

**Dispute Resolution Research Center  
Annual Report**

September 1, 2014 – August 31, 2015

1.	Introduction	3
2.	Awards of 2014-2015	3-4
3.	Administrative Initiatives for 2015 - 2016 New Website Smartsheet	4
4.	Teaching and Research Initiatives for 2014 - 2015  Web-based Teaching Platforms Research Residency Program Negotiation Competitions Video Projects Certificate Program, Visiting Scholars, and Speakers	6
5.	Ongoing Programs  Governance Executive Committee Project Directors Staff Advisory Committee Membership and Affiliation Websites	11
6.	Research Activities 2014 - 2015  Current Research Ongoing Research Programs Grants Program Seminars Postdoctoral Fellows Working Papers External Research Awards Conferences & Workshops Webinars	15
7.	Teaching Materials  Online Distribution Foreign Language Group Assigner	18

8.	Education	21
	Kellogg School of Management	
	Northwestern University School of Law	
	School of Communication Studies	
9.	Continuing Education and Outreach Programs	22
	Negotiation Strategies Executive Program	
	Certificate in Negotiation Research and Teaching Program	
10.	Development	23
11.	Budget	24

#### **APPENDICES**

1.	IACM Web-based Teaching Platforms Workshop Agenda	25
2.	Research Residency Guidelines	26-28
3.	Negotiation Competition Panelists	29
4.	Video Projects	30
5.	Fall 2014 Certificate Program Schedule	31-37
6.	Advisory Committee Members	38
7.	Current Faculty Research and Publications	39-45
8.	Grants Program Awards	46-47
9.	IACM - DRRC Fellowship Awards	48
10.	Teaching Webinars	49
11.	Teaching Materials Financial Statement and Budget	50-55
12.	Courses on Negotiation and Dispute Resolution	56-62
13.	Kellogg Negotiation Faculty since 1981	63-67
14.	Continuing Education and Other Outreach Programs	68-70
15.	FY15 Certificate Program Participants	71
16.	DRRC Financial Statement and Expense Categories	72-73

## 1. INTRODUCTION

This report summarizes the activities of the Dispute Resolution Research Center (DRRC) at the Kellogg School of Management, Northwestern University from September 1, 2014 through August 31, 2015.

DRRC's goals are:

- to be an internationally 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
- to be an internationally recognized provider of negotiation, competitive decision making, and dispute resolution teaching materials

This report highlights the center's initiatives in research, and graduate and continuing education from September 1, 2014 through August 31, 2015, and summarizes the accomplishments of the center's ongoing programs during that period.

## 2. AWARDS OF 2014-2015

*Keith Murnighan, IACM Lifetime Achievement Award Winner 2015*

To evaluate the accomplishment of an academic career is to look for thought leadership. Keith's unique contribution to decision making, especially in interdependent situations, is that he is not so concerned about the quality of the decisions people make, but the ethicality of them. His research reveals the decision maker's susceptibility and vulnerability to violating social norms of trustworthiness and the social consequences of doing so. In particular, over the past ten years Keith has focused on the who, when, and why of decision makers' transgressions. Most recently in his book, *Do Nothing!* (Winner of IACM's 2014 best book award), Keith places a lot of responsibility on leaders to empower their teams to

do the job of decision making without leader interference. There is a recurrent theme of trust here. The do-nothing leader's job is to eliminate the barriers to performance and trust the team to get the work done.

*Alan E. Peterson, American Bar Association Section of Public Contract Law, Lifetime Achievement Award, July 31, 2015 - Chicago, Illinois*

The award reads: *In honor of a most gracious gentleman, our beloved benefactor and mentor. You have set an example for us in so many ways: Brilliance in your profession; Abiding devotion to your clients - and to our Section Constancy in your principles; and perhaps most important of all, inexhaustible generosity and kindness to each of us. Your leadership and achievements are appreciated more than you can ever know.* The sentiments expressed by the American Bar Association Section of Public Law award are those of DRRC to Alan Peterson, who has been a benefactor and advisor to DRRC for many years. Alan's, creative ideas, broad support, and above all high standards of integrity have made his advice of particularly high value to DRRC's director and executive committee.

### **3. ADMINISTRATIVE INITIATIVES FOR 2015-2016**

#### **New Website**

Starting in May of 2015 the DRRC began the bidding process to rebuild NegotiationExercises.com and GroupAssigner.com. Ultimately, Clique Studios, was chosen as the best fit to DRRC's needs. Clique Studios, LLC is an award winning digital design and development firm based in Chicago, Illinois. They specialize in creating elegant, compelling interactive experiences for great businesses and organizations, ranging from startups to Fortune 500 companies. Their work has been featured across mediums, including People Magazine, Smashing Magazine, Crain's, NBC, ABC, various design showcases and more. Their team also has an extensive range of experience with Instruction. They recently redesigned the website for Northwestern University School of Law, and launched an online educational materials management tool for the American College of Surgeons that is similar in

nature to desired functionality of NegotiationExercises.com. They are working with us on developing and creating the following:

- Modern Design: Updating the look and feel of the site to better represent our reputation as an innovative thought leader.
- UX Improvements: Enhance the browse, preview and purchase experience to simplify usability and increase conversions.
- Responsive Coding: Leverage a responsive framework to make the site compatible with desktop, tablet, and mobile devices.
- Content Management System (CMS): give us the ability to easily update the site, users, and materials without reliance on a technical expert.
- Improved Ecommerce: Simplify the process for tracking orders and key data such as what materials are being purchased, best sellers, etc.
- Quickbooks Integration: Replace manual reconciliation process.
- HTML5/CSS3: The new site should largely follow W3C standards and be compatible for all modern devices and performance optimized.
- Security: The site will feature root-level and site wide SSL installation to assure security, as well as many other basic precautions (database encryption, SFTP, secure passwords, password resets, limiting login attempts, no “admin” usernames, backups, security plugins).

Clique Studios and the DRRC team will launch a brand new, state of the art website for NegotiationExercises.com and GroupAssigner.com in early 2016. The interface and flow of this new design will make for a much improved user experience.

## **Smartsheet**

In 2015 Sara Fassino began to utilize Smartsheet to streamline our grants program, royalty payments, end-of-year financials, and our Research Residency Program. Smartsheet is a web-based service that allows Sara to share her work with other team members, or simply collaborate on a specific task. Smartsheet is an efficient way to have all notes, discussions, files, and information in one centralized location accessible across any browser, device, and operating system. The result is real-time collaboration that streamlines communication, empowers teams, and drives efficiencies. As Sara learns more about the potential uses of the system, we will be able to streamline management of projects and the files for projects can be transparent, and accessible to the entire DRRC team now and in the future.

## **4. TEACHING INITIATIVES OF 2014-2015**

### **Web-based Teaching Platforms**

This project started in August of 2014 to explore the use of web-based platforms for capturing and displaying students' negotiation exercises results as a source of research data. We called this program Data Analytics. As we delved into the privacy and confidentiality issues associated with using students' data, we dropped the idea of using the platforms to collect data across schools for research purposes. However, we had learned so much about these platforms, we redirected the project into one of sharing our knowledge about these platforms with other negotiation teachers.

These platforms allow students to receive their negotiation role materials and to post their negotiation results with their phones, tablets or PCs. The software behind the platform compiles the students' data and creates charts and graphs that appear on the instructor's computer and can be shown to the class to stimulate discussion.

DRRC put together an across-school panel to try out the different vendors. The panel included Taya Cohen, Carnegie Mellon University; Barry Goldman, Arizona State University; Holly Schroth, University of California Berkeley; Tom Tripp, University of Washington; Jeanne Brett, DRRC. The panel

met in January 2015 with representatives of four platforms: ForClass.com; iDecsionGames.com; expertnegotiator.com; igbl.com. The panelists and the vendors collaborated on presenting a workshop prior to the opening of the International Association for Conflict Management annual meeting on June 28, 2015. Approximately 75 negotiation instructors from around the world attended the workshop. See Appendix 1 for the workshop agenda. DRRC's Doug Foster, Sara Fassino, Garrett Brady, and Stephanie Dixon all supported this project.

### **Research Residency Program**

In April 2015, DRRC launched a five year pilot program of Research Residencies. A DRRC Research Residency scholar will spend from three to six months embedded with a research group at a host institution, not limited to Northwestern University. The purpose of the residency is to promote cross-fertilization of research in the areas of negotiation, conflict, and dispute resolution. Residencies are open to scholars at any career stage, but are particularly designed for advanced PhDs, post docs or junior faculty. Hosts may specify the level of their residency. Residencies are open to any discipline or school, for example, political science, psychology, economics, sociology, anthropology, history, or public policy, management, law, communications. DRRC will fund up to \$20,000 per six month and \$10,000 per three month residency to be used for travel, health insurance, visas, inoculations, living expenses, research expenses, possibly tuition and fees as may be required, or software (not hardware). The website [www.drrcresearchresidencies.com](http://www.drrcresearchresidencies.com) is a job board where hosts may post openings and potential residents can apply directly to hosts.

DRRC research residency guidelines, viewable in Appendix 2, were developed by a panel of Carsten DeDreu, University of Amsterdam; Michele Gelfand, University of Maryland; Mara Olekalns, Melbourne Business School; Dan Druckman, George Mason University; Shirli Kopelman, University of Michigan; Jeanne Brett, Northwestern University. DRRC's Stephanie Dixon supported the development

of this project including guidelines and setting up the job board. Sara Fassino is managing the complex process of transferring funds to residents.

### **Negotiation Competitions**

In response to an inquiry from Chet Miller, University of Houston, DRRC has set up a panel of faculty to explore the potential of holding within school (and potentially regional and national) negotiation competitions. Law schools hold such competitions using ABA support and procedures. Donna Shestowsky, former joint DRRC-Law School post doc, who is now a law professor at University of California Davis graciously agreed to share her expertise in running such competitions with the DRRC panelists (see Appendix 3). DRRC's Garrett Brady is supporting this project.

The negotiation panel has been subdivided into three areas of competition development: Exercises, Standards for Judging, and Competition Guidelines. Prof. Hillary Elfenbein, Prof. Noah Eisenkraft, and Prof. Dustin Sleesman are working on developing new exercises for the competition. Exercises will range in scope, with initial round exercises being more comprehensive to assess team preparation and their ability to parse out important aspects of their role materials for negotiation success. The following rounds will not require the time commitment and will focus on assessing how students prioritize their issues and react to abbreviated negotiation timelines. Prof. Emily Hunter and Prof. Barry Goldman have been developing the standards for judging negotiation processes and outcomes. Specifically they are formulating how judges will be trained and will be developing the rules by which teams will advance in the competition. The idea is to have judges who are a diverse group of experts, including faculty, professionals in the area, and alumni. The judges will evaluate team preparation, execution of strategy, objective and subjective assessments, relationship building, and intra-team dynamics. The competition will prioritize the ability to give feedback to addresses strengths and areas of improvement for all teams. Prof. Robin Pinkley and Prof. Nora Madjar-Nanovska have been working on constructing guidelines that are scalable for a variety of competition capacities. Guidelines will cover,

among other factors, how teams will be formed and the number of competitors allowed per team, timetables, how judges will be informed of their responsibilities, and the overall time commitment for the competitions.

### **Video and electronic Learning Projects**

Jeanne Brett and Leigh Thompson created a video series on Unique Thought Leadership ideas. The videos were made in conjunction with the Kellogg Marketing staff about several different leadership perspectives. Those ideas include Salary negotiating tips, cross cultural communication ideas and also a few videos about team leadership. The videos and links can be found in Appendix 4.

Leigh Thompson also developed a MOOC within Northwestern University's Leadership-collaboration sequence with the online learning company Coursera. Although not a negotiation course per se, Prof Thompson's MOOC draws heavily on negotiation concepts:

<https://www.coursera.org/learn/leadership-collaboration>

### **Certificate Program, Visiting Scholars, and Speakers**

*The Negotiation and Mediation Research and Teaching Certificate Program* is designed to provide a structured opportunity for DRRC faculty to share their knowledge with professors and graduate students from around the world who would like to set up research programs and/or teach negotiations in professional schools of management, law, public policy or in undergraduate management, communications studies, or political science. The program is biannual and was held during the fall quarter of 2014. The program had five participants: Jian-Dong Zhang, PhD, Management School, Shanghai University of International Business and Economics, Shanghai, China; Kandarp Mehta, PhD, Lecturer, Negotiation unit and the Entrepreneurship Department, IESE Business School, Barcelona Spain; Li Ma, PhD, Associate Professor, Guanghua School of Management, Peking University, Beijing, China; Luis Gomez, Research Lecturer, Department of Business Law, University Externado de Colombia, Bogata, Colombia; and Oni Bibin Bintoro, Lecturer, School of Business and Management, Bandung Institute of

Technology, Jakarta, Indonesia. Jian-Dong Zhang and Li Ma will remain with the DRRC as visiting scholars until August 2015.

Fall 2014 certificate program events included a PhD seminar led by Leigh Thompson and a mediation seminar led by Stephen Goldberg. Additionally, participants had the opportunity for mediation training with the Chicago Center for Conflict Resolution in conjunction with Northwestern University's School of Law. They were invited to participate in the following three executive programs: (1) Negotiation Strategies; (2) Leading High Impact Teams and Constructive Collaboration: Driving Performance in Teams; and (3) Organizations and Partnerships. They also interned in a variety of negotiation and cross cultural negotiation classes, MBA Bargaining, the PhD level Economics and Social Psychology courses with Keith Murnighan and met regularly with Jeanne Brett to discuss what they were learning and working on. The fall 2014 schedule is in Appendix 5.

*The Visiting Scholar Program* provides an opportunity for in-depth discussions and the development of new research collaborations between faculty from other institutions, and faculty and students associated with the center. Young Kang, Director General of the Korean Trade Association in Chicago, continues as a visiting scholar. Young is a Kellogg EMBA alumna with a deep interest in negotiation. His goal as a visiting scholar is to write a book on his negotiation experiences around the world.

### *Speakers*

Winter 2015     **Prof. Dr. Roman Trotschel**, Leuphana University of Luneburg, Luneburg, Germany.

“What do we negotiate about? Resources, their characteristics and the interplay with psychological processes in negotiations.”

### **Visiting Scholars**

Fall 2014     **Young Soo Kang**, Director General, Industry and Resources Cooperation Department, Korea Trade-Investment Promotion Agency.

Winter 2015    **Jian-Dong Zhang, PhD**, Management School, Shanghai University of International Business and Economics, Shanghai, China.

**Li Ma, PhD**, Associate Professor, Guanghua School of Management, Peking University, Beijing, China.

Spring 2015    **Prof. Dr. Hans-Georg Berkel**, Professor of Business Administration, IUBH School of Business and Management, Bad Honnef, Germany; Owner, Negotiation Consulting, Freising, Germany.

## 5. ONGOING PROGRAMS

### Governance

The Dispute Resolution Research Center is located administratively within the Kellogg School of Management. An executive committee and a director manage the center. The executive committee is composed of at least four Northwestern University faculty representing at least two schools and three departments. The director is appointed by the Dean of the Kellogg School based on recommendations from the executive committee. The committee is responsible for determining policy. The director appoints project directors and oversees the activities of the center. The members of the executive committee are listed below with their affiliations and leadership responsibilities.

- Director: Jeanne Brett, Management and Organizations
- Law: Lynn Cohn, Janice Nadler, Stephen Goldberg, Zev Eigen
- Management and Organizations: Keith Murnighan, Leigh Thompson, Nicole Stephens, Nour Kteily, Victoria Medvec
- Managerial Economics and Decision Sciences: Robert Weber
- Communications: Michael Roloff
- Political Science: Wesley Skogan, Will Reno
- Psychology, Daniel Molden

## **Project Directors**

- Research: Michael Roloff (Chair), Wesley Skogen, Daniel Molden
- Seminars: Jeanne Brett
- Certificate Program: Jeanne Brett, Stephen Goldberg
- Postdoctoral Program: Nicole Stephens
- Executive Education: Jeanne Brett, Leigh Thompson
- Teaching Materials: Jeanne Brett, Leigh Thompson

## **Staff**

DRRC is ably staffed by Sara Fassino, Doug Foster, Stephanie Dixon, and Garrett Brady. Sara Fassino is secretary to the advisory committee and produces the annual report, as well as oversees finances, research grants, speakers and visitors, Certificate Program participants and postdoctoral fellows. Doug oversees all aspects of the teaching materials, from development to distribution and financials, and manages customer service. Stephanie Dixon works part time for DRRC and manages its communications and external relations and social networking. Garrett is DRRC's full time research assistant. He has proficiently assisted DRRC postdoctoral fellows Smadar Cohen-Chen, Zach Burns and Tiffany Brannon in the classroom as well as supporting a variety of research projects with them and other DRRC faculty.

## **Advisory Committee**

DRRC's Advisory Committee counsels the Director and Executive Committee on DRRC activities. The Advisory Committee is comprised of lawyers and managers who are interested in issues of negotiation and dispute resolution. Advisory Committee members are listed in Appendix 6.

The highlights of DRRC's annual Advisory Committee Breakfast May 4<sup>th</sup> were presentations by our two outgoing post docs. Tiffany Brannon described her research leveraging cultural differences to facilitate African American students' success in school. Her approach is to intervene in a manner that

legitimizes norms that are valued in African American society. She shows these interventions are successful both in educational outcomes but also in improving intergroup attitudes. Tiffany will be an Assistant Professor in Psychology and Management at UCLA starting in the fall. Zach Burns spoke about his research, highly relevant to jury decision making, about perceptions of intentionality when observing an act in real time versus in slow motion. Zack explained that people, even small children, naturally draw inferences about others' intentionality. Zach's research shows that people are much more likely to infer that an act was intentional when it is displayed in slow motion versus real time. The reason seems to be that when viewing an act in slow motion people think (erroneously) the person had more time to consider the act. Zach will be an Assistant Professor of Organizations, Leadership and Communication at the University of San Francisco starting in the fall. DRRC's staff updated the Advisory Committee members on the center's teaching materials, finances, teaching initiatives, and the new research residency program, all of which are described elsewhere in this annual report.

### **Membership and Affiliation with the Center**

All Northwestern University faculty, postdocs, and PhD students are eligible to participate in DRRC activities as members. Information about the center is sent annually to Northwestern University deans and department heads, as well as faculty in selected departments, informing them about the activities of the center and the availability of funds for research. Scholars and scholar-practitioners, whose area of research and practice is in dispute resolution and who are associated with Chicago area universities other than Northwestern, are invited to participate in the center's activities as associates. Associates are welcome to attend all center activities. They may apply for center research grants in association with a Northwestern faculty member.

### **Websites**

DRRC's extensive website at <http://kellogg.northwestern.edu/drrc> contains detailed information on the research, events and publications of center faculty, postdoctoral fellows, and grant recipients.

The website provides links to DRRC's teaching materials and working papers, and explains how to apply for grant funding, the teaching certificate program, and the new research residencies program:

<http://www.drrcresearchresidencies.com>. It also provides links to the vendors that provide teaching materials delivery and data analytics for classroom use with which DRRC cooperates. The website also documents the center's mission statement and describes its governance structure.

Beginning in November 2011, DRRC along with the Kellogg Teams and Groups Center (KTAG) started a group on LinkedIn, the world's largest professional online network. The group was created as a community for instructors to ask questions and share ideas about the negotiation, teamwork and decision making exercises available for sale online. This dynamic platform requires daily monitoring as new members need to be vetted as instructors, not students. The LinkedIn group builds the DRRC customer base, and provides a global showcase for the teaching materials. At the same time DRRC opened a page on Facebook (<https://www.facebook.com/DisputeResolutionResearchCenter/>), the most heavily used social networking service. The page was created to keep DRRC affiliates and others abreast of the Center's activities in real time via an interface with the DRRC Twitter account ([twitter.com/DRRC\\_Kellogg](https://twitter.com/DRRC_Kellogg)). The DRRC's Twitter account was initially created as a way to publicize DRRC's research activities as they occur, but it is also used to keep DRRC members and affiliates informed about all that occurs within DRRC including research, new teaching materials, conferences, and general activities.

[NegotiationExercises.com](http://NegotiationExercises.com) is the home for DRRC's collection of Negotiation, Teamwork, and Decision Making exercises, and also includes books, webinars, and the video *Mediation in Action*, which is now also available in a streaming/downloadable version. DRRC's exercises can be ordered directly by instructors, consultants, and staff for use in their courses and workshops. Instructors can also build a course on the site and deliver roles directly to students.

## **6. RESEARCH ACTIVITIES 2014-2015**

DRRC's goal to be nationally recognized for research on dispute resolution, negotiation, and conflict is being realized through the scholarly activities of center members and associates. The faculty, associates, postdoctoral fellows, and graduate students affiliated with DRRC continue to have a major impact on the field with books and articles which are published in a wide variety of scholarly journals in psychology, economics, political science, as well as in the interdisciplinary fields of organizational behavior, communications, negotiation theory, and law.

### **Current Research**

Faculty, associates, postdocs, and graduate students affiliated with the center write numerous working papers each year. These papers are presented at scholarly meetings in both the U.S. and abroad. Many of these papers are subsequently published in a wide variety of scholarly journals, and as we have noted, win awards. Details of current DRRC faculty and postdoctoral fellow's research are in Appendix 7.

### **Ongoing Research Programs**

DRRC's mission to support research is carried out through seven ongoing programs:

#### **1. Grants Program**

The grants program funds small research studies and provides seed money for major studies. In the area of research grants, DRRC made 15 new grants in its fall 2014 and spring 2015 funding cycles. Three grants were in political science, three in sociology, six in management and organizations, two in law, and one in anthropology. Total awarded was \$68,634. Appendix 8 lists the researchers and their projects.

#### **2. Seminars**

The Research Seminar Series enables faculty and students to learn about ongoing research at Northwestern University and other universities. It is a forum for in-depth discussion of theoretical and

empirical research by scholars investigating negotiation and dispute resolution topics. The series is closely linked to the visiting scholars program and, in even numbered years, the certificate program. DRRC has reduced the number of research seminars in recent years as other divisions of Kellogg and the university has significantly increased the number of seminars on campus. This year we had the one academic speaker, Prof. Dr. Roman Trotschel, noted on page ten.

### 3. Postdoctoral Fellows

The postdoctoral fellows program is designed to facilitate a disciplinary scholar's transition into research and teaching in the area of negotiation. It was initiated in 1988. This program is a joint enterprise of the Kellogg Dean and DRRC. The fellows teach three sections of the negotiation course at Kellogg. DRRC provides the post docs with training for the classroom as well as and research support and facilities. Fellows are also invited to join in the ongoing research of faculty associated with the center, audit courses and participate in the center's scholarly and applied seminars and workshops. Fellows receive \$7,500 in unrestricted research funding from DRRC annually and may apply for additional funding associated with specific projects.

Post-doctoral fellows in residence during the academic year 2014-2015 were Smadar Cohen-Chen, who will be a second year post doc in 2015-2016, Tiffany Brannon, who took an assistant professor position in the UCLA College of Life Sciences and Psychology and Zachary Burns, who took an assistant professor position at the University of San Francisco.

Executive committee member, Nicole Stephens, along with post docs Smadar Cohen-Chen, Zachary Burns, and Tiffany Brannon, adeptly managed the selection procedure for the 2015-2017 postdoctoral fellowship. There were forty applicants. One was selected, Abbie Wazlawek, who received her PhD from Columbia Business School, Columbia University in New York, NY in the fall of 2015.

Abbie Wazlawek will be DRRC's last postdoctoral fellow. Kellogg Dean, Sally Blount, has decided to end the DRRC and also the Kellogg Teams and Groups postdoctoral fellowship programs.

#### 4. Working Papers

DRRC's working paper web site was last restructured in 2012 when in keeping with changing norms in the social science research community, the working paper website no longer required a password to view the papers. This means that working papers can be picked up by internet search engines providing greater global visibility to the research being done by DRRC scholars.

<http://kellogg.northwestern.edu/research/drrc/research/working-papers>

It has long been DRRC's policy to remove papers that have been published elsewhere. Now that conferences and journals are posting papers on the web, and the web is easily searchable for academic papers, DRRC's working paper website has become redundant and will be discontinued.

#### 5. External Research Awards

DRRC makes two external awards annually to recognize non DRRC scholars' research. In an initiative started in 2009, DRRC began sponsoring the Most Influential Article/Chapter Award given annually by the Conflict Management Division of the Academy of Management. This year's award winners were Hannah Riley Bowles, Linda Babcock and Lei Lai with their article *Bowles, H. R., Babcock, L., & Lai, L. (2007). Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. Organizational Behavior and Human Decision Processes, 103(1), 84-103.*

The DRRC also awards fellowships to student scholars who are attending their first International Association for Conflict Management (IACM) conference. The IACM program committee selects the scholars and uses DRRC's \$5,000 to support their participation. In June/July 2015, at IACM's annual conference held in Clearwater Beach, FL, DRRC Director, Jeanne Brett, and Executive Committee member, Keith Murnighan presented certificates to 11 young scholars acknowledging their research. The criteria for selection are: a PhD student who has not previously presented a paper at IACM, and who is the first author on the paper. These scholars' names and their paper titles are listed in Appendix 9.

## 6. Conferences and Workshops

Jeanne Brett, Nicole Stevens, Vicki Medvec, and Leigh Thompson participated in a panel sponsored by Kellogg's Women's Business Association about women negotiating their employment contracts. Over 75 male and female MBA students attended the program. This is the panelists' third year of advising MBA students on negotiating their employment contracts. Videos of the 2013 and 2014 panel discussions are located on the [DRRC's uStudio video site](#).

## 7. Webinars

Following the popularity of the sessions on individual exercises at prior DRRC Teaching Workshops, DRRC initiated a series of teaching webinars. These webinars are hour long, live presentations in which the author of an exercise describes how he/she teaches the exercise. The audience can listen to the author, follow the slides prepared by the author, and ask questions. The webinars are stored on a server and a link to the webinar is placed with the exercise teaching notes for future teachers to use. Stephanie Dixon manages the webinars. There were three webinars in 2014-2015. See Appendix 10. Stephanie Dixon reports an average of 20 participants per webinar.

## **8. TEACHING MATERIALS**

DRRC's catalog of teaching materials currently totals 160 negotiation, teamwork, and decision making exercises available exclusively online at [www.NegotiationExercises.com](http://www.NegotiationExercises.com). DRRC's teaching materials have been used by over 4700 instructors and consultants in all 50 states and in 65 countries throughout the world. Instructors and consultants are responsible for paying DRRC a \$3.50 royalty fee per exercise, per user. DRRC's editorial team of Jeanne Brett, developmental editor, and Doug Foster, managing editor, brought six new exercises and updates to DRRC users in fiscal year 2014-2015. New exercises are featured on our websites and in our webinars, and are available for purchase from NegotiationExercises.com. Additionally, the DRRC has begun distributing Spanish language versions of our exercises online.

Appendix 11 summarizes exercise use during the fiscal year 2014-2015 and illustrates the growth in exercise use over the past five years. It also illustrates how users have transitioned to using DRRC's online distribution system at [NegotiationExercises.com](http://NegotiationExercises.com).

DRRC actively seeks to protect the integrity of the exercises by restricting unauthorized electronic sharing and posting online of the exercises. DRRC also actively protects the intellectual property of the exercises, monitoring exercise use against usage fees collected.

DRRC has licensing agreements with PON, CCI, NAB, CPR, KTAG, and specific authors for distribution of exercises.

### **Online Distribution of Teaching Materials**

In 2011, DRRC began distributing teaching materials online via [NegotiationExercises.com](http://NegotiationExercises.com). The site was designed and is maintained by Kellogg alum, Jonathan Miller, and is managed by Doug Foster. An increasing number of users have embraced the online ordering system, and DRRC staff continues to provide customer service to familiarize users with the process. Over 4,700 instructors and staff have registered an account on [NegotiationExercises.com](http://NegotiationExercises.com). In FY2015, online sales accounted for roughly 74 percent of royalties received, up from 72 percent the previous fiscal year.

In response to demand from faculty for a fully integrated system they could use to order exercises, assign students to groups and roles, deliver role materials to students, and have students pay DRRC directly for their materials, DRRC launched a second system, Student Direct Pay, within [NegotiationExercises.com](http://NegotiationExercises.com) in September 2014. This Student Pay system accounts for eight percent of royalties received. The original online system in which faculty purchase exercises and receive PDF files to distribute to their students continues to be heavily used and the preferred choice of DRRC customers. In addition, DRRC is beginning to receive royalties from vendors with distribution and data capturing platforms with which DRRC has cooperative distribution arrangements.

DRRC has been working with Clique Studios to design a new, state of the art website for NegotiationExercises.com that will launch in early 2016. The interface and flow of this new design will make for an improved user experience.

### **Foreign Language Materials**

DRRC's foreign language translations are under the supervision of foreign language coordinators. DRRC teaching materials manager Doug Foster continues to work with professors from around the world to maintain the integrity of translated exercises. These coordinators are David Gleiser, Gleiser Consulting, Colombia, and Jimena Ramirez-Marin, IESEG, France, for Spanish; Tetsushi Okumura, Professor, Tokyo University of Science, School of Management; Shu-cheng (Steve) Chi, National Taiwan University, Taiwan, for Chinese Traditional; Zhi-Xue Zhang, Peking University, China, for Chinese Modern; Joao Matos, Catholic University of Portugal, for Portuguese; Georg Berkel, Germany, for German; Stephen Goldberg, DRRC, for French. DRRC also has a limited number of exercises in Brazilian Portuguese, Korean, and Russian. DRRC began offering all of its foreign translations of exercises as a CD-ROM collection in 2009. DRRC made its Spanish foreign language translations available electronically via NegotiationExercises.com in June 2014. It is expected that all of DRRC's foreign language translations will be available exclusively online in 2016 with the launch of the new NegotiationExercises.com.

### **Group Assigner**

DRRC's Group Assigner software can be found at GroupAssigner.com. Group Assigner allows a faculty member to automate the assignment of students to negotiation groups and teams, so that the number of different people with whom a student negotiates across a semester is maximized. Group Assigner continues to be used by faculty, with 41 licenses purchased in FY2015. A new version of Group Assigner has been incorporated as part of the Student Pay system on NegotiationExercises.com. Currently housed on its own server, GroupAssigner.com will be moved to the same server that will host

the new NegotiationExercises.com when that site has launched. Customers will still be able to choose to use Group Assigner as a stand-alone item independent of DRRC exercises.

## **9. EDUCATION**

One of DRRC's goals is to be a major supporter of the teaching of negotiations and dispute resolution at Northwestern University. Brief descriptions of courses taught at Kellogg, Northwestern University School of Law and in Communication Studies are in Appendix 12.

### **Kellogg School of Management**

Kellogg faculty taught 10 sections of MBA negotiations, seven sections of cross cultural negotiations, and three sections of bargaining in 36 person classes in 2014-2015. The negotiations course is also a feature of Kellogg's second year live-in week for the International Executive MBA program. In August, 2016 Professors Leigh Thompson, Jeanne Brett, and Victoria Medvec taught approximately 360 executive students from the Middle East, Europe, Asia, and North America and Latin America.

Kellogg's need for faculty to teach the MBA negotiations course led to the development of the DRRC's expertise in teaching others to teach. An internship program was developed in which those wishing to teach the negotiations course intern in a regular faculty member's class for a quarter. That faculty member then acts as a mentor while the intern develops and teaches his or her own course. The list of Kellogg negotiations faculty dating from 1981 appears in Appendix 13.

### **Northwestern University School of Law**

Law faculty teach 12-15 sections of negotiations to law students and Executive LLMS, each year. The Law School also offers three specialty courses: (1) Mediation Process and Advocacy; (2) Alternative Dispute Resolution (ADR); and (3) a non-credit Mediation Workshop, which is offered in alternate years in association with DRRC's Certificate Program. Most recently, the law school added in 2012, an international business law negotiation class and a class on restorative justice. The restorative justice

course, taught by Christine Agaiby, introduces students to the philosophy, history and guiding principles of restorative justice, as well as its many applications. Students have the opportunity to visit and meet with one of ten different organizations in the Chicago area that practice different approaches to restorative justice.

### **School of Communication Studies**

Professor Michael Roloff teaches a Bargaining and Negotiation course that is primarily geared to undergraduates - juniors and seniors - but also enrolls Masters' students from the McCormick School of Engineering and School of Education and Social Policy. The course has been approved for graduate credit and doctoral students often take it. Although communication perspectives are the central focus, Professor Roloff also covers theory and research conducted by scholars in allied fields and disciplines. Approximately 80 students take the course each year.

## **8. CONTINUING EDUCATION AND OTHER OUTREACH PROGRAMS**

### **Negotiation Strategies Executive Program**

The DRRC's goal to be a major provider of continuing education that introduces the latest developments in the field of dispute resolution and negotiation is realized through the Negotiations Strategies executive program. The program, offered three times a year at the Kellogg School's James L. Allen Center, is an important aspect of the center's commitment to transfer the insights from research to practitioners. A Negotiation Strategies course matrix and a description of the Executive Program on Collaboration are in Appendix 14.

### **Certificate in Negotiation and Mediation Research and Teaching**

The Negotiation and Mediation Research and Teaching Certificate Program is designed to provide a structured opportunity for DRRC faculty to share their knowledge with professors and graduate students from around the world who would like to set up research programs and teach negotiations in professional schools of management, law, public policy or in undergraduate management,

communications studies, or political science. The fall 2014 program had five participants, listed Appendix 15. During our program session in 2012 we had two participants, Henning Hoerber, PhD and Alfred Kogelbauer. Henning has completed his postdoctoral fellowship at Universitat St. Gallen where his research interests and teaching interests are in the areas of corporate strategy, valuation and mergers & acquisitions, with a special focus on institutions from emerging markets. He is currently continuing his research and teaching in Europe. Alfred is currently a partner and systemic organizational consultant and trainer at osb international systemic consulting in Germany.

Our 2010 Certificate Program participants, Carlos Escobar and Prachi Bhatt, have been teaching negotiations in Latin America and India respectively since completing the program. Carlos, who was Vice President of Human Resources and Legal Affairs, Volkswagen Mexico when he was in the program, continues to work for Volkswagen in Spain. He also has visiting faculty appointments in Mexico and Argentina where he teaches negotiations to law and management students. Prachi is an Assistant Professor at University College of Management Studies at the Mohan Lai Sukhadia University, Udaipur, India where she teaches negotiations.

Certificate program participants from 2008 are also extremely active in in the field. Joao Matos launched a three-day executive program in negotiations at Catholic University in Lisbon. Jimena Ramirez-Marin has taken a permanent position at the IESEG in Lille, France. Brosh Teucher has taken a position at St. Michaels College in Burlington, Vermont.

## **9. DEVELOPMENT**

DRRC has had a variety of funding sources over the years. Grants from the William and Flora Hewlett Foundation sustained the core activities of the center for many years. Funds from the Alan and Mildred Peterson Charitable Foundation and the Allstate endowment continue to be used exclusively to support DRRC's research activities. This much appreciated income has been a stable source of support over many years. DRRC's royalty fees for teaching materials support staff in this area, as well as the

teaching workshops and webinars and the teaching materials web site initiatives. DRRC's continuing education program, Negotiation Strategies for Managers, is another source of funds that are used to maintain infrastructure. However, these funds have been unpredictable and limited over the past years.

**Appendix 6**  
**Advisory Committee**

**Bob Agdern** - Attorney/Negotiations Consultant

**Frederic Artwick** - Partner, Sidley Austin LLP

**R. Theodore Clark, Jr.** - Partner, Clark Baird Smith LLP

**Thomas A. Demetrio** - Partner, Corboy & Demetrio

**Morton Denlow** - Retired Magistrate Judge, Northern District of Illinois US District Court

**Thomas H. Geoghegan** - Labor & Management Attorney, Despres, Schwartz & Geoghegan, Ltd.

**William Hobgood** - Mediator/Arbitrator

**Young Soo Kang** - Director, General of the Korean Trade Association

**Melih Keyman** - President and CEO, Keytrade

**Frederick J. Manning** - Chairman, Manning Financials

**John H. Morrison** - Arbitrator and Mediator

**Marilyn Pearson** - Partner, DLA Piper

**Alan Peterson** - Managing Director, Robinwood Consulting LLC

## Appendix 7

### Current Faculty Research and Publications

#### **Tiffany Brannon - DRRC Postdoctoral Fellow**

Tiffany Brannon examines socio-cultural identities in negatively stereotyped groups such as African-Americans and Latino-Americans; and she investigates the potential for these identities to serve as a psychological resource - one that can facilitate a variety of individual and intergroup benefits. Her research integrates basic psychological theories related to the self, multicultural experiences, and consistency theories to understand the conditions that allow culturally shaped identities in negatively stereotyped groups to function as powerful agents of social change. This scholarship has demonstrated that culturally shaped identities when affirmed within mainstream educational settings can increase academic motivation and performance in members of negatively stereotyped groups. And, her work has shown that positive aspects of culturally shaped identities in negatively stereotyped groups can improve intergroup attitudes and interests among majority group members, as well as health outcomes among negatively stereotyped groups.

#### **Most Recent Publications**

Stephens, N., Brannon, T. N., Markus, H. R., & Nelson, J. E. (2014). Leveraging a sociocultural self-approach to reduce social class disparities in higher education. *Social Issues and Policy Review*.

Brannon, T. N. & Markus, H. R. (2013). Social class and race: Burdens but also some benefits of chronic low rank. *Psychological Inquiry*, 24, 97-101.

Brannon, T. N., & Walton, G. M., (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group's culture. *Psychological Science*.

Brannon, T. N. & Markus, H. R. (invited revision). Two souls, two thoughts', two self-schemas: Positive self and academic consequences of double consciousness in African-Americans. *Journal of Personality and Social Psychology*.

#### **Recent Awards**

2013 University of Michigan National Center for Institutional Diversity (NCID) Exemplary Diversity Scholar citation and Dissertation Award

2012 American Psychological Association Dissertation Research Award

2012 Emerging Implicit Bias Scholar Award- Harvard Law School, Charles Hamilton Houston Institute for Race and Justice

#### **Jeanne Brett - Management and Organizations**

As the business environment and Kellogg's student body has become more global, I have been challenged to provide solutions to the problems of negotiating across global boundaries and taking those solutions into the classroom. Recently, I have initiated new projects focusing on factors affecting negotiation strategy as it is practiced in different cultures. I am extremely pleased that the research program was recognized by the Conflict Management Division's nomination for the Dexter Award, and the Dexter Award Committee's selection of the paper summarizing this research as a finalist for the best paper illustrating the international values of the Academy of Management. The Conflict Management Division's most influential article award documents the impact of the early research in this program.

#### **Most Recent Publications**

Brett, J. M. (2014). *Negotiating Globally* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey Bass.

Brett, J. M., Zhang, C., & Zhang, Z. (in press). Chinese managers and negotiation strategy: An actor-partner interdependence model. *Academy of Management Proceedings*.

Benharda, I., Brett, J. M., Lempereur, A. (in press). Gender role in conflict management: Female and male managers as third parties. *Negotiation and Conflict Management Review*.

Crotty, S., & Brett, J. M. (2012). Fusing creativity in multicultural teams. *Negotiation and Conflict Management Review*, 5, 210-234. This paper was featured in *Harvard Business Review's* April 2012 blog post on teams.

Lee, S., Brett, J. M., & Park, H. (2012). East Asians social heterogeneity: Differences in norms among Chinese, Japanese, and Korean negotiators. *Negotiation Journal*, 28, 429-452.

Maddux, W., Kim, P. H., Okumura, T., & Brett, J. M. (2011). Cultural differences in the function and meaning of apologies. *International Negotiation Journal*, 16, 405-425. Featured in *Harvard Business Review*, June 2012.

Ramirez-Marin, J. Y., & Brett, J. M. (2011) Cultural differences in the function and meaning of apologies. *International Negotiation Journal*, 16, 383-404

Rosette, A. S., Brett, J. M., Barsness, Z., & Lytle, A. (2012). When cultures clash electronically: The impact of e-mail and social norms on negotiation behavior and outcomes. *Journal of Cross-cultural Psychology*, 5, 210-234.

Gunia, B. C., Brett, J. M., Nandkeolyar, A. K., & Kamdar, D. (2011) Paying a price: Culture, trust, and negotiation consequences. *Journal of Applied Psychology*, 96, 774-789.

#### **Zachary Burns - DRRC Postdoctoral Fellow**

Zachary uses the tools and frameworks of experimental social psychology to investigate questions pertinent to the legal system. In particular, he investigates how people form judgments of morality, blame and punishment from written descriptions and videos. He also explores the consequences of intellectual property statuses on creativity and licensing decisions. His research can be used to inform legal practitioners about the costs and benefits of legal structures.

#### **Most Recent Publications**

Buccafusco, C. J., Burns, Z. C., Fromer, J. C., & Sprigman, C. J. (2014). Experimental tests of intellectual property law's creativity threshold. *Texas Law Review*, 92, 1921-2014.

Sprigman, C. J., Buccafusco, C., & Burns, Z. C. (2013). What's a name worth?: Experimental tests of the value of attribution in intellectual property. *Boston University Law Review*, 93, 1387-1433.

Burns, Z. C., Caruso, E. M., & Bartels, D. M. (2012). Predicting premeditation: Future behavior is seen as more intentional than past behavior. *Journal of Experimental Psychology: General*, 141, 227-232.

#### **Smadar Cohen-Chen - DRRC Postdoctoral Fellow**

Smadar Cohen-Chen - DRRC Postdoctoral Fellow

Smadar Cohen-Chen examines ways to overcome psychological barriers to intergroup conflict resolution. She utilizes psychological theories and methods to address political and social questions. Her primary program of research examines the emotion of hope within the context of intergroup relations, and particularly in violent and intractable conflicts. Along these lines, she develops various cognitive techniques for the regulation of hope, and has demonstrated that increased hope leads to greater support for conciliatory policies and general attitudes toward peace. Another line of research involves issues related to collective action. Here, an examination of psychological predictors that lead to political participation is used to develop interventions promoting more involved civic engagement. She will be an assistant professor at the University of Surrey, Guilford, U.K. starting in the fall of 2016.

#### **Most Recent Publications**

Shuman, E., Cohen-Chen, S., Hirsch-Hoefler, S., & Halperin, E. (in press). Explaining normative versus non-normative action: The role of implicit theories. *Political Psychology*.

Rosler, N., Cohen-Chen, S., & Halperin, E. (in press). The distinctive effects of empathy and hope in intractable conflicts. *Journal of Conflict Resolution*.

Cohen-Chen, S., Crisp, R. J., & Halperin, E. (2015). Belief in a changing world induces hope and promotes peace in intractable conflicts. *Personality and Social Psychology Bulletin*, 41(4), 498-512.

Cohen-Chen, S., van Zomeren, M., & Halperin, E. (2015). Hope(lessness) and (in)action in intractable intergroup conflict. In E. Halperin, & K. Sharvit (Eds.), *The Social Psychology of Intractable Conflicts - Celebrating the Legacy of Daniel Bar-Tal*. New York, NY: Springer Publishing.

Wohl, M. J. A., Cohen-Chen, S., Halperin, E., Caouette, J., Hayes, N., & Hornsey, M. J. (2015). Belief in the malleability of groups strengthens the collective apology-forgiveness link. *Personality and Social Psychology Bulletin*, 41, 714-725.

Kudish, S., Cohen-Chen, S., & Halperin, E. (2015). Increasing support for concession-making in intractable conflicts: The role of conflict uniqueness. *Peace and conflict: Journal of Peace Psychology*, 21, 248-263.

Cohen-Chen, S. (under review). Willing and able? Outgroup change motivation beliefs promote intergroup relations.

Cohen-Chen, S., Crisp, R. J., & Halperin, E. (under review). Observing outgroup hope promotes peace and reconciliation in intractable conflicts.

Cohen-Chen, S., Crisp, R. J., & Halperin, E. (under invited review). The role of hope in intractable intergroup conflict.

Solak, N., Reifen, M., Cohen-Chen, S., Saguy, T., & Halperin, E. (under second review). Disappointment expression evokes collective action: The moderating role of legitimacy appraisal and the mediating role of collective guilt after wartime. *Cognition and Emotion*.

#### **Awards**

2015 SPSP Travel Award

2014 International Society of Political Psychology (ISPP) Roberta Sigel Junior Scholar Paper Award "Belief in a changing world induces hope and promotes peace in intractable conflicts."

#### **Stephen Goldberg - Law**

After completing a series of studies of the attributes of effective mediators, I am now working on a new edition of my law school text, *Dispute Resolution: Negotiation, Mediation and Other Processes*.

#### **Most Recent Publications**

Goldberg, S. B., & Shaw, M. L. (2010). Who wants to be a mediator? *Dispute Resolution Magazine*, 16.

Goldberg, S. B., & Shaw, M. L. (2008). The past, present, and future of mediation as seen through the eyes of some of its founders. *Negotiation Journal*, 26, 237-253.

Goldberg, S. B., Shaw, M. L., & Brett, J. M. (2009). What difference does a robe make? Comparing mediators with and without prior judicial experience. *Negotiation Journal*, 25, 277-305.

Goldberg, S. B., Sander, F. E. A., Rogers, N. H., & Cole, S. R. (2012). *Dispute resolution: Negotiation, mediation, arbitration, and other processes* (6th ed.). New York, NY: Aspen Publishers.

#### **Vicki Medvec - Management and Organizations**

I am interested in how negotiators can maximize their own outcomes while simultaneously building relationships with the negotiators on the other side of the table. This is a critical question for executives since so many of today's business transactions take place within ongoing relationships.

#### **Most Recent Publications**

Swaab, R. I., Galinsky, A., Medvec, V. H., & Diermeier, D. (2012). The communication orientation model: Explaining the diverse effects of sight, sound and synchronicity on negotiation and group decision making outcomes. *Personality and Social Psychology Review*, 16, 25-53

#### **J. Keith Murnighan - Management and Organizations**

I study a variety of topics that relate to interpersonal interaction and conflict. Lately my research has focused more directly on ethical issues, particularly honesty, cheating, and greed. We also continue to

study the interpersonal dynamics that lead to trust and reciprocity, and we have recently done some interesting research on the direct relationship between people's conceptualizations of conflict and four archetypal game theoretic models of conflict and on emotional effects in auctions.

#### **Most Recent Publications**

Wang, L., Zhong, C., & Murnighan, J. K. (2014). The social and ethical consequences of a calculative mindset. *Organizational Behavior and Human Decision Processes*.

Wang, L., & Murnighan, J. K. (2014). Money, emotions, and ethics across individuals and countries. *Journal of Business Ethics*.

Chou, E., & Murnighan, J. K. (2013). Life or death decisions: framing the call for help. *PLoS ONE*.

Wang, L., & Murnighan, J. K. (2013). The generalist bias. *Organizational Behavior and Human Decision Processes*, 120, 47-61.

Gunia, B., Wang, L., Huang, L., Wang, J., & Murnighan, J. K. (2012). Contemplation and conversation: subtle influences on moral decision making. *Academy of Management Journal*, 55, 13-33.

Murnighan, J. K. (2012) *Do nothing! How to stop overmanaging and become a great leader*. New York, NY: Penguin Group.

\*Translated into Spanish, 2012; and into Dutch, Portuguese, Chinese (simple and complex), 2013, and Korean, 2014.

#### **Janice Nadler - Law**

I study the role of rapport as a social lubricant in negotiation. Building rapport is becoming increasingly important as electronic negotiations become more common due to economic forces and globalization. I am also interested in how law can reduce conflict by providing a focal point for coordinating behavior. My colleagues and I have demonstrated that law can influence behavior outside of a deterrence framework, and we explore the circumstances that are best suited for resolving conflict through expressive law. Finally, I am interested in the interaction between law, psychology, and morality, and on the behavioral backlash resulting from mismatches between law and community attitudes.

#### **Most Recent Publications**

Social Psychology and the Law (with Pam Mueller), in Francesco Parisi (ed.) OXFORD HANDBOOK OF LAW AND ECONOMICS, Oxford University Press (forthcoming)

Nadler, J. (2014). The path of motivated blame and the complexities of intent. *Psychological Inquiry*, 25, 222-229.

Nadler, J., & Bilz, K. (2014). Law, moral attitudes, and behavioral change. In E. Zamir & D. Teichman (Eds.), *Oxford handbook of behavioral economics and the law*. New York, NY: Oxford University Press.

Nadler, J. (2013). Consent, dignity, and the failure of scattershot policing. In J. Parry & S. Richardson (Eds.) *The constitution and the future of criminal justice in America* (pp. 93-108). New York, NY: Cambridge University Press.

Nadler, J. (2012). Blaming as a social process: The influence of character and moral emotion on blame.

*Law & Contemporary Problems*, 75, 1-31.

Nadler, J., & McDonnell, M. (2012). Moral character, motive, and the psychology of blame. *Cornell Law Review*, 97, 255-304.

Nadler, J., & Trout, J. D. (2012). The language of consent in police encounters. In L. Solan & P. Tiersma (Eds.), *Oxford handbook of language and law* (pp. 326-339), New York, NY: Oxford University Press

#### **Will Reno - Political Science**

My current research focuses on the organization and behavior of rebel groups, particularly in social contexts where countervailing pressures of clan, sectarian and other divisions undermine unified action. I investigate the strategies of rebel leaders who face these situations through interviews of decision makers within these organizations and through the collection of documentary evidence. The bulk of this

work is carried out in southern Sudan and in the northern parts of Somalia where I find a lot of variation in organizational responses to these problems. My ultimate aim is to understand better how and when rebel groups are able to formulate and sustain a political program and mobilize followers in adverse circumstances.

#### **Most Recent Publications**

Reno, W.S. (2015) "Lost in Transitions: Civil War Termination in Sub-Saharan Africa," *The American Historical Review*, 120:5, 1798-1810.

Day, C. R., & Reno, W. S. (2014). In harm's way: African counterinsurgency and patronage politics. *Civil Wars*, 16, 105-126.

Reno, W. S. (2011). *Warfare in independent Africa*. New York, NY: Cambridge University Press.

Reno, W. S. (2012). Insurgent movements in Africa. In P. Rich & I. Duyvesteyn (Eds.), *Routledge handbook of insurgency and counterinsurgency* (pp. 157-171). New York, NY: Routledge.

Reno, W. S. (2011). Crime versus war. In H. Strachan & S. Scheipers (Eds.), *The changing character of war* (pp. 220-237). New York, NY: Oxford University Press.

#### **Michael Roloff - Communication Studies**

Michael's current research is focused on interpersonal conflict. Within this broad area, he has studied conflict avoidance as well as the factors that lead to serial arguments. He has studied organizational conflict with regard to its relationship to dissent by employees.

#### **Most Recent Publications**

(1) Chiles, B. & Roloff, M. E. (2014). Apologies, expectations, and violations: An analysis of confirmed and disconfirmed expectations for responses to apologies. *Communication Reports*, 27, 65-77.

(2) Miller, C.W., & Roloff, M.E. (2014). When hurt continues: Taking conflict personally leads to rumination, residual hurt and negative motivations toward someone who hurt us. *Communication Quarterly*. 62, 193-213.

(3) Miller, C.W., & Roloff, M.E. (2014). Argumentativeness and hurtful message type: Their relationship with confrontation and pressure to end conflicts. *Communication Research Reports*, 31, 1-13

(4) Miller, C. W., Roloff, M. E. & Reznick, R. M. (2014). Hopelessness and interpersonal conflict: Antecedents and consequences of losing hope. *Western Journal of Communication*. 78, 563-585.

(5) Roloff, M.E. (2014). Conflict and communication: A roadmap through the literature. In N.A. Burrell, M. Allen, B. M. Gayle & R. W. Preiss (Eds.), *Managing interpersonal conflict: Advances through meta-analysis*, New York: Routledge.

(6) Roloff, M. E. (2014). Negotiation and communication: Explication and research questions. In C. R. Berger (Ed.), *Handbook of Interpersonal communication* (vol. 6, pp. 201-223). Berlin: De Gruyter Mouton.

(7) Roloff, M.E. & Wright, C.N. (2013). Social cognition and conflict. In J. Oetzel & S. Ting-Toomey, (Eds.), *The SAGE Handbook of Conflict Communication*. (2<sup>nd</sup> ed., pp. 133-160). Sage.

(8) Scissors, L., Roloff, M. E., & Gergle, D. (2014). Room for interpretation: The role of self-esteem and CMC in romantic couple conflict. *CHI 2014 conference proceedings*.

(9) Weiner, L. H., Roloff, M. E., & Pusateri, K. B. (2014). Role reversal: When emerging adults initiate health confrontations with their parents. *Emerging Adulthood*, 2, 246-256.

#### **Wesley Skogan - Political Science**

##### ***Policing From the Bottom Up - II***

This project involves survey interviews with sworn and civilian employees of 100 police agencies across the country, conducted using the Internet. They will all be interviewed twice a year for three years. The surveys will cover a number of topics, including stress and health behaviors; leadership and supervision;

accountability and discipline; police culture; bureaucratization and unionization; and relations with the community. Funded by the National Institute of Justice

### ***Police Legitimacy and Procedural Justice in Chicago***

This project focuses on the Chicago Police Department's efforts to reshape its relationship with minority communities in Chicago and reset the character of its internal supervisory and decision-making processes. They plan to do so by adopting a procedural justice framework, externally for guiding how Chicago police deal with the public, and internally for guiding how police deal with one another. With support from the John D. and Catherine T. MacArthur Foundation and the Joyce Foundation, this evaluation is examining program formulation and implementation, and its impact in the community and among rank-and-file police officers.

### **Most Recent Publications**

"Disorder and Decline: The State of Research," *Journal of Research in Crime & Delinquency*, July 2015  
52: 464-485.

"Trust in the Belgian Police: The Importance of Responsiveness," *European Journal of Criminology*, 2015,  
Vol. 12 (2) 129–150

"Training Police in Procedural Justice," *Journal of Experimental Criminology*, 2015, Vol. 11:319–334  
(With Maarten Van Craen and Cari Hennessy)

"Surveying Police Officers," in Michael D. Maltz and Stephen K. Rice (Eds.), *Envisioning Criminology: Researchers on Research as a Process of Discovery*. Springer, 2015, 109-118.

"Explaining Officer Compliance: The Importance of Procedural Justice and Trust Inside a Police Organization," *Criminology & Criminal Justice*, 2015, Vol. 15(4) 442–463. (With Nicole Haas, Maarten Van Craen and Diego Fleitas)

"Differences and Similarities in the Explanation of Ethnic Minority Groups' Trust in the Police," *European Journal of Criminology*, online advance publication 05 June 2014. (With Maarten Van Craen) 2015, Vol. 12(3) 300–323.

### **Nicole Stephens - Management and Organizations**

My first line of research examines how social class shapes people's perspectives. Specifically, I consider how the local worlds of working- and middle-class Americans influence people's understandings of themselves as actors in the world—their *models of behavior*. Second, I examine how the beliefs of institutions reflect the perspectives of majority groups in society, and thereby perpetuate and reproduce inequality. Finally, in a third line of research, I develop and test a theoretical framework for working across cultural differences. The overarching goal of this research is to develop more diverse and effective schools, workplaces, and communities.

### **Most Recent Publications**

Stephens, N. M., Cameron, J., & Townsend, S. S. M. (2014). Lower social class does not (always) mean greater interdependence: Women in poverty have fewer social resources than working-class women. *Journal of Cross-Cultural Psychology*, 45, 1060-1072.

Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social class achievement gap: A difference education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science*, 25, 943-953.

Stephens, N. M., Markus, H. M., & Phillips, L. T. (2014). Social class culture cycles: How three gateway contexts shape selves and fuel inequality. *Annual Review of Psychology*, 65, 16.1-16.24.

Stephens, N. M., & Townsend, S. S. M (2013). How can incentives improve the success of disadvantaged college students? Insights from the Social Sciences. Policy brief for a project sponsored by the Bill and Melinda Gates Foundation at the George Washington University.

Stephens, N. M., & Townsend, S. S. M. (2013). Rank is not enough: Why we need a sociocultural perspective to understand social class. *Psychological Inquiry*, 24, 126-130.

Stephens, N. M., Fryberg, S. A., Markus, H. R., & Hamedani, M. G. (2013). Who explains Hurricane Katrina and the Chilean earthquake as an act of God? The experience of extreme hardship predicts religious meaning-making. *Journal of Cross Cultural Psychology, 44*, 607-619.

### **Leigh Thompson - Management and Organizations**

I am primarily concerned with identifying the best methods for teaching negotiation skills to executives and managers. Simply using didactic instruction is not particularly effective; nor is observational learning. I focus on the social and cognitive factors that are most conducive to learning key negotiation skills. Social factors include for example, the presence of a team member (teams outperform solos); cognitive factors include the use of analogical reasoning. For example, we have found that the best way of ensuring that a particular negotiation skill is understood is to present students with two examples, drawn from different domains and have them identify the common strategic element

### **Most Recent Publications**

Menon, T. and Thompson, L. (in production). *Stop Spending, Start Managing*. Boston, MA: Harvard Business Review press.

Thompson, L. and Egmon, J. (in process). *Stay after class: How managers use knowledge for long-term learning and growth*.

Brett, J.M. and Thompson, L. (under review). Negotiation theory and research. *Organizational Behavior and Human Decision Processes*.

Thompson, L. and Wilson, E.R. (2015). Creativity in groups: The good, the bad, and the reconcilable in *Emerging Trends in the Social and Behavioral Sciences* (eds.) R. Scott and S. Kosslyn. Hoboken, NJ: John Wiley and Sons.

Thompson, L. (2015). *The mind and heart of the negotiator*. 6<sup>th</sup> edition. Upper Saddle River, NJ: Pearson.

Thompson, L., Wilson, E.R., and Lucas, B. (under review). Analogical reasoning in dyads improves negotiation performance.

Pierce, J. and Thompson, L. (in preparation). Is it the fairer sex or the fairer gender? Deception in a distributive bargaining context.

Wilson, E.R., Thompson, L. and Lucas, B. (under revision). Embarrassment versus pride and creative idea generation.

Sung, J.S., Lee, S., Thompson, L., & Bermiss, S. (under review). Group bonds make teams wiser but slower: Benefits and costs of group attachment security.

Lee, S., Kwon, S. J., & Thompson, L. (under review). Attachment security promotes intergroup negotiation: The mediating role of common interest.

### **Abbie S. Wazlawek - Management and Organizations**

I am an organizational scholar who studies the boundaries of appropriate behavior - such as the point at which negotiators are seen as pushing too hard or context in which expressions of gratitude seem misplaced. I consider what causes people to cross the line into inappropriateness and why they sometimes lack awareness of having done so. I also examine what shapes the standards that observers apply to others' behavior and the consequences of perceiving someone else's behavior as inappropriate.

### **Most Recent Publications**

Ames, Daniel R. and Wazlawek, Abbie S. (2014). Pushing in the dark: Causes and consequences of limited self-awareness for interpersonal assertiveness. *Personality and Social Psychology Bulletin, 40*, 775-790.

Yap, Andy J., Wazlawek, Abbie S., Lucas, Brian J., Cuddy, Amy J. C., and Carney, Dana R.

(2013). The ergonomics of dishonesty: The effect of incidental expansive posture on stealing, cheating and traffic violations. *Psychological Science, 24*, 2281-2289.

**Appendix 8  
Grant Program Awards**

**Fall 2014 Grant Awards**

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>	<b>Title</b>	<b>Amount Awarded</b>
Brett	Jeanne	MORS	Trust, Sanctioning and Negotiation	\$4,800.00
Chui	Celia	MORS	Clash of the sacred and secular: The effects of values conflicts on wrongdoing and whistleblowing behaviors	\$3,744.00
Eigen	Zev	Law	Negotiating Non-Negotiable Contracts: When Given the Opportunity, Do Individuals Use Contracts to Reciprocate against Drafting Organizations?	\$10,000.00
Jayamaha	Buddhika	Political Science	Rebels--Inside and Out: Ruling Coalitions, Coercion and Rebel Choices.	\$10,900.00
Kouchaki	Maryam	MORS	Exploring Why Advocacy Moderates Female Negotiators Ethical Behavior	\$2,500.00
Kteily	Nour	MORS	Perceived losses to moral standing promote conflict resolution	\$3,400.00
Malik	Aditi	Political Science	Coalitions and Conflict: Party Systems and Electoral Violence in Kenya and India	\$1,300.00

**Spring 2015 Grant Awards**

<b>Last Name</b>	<b>First Name</b>	<b>Department</b>	<b>Title</b>	<b>Amount Awarded</b>
Brett	Jeanne	MORS	Trust, Sanctioning and Negotiation	\$358.00
Chui	Celia	MORS	Clash of the sacred and the secular: The effects of values conflicts on wrongdoing and whistleblowing behaviors	\$2,304.00
Friedman	Brittany	Sociology	From Revolutionary Movement to Prison Gang: How the Black Guerilla Family Rose to Power in America	\$8,400.00
Goldberg	Stephen	Law	The Role of the Mediator	\$425.00
Loughran	Kevin	Sociology	A Comparative Study of Race, Public Space, and Urbanization in the United States, 1945-70	\$5,520.00
Nickow	Andre	Sociology	Mobilizing for Land and Power: Land Conflicts and Equitable Development in Bihar and West Bengal, India	\$3,000.00
Schwartzman	Helen	Anthropology	Wisdom Sits in Stories: Narratives of Negotiations in a Global Landscape	\$5,286.00
Thurston; Henke	Chloe; Marina	Political Science	Intervention Entrepreneurs	\$6,697.00

**Appendix 9**  
**IACM - DRRC Fellowship Awards**

<b>Name</b>	<b>University</b>
Ravi Kudesia	Washington University, St. Louis, Missouri, USA
Hannah Hagler	ESCP, Berlin, Germany
Alex Scrimshire	Oklahoma State University, Stillwater, Oklahoma, USA
Juliana Schroeder	University of Chicago, Chicago, Illinois, USA
Ryan Jacobs	University of North Carolina, Wilmington, North Carolina, USA
Hye Jung Yoon	Cornell University, Ithaca, New York, USA
Tobia Grossman	Freie Universitat, Berlin, Germany
Ana Belen Garcia Jurado	University of Leuven - KU Leuven, Leuven, Belgium
Santosh Srinivas	University of Texas, Austin, Texas, USA
Julian Zlatec	Stanford University, Stanford, California, USA
Jared Boyles	Manhattan College, New York, New York, USA

**Appendix 10**

**DRRC Negotiation Teaching Webinar Series**

Join DRRC authors who will discuss their exercises Fridays at 12:00 - 1:00 PM CST

45 minute presentation/15 minute Q & A

Name	Title
Holly Schroth	Myti-Pet
Steve Weiss	Panda
Brian Gunia	Securing Our Society

**Appendix 12**  
**Courses on Negotiation and Dispute Resolution**

<b><i>Kellogg School of Management</i></b>	
<b>Negotiation</b>	<p>This course is designed to improve students' skills in all phases of negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, cross-cultural, third-party and team negotiations. There is an attendance policy.</p>
<b>Cross-Cultural Negotiation</b>	<p>This Kellogg course takes the basic negotiation course global. It utilizes a web survey and database developed out of DRRC sponsored research to provide students with personalized feedback about their intuitive approach to negotiation so that they can benchmark against strategies used by negotiators from many different cultures. Professor Jeanne Brett's book, <i>Negotiating Globally</i> is the text. Kellogg students are required to take one course with an INTL designation. As the cross cultural negotiation course has that designation, the school is preparing to provide more cross cultural sections of negotiations. We are keeping a close eye on staffing this course and whether demand justifies hiring another post doc.</p>
<b>Power and Politics in Organizations</b>	<p>This course examines personal and organizational factors that contribute to a person's political effectiveness in organizations. There will be an emphasis on developing awareness of different political strategies and tactics. The analysis of power will include an examination of ethical considerations as well as different strategies to protect yourself when you are the target of an influence attempt.</p>
<b>Strategic Decision Making</b>	<p>A decision maker faces two types of uncertainty: uncertainty about the state of nature (How much oil is on a tract of land?) and uncertainty about the strategic behavior of other decision makers (What pricing strategy will a competitor follow?). This course focuses on a strategic uncertainty and the uses of a decision maker can make</p>

	<p>of the concepts of game theory to guide his decisions. Topics include bargaining and arbitration, collusion and competition, joint cost allocation, market entry and product differentiation, and competitive bidding. Role-playing exercises and case analysis are used.</p>
<p><b>Conflict, Authority and Rules</b></p>	<p>A seminar examining the ways that authorities and rule structures cause or prevent conflict and manager conflict when it occurs. The class is interdisciplinary in focus, examining the writing of psychologists, political scientists, sociologists, anthropologists, organization theorists, and law and social science researchers.</p>
<p><b>Individual and Competitive Decision making</b></p>	<p>The purpose of this course is to understand and improve how we make decisions. This course is designed to complement the technical skills learned in other courses at Kellogg. A basic premise of the course is that a manager needs analytical skills to discover optimal solutions to problems. However, the intuition that lies at the core of these decisions may be faulty. This course will allow participants the opportunity to develop better decision making skills experientially. The course is designed to be relevant to a broad spectrum of decisions that are faced by the manager and professional.</p>
<p><b>The Theory of Games</b></p>	<p>Game Theory is concerned with the problems of conflict and cooperation between rational decision makers. It explores concepts basic to economic, political, and social theory. This course provides a rigorous introduction to the fundamental ideas of game theory.</p>
<p><b>Principles of Game Theory for Managerial Decision</b></p>	<p>To formulate an effective strategy in a competitive situation, a manager needs to understand and anticipate the strategic behavior of his opponents. To do so, he must try to look at the situation from their point of view, as well as his own. Game theory provides a general framework for analyzing competitive situations and formulating optimal strategies that take into account the information and incentives of other decision makers. This course will develop the fundamental ideas of game theory as they apply to the analysis of managerial decision making.</p>

<p><b>The Strategic Dynamics of Bargaining</b></p>	<p>This Kellogg course combines the approaches of game theory, organization behavior, and negotiations to improve students' abilities to formulate and implement strategy in a variety of bargaining games. The course provides experiences in competitive and cooperative negotiations and culminates with an extended, complex bargaining simulation. The course uses Professor Keith Murnighan's book, <i>The Dynamics of Bargaining Games</i> and exercises, all of which are available online at <a href="http://negotiationexercises.com">negotiationexercises.com</a>.</p>
--	---

<p><b><i>Northwestern University Department of Communications Studies</i></b></p>	
<p><b>Theories of Persuasion</b></p>	<p>This course is designed to make the student aware of major theoretical perspectives of persuasion. The student is expected to exhibit understanding and retention of key concepts and theories. As such, the primary course content comes from social scientific theory and research. We will explore general perspectives of persuasion as well as those focused on particular contexts (e.g., advertising, bargaining, and negotiation).</p>
<p><b>Interpersonal Conflict</b></p>	<p>This course is focused on processes observed in interpersonal disputes. Causes of conflict and methods of resolution will be discussed. Sources of information include research and theory drawn from communication, social psychology, and sociology. The course includes general models of conflict as well as material related to disagreements in specific contexts such as friendship, dating, and marriage. The primary method of teaching is lectures and students are encouraged to ask questions and offer examples.</p>

<p><b>Theories of Bargaining and Negotiation</b></p>	<p>A variety of theories and research projects that explain and predict behavior within negotiation contexts are the focus of this course. These theories are drawn from a variety of disciplines including organizational behavior, industrial relations, political science, social psychology, and communication. Much of the class material is drawn from social scientific theory and research and negotiation within a variety of contexts including collective bargaining, family interactions, sales, and international diplomacy. The primary method of teaching is lectures and students are encouraged to ask questions and offer examples.</p>
<p><b>Seminar in Persuasion</b></p>	<p>An overview of theoretical and research traditions in the scientific study of persuasion. This course was developed to meet two needs that have been expressed by the faculty and former doctoral students in the department. First, the study of persuasion is central to many of the areas of communication inquiry; hence, our doctoral students need grounding in classic and contemporary theories of persuasion in order to develop important research questions. Second, after completing the doctorate, many of our students will be expected to teach a course in persuasion. Therefore, they need to be sufficiently familiar with the material so as to perform well in the classroom.</p>
<p><b>Persuasion</b></p>	<p>The goal of this course is to translate the product of the Seminar in Persuasion into practical applications to persuasion situations of interest to individual students. As such, the professor provides information about the theoretical frameworks that drive inquiry and the results of scholarship with a specific aim of showing its relevance for everyday persuasion.</p>

<b>Northwestern University School of Law</b>	
<b>Dispute Resolution</b>	<p>Of the disputes that come into a lawyer's office, only small proportions are resolved by court adjudication. Yet legal education is almost exclusively concerned with this form of dispute resolution. The goal of this course is to provide students with an understanding of the full range of dispute resolution processes: negotiation, mediation, adjudication, and arbitration, as well as hybrid forms of these processes, such as Med-Arb, the Mini-Trial, and Rent-A-Judge.</p>
<b>Negotiation Workshop</b>	<p>For most lawyers, negotiation is a central part of their professional duties. Of those matters that come into a lawyer's office, the vast majority are resolved by negotiation. Negotiation also is part of everyday life. This course is designed to give students experience in negotiation, as well as a foundation in negotiation theory. The emphasis of the course is on experiential learning. Students spend most of their time participating in negotiation simulations, as well as discussing negotiation problems. Students are observed in negotiations and receive feedback. Several negotiations are videotaped for later viewing and additional feedback.</p> <p>Negotiation simulations cover a wide range of situations. In past years, students have negotiated the settlement of lawsuits, neighborhood disputes, campus disputes, personal services contracts, contracts for the sale and purchase of commercial and residential property, intra-family disputes, corporate takeovers, international and labor disputes.</p> <p>The class meets three hours one afternoon or evening per week. Additional meetings with students and attorneys also are required to negotiate or prepare for negotiations.</p>

<p><b>ADR Course</b></p>	<p>Advisory Committee member, Rod Heard, began offering a general ADR course at the Northwestern University School of Law beginning in 2002. Since its inception, Susan Walker has shared this teaching assignment with Rod Heard. The purpose of this course is to provide students with an understanding of the relative advantages and disadvantages of the various dispute resolution options from negotiation to trial. Each dispute resolution process is critically analyzed for theoretical and practical differences, strengths and weaknesses, and appropriate areas of use. A variety of teaching techniques are utilized, including exercises, simulations, demonstrations (live and video), and presentations. The course's principal focus is preparing and participating in three extensive simulations: negotiation, mediation, and arbitration. Lawyers and managers from the private and public sector and professional mediators act as the neutrals.</p>
<p><b>Mediation Process and Advocacy</b></p>	<p>This course at the Northwestern University School of Law provides students with both a theoretical background and hands-on experience in mediation and mediation advocacy. A portion of the course consists of mediation skills training conducted by the Chicago Center for Conflict Resolution. Those students who successfully complete the skills training portion of the course and meet all of CCR's certification requirements have the opportunity to become certified as mediators, and to conduct actual mediations on behalf of the Center for Conflict Resolution.</p>
<p><b>Power, Status, and Negotiation</b></p>	<p>This course introduces students to social exchange theory and its application to negotiations. Students explore how structures of networks and resource dependence influence outcomes of negotiated and reciprocal exchange. To do this, the course focuses on four key components of social exchange theory: resources, power, brokerage, and status. Questions like, when are actors more or less likely to resort to coercive power; when are they more likely to resort to reward</p>

	<p>power; which is more effective; how does status impact outcomes; when is it better or worse for an actor's alternatives to exchange to have many or few alternatives to exchange; when is it good for an actor for her alternatives to exchange to know each other are addressed; The course then turns to how negotiation processes may be informed by structure in influencing outcomes of exchange by evaluating when and how actors may influence outcomes in their negotiations using information about network structures and resource dependence models.</p>
<b>International Business Negotiation</b>	<p>The purpose of the course is to provide students with an opportunity to gain insight into the dynamics of negotiating and structuring international business transactions, to learn about the role that lawyers and law play in these negotiations, and to give students experience in drafting communications and actual negotiations. Students also learn about the legal and business issues that may arise in joint ventures, supply agreements, and licensing agreements. Students utilize state-of-the-art video conferencing facilities to interact with students from other parts of the country.</p>
<b>Advanced Negotiation Workshop</b>	<p>The Advanced Negotiation Workshop is designed to accomplish two objectives: To allow students to apply what they learned in the basic negotiation workshop to more complex situations and to provide each student the tools of mindful awareness so that they may understand their responses to conflict and to improve their own individual abilities as a negotiator. To accomplish these objectives, students will engage in multi-party/multi-issue negotiations. In addition, students will receive feedback from the professor and experienced negotiators on their skills. Finally, students will engage in improvisational exercises as well as adventure learning challenges in order to test their ability to apply the classroom learning in the real world.</p>

**Appendix 13**  
**Kellogg Negotiation Faculty since 1981**

\*Indicates DRRC postdoctoral fellow

Name	Current University Organization
Wendi Adair	University of Waterloo
Lisa Amoroso	Dominican University
Cameron Anderson*	University of California - Berkeley
Ron Anton	Loyola College in Maryland
Karl Aquino	University of British Columbia
Soroush Aslani	Northwestern University
Zoe Barsness	University of Washington - Tacoma
Chris Bauman*	University of California - Irvine
Max Bazerman	Harvard University
Rebecca Bennett	Louisiana Tech University
Gail Berger	Northwestern University
Sekou Bermiss	University of Texas - Austin
Sally Blount	Northwestern University
Terry Boles*	University of Iowa
Tiffany Brannon*	University of California, Los Angeles
Jeanne Brett	Northwestern University
Michelle Buck*	Northwestern University
Zachary Burns*	University of San Francisco
Karen Cates*	Monmouth College
Eileen Chou	University of Virginia
Aletha Claussen-Schulz*	Consultant
Susan Crotty	Dubai School of Government
Taya Cohen*	Carnegie Mellon

Smadar Cohen-Chen*	Northwestern University
Joe Daly	Appalachian State University
Dania Dialdin	Suffolk University
Tina Diekmann	University of Utah
Nicole Dubbs	Columbia University
Tracy Dumas	Ohio State University
Daniel Efron*	London Business School
Louisa Egan Brad	Bryn Mawr College
Craig Fox*	University of California - Los Angeles
Adam Galinsky*	Columbia University
Tiffany Galvin	University of Utah
James Gillispie	University of Illinois, Chicago
Brian Gunia	Johns Hopkins University
Larry Heuer*	Columbia University
David Houston*	University of Memphis
Li Huang	INSEAD
Karen Jehn	University of Melbourne
Michael Jensen	University of Michigan
Jennifer Jordan	University of Groningen
John Joseph	Duke University
Rekha Karambayya	York University
Mark Kennedy	University of Southern California
Mary Kern	Baruch College
Peter Kim	University of Southern California
Sei Jin Ko*	San Diego State University
Shirli Kopelman	University of Michigan

Rita Kosnik	Trinity University - San Antonio
Laura Kray*	University of California - Berkeley
Nour Kteily	Northwestern University
Gillian Ku	London Business School
Terri Kurtzberg	Rutgers University
Rodney Lacey	University of California - Irvine
Claus Langfred	George Mason University
Rick Larrick*	Duke University
Geoffrey Leonardelli*	University of Toronto
Daniel Levin	Rutgers University
Katherine Liljenquist	Brigham Young University
Paul Lippert	East Stroudsburg University
Jeff Lowenstein*	University of Illinois at Urbana - Champaign
Michael Lounsbury	University of Alberta
Robert Lount	Ohio State University
Denise Loyd	Massachusetts Institute of Technology
Razvan Lungeanu	Northwestern University
Anne Lytle	Melbourne Business School
Deepak Malhotra	Harvard University
William Maddux*	INSEAD
Beta Mannix	Cornell University
Paul Martorana	University of Texas - Austin
Kathleen McGinn	Harvard University
Vicki Medvec	Northwestern University
Don Moore	University of California - Berkeley
Elizabeth Morrison	New York University

Elizabeth Mullen*	San Jose State University
Keith Murnighan	Northwestern University
Janice Nadler	Northwestern University
Charles Naquin	DePaul University
Margaret Neale	Stanford University
Amit Migam	New York University
Kathleen O'Conner*	Cornell University
John Oesch	University of Toronto
Jim Oldroyd	Sungkyunkwan University
Cy Olson	Michigan State University
Vontrese Pamphile	Northwestern University
Sherry Peck	Capital University
Robin Pinkley*	Southern Methodist University
Jeffrey Polzer	Harvard University
Jo-Ellen Pozner	University of California - Berkeley
Jared Preston	Consultant
W. Trexler Proffitt	Franklin & Marshall College
Jimena Ramirez-Marin	University of Lille
Sandra Robinson	University of British Columbia
Ashleigh Rosette	Duke University
Michael Sacks	Emory University
Holly Schroth	University of California - Berkeley
Vanessa Seiden	Consultant
Pri Shah	University of Minnesota
Debra Shapiro	University of Maryland
Donna Shestowsky*	University of California - Davis

Lisa Shu*	London Business School
Gairry Shytenberg*	University of Tennessee
Mark Siegall	California State University - Chico
Tony Simons	Cornell University
Niro Sivanthan	London Business School
Harris Sondak	University of Utah
Nicole Stephens	Northwestern University
Roderick Swaab	INSEAD
Laurie Taylor*	Christopher Newport University
Ann Tenbrunsel	University of Notre Dame
Brosh Teucher	St Michael's College
Melissa Thomas-Hunt	University of Virginia
Leigh Thompson	Northwestern University
Tracy Thompson	University of Washington - Tacoma
Cathy Tinsley	Georgetown University
Tom Tripp	Washington State University - Vancouver
Kim Wade-Benzoni	Duke University
James Walsh	University of Michigan
Cindy Wang	National University of Singapore
Jiunwen Wang	The Civil Service College of Singapore
Marvin Washington	Texas Tech University
Abbie Wazlawek*	Northwestern University
Laurie Weingart	Carnegie-Mellon University
Jennifer Whitson	University of Texas - Arlington
Sun Young Kim	Northwestern University
Chen-Bo Zhong	University of Toronto

**Appendix 15**  
**FY15 Certificate Program Participants & Schedule**

Jian-Dong Zhang, PhD  
Management School  
Shanghai University of International Business and Economics, Shanghai, China

Kandarp Mehta, PhD  
Lecturer, Negotiation Unit & the Entrepreneurship Department  
IESE Business School, Barcelona, Spain

Li Ma, PhD  
Associate Professor, Guanghua School of Management  
Peking University, Beijing, China

Luis Gomez, JD  
Research Lecturer, Department of Business Law  
University Externado de Colombia, Bogota, Colombia

Oni Bibin Bintoro, MBA  
Lecturer, School of Business and Management  
Bandung Institute of Technology, Jakarta, Indonesia

**Appendix 14**  
**Continuing Education and Other Outreach Programs**

<p>Women Negotiate Forum November 10, 2014 Kellogg School of Management Northwestern University 2001 Sheridan Road Jacobs Center, LSR Evanston, IL 60208</p>	<p>A conversation with Kellogg School of Management negotiation professors Jeanne Brett, Leigh Thompson, Victoria Medvec, and Nicole Stephens about women negotiating their employment contracts and packages.</p>
<p>Negotiation Strategies for Managers September 29 - October 2, 2014 December 1 - December 4, 2014 Kellogg School of Management Northwestern University James L. Allen Center 2169 Campus Drive Evanston, IL 60208</p>	<p>There is a science to negotiation, and those trained to use the best practices and strategies have an edge over those who don't. This program will unlock the science of negotiation when preparing to negotiate, managing a negotiating team, and implementing a negotiation strategy in a dynamic, evolving situation.</p> <p>In this course, you will identify your negotiating strengths, and learn how to use those strengths in a wide variety of negotiation situations. In addition to one-on-one and team-on-team negotiation skills, you will have the opportunity to challenge and evaluate your negotiation skills in deal making within and between organizations, resolving disputes, and negotiating in a global environment.</p>

## **Executive Program on Collaboration**

DRRC joined KTAG (Kellogg Teams and Groups center) and two Management and Organizations professors to develop a new executive program on collaboration. The program focuses on collaborating in the contexts of inter-individual relationships, groups and organizations. The tools taught experientially to achieve collaboration in these contexts include team mapping techniques to help managers identify and integrate task, relationship and procedural differences within teams, team negotiation to help teams make collaborative rather than autocratic or majority-rule decisions, and the design of structures and systems to encourage collaboration in the face of diverse organizational types and interests. The program was held in September 2014 and November 2014.

## Appendix 4 Video Projects

**Know Your Interests:** <https://www.youtube.com/watch?v=QCT1BWZByko> (JMB 2015)

**Secrets of Cross cultural communication:** [https://www.youtube.com/watch?v=kujUs\\_6qeUI](https://www.youtube.com/watch?v=kujUs_6qeUI) (JMB 2015)

**How to keep you team motivated:** <https://www.youtube.com/watch?v=H9LSopkLbpw> (LTH 2015)

**Optimizing Virtual Teams:** <https://www.youtube.com/watch?v=0SzWrazgt7Y> (LTH 2015)

**Top salary negotiation tips for women:** <https://www.youtube.com/watch?v=JBc-3gyW2vY> (LTH 2015)

**High Performance Negotiation Skills For Women:**

[http://www.kellogg.northwestern.edu/news\\_articles/2015/05292015-video-thompson-negotiation-women.aspx](http://www.kellogg.northwestern.edu/news_articles/2015/05292015-video-thompson-negotiation-women.aspx) (3 minutes)

**High Performance Negotiation Skills for Women in STEM Fields:**

<https://mediasite.kellogg.northwestern.edu/Mediasite/Play/2f6778bb852e4d6585dff879eb2313761d>  
(July 15, 2015)

**High Performance Negotiation Skills for Women:**

[http://www.kellogg.northwestern.edu/news\\_articles/2015/02062015-thompson-women-negotiate.aspx](http://www.kellogg.northwestern.edu/news_articles/2015/02062015-thompson-women-negotiate.aspx) (Event: WLW May 16, 2014)

**Strategies for Negotiating Employment Packages:**

<https://mediasite.kellogg.northwestern.edu/Mediasite/Play/95fcc54a52d14169b87d4c8c3d4ea3c41d>  
(Event: Women Negotiate Forum Nov. 10, 2014)

**Strategies for Negotiating Employment Packages:**

[http://www.kellogg.northwestern.edu/news\\_articles/2014/12012014-women-negotiate-forum-videos-2.aspx](http://www.kellogg.northwestern.edu/news_articles/2014/12012014-women-negotiate-forum-videos-2.aspx) (Event: Women Negotiate Forum Dec. 6, 2013)

**Strategies for Negotiating Employment Packages:**

[http://www.kellogg.northwestern.edu/news\\_articles/2014/03252014-women-negotiate-forum-videos-1.aspx](http://www.kellogg.northwestern.edu/news_articles/2014/03252014-women-negotiate-forum-videos-1.aspx) (Event: Women Negotiate Forum Dec. 6, 2013)

**High Performance Negotiation Skills for Women:** <https://www.youtube.com/watch?v=bMWLimhNfTI>

(Event: Women's Leadership Workshop April 26, 2013)

**Negotiation Theory and Research: Gender & Race:**

<https://www.youtube.com/watch?v=2aHtwLEg8R4&list=UU-FLdSMY1eGwn%20pzA8e4qHw&index=1>  
(Event: Diversity and Inclusion Leadership Series March 15, 2013)

### Appendix 3

#### Negotiation Competitions Panelists

- Emily M. Hunter  
Emily\_M\_Hunter@baylor.edu
- Bruce Barry  
bruce.barry@vanderbilt.edu
- Dustin J. Slesman  
slesman@udel.edu
- Noah Eisenkraft  
Noah\_Eisenkraft@kenan-flagler.unc.edu
- Nora Madjar-Nanovska  
Nora.Madjar-Nanovska@business.uconn.edu
- Chet Miller  
chet.miller@bauer.uh.edu
- Zoe Barsness  
zib@u.washington.edu
- Sheli Sillito Walker  
sheli.sillito@byu.edu
- Hillary Anger Elfenbein  
helfenbein@wustl.edu
- Jeanne Brett  
jmbrett@kellogg.northwestern.edu
- Barry M. Goldman  
bgoldman@email.arizona.edu
- Robin Pinkley  
rpinkley@mail.cox.smu.edu
- Donna Shestowsky  
dshest@ucdavis.edu
- Kristen DeTienne  
Kristen\_DeTienne@byu.edu
- Tania Casado  
tcasado@usp.br
- Adrian Borbely  
a.borbely@ieseg.fr
- Poonam Arora  
poonam.arora@manhattan.edu
- Garrett Brady  
garrett.brady@kellogg.northwestern.edu