Students

*Eric Blanchot, Noam Ebner, Christopher Honeyman,
Sanda Kaufman & Rachel Parish*

Most people do not take courses – yet they learn new things and change their attitudes and behavior all the time. So far, with some exceptions, our field has taken little advantage of informal avenues for education. This concluding chapter explores how we might foster social change toward better attitudes in negotiation, using various media far outside the classroom setting (electronic games, film and other visual materials, and theater) that can serve as platforms for informal negotiation education. The authors believe our field needs not one or two, but an array of such approaches.

Epilogue: The Biz

Christopher Honeyman & James Coben

Collectively, the scholarship produced in the RNT project significantly “ups the ante” for what teachers ought to provide (and students and institutions ought to *demand*) in quality negotiation education. But can these higher aspirations be reconciled with the rapidly changing economics of higher education and the “entertainment” tendencies of the executive training field?

The View from Here

We have no right to dictate goals for anyone but ourselves. We can, however, make some predictions as to the likely next directions of at least some of our colleagues in this effort. The dance/multiple intelligences inquiry, represented in this volume by chapter 22, is already producing an entire new book (*Making Movement Matter*), to be published in the near future by the American Bar Association (LeBaron, MacLeod, and Acland 2013 forthcoming). We have rarely seen so much enthusiasm and outright fun being shown by distinguished professors with any new topic, and we predict a bold future with rapidly rising interest in many quarters. (For those who may find this hard to believe, we suggest that they reflect on the history over the past fifteen years of *mindfulness meditation* in relation to our field: that line of skill development has gone from a single pioneering scholar, Leonard Riskin (2002 and 2006), starting to investigate, to training programs being offered in a wide variety of venues and to a wide variety of professional audiences, with some supposedly starchy law firms among the most enthusiastic adopters.)

We have similar hopes for the “informal education” inquiry which concludes this volume: while by definition it does not draw on the skills of professional educators in as predictable a way as their customary duties, informal education serves the social goals of the field better, perhaps, than any other strategy we could collectively adopt. Its inherent economy also seems responsive to the growing concerns about the rising unaffordability of higher education in the West. Similarly, we hope that if the original team is unable for any reason to develop the concept of the “deliberation engine” (chapter 24 in this volume), others will find a viable way: we can hardly overemphasize the many indications that public debates and policy disputes are often badly handled in the United States, despite its claim to be a “city on a hill.” Clearly, new tools and new strategies for pursuing public negotiations over policy are going to be needed.

We should not neglect our own next directions, both as examples of what we hope others will develop, and because we seek others’ input into our own efforts. Although technically this volume concludes the RNT project, it leaves in a successor’s role a brand-new and continuing venture, our 谈判 *Tán Pàn: The Chinese-English Journal on Negotiation*. We hope for a continuing relationship with the scholars who have made up the core of this project. Even more, we hope that this project’s conspicuous openness to scholars from many disciplinary traditions and nations will draw matching interest from scholars of many disciplines in China, as well as elsewhere in Asia. We believe their ideas about negotiation may often not have been heard in our field (as yet) largely because they were previously identified with other fields entirely – and now, the connections to our own field are ready to be drawn, with a specially-designed venue organized.

Finally, we have great hopes for the future in the all-important area of “wicked problems” (chapters 24-27 in *Venturing Beyond the Classroom* and chapters 17-21 in this volume). If this project has been effective at anything, it has been effective at demonstrating the intellectual richness and rising complexity of our field, including the widespread relevance of a succession of topics once thought to be of only specialized interest. The latest writing on wicked problems, for example (see particularly Howard Gadlin’s discussion in *Playing the Percentages in Wicked Problems*, chapter 20 in this volume) should make it plain that what no one even identified as a sub-field of negotiation a few years ago has increasing applicability to a host of organizational, political, community and other “everyday” problems – and not just to the range of extraordinary issues our team started by considering.

There is now every reason to believe that Social Security, Afghanistan, health care and other huge public issues in the United

States, not to mention their counterparts elsewhere, cannot and will not be addressed with anything resembling success until the key protagonists understand something of what is being learned about these problems *as a class*. But it is increasingly becoming apparent that our field has, if anything, over-specialized and under-recognized this new avenue of inquiry. In future, we believe that it stands to influence disputes and transactions in many more settings than even our exceptionally perceptive team originally thought. Between their efforts in theorizing, teaching and practice and (we should acknowledge) the distinguished parallel efforts of Peter Coleman and his colleagues based at Columbia University, we believe the stage is set for a next phase of broader and more rapid development of ideas and methods, by a still larger array of talented people.

We will be particularly pleased if this project is someday seen as having contributed to that.

Notes

¹ Honeyman, C., J. Coben, and G. De Palo (guest eds). 2009. Special section of eight articles: Second generation global negotiation education. *Negotiation Journal* 25(2): 141-266; Rethinking negotiation teaching project: May 2008 Rome and October 2009 Istanbul conference. 2010. *Hamline Journal of Public Law & Policy* 31(2): i-vii; 367-568.

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