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Abstract

This paper reviews the content of current Negotiation Pedagogy and Learning Theories in an effort to distinguish the value of adding Learning Theory to Negotiation Pedagogy. A discussion of each of their methodologies and tools are defined. An analysis of this data along with a qualitative study of Graduate Students at the University of Massachusetts Boston was engaged to determine methods that were most effective in learning Negotiation. The results of these along with an analysis of their implications are included in this work.

Enculturation, Habits of Mind, meta-cognition, experiential learning, simulations, deliberative method, analogical encoding, visual encoding, cognitive maps, multiple intelligences, observational and visual encoding are all reviewed.

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INTRODUCTION

“A weakness of our field is that the vast majority of conflict resolution practitioners who train and educate have not been introduced to Learning Theory and learning models. We are not well educated about the processes of education. The alternative dispute resolution (ADR) field could benefit from programs that teach practitioner-trainers more pedagogical and andragogical insights. (Jones, p. 132)”

The next generation of Negotiation Pedagogy could learn much from the field of education. Learning Theory in particular can aid Negotiation Pedagogy by including a methodological framework that incorporates its most widely used tools. Specifically we can take what is effective in Negotiation Pedagogy and combine it with a set of tools from the Learning Theory works of Tishman, Perkins, and Jay, to create a new overarching pedagogical framework and an environment that adds to the learning experience. Based on data from a sample of graduate students who took a Negotiation course, this study aims to discover ways that they learned in order to develop insight into a better use of Learning Theory methodologies and to develop a proposed curriculum, suggesting areas of additional exploration.

Specifically, this data provides a basis for the addition of standard Learning Theory practices like the visual modeling of concepts and encourages the use of individual feedback from the instructor of student performance during negotiation simulations. This data also suggests to us that giving students clear guidelines to support peer feedback might increase the speed and efficiency of the feedback process. Negotiation Pedagogy could also benefit from incorporating Learning Theory frameworks, particularly the Enculturation Model. Learning Theory also encourages an overall framework that relies on building thinking *systems* and including several methodologies to reach the multiple intelligences of a

greater range of students. These methodologies are fundamental in a Learning Theory Approach and could be implemented systematically in Negotiation Pedagogy to enhance student learning.

NEGOTIATION THEORIES

In order to achieve an understanding of the need for Learning Theory in Negotiation Pedagogy, it is necessary for us to consider its content. The theories most widely taught when engaging in teaching Negotiation include: Principled Negotiation (Fisher, Patton, and Ury, 1991), Mutual Gains Theory (Susskind and Cruikshank, 1987) and 3 D Negotiations (Lax and Sebenius, 2003). These Theories dominate the pedagogy at present and are mostly defined by value creation and distribution; the process for reaching value creation is to focus on interests rather than positions. (Movius, 2008) These theories include concepts of types of negotiation such as distributive bargaining, integrative bargaining, and multi-party negotiation. Reaching the point in a negotiation where the focus is not a fixed zero sum game is the idea behind most of the pedagogy. Fisher, Lewicki, Susskind, and Lax and Sebenius have been at the forefront of Negotiation Theory and we will discuss their work and the valuable concepts that the curriculum will revolve around. After discussing **what** the theories are a description of, an in-depth look at the elements of **how** these theories are being taught by these scholar/practitioners will be explored.

Roger Fisher and Bill Ury developed the theory and methodology for Principled Negotiations in their very popular book: *Getting to Yes-Negotiating Agreement without Giving In*. A summary of this method includes separating the people from the problem, focus on the interests not the positions, option creation, and the development of objective criteria. (Fisher, Ury, and Patton, 1991) Separating the

people from the problem contains the idea that we think in certain ways about a problem as defined by the person we perceive as either the source of the problem or the person we have to negotiate with in order to resolve it. Some of the leading scholar/practitioners believe failing to deal with others sensitively can be disastrous for a negotiation. (Fisher et al, 1991) Recognizing the human element along with the redirection of focus to the problem is central to the proponent's belief that this enables a negotiator to think more clearly and direct the energy at the problem. (Fisher et al, 1991) Focusing on the interest behind the position enables the address of the concerns and allows the discussion to move forward as the position is no longer the goal, but uncovering and satisfying the interest is now the focal point. (Fisher et al, 1991) Communication of interests leads forward into the development of options that might satisfy the interests. The last stage of their theory is that the use of fair objective criteria is necessarily a way to a principled agreement. (Fisher et al, 1991)

A major concept they are most famous for is creating a plan before the negotiation, in which you develop a path to take if the negotiation does not meet a basic acceptable agreement for your needs. In other words they call it a Best Alternative to a Negotiated Agreement (BATNA), the point where you walk away from a negotiation because your interests are better met in pursuing a different course. (Fisher et al, 1991)

Lewicki has defined factors that are most important in negotiations. He discusses them in relation to rights, interests, and power. (Lewicki, Barry, and Saunders, 1991) The relationship between these three, how much you value the outcome, and how much you value the relationship, will determine your choice of strategy in the negotiation. He defines combinations of strategies that include Accommodating, Avoiding, Competitive and Collaborative, and he also includes the criteria for choice of each. Lewicki discusses the steps in negotiating successful outcomes that include: listening to others'

needs and interests, volunteering your own needs and interests and focusing on an agreement that includes these items. (Lewicki et al, 1991)

Susskind has focused his work on Mutual Gains theories. This theory develops some of the same concepts as Fisher, Patton, and Ury, such as focus on interests, but incorporates their use in multi-party consensus building approaches. (Susskind, 1998) Most of Susskind's work has centered on environmental concerns and dealing with multi-party conflicts among people and groups who have diverse interests and values in regards to specific projects occurring within their environment. Mutual Gains theory concerns itself with fully understanding your own interests as well as those of others. It encourages a path to brainstorming ideas that will create value and set aside judgment during this process. The distribution of these values then becomes the subject of generating options or packages that helps parties to increase their mutual gains. The mutual gain can be distributed in ways that utilize criteria. The necessity for follow-through, or commitment and implementation of the agreement will be the crucial fourth step in the process. (Consensus Building Institute 2009)

Lax and Sebenius' contribution to Negotiation theory has come in the form of 3D Negotiation Theory. They developed a theory that includes three dimensions of negotiation, tactics, deal design, and set-up. (Lax and Sebenius, 2003) In this theory they discuss the levels of negotiations and what needs to be involved for a successful negotiation. Three D moves include reshaping the scope and sequence of a negotiation, including additional parties, improving your BATNA, and mapping backwards. (Lax and Sebenius, 2003) These moves, along with Mutual Gains and Principled Negotiation awareness, will lead to creating an approach to the whole negotiation including: preparation, design, relationships, coalition building, sequencing of issues, addition of issues and parties, and agenda setting. They design the process of the negotiation by determining the goals and mapping out the plan necessary to reach those goals, all the while being adaptive to the current issues being decided during the negotiation. They have

developed several strategies and practical application designs to incorporate these concepts and they have applied them in several cases of national and international negotiations.

”Before the 1980’s, game theory was generally the approach used to look at negotiation.

Negotiation was also explored by Blake and Mouton, Rubin, Walton and McKersie and Luce and Raiffa. From the eighties until present, the shift in theory was towards the integrative approach, the principled negotiation of “Getting to Yes” by Fisher, Patton, and Ury, mutual gains theory from Susskind, and Win/Win negotiations by Lewicki.... The concepts within these models discuss value creation, the tension between value creation and claiming value since 2000.”

(Movius, 2008)

There are schools of thought (Fisher et al, 1991) who claim it is always good to create value and the allocation of it will work out when parties identify objective criteria and there are those (Lax and Sebenius, 2003) who claim that there must be a balance between value creation and value claiming. Movius mentions two other areas where there seems to be a difference between the models that are: whether personality has a greater effect than situational forces and whether or not training should be tailored for the students’ environment or if the material and presentation should be the same for each class. (Movius, 2008) They do all generally agree that the main conceptualization of negotiation includes value creation.

“Expert negotiators asked double the amount of questions, spoke of feelings twice as much, and summarized more often than average negotiators” (Movius, 2008) These studies call into question whether it is tactics or value creation that best identifies their success. Movius calls into question whether this should be studied as it affects pedagogy. Allred explored this in a study of scored negotiations and found negotiators who chose best practices including adding value and strategic

planning were perceived to be the most successful negotiators. (Movius, 2008) “Although more work is needed to assess the predictive validity of Allred’s framework in real-world negotiations, it represents an important effort to combine theory, behavioral competencies and data into a pedagogical framework that can be systematically deconstructed and evaluated at the level of actions and behaviors.” (Movius, 2008) These theories represent the core concepts that encompass the ideas typically fostered in current Negotiation courses and curriculums.

Teaching Negotiation Theories

Negotiation Pedagogy involves teaching skills and analytical concepts based on the theories discussed above. “Negotiation teachers face a choice in course designs due to the tension between focus on knowledge or skill building.” (Avruch, 2009) Many scholars such as Patton and Avruch have written about what types of activities to include in a negotiation training course and there has been much debate over the inclusion of theory. They have written about what types of activities to include in a negotiation training course There has been much debate over the inclusion of theory. Practitioner-trainers focus on building skills.. Some scholar/practitioners such as Avruch (2009) and Patton (2000) have written papers on teaching negotiation and have included discussion on the most important features for negotiation education.

There are several different approaches in regard to methodology in teaching Negotiation that include: Simulations, Deliberative Practice, Analogical Encoding, and Reflective Practice. Some scholar/practitioners such as Susskind and Coburn, 1999, Williams Farmer and Manwaring, 2008, Lowenstein and Thompson 2008, and Movius 2008, have written in depth on the methodologies they think are the most successful and why. What are the characteristics of Negotiation Pedagogy? What

are the most widely used methodologies and what are some of the tools most relied upon within these methodologies?

Characteristics of Negotiation Pedagogy

Negotiation Pedagogy is one that encompasses a focus on the experiences of the students and the inter-relatedness of the teacher and student in the learning process. "Some of the factors addressed are: focus on theory and skill, patterns of behavior, cognitive dissonance, grading and evaluation, the behavioral and psychological component, inclusion of joint learning of the student and teacher, implicit and explicit learning, feedback and evaluation, grades, congruence, fairness, class size, and difficulty." (Patton, 2000)

Major discussion in the field of Negotiation Pedagogy explores the balance between theory and skill. (Avruch, 2009) "Mastering a skill requires theory and practice; theory and an understanding of how to apply the skill and why it works are needed to ensure confidence in the skill and if you can recognize all appropriate times to apply the skill and are therefore able to apply effectively." (Patton, 2000) A debrief after a simulation particularly helps with solidifying the learning that has taken place; it's also a gateway to the feedback process. "This type of education is considered learning- facilitation centered, instead of teacher- instructor centered." (Patton, 2008) "Such experiential courses built around exercises and reviews, with access to the best available prescriptive theory and a relationship of mutual respect between teacher and student, may still not readily achieve the goal of increased competence." (Patton, 2000) This could be due to different levels of learning required to facilitate change. Patton refers to a higher learning level in which more of a therapeutic approach may be necessary, when teaching at these other levels does not produce the desired learning and or unfreezing of behaviors and patterns. (Patton, 2000) These levels have implications for deeper learning and also increase the time spent in the process with the student.

"Negotiation education is based not only on the current theories in use that need to be addressed for the student to overcome entrenched bad negotiating habits but also with a need to stimulate basic

emotional and intellectual growth in self-control.” (Lowenstein and Thompson 2003, Patton 2000) “To change such automatic reasoning processes you have to slow them down to make them conscious, analyze them and revise each step of the syllogism and then slowly act on the revised approach until it is back up to speed and then, once again, an automatic skill.” (Patton, 2000) This process is a description of how reflection aids in the learning process. Reflective activities allow you to look at behaviors and open an opportunity for you to release an old habit and change it. (Patton, 2000) Most of the scholar/practitioners in the field have wrestled with the challenge of re-learning patterns of behavior and strategies used in negotiation. This challenge requires pedagogy to include several exercises, reflection and feedback to help the students produce the new pattern of behavior, which includes developing the strengths associated with effective negotiation. These include learning to move past the zero-sum game, abilities to understand and explore interests, collaborative problem solving techniques and strategic planning.

Another component of Negotiation Pedagogy is that teachers need to be aware at times that there can be resistance to change.

“This is called cognitive dissonance; when students learn information that is conflicting with their beliefs and values and they avoid it; this depends on how deeply held the beliefs are and how psychologically expensive they would be to change. Ways to reduce dissonance include: using selected perception or non-recognition of the decisions; interpreting ambiguous information in a supportive way to address a partisan perception; evidence collecting; reinterpreting or elaborating on beliefs, particularly in group situations. Acting as if a student has adopted the behaviors allows them to adopt the change and create an official change, because refusing to go along may precipitate a confrontation. Other ways to reduce the

dissonance include involving students socially and thereby increasing their exposure to others who have adopted the changes.” (Patton, 2008)

Recognizing that fears can affect performance and the ability to learn new subject matter and change behaviors can help the teacher to develop assessments that include recognition of risk as an element of grading. “Once established, learning strategies and incentives are likely to become a habit, an entrenched self-fulfilling part of the students’ self-image, well defined by evidence collecting and partial validity.” (Patton 2000, Movius, 2008) The student who focuses on grading might be less focused on actual outcomes.

“There are two ways of learning new behaviors: implicitly by unconscious imitation, and explicitly by consciously analyzing and generalizing.” (Movius, 2008) “On the level of implicit learning, much can be taught by setting a good example by negotiating in the view of students as best you can, and in the way you would like them to learn to negotiate.” (Patton, 2000) Explicit learning can be considered learning by doing in our case, in negotiation, by actually participating in simulations. “Examples should be to motivate by attraction and should demonstrate competence, confidence, congruence, openness and combat evidence collecting and other departures from clear reasoning, by confronting them by advocating inquiry.” (Patton, 2000)

“Negotiation pedagogy also involves many aspects of course development to consider, such as moving the scheduling and links of class, the choice of view and time devoted to the exercises, the agenda for discussions, the themes of the course, due dates for a required work, in the decision-making process of designing the course.” (Patton, 2000) Dialogue and learning more about your students through the type of work they value can be very important to engaging the student. (Patton, 2000)

Feedback, evaluation and grades are topics that also need to be addressed while designing negotiation courses.

Journals are an indicator of learning and they slow down the process to create the space for thinking about particular performance. (Patton, 2000) suggests that there is much discussion about evaluation based on outcomes in simulations. These considerations are necessary for the particular teacher to incorporate into the training.

Patton suggests that openness to change the syllabus to be something that professors are willing to do. "This is an area where the teacher can earn and build trust." (Susskind and Coburn 1999)

"One general test for congruence between the theory and practice of principled negotiation is to ask whether you would feel fairly treated, and if not, whether you would feel that this was the fault of the other negotiator or the broader context of the negotiation." (Patton, 2000) This is an especially sensitive test for people in a power relationship. (Patton, 2000)

"Another aspect to consider is that when you increase class size you lose the connection to the individual students." (Patton, 2000) There is less opportunity for the student to participate, that decreases intimacy and that can affect learning. Patton writes about understanding the student, their desires and reasons for being in the course as being necessary for the teacher in order to help frame the learning experience. (Patton, 2000) Such respect between teacher and student provides the right environment for the learning experience. (Friere 1968, Vella 2008, Patton 2000, Dewey 1938, Lewin 1951) Consequently, "providing negotiation training most effectively requires considerable pedagogical skill and expertise." (Patton 2000)

Methodologies in Teaching Negotiation

Experiential

Simulation is widely used as a method in Negotiation education. Many scholar/practitioners discuss the necessity for their use in the teaching negotiation. Susskind and Colburn make their case for simulations as the method of choice for negotiation teachers in an in-depth co-authored article which uses the simulation as its sole focus. They deem it the only necessary method for teaching negotiation. (Susskind and Coburn, 1999) Many courses in negotiation use simulations as part of its pedagogy. (Lewicki 1997, Movius, 2008) "Components of negotiation skills include such abilities as understanding, questioning, defining, claiming and reframing, and strategizing; these skills do not necessarily fit neatly into a recognizable discipline or pedagogy". (Susskind and Coburn, 1999) Susskind and Coburn (1999) believe that this skill set can be learned only through experience.

Simulations work in hypothetical and real life situations where negotiation concepts can be learned by students. Participation has been shown to effectively increase students' abilities and knowledge. (Susskind and Coburn, 1999) "Learning is often understood as a process whereby concepts, principles and ideas are internalized into the learners' cognitive processes to change a pattern." (Dewey 1938, Kolb 1984)

Susskind and Coburn base their justification for simulation in negotiation pedagogy upon three views: first, Dewey (1938) stresses the interaction between the learners in his or her social environment, second, Lewin (1951) emphasizes the effect of change process and third cognitive psychology features the learner creating knowledge by resolving cognitive conflict which arises from challenging experiences. (Susskind and Coburn, 1999)

Reliance on Dewey's theory of experiential learning as a basis for simulation in negotiation training seems to be a natural fit. "The model revolves around an initial impulse an observation of objective

conditions and knowledge of the experience which comes from the interplay between our internal and objective conditions and then a judgment.” (Susskind and Colburn, 1999)

Lewin’s theory is also a four part cyclical theory that describes an experiential learning process. The four steps are: concrete experience, observations and reflections, formalization of the abstract concepts and generalizations and testing implications of concepts in new situations. (Susskind and Coburn, 1999) Many scholar/practitioners, such as those mentioned here, have focused their teaching methodologies based on the experiential method.

“Cognitive psychology claims that our cognitive structures provide a framework through which experience is interpreted and for which we attempt to reorganize our understanding leading to learning; cognitive psychology suggests that we abstract principles from repeated experiences and also link the principles together through these same repeated experiences.” (Susskind and Colburn, 1999, Williams, Farmer, and Manwaring, 2007)

In sum, the “models indicate that because simulations are experiential, they will lead to enhanced learning of abstract principles, particularly when engaged in repeatedly over a period of time.” (Susskind and Coburn, 1999) The experiential model suggests performing certain behaviors, thinking about the application, abstracting them and revising the performance is the best method for learning. (Susskind and Colburn, 1999)

Deliberative Practice

These ideas about repeated experiences are more highly developed by Williams, Farmer and Manwaring in their study of Deliberative Practice as it relates to Negotiation Pedagogy. This type of training is based on strategies developed after the study of experts in the areas of chess, visual arts

performers, and musical performers. (Williams, Farmer, and Manwaring, 2008)” Cognitive scientists have discovered that subjects will learn skills best when they have performed well defined tasks, at appropriate levels of difficulty, and when they are given immediate feedback, an opportunity to correct their errors and an opportunity to practice until the tasks have become routine.” (Williams et al, 2008) Others in the field also value the necessity of repeated experiences. (Susskind and Coburn, 1999, Patton, 2000, Movius, 2008)

Williams et al are clear to point to the fact that they consider Reflective Practice a necessary method for teaching Negotiation theory, but that teaching negotiation skills also requires a Deliberate Practice. (Williams et al, 2008) “Deliberate Practice is defined as a well-defined task that is challenging but achievable, the subjects receive immediate feedback on their performance and outcomes, they correct their errors, they repeat the tasks until performance becomes routine.” (Ericsson, 2008)

Several studies have been performed in which Deliberative Practice has been tested. (Williams et al, 2007) It is effective, but it has a big drawback in the amount of time required for both the student and instructor. “ Initially there was an attempt to have live videos produced over and over, as required for the practice, but this was very time intensive as well as expensive, leading to an addition of web cams to the student library. The students are asked to perform micro skills tasks via web cams and then to upload them to instructors. They perform the tasks several times and send their work to the professor to have it returned with feedback; the student will then redo and send new webcam videos as appropriate.”(Williams et al,2008) Susskind and Coburn have relied heavily on the repetitive experience theory as well. “The process of repeatedly performing the tasks seems to help in the creation of neural pathways necessary for making the skill a part of the cognitive schemata.” (Patton, 2008)

“Northwestern University’s School of Business has produced a Software System called Media Notes for professors and students to enhance communication of feedback.” (Williams et al, 2008) The students and trainer are allowed to add tags to the video, allowing for specific feedback.. (Williams et al, 2008)

“Students in the studies have been noted to have an increase in ability and have expressed in surveys to have learned a great deal on a deeply personal level.” (Williams et al, 2007)

Analogical Encoding

Lowenstein and Thompson have engaged in extensive studies of Negotiation training and have concluded that analogical encoding is the best practice for learning negotiation. Their ideas stemmed from the difficulty with which theory did not transfer into action within negotiation students. “They describe the need for naïve theories to be challenged, necessary to address that the student is not a blank slate (*tabula rasa*).” (Lowenstein and Thompson, 2000) Students pre-existing theories of negotiation can be detrimental to the ability to learn concepts and then to apply them. (Patton 2000, Movius, 2008, Lowenstein and Thompson 2000) “Executive students who had been taught and learned theories failed to transfer the knowledge after a training session which specifically taught them to employ new behaviors to help increase value.” (Lowenstein and Thompson, 2000, Van Boven 2003) This constitutes a substantial challenge, such that Howard Gardner (2000) highlighted the importance of “dispelling naïve theories before progress can occur.” (Lowenstein and Thompson, 2000) These studies created an awareness of a problem that they had heretofore only perceived as a possibility. “The clear knowledge that the training, as is, was not effective and would require serious consideration of the problem of replacing prior knowledge, not just implanting new knowledge into the cognitive schemata”. (Lowenstein and Thompson, 2000) “This presents educators with a clear challenge: Learning a new, expert theory of a domain requires not just simply learning new ideas, but also demands a “paradigm shift” —supplanting an old theory with a new and better theory that accounts more accurately for reality.” (Lowenstein and Thompson 2008, Patton, 2000, Susskind and Coburn 1999, Kolb 1984, Dewey, 1938, Lewin, 1951) The old information and theories-in-use would need to be changed before the new learning could take place.

Lowenstein and Thompson proposed to enhance training by using a specific three- step model and then to use analogical encoding as a method in conjunction with the model. “ Their three-step approach includes opportunities to learn by doing, provide feedback which specifically shows the limits of their naïve theories and offer explanations that provide insights into the expert model through outlining alternative interpretations and listing courses of action that students can take to reach better outcomes.” (Lowenstein and Thompson, 2008)

They have practiced these methods and tested them for effectiveness, and have concluded that there is a substantial increase in the abilities of negotiators from using this method. Lowenstein and Thompson came to these determinations by beginning with the premise that context is the basis of learning. (Lowenstein and Thompson, 2008) A possible explanation is that the knowledge people learn is tied to the context of learning (Gentner, Rattermann, and Forbus, 1993; Ross 1987). “Since context is instrumental to learning, learners often focus on surface aspects and are generally poor at noticing structural similarities, even within a single context.” (Muthukrishnan and Weitz, 1991; Novick, 1988; Ross 1987) They took this information and increased the contextual awareness and structural awareness by comparing case studies of negotiations that encompassed some of the same concepts taught in the theory. “This use of analogy as a comparative tool was deemed a very effective means for the transfer of learning.” (Lowenstein and Thompson, 2008)

Reflective Practice

In the introduction to his article “What is Training All About” (2009), Avruch makes it clear that there is a distinction between education and training. He argues “for the need to *educate* negotiators rather than simply *train* them because in many cases they will have to think critically, listen carefully and subject their own assumptions to critical examination.” (Avruch, 2009)

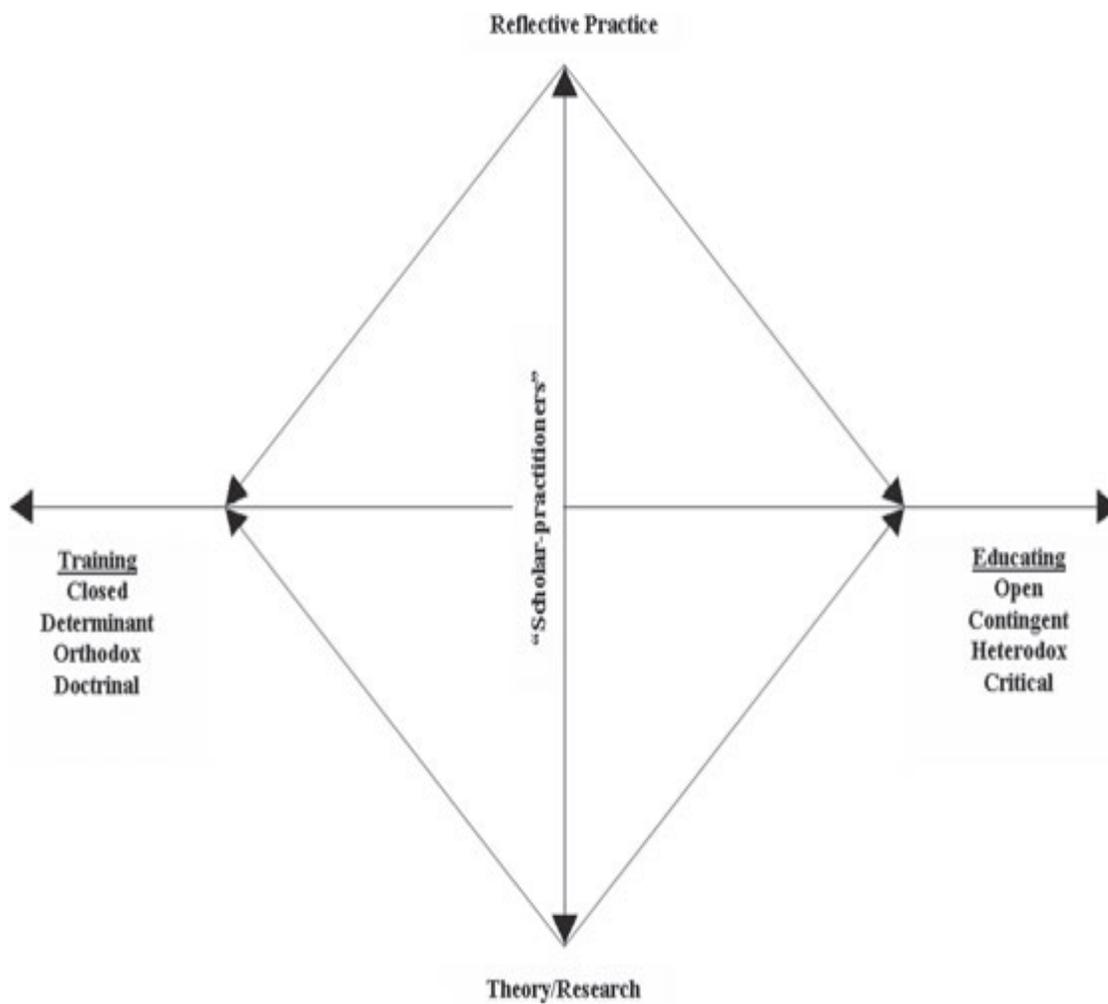
Avruch makes the point that there is a difference between the type of learning that occurs from training and education. "When in training skills are learned that have a basis in proven theory whereas in education the learning is in contingent or emerging theories as defined by those things which are subject to critique and revision." (Avruch, 2009) Avruch refers to training as a place where rote memorization and recall are rewarded and education as a place where contentious critique is rewarded. (Avruch, 2009) Tension is developed in the student when they are encouraged to pose questions, which can sometimes lead to the questioning of authority. (Avruch, 2009) This is a theme that is also presented by Paulo Friere. "Education can be potentially unsettling, transgressive, and liberating". (Friere, 1968)

One type of learning is not better than another; rather, there is a continuum of learning that is affected in the overall processes. An example Avruch uses is math, "where a specific skill is needed to learn arithmetic before the student can be educated in problem solving; in their purest forms each can have poor outcomes." (Avruch, 2009) There is usefulness in each.

"Training and education are thus together necessary for new cohorts to apply knowledge and develop efficacy." (Avruch, 2009) "It is also necessary that confidence is developed from training and tested in the field. Success or efficacy is then determined and there is a cyclical process of redesign if the need arises through the practice. This latter portion of the training process, the noting of mistakes and redesign begins to come into the education side of the continuum". (Avruch 2009, Patton 2000)

"If training is overly rigid and impervious to new information, if it does not adapt, then it guarantees its own eventual obsolescence." (Avruch, 2009) "A danger is if such training is connected to powerful institutions, such as government institutions, perhaps particularly the Defense Department, which are resistant to change, training is then insulated and can continue in use for a long time with deleterious consequences." (Avruch, 2009)

To be open and adaptive, training must be able to process new information. This type of re-processing is described by Schon as double-loop learning: “A person who practices in the field, then questions whether aspects have been missed and or variables need to be added to increase efficacy, and develop new practice and theory based on the original application of that which was learned.” (Schon, 1983)



Graph from Avruch, 2009

This is the visual representation of the process that Avruch describes the continuum of learning within. (Avruch,2009) This process involves learning, research, practice, and reflection. This axis describes the continuous learning process.

“This practice has been developed in the field of Negotiation by those scholar/practitioners who have redesigned some of the theories we use with the inclusion of such variables as gender and culture, and who are continuing to use this process to evolve the theories with consideration of these variables.” Avruch claims that without this connection of training and education “they both become lame and blind.” (Avruch, 2009)

Observation + Analogical Encoding

“Movius’ reviews of university and professional school curricula suggest that the most common single technique is the use of simulations and role-play exercises (Fortgang 2000, Lowenstein and Thompson 2000; Susskind and Coburn 2000).” (Movius, 2008) Other methods include lectures, case studies, analogical comparison, practice, on theory based readings, internships, and observation. Movius uses an assessment tool for effectiveness that was designed by Donald Kirkpatrick. “There are Four Levels used to assess: Level one (Reaction), Level Two (Learning), and Level Three (Behavior Change/Application), Level Four (Impact). Most studies do not go past Level One. Most evaluations don’t include the other three levels. However Leaf Van Boven and Thompson (2003) indicate that experiential training changes mental modes and practice in integrative negotiations were more successful than those who had not participated.” (Movius, 2008) Thompson (1990) has done other studies which suggest that prior learning in distributive bargaining inhibited ability to perform well in integrative negotiations. (Movius 2008, Patton 2000, Kolb 1984) This suggests that practices already in use were more difficult to change.

Analogical reasoning has been shown to be an effective tool in several studies and Movius recognizes this as well. Observational learning has been studied to have great impact. (Movius, 2008) “Students who participated in a study were given the chance: to view a negotiation on tape, given analogical comparisons, didactic training, and students who were given confidential information about the other party, they were then given an open-ended essay and an opportunity to participate in a negotiation. The results were that those who were given the observational activity were not insightful in the essay, but created the highest joint gains. This suggests that our visual maps and the way we encode for skills, such as negotiation, should be included in education processes.” (Movius, 2008) “Another study shows that when given learning goals versus performance goals students fared much better in the negotiations that took place, rather than those who were specifically oriented to performance.” (Movius 2008, Patton 2000) This leads us to understand the influence of grades on performance.

Movius sums these points up with six tentative conclusions:

1. There needs to be more research on effectiveness.
2. Learning process environment is a factor, and training that does not take this environment into account is likely to fail.
3. Using multiple cases effects abilities to learn concepts.
4. Case Studies and observational learning together increase learning; although it is not yet quite clear how the observational learning is encoded.
5. People who experience more self-efficacy may benefit more from training.
6. Training with more organizational goals produces more transfer and application.

Conclusions from Negotiation Methodology

There are observations from research that can have practical effects on Negotiation Pedagogy. After a study of each of the methods above, we can draw some conclusions about common rationale. The

methods use different tools but there are some themes that overlap. They are expressed in most of the methodologies. These include: experiential learning is regarded as an effective tool for learning by most scholar/practitioners, feedback is necessary to improve learning and skills, strategic thinking is important in the application process, meta-cognitive exercises aid in learning and the reflective process, observation is important for cognitive encoding and visual maps, explanations are important to some, and there is emphasis on increasing the student's ability to pose questions.

Negotiation Methodologies and the Tools used by the Methodologies

<i>Tools Used in Method</i>	<i>Method</i>				
	Observation + Analogical	Experiential	Deliberative	Analogical	Reflective
Feedback		X	X	X	X
Strategic Thinking		X			X
Meta-cognitive Exercise's		X	X	X	X
Visual Representation	X	X			
Simulations		X	X		X
Explanations		X		X	
Developing Students Ability Questioning/Curiosity	X	X	X	X	X

The chart above demonstrates that there are a few gaps across Negotiation Pedagogy; in particular, visual representation could be increased, as well as increased focus on strategic thinking, along with a focus on explanations. Strategic thinking, while valued in the Experiential method and the Reflective method, is not given much attention by the others. This may undermine the application of critical

thinking, and learning might become prescriptive with a sole reliance on these methods.

EDUCATION THEORY

Learning Theory has a focus on many of the gaps mentioned above. Their approach to teaching as a whole has been radically changing in recent years and bears defining. Tricia Jones has called us to add it to Negotiation Pedagogy. The next section of this paper discerns why this is important.

There is a shift to move education and the methods for teaching in a different direction. There are many newer theories that embrace changing the style of teaching to focus on: a student centered approach, teaching learning how to think instead of learning content and changing the methods used to foster newer models for teachers.

Much of the newer thinking in Education has to do with the shift since the increase in dependence on technology. (Robinson, 2010) The concern is that students are being taught for content knowledge that changes so quickly. (Ennis, 2000) “The style and process of teaching the mind to deal with and learn effectively for dealing with a reality that is constantly evolving and adapting to change has changed the primary task for the focus of educators.” (Costa and Kallick, 2010) Theories include work from Gardner and Darling-Hammond, Robinson, Tishman, Perkins and Jay, and Costa and Kallick, who have designed new theories based on psychology and sociology, culminating in the work of Dewey and his Experiential Theory that in turn has influenced Negotiation Pedagogy. The single most used methodology to educate in Negotiation has been the experiential mode of simulation.

Multiple Intelligence Theory

Howard Gardner (1993) argued that there are multiple types of intelligence and that people learn best based on their cognitive assimilations to not just the content of the material, but their cognitive understanding of it. It is his belief is that we all have cognitive schemata for different intelligences and some forms of learning are more easily recognized by various intelligences. (Gardner, 1993) He uses two different theories, cognitive theory and neuroscience, to support his thinking on this. (Gardner, 1993) Gardner's work revolves around developing different methods of teaching to include as many students as possible in the education process. Diverse methods such as visual, musical, and body language (kinesics) lessons incorporate different ways that people learn and are encouraged by Gardner. Linda Darling-Hammond has worked closely with Howard Gardner and has written many books and affected Education Theories in the aspect of assessments of MI Theory, Critical Thinking, and the impact they have on teachers and the classroom. Their impact in the field has been documented through Project Zero at Harvard University. Practice in developing how to apply the theory has led to some redesign of the teaching process to include representation of different intelligences in class designs and the delivery method for material. The reason for our focus on this is to recognize that we need to employ different strategies for teaching in order to effectively reach as many of our students as possible. Miovius, in his reference to simulations influencing Negotiation Pedagogy so heavily and Gardner, pointing us to the need to reach different intelligences, creates a need for us to fill. An awareness of including many strategies becomes something that needs to be addressed in Negotiation Pedagogy.

Daniel Pink has made some inroads into Educational theory by working with cognitive theory and has studied what motivates people to achieve. His most recent work includes how incentives can be designed to include the personal fulfillment of people. People have been determined to perform better when they identify personally with their work rather than by incentives such as monetary reward. (Pink, 2010) He discusses how this can be applied to the classroom. Recognition of the idea that learning is

enhanced when it aligns with our values and with what we feel is our purpose is transformative. (Pink, 2010) Earnings incentives are not a motivator for most, in the sense that they want to perform better. Pink refers to this as an opportunity for a paradigm shift in business and it also has implications for students as well.

Sir Ken Robinson is an educator and his theory is that creativity and innovation are the qualities' that are going to lead students to success in the 21st Century. (Robinson, 2010) He refers to changing teaching for content to teaching for the development of the specific student abilities. He agrees with multiple methodologies for enhancing learning and recognizes that students learn in different ways, such as visually, didactically, rhythmically, etc. (Robinson, 2010) If given opportunities to work and develop in different styles students can then reach their potential. Adapting the system in order to help people, at any age, to discover their talents, is the central theme of his theory. A range of interactions designed with different projects can help students to identify what their purpose is. The idea is to engage students in meaningful work that can increase self-awareness, which allows for the expression of creativity. In summary, these ideas are to create interaction with different ways that can help us to define our abilities and increase our attention to how we learn, thereby creating more opportunities for ourselves to learn and develop.

Enculturation Theory

Currently, Learning Theory has moved to critical thinking in education, incorporating the thinking skills movement. Building upon Dewey's ideas about interaction, Tishman, Perkins, and Jay, through research done via Project Zero at Harvard University, have focused their research upon the culture of learning and thinking. (Tishman, Perkins and Jay, 1995) In particular this method relates to Negotiation because Tishmans' focus is on the way the students learn to solve problems. The interaction in the

classroom develops the culture for thinking. Tishmans' focus is on the transformation of the culture in the classroom into a culture of thinking. The purpose of teaching thinking is to prepare students for a future of effective problem solving, thoughtful decision-making, and lifelong learning. (Tishman, et al, 1995) Her theory is that in order for skills to become part of day-to-day behavior they must be cultivated in an environment that values and sustains them. (Tishman et al, 1995) Her ideas explore six dimensions of good thinking and how to take a cultural approach to teaching them: a language of thinking, thinking dispositions, mental management, the strategic spirit, higher order knowledge, and transfer. (Tishman et al, 1995) Teaching these dimensions within an "Enculturation" framework creates a culture of thinking in the classroom environment.

This cultural way of teaching incorporates a plan that involves a four-step process to engage the learner. Enculturation begins with modeling. Cultural models provide examples and illustrations that demonstrate good thinking practices. The second step toward Enculturation is to give explanation, a specific straightforward transmission of important information describing necessary concepts. A third step of Enculturation occurs through interaction with other members of the community, for example when spending time talking to other students this interaction involves thinking along with others, or in engaging in the learning by doing approach. The fourth step of the processes of Enculturation occurs through feedback; direct and specific examples that provide evaluative or corrective information about people's behavior. (Tishman et al, 1995)

These four steps are the methods chosen to teach what she calls the six dimensions of thinking. The language of thinking, the first dimension, includes a recognition that words support very specific patterns of thinking and engage the learner into developing a culture of language, through framing their thoughts, and communicating their ideas, in a manner that encourages the detail and specific advancement of the process of thought and communication.

“Thinking dispositions are abiding tendencies toward distinct patterns of thinking behaviors.” (Tishman et al, 1998) “Everyday experience indicates that dispositions are cultivated all the time through social interaction, a key aspect of Enculturation.” (Tishman et al, 1998) Five key dispositions are: the disposition to be curious and questioning, to think broadly and adventurously, to reason clearly and carefully, to organize one’s thinking, and to give thinking time. (Tishman et al, 1998) The dispositions mentioned are fairly self-evident to be descriptive of successful students and negotiators as well.

Mental management could be described as the art of reflecting on and guiding one’s own thinking processes. (Tishman et al, 1998) A good thinker, as described by Tishman, is someone who watches the way they are thinking and monitors their thoughts. “This can be described as meta-cognition, and affects high-level cognitive activities such as making decisions, solving problem, and making plans.” (Tishman et al, 1998) Having the disposition to monitor thinking can help development and interaction. “An example of meta-cognition would be recognizing our thinking as it is happening, diagnose it for shortcomings, and assess strengths.” (Tishman et al, 1998) Having this management of our thinking enables us to structure our thinking processes.

The strategic spirit helps develop problem solving skills and decision-making skills that help in the classroom and while practicing negotiation. “Specifically developing frameworks to aid in these processes helps to predispose to planning and strategizing to work on projects, develop workable ideas and to set goals for achievement.” (Tishman et al, 1998) “Having the disposition to think strategically can help you be clear about stating your problem, search for ideas, evaluate all options and elaborate on plans or ideas”; all necessary thinking dispositions to a negotiator as well. (Tishman et al, 1995)

The last dimension of learning would be the transfer of learning. The ability to transfer the concepts of the subject matters, to personal experience and into the future, is one of the goals of learning. Using

Enculturation to develop transfer would incorporate modeling by identifying transfers that teachers have made, comparing the process of transfer, asking students to think about other areas of where the information could be used, giving feedback and encouraging the transfer.

Tishman describes these dimensions of thinking as necessary components in the thinking skills environment. Developing these dispositions helps to create the environment (culture) for learning. Tishman develops the environment for education that includes the basis for developing skills that Negotiation Pedagogy aspires to in a negotiator, specifically the abilities to strategize, think broadly, and understand our thinking and adapt accordingly and in particular to transfer the skill to negotiation outside the classroom.

Habits of Mind

Another Learning Theory, developed by Art Costa and Bena Kallick, espouses Habits of Mind as a necessary tool for students. The ability to solve problems rather than learning content is the central theme in the development for Habits of Mind Learning Theory. (Costa and Kallick, 2008) There are 16 Habits of Mind discussed in this theory. "The list was derived from studies of what successful, intelligent people do when they are confronted with problems to solve, creative ideas to generate, and ambiguities to clarify." (Costa and Kallick, 2008) These are all specific tasks of negotiators and mediators. Key studies on identifying intelligent behaviors include Ames (1977), Carnegie and Stein (2008), Fuerstein, Rand, Hoffman and Miller (1980), Freeley (2004) Gladhorn and Baron (1991), Goleman (1995), Perkins (1991), and Waugh (2005). (Costa and Kallick, 2009) Educational outcomes in traditional settings focus on how many answers a student knows; whereas in searching for Habits of Mind the interest is also in how students behave when they don't know an answer. "The Habits of Mind Learning Theory is

interested in enhancing the ways students produce knowledge, rather than how they merely reproduce it.” (Costa and Kallick, 2008)

<i>Habit of Mind</i>	<i>Description</i>
Persistence	Task completion
Managing Impulsivity	Deliberate action
Listening with understanding and Empathy	Understand and discern differences
Thinking Flexibly	Adapt and problem solve
Meta-Cognition	Plan for, reflect on and evaluate thinking skills
Striving for Accuracy	Enhance overall product
Questioning and Posing Problems	Fill in knowledge gaps, increase learning
Applying Past knowledge	Learning transfer, Experiential learning
Communicating with Clarity and Precision	Language refinement, aid to understanding
Gathering Data Through All Senses	Absorb Information, interconnection, cross-
Creating, Imaging and Innovating	Push boundaries of perceived limits
Responding with Wonderment and Awe	Passion for challenges and problem solving
Taking Responsible Risk	Careful evaluation, planning, implementation
Finding Humor	Liberates creativity, higher learning levels
Thinking Interdependently	Consensus seeking, support group efforts
Continuous Learning	Growth and modification

Teaching for Habits of Mind is intended to help students develop the habits of behaving intelligently and responding to challenges through the employment of patterns of intellectual behavior. Habits of Mind incorporates the following dimensions: “The first dimension would be discerning value by choosing to employ a pattern of intellectual behavior rather than other less productive patterns. Next would be an inclination; feeling that tendency to employ patterns of intellectual behavior. Sensitivity to perceiving opportunities for and appropriateness of, employing the patterns of behavior would be another dimension. The capability to possess the basic skills and capacities to carry through with the behaviors would also be important. Commitment and constantly striving to reflect on and improve performance of the pattern of intellectual behaviors is another necessary dimension. (Costa and Kallick, 2000)

The 16 Habits of Mind include: persisting, manage impulsivity, listening with understanding and empathy, thinking flexibly, thinking about thinking (meta-cognition), striving for accuracy, questioning and posing problems, applying past knowledge to new situations , thinking and communicating with clarity and precision, gathering data through all senses, creating imagining and innovating, responding with the wonderment and awe, taking responsible risk, finding humor, thinking interdependently, and learning continuously. (Costa and Kallick, 2000) Each one of these habits is described as having an individual effect on the intelligent behavior of people. “Used individually, and in clusters, all 16 have been studied to be present in the intelligent behavior of successful people.” (Costa and Kallick, 2008)

“People with these Habits of Mind are always striving for improvement, growth, learning, modifying, and improving themselves; they visualize problems, situations, tensions, conflict, and circumstances, as valuable opportunities to learn.” (Costa and Kallick, 2008) The system is set up so as to foster rote learning and memorization, rather than learning how to think critically. (Costa and Kallick, 2008)

The main point here is to recognize that these are the types of thinking and Habits of Mind often employed, and should be employed, by negotiators. The development of these habits in the classroom can increase the transfer of learning to the environment. In particular several of these habits are most effective when applied in Negotiation such as metacognitive ability, listening with understanding and empathy, posing questions and applying past knowledge. Metacognition and applying past knowledge aid the negotiator's ability to strategize and prepare for negotiation; while posing questions and listening with understanding and empathy help the negotiator to adjust and adapt as the negotiation progresses.

Education Theory Conclusion

There are several key elements that Enculturation and Habits of Mind have in common. The central one is that content is less important than structure, when it comes to learning. Other elements are also held in common: the idea that learning ways to approach problems is fundamentally important to solving problems, flexible and strategic thinking are also helpful for learning how to learn; awareness of our thinking is crucial to development of intelligence and application of thought toward a subject or object. It is important to create conditions that are conducive to learning and it is also important to keep in mind that we learn in many ways, by: 1) gathering data through all senses, for example, visually, auditory and through body language; 2) knowledge is transferred when we are able to apply past knowledge to new situations; 3) thinking and communicating with clarity and precision, while using the language of thinking, is crucial to learning; 4) listening with empathy and understanding; 5) striving for accuracy, particularly through a feedback and continuous learning process is an essential element for learning; 6) questioning, posing problems and the disposition to be curious are also considered by both to be necessary elements in the teaching and learning process.

The major difference between the two Learning Theory models is the emphasis placed on explanations. The Enculturation model employs them specifically in the framework for each learning project. Explanations can help understanding that is necessary for the negotiator.

Learning Theory Methodologies/Tools Used in Learning Theories

Tools	Enculturation	Habits of Mind
Feedback	x	X
Strategic Thinking	x	X
Meta-cognition Exercise's	x	X
Explanations	x	
Interaction/Experiential Learning	x	X
Questioning/Curiosity	x	X
Gather Data Through All Senses/Modeling/Visual Observation	X	X

The shift in focus to thinking systems is developed and designed into the framework for teaching. The interesting applications of diversification of methodology will also increase the distribution of learning, because by employing different strategies we will be reaching more students with multiple intelligences. In summary we can see that Learning Theory has much to offer Negotiation Pedagogy. There are basic frameworks to employ and there is a focus on using different methodologies and engaging interaction to develop thinkers who understand how to learn.

COMPARISONS OF NEGOTIATION PEDAGOGY AND LEARNING THEORY METHODOLOGIES AND TOOLS

Negotiation Pedagogy and Learning Theory are considerably more similar than dissimilar. They have in common ideas that focus less on specific content and more on the thinking behind the subject matter. Negotiation Pedagogy has identified its major challenge as deciding where to place the emphasis on developing theoretical understanding or developing practical skill development; whereas Learning Theory views its major challenge as focusing on thinking rather than learning specific subject matter. Ideas in common, represented in the two tables above, present themselves as important in both Learning Theories and Negotiation Pedagogy. They at first appearance seem almost dovetailed, but upon further reflection can be seen to have some contrasts. Movius describes the heavy focus on simulations and suggests suggests there is room for the addition of other strategies. (Movius, 2008) The next chart below notes the differences and similarities between Learning Theory and Negotiation Pedagogy, reflected in their use of each of the methodological tools that were identified in our earlier charts and discussion.

Methodological Tools Employed in Learning Theory and Negotiation Pedagogy

	Negotiation Pedagogy					Learning Theory	
Tool	Observation and Analogical	Experiential	Deliberative	Analogical	Reflective	Habits Of Mind	Enculturation
Feedback		X	X	X	X	X	X
Strategic Thinking		X			X	X	X
Meta-cognitive exercise's		X	X	X	X	X	X
Explanations		X		X		X	X
Interaction/ Simulations		X	X		X	X	X
Questioning/ Curiosity	X	X	X	X	X	X	X
Visual Representation	X	X				X	X
Gather Data Through all Senses						X	X

There are relatively few areas of dissimilarity between Negotiation Pedagogy and Learning Theory. There are however a few areas where emphasis and refinement of methodology may increase students' learning. These subtle differences are in visual encoding, gathering data through all senses, strategic thinking and the value of explanations. In particular the area of visual representation seems to be more highly valued in Learning Theory than in Negotiation Pedagogy. Movius' findings have pointed to the necessity to add this to Negotiation Pedagogy, and Learning Theories relies heavily on this; Tishmans' framework in particular sees it as necessary for each learning experience. Implicit learning takes place when we are visually engaged in watching others behavior, therefore modeling would be the embodiment of this process. "The value of visual encoding maps, while not able to be defined specifically, has been shown to be an effective methodology for negotiation." (Movius, 2008)

Learning Theory can assist Negotiation Pedagogy is gathering data through all senses. While visual representation (observational) learning is one part of the senses, all other senses can receive information as well. Learning Theory pays particular attention to this as they assess all methods of learning. The effect this has on Negotiation Pedagogy would be to gather data when negotiating, for example a focus could be to recognize the subtle messages of other senses, such as interpreting facial expressions and body language, etc. Recognizing that our brains receive data from all the sensory pathways such as gustatory, olfactory, tactile, kinesthetic, auditory and visual, and being observant at all stages of the process will help us to be a better problem solver (Costa, 1991). The ability to recognize subtle cues such as nodding, rising color in a face and the changing of tone levels can inform the negotiator, and are important indicators for success and failure of strategies. Strategic thinking is another area where emphasis is placed in some methodologies for Negotiation Pedagogy, but in others it is not represented at all. The areas where comparison and repeated performance is emphasized see little relative weight put into strategic thinking. The concepts associated with strategic thinking, such as

planning, preparing and assessing are most valuable to negotiators and should be emphasized. These skills help to promote thinking systems that are aligned with the type of performances necessary to successful negotiators. Learning Theory can inspire current Negotiation Pedagogy by universally incorporating this into all methods. While observation and comparison are good tools they need to be used in tandem with thinking skills in order to increase ability and transfer of learning. A specific example of strategic thinking is the ability to assess the dynamics of a situation and to apply concepts. This suggests the necessity of implementing a strategy; one that is usually based on understanding of context and applicable theory. (Tishman et al, 1998)

Some of the Negotiation methodologies do not attend to explanations as thoroughly as Learning Theory. It is valued in the methodologies of Simulations, and Analogical Encoding. Explanations can be an area where specific learning takes place. Negotiation Pedagogy focuses on explanation during debriefs and after simulations in particular, but Tishman feels it is important enough to make it the second step in every educational process. The idea is not to make explaining prescriptive, but to try to point to the cognitive map the student uses. Explanations can possibly help with replacing theories- in-use and also to help to develop or plant the seed for change that can be aided by interaction and feedback as is described in the Enculturation Methodology. Explanations also help to create the framework for listening and understanding; these are valuable skills for the negotiator to engage in deliberately to encourage and develop the ability through practice and use.

Meta-cognition and the ability to pose questions are valuable qualities in both Learning theories and Negotiation Pedagogy; however they are not well represented in the description of Analogical and Observation approaches. The sharing of these concepts in almost every method is significant enough to establish their importance. "Meta-cognition is our ability to devise a plan for producing whatever information is needed, to be conscious of our own steps and strategies during the act of problem solving and to reflect on and evaluate the productiveness of our thinking." (Costa, 1991) This certainly is helpful

during negotiation and after negotiation in order to determine what strategies were effective and what strategies were not.

What appears to be most important about these results is that while Learning Theory is focused on using almost all the tools above for all subject matter, Negotiation Pedagogy breaks down by single methodologies what are the most helpful to learning Negotiation. The focus in Negotiation Pedagogy seems to be choosing the best method, rather than integrating the methods within a system of thinking. This encourages addressing these challenges on several levels. The results also find that while Negotiation Pedagogy uses a best method approach “there isn’t enough documentation to assess the long-term validity of the methods. “ (Movius, 2008) Invaluable though these methods might be, it is in our enlightened self- interest in the Negotiation field to document our educational experiences in a more thorough manner.” (Movios, 2008)

Another major difference that is apparent to note is that Negotiation Pedagogy is focused on what is necessary to change patterns already in use and the theories that are behind them. This is the reasoning behind many of the methodologies. The focus is on change as well as theory and skill development. In Learning Theories most of the focus is on learning, not unlearning. Thus Negotiation Pedagogy has a double task that requires an even deeper level of learning. This aspect of teaching negotiation is particularly mentionable as it relates to the level that most people are already at when they are in Negotiation Courses; hence Jones’ andragogical concern.

In order to assess some of the information gathered during research an interview questionnaire was designed to help determine some of the ways that current students identified as beneficial to their learning experience.

Interviews- Results of Data Gathered From Graduate Student Interviews

A Qualitative Interview Study of Graduate Students at The University of Massachusetts Boston was

engaged to explore where Learning Theory may be present or where it could improve a typical Negotiation curriculum. The thinking behind the development of the questions incorporated all of the methods discussed above, which are most practiced in Negotiation Pedagogy. The focus students had participated in a Negotiations course within the last three years. The questions focused on: what important concepts were learned, what were the most beneficial methodologies in their experience, is the student a visual learner, did they think a model of negotiation presented as the initial introduction to the concepts (for example, a film) would enhance learning, relativity of negotiation to their environment, applying knowledge in current negotiations, and effectiveness of tools such as meta-cognition, feedback, and overall satisfaction with their education in Negotiation.

Concepts

The first question focused on the concepts that the students thought were most important in their Negotiation education. A wide variety of concepts were important to the students, and some solid themes were developed. The concept of active listening was mentioned and was described as being the introduction to negotiation. A few people carried this concept further to include that they were listening to “ghosts”, this term was described by the students as those people who were not present at the negotiation but who would have express concerns if they had been present. Concepts such as Batna, Zopa, target and resistance points were important concepts to many. Styles of negotiation mentioned most were: Integrative bargaining, Mutual Gains Bargaining, and Problem Solving.

Language

Another interesting idea that presented itself in very different ways is that the “language” of negotiation was different and needed to be learned in order to be understood. Several students commented on the necessity of having a common language for interaction, such that this made

simulations, feedback, and discussions during debriefs much more enlightening. The importance of understanding the language of negotiation to students is relevant to the Enculturation Learning Theory and its basis on the development of a common language as a disposition and prerequisite for learning. Much of the Negotiation Pedagogy assumes a certain level of understanding, and perhaps various tests should be established to form a solid basis to identify understanding of language.

Methods

The next group of questions focused on how they best learned these concepts and what methods were helpful. The questions asked involved each of the models discussed earlier: Experiential, Analogic, Observational, Deliberative, and Reflective.

Experiential

The Experiential model was unanimously thought to be very effective. It was described as fundamental, critical and very effective to name a few of the specific quotes. Some remarks, very similar in nature, suggested that the person teaching the course should be present for the simulations. It was regarded as a general enhancement to learning. In addition, feedback would be much more effective when observed by the teacher.

Analogic

Some students thought analogies were helpful and some thought that there was not any analogic learning in their courses. Those that seemed to express interest in it generally defined it as an effective tool particularly for international negotiation. The ability to draw comparisons is important to Learning Theory. It is necessary for strategy planning and transfer of knowledge. Negotiation Pedagogy could adapt and improve by employing more strategies for development in this area.

Observation/Visual Encoding

Observation was expressed by most to be a very effective method. Almost unanimously the group of students claimed to be visual learners, all but two. Some felt that films were an effective tool to represent observation and others thought that observing professors, or skilled negotiators, might be more helpful than observing each other. Watching other students model negotiation when they have as much experience as “I do”, was generally considered ineffective, unless there was a professor there guiding them and giving feedback to the group. This visual representation is valued in Learning Theory and by the students as well. This overwhelming support for visual methods, such as modeling in the Enculturation Model, could be a very effective addition to Negotiation Pedagogy.

Deliberative

Most of the students thought that Deliberative Methodology was not useful; however some thought it could be effective for some tasks when they were new to the concepts of negotiation. A few comments expressed that balance was required between learning by “rote” versus flexibility. During the early stages of learning there might be a benefit to this but that further along in the process the Deliberative Method would not be useful in Negotiation.

Reflective

Reflective learning was considered unanimously as an effective method. In particular many of the students described it as studying their own process while learning the process of negotiation. The time frame for reflection exercises’ was received positively as well. It was remarked that the time frame enabled a cool down period while still keeping the events fresh enough to reflect on. It was also described as a positive way to measure where you were and to ask questions if necessary. Self-

awareness was described as one of the most effective tools to learning and “very valuable”. This method is used in both Learning Theory and Negotiation Pedagogy; the information from the students suggests that Negotiation Pedagogy is certainly effective in its implementation of reflection and meta-cognition. They mentioned that the journals they had written advised them of their learning and helped them to process new knowledge.

Transfer

A few questions asked whether the students thought that their negotiation education was relevant to their environment, if they had applied the knowledge they learned, and if their negotiation education influences their current daily negotiations. Many students answered yes to the first question, but only roughly half felt that they had applied their knowledge. Several of those who had not transferred the skills did make a distinction between using negotiation in their professional life and their personal life. While most felt that they would use negotiation in their professional life some felt they might not be able to use it in their personal life. One student expressed “that it was very helpful at work, but that at home things were far too emotional to use negotiation”.

Meta-cognition/Feedback

The effectiveness of tools such as a focus on meta-cognitive exercises and feedback were resoundingly appreciated. Each student maintained their importance and felt that, when applied, they were invaluable to their learning. Discussions regarding feedback distinguished between that received from peers and feedback received from teachers. Some considered feedback from peers as sporadically effective. “Giving a guide with specific actions outlined such as if the party anchored first, about the ZOPA, creativity etc.,” was suggested as a way feedback from peers could be developed. Feedback from professors was considered to be a very effective tool and the timeliness of it was discussed as an

important element of its effectiveness. The implications of these responses indicate that feedback is critical and that in order to achieve effectiveness it must be timely. The results also imply to both fields, that the feedback must come from a specific experience between the teacher and the student; other students providing feedback might help with implicit learning but did not necessarily induce change or have the effect that the teacher has. If there is to be a feedback process that includes peers, it should be designed with specific goals and targets. This could be important to Negotiation Pedagogy as it is often a stated problem in the field, that the time for observation and feedback is often not enough. Instructors should thus provide guidelines on how to give feedback to other students in order to increase the quality of feedback, this is important for instructors' course planning.

Improving Negotiation Pedagogy

When asked in what ways could their education could be enhanced there was an array of answers. There was a decided group who felt that visual observations and modeling concepts would be very helpful. Some felt that an internship offering that included the interests of international students would be helpful. Some felt that the experience of a live negotiation with real "stakes" would be beneficial. An example one student offered was for students to negotiate their grade at the end of the semester. These results would indicate that Negotiation Pedagogy could place more emphasis on visual modeling; it could also indicate that additional and varied transfer experiences be designed into education.

Within these results there are some themes that we can observe. Simulations, Reflections and Visual Observations were seen as necessary elements of education. Feedback is a great tool and could be most beneficial when given in a timely fashion and more so when given by the professor who observed the student. Students feel most comfortable employing negotiation skills in a professional environment. Most have determined that this education can be transferred to their work environment and to their personal negotiations to a lesser extent.

The implications of these responses indicate that Negotiation Pedagogy is having much success in educating students. Some of the responses imply that there can be improvement, particularly in adding the visual learning techniques that are essential to Learning Theories, especially the Enculturation method. Implications for feedback would be to reinforce its importance in both fields, and to encourage the design of specific guidelines for students to use when engaging in peer feedback. To understand how we teach negotiation and what impact learning theory might have on that, a useful lens would be to look at the data through a discussion of some of the Habits of Mind developed by Costa and Kallick. Four in particular are emphasized in Negotiation Pedagogy and Learning Theories: Meta-cognition, Questioning and Posing Problems, Applying Past Knowledge, and Listening with Understanding and Empathy. Fisher describes the types of skills that a negotiator ought to have, that include these same four central themes that have been highlighted by Costa and Kallick:

“Some of these skills are those of dealing with people: the ability to listen, to become aware of emotions and psychological concerns of others, to empathize, to be sensitive to their thinking and one’s own, to speak different languages, to become integrated so that one’s words and nonverbal behavior are congruent and reinforce each other and so forth. Other skills include the ability to organize ideas. Knowledge is power. Past knowledge and a repertoire of experience also add to one’s persuasive ability. The more one knows... the more likely it is for them to invent creative solutions.” (Fisher, 1983)

It has been established here, and is widely known that meta-cognition is described as thinking about our own thinking. In order to do this we have to be aware of thoughts and the reasoning behind our actions. Negotiation education emphasizes this type of thinking for a myriad of reasons. These reasons include the idea that thoughtful preparation is necessary to achieve goals, or even to begin preparation for negotiation. Activities, at the heart of the negotiation education, such as developing a Batna, and planning strategies, all involve thinking about our own thinking. In negotiation education there are various exercises that are geared toward developing this type of thought process. Journals and

reflective assignments involve encouraging meta-cognition. In Learning Theory there is emphasis placed on meta-cognition for its value in leading us to discover how we are thinking about certain ideas, and to engage in a process of learning where and when it is valuable to adjust our thinking methods to the type of problem that we are addressing. This is a broader way to look at meta-cognition, as a habit that effects negotiation and also a way of thinking necessary for the overall development of our thinking. “A growing awareness of our automatic thought processes allows us the ability to expand our capacity to think clearly, we learn to think when it is appropriate to think and to listen with full and deep presence when it is appropriate to listen.” (Hoffman and Bowling, 2005)

Negotiation Pedagogy has identified the challenge of replacing theories in use as one of the most important in teaching and learning. “This presents educators with a clear challenge: Learning a new, expert theory of a domain requires not just simply learning new ideas, but also demands a “paradigm shift” —supplanting an old theory with a new and better theory that accounts more accurately for reality.” (Lowenstein and Thompson 2008, Patton 2000, Susskind and Coburn 1999, Kolb 1984, Dewey, 1938, Lewin 1951) The old information and theories-in-use would need to be changed before the new learning could take place.

Trying to identify assumptions that underlie the ideas, beliefs, values and actions that we (and others) take for granted is central to critical thinking. Once these assumptions are identified, critical thinkers can examine their accuracy and validity. (Brookfield, 2009,) Meta-cognition, along with feedback and the encouragement of curiosity to seek multiple perspectives, has been identified by both groups as an answer to this challenge. Negotiation Pedagogy has already integrated Meta-cognition as an essential characteristic.

Questioning and posing problems are defined as one of the most important skills of a negotiator. Movius mentions the amount of questions asked by a negotiator is one of the highest indicators of

negotiator success. (Movious, 2008) It is one of the most valued ways to teach and learn. Many Learning Theories underscore its value as an ability to critically think and learn. Tishman encourages its development as a disposition. What is so important about being curious and asking questions to learning? Questioning assumptions about themselves and the other parties enables negotiators to stimulate the explorations for creative solutions. (Lang, 2000) Without the ability to question there would be difficulty assuming the multi-perspectives necessary for understanding, moving toward negotiation strategies, and achieving goals; it also would decrease the ability to develop options and use brainstorming techniques to understand and create integrative solutions. These concepts are at the heart of negotiation and are greatly enhanced when the ability to question and pose problems is developed. Negotiation Pedagogy is on the right track here; the emphasis that it places on questioning is surely in line with Learning Theory and they should continue in the same vein.

Experiential learning, in particular simulations, is considered to be one of the most effective tools in negotiation methodologies. Applying past knowledge is at the root of experiential learning. The ability to create learning by experiencing, particularly in a role-play, is the basis of many learning theories. Dewey's work on Experiential Learning, as well as Lewins', has to do with the idea that learning needs to be experienced and has to come from one's own interpretations after the experience. This recognition comes from most of the scholar/practitioners involved in negotiation education; in particular Susskind and Coburn have supported this as the most central way to teach negotiation. Costa and Kallick describe its importance as invaluable to transfer. One of the most major goals of teaching is the transfer of learned behaviors and thinking to new subjects or situations encountered. In particular, to educate the student by designing questions to promote the transfer to applications outside the classroom is a feature that is essential to the learning objectives of both.

Listening with understanding and empathy is a central tenet of the negotiator. In order to fully understand the negotiation you must understand what the other party or parties are trying to achieve.

Without listening to what their goals and ideas are you cannot fully involve yourself in the negotiation. Recognition of the perceived different views is at the heart of negotiation theory. Understanding interests and reacting to the situation as it presents itself cannot be accomplished without listening. Listening with understanding and empathy is more than active listening; it involves a deeper ability to take the perspective of the “other” and to truly enable your thoughts to include theirs. “This dialogic way of interacting can create the platform for real exchange and learning and create the space necessary for the emergence of a deeper learning.” (Senge, Scharmer, Jaworski, and Flowers, 2004) “When real, deep listening is engaged in, a shift happens and there is a move from recreating the past to manifesting the emerging future.” (Senge et al, 2004) This is a central theme to the rationale of listening with understanding and empathy. This understanding can lead to new directions and help to create options that were unknown because you had incomplete information when you did not have understanding.

The central goals of Negotiation Pedagogy and Learning Theories are apparent. The ideas are to develop a new way of thinking that relies on the developing the mind’s capacity to think and act in a strategic fashion. An integration of these goals with an integration of the methods used to promote this thinking can be developed in order to enhance the type of learning that both aspire to.

Negotiation Pedagogy seems to have fared very well in the application of some Learning Theory in its designs. Negotiation Pedagogy values many of the same features of education as Learning Theory. However, the focus in Negotiation Pedagogy seems to be choosing the best method, rather than the Learning Theory approach of integrating the methods *within a system of thinking*, that encourages addressing these challenges on several levels. A multi-level focus can help Negotiation Pedagogy change the limitations of its best methods approach and help develop an integrative method approach. The focus of negotiation scholar/practitioners seems to be on which method is best, rather than on utilizing the various methods and developing an overarching framework for teaching negotiation. Learning

Theory utilizes the above methods and encourages the use of each method during education.

Negotiation Pedagogy uses a single method approach that they identify with as the best method. This would encourage Negotiation Pedagogy to use **each** method during education; rather than choosing a single method that they identify with as the method. Learning Theory in particular focuses on using Tishman's Four Part Framework, which gives a description of the overall system and then within that system, the choice of methodology can be integrated to reach multiple intelligences and levels of learners. Enculturation in particular focuses on all aspects of the environment and engages thinking systems that enable cross referencing and induce neural pathways that insure the development of maps that increase the transfer of learning. (Tishman et al, 1998, Movius, 2008)

To choose an overall Learning Theory approach, such as Enculturation, would identify the system, and then include the various mechanisms inside that can be applied for the development of thinking necessary for Negotiation. The systemic approach would include a variety of mechanisms available to reach a larger set of students through their appropriate use. The choice of methodology would be employed within a system that has an overarching framework and a guide to methods that work best at various levels of learning. To determine this system, we would look specifically to the successful methodologies that have been implemented by scholar/practitioners in the field. Utilizing the methods such as simulations, active listening skill development, metacognition, and analogy, would be the types of methods included in the system; adding visual (observational) methods, as well as peer feedback guidelines will be new to the system. The overall approach of including modeling, explanations, interaction and feedback could be employed for all learning tasks in addition to those already in place within the current system. This systemic approach in Negotiation Pedagogy would also entail an increased focus on metacognition, understanding and empathy, posing questions and gathering data through all senses.

Another specific teaching methodology that can be engaged by Negotiation Pedagogy is to increase

reliance on visual representation. While there isn't a definition of why of it is successful, it has been determined to be effective in Learning Theory. Movijs has also found it useful for Negotiation Pedagogy. This addition to Negotiation Pedagogy would incorporate the ideas of Learning Theory, which include modeling and gathering of data through all senses, in particular the highly effective method of visual encoding.

In answer to the call by Tricia Jones, these two types of Learning Theories could be added to Negotiation Pedagogy in order to enhance the learning experiences of students. An employment of the Enculturation Methodology in a Negotiation curriculum would be feasible; particularly as their expressed goals are so similar. It is important to note that the students interviewed have resoundingly agreed that visual learning is a necessary element of negotiation education, as well as interaction and feedback.

"Skills such as understanding, questioning, defining, claiming and reframing, do not necessarily fit neatly into a recognizable discipline or pedagogy." (Susskind and Coburn, 1999) The Enculturation method by creating the thinking environment, with a focus on creating a common language, creating dispositions for meta-cognition and strategizing, is dovetailed to the development of the negotiation student. Transportation should include using the system of modeling, explaining, interacting and feedback. The Enculturation Model incorporates the environment, disposition, framework and methods as the system design for adaptation and transfer of learning. Negotiation Pedagogy could benefit from engaging in the Model to engage in a cohesive practice, develop the framework for system design, enhance the ways that people learn and induce adaptation.

CONCLUSION

A new Model for Negotiation Pedagogy could be designed with an Enculturation Learning Theory framework. This new design would feature the modeling of concepts as the initial vehicle for learning

that is also championed by Movius. The goal of integration would be to develop and deliver a Model with an Enculturation framework, while also including the methodologies that Negotiation Pedagogy and students find most effective.

Specific additions include a focus on creating the environment for learning. The initial set-up would incorporate a focus on identifying the thinking patterns of successful students. An introduction would coordinate modeling, explaining, engaging interaction and giving specific feedback on the Habits of Mind that a negotiator should be focused on. These examples would be grounded in the language of negotiation and encouragement of critical thinking skills.

A continued focus on strategic thinking, planning, listening with understanding, posing questions and applying knowledge will be included. Visual representation that includes modeling, films, etc., should be included and utilized as a basic source of new knowledge and included in each learning experience. The data from Movius and the graduate students supports these areas and recommendations.

The student data gathered indicates that this Model would consist of a plan to use the system of thinking methodology of Tishman, Perkins and Jay. The focus should be on creating a thinking environment by using the Enculturation Model with regard to creating the disposition to use thinking language, strategic thinking, questioning and planning for transfer. The focus on transfer might include additional opportunities for students to engage in learning experiences outside the classroom environment.

A focus on Costa and Kallicks' Habits of Mind should be applied in course development to guide thinking about the material and to set the stage for the type of critical thinking that will be required. Negotiation Theories should bear out in the readings, modeling, explaining and the interaction exercises developed for the specific concepts. Each student should be given specific, timely feedback. A peer feedback design system should be employed with specific criteria guidelines. This design addition is based on data from graduate student interviews. Visual modeling, observation, simulations and meta-

cognitive exercises should be included and explained throughout the process. The importance of this addition is based on Learning Theory, Negotiation Pedagogy and graduate students. Appendix A offers an example of a course that has been developed in this fashion.

Further Research

Further research would include an in-depth study of the andragogical concerns of Tricia Jones. Malcolm Knowles developed a theory about andragogy. He distinguishes pedagogy (child) from andragogy (adult) learning in his Theory. Knowles ideas about the adult learner and how they differ in needs, characteristics and the conditions necessary for their learning have been debated for quite some time. (Merriam, Cafarella, Baumgartner, 2007) Jones reiterates this point, and her concerns are deeply entwined with the Theories-in-use ideas that most of the negotiation scholar/practitioners refer when discussing students' using their experiences as contextual learning frameworks and the change necessary to incorporate new information. Experience is integral to learning. One of the assumptions of andragogy is that adults bring with them a depth and breadth of experience that can be used for their and others, learning. Knowles (1980), Jarvis (2006), and Illeris (2004), have also developed models of adult learning as well that could be included in further research.

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APPENDIX A

Negotiation

Syllabus

Course

Negotiation is something that enters into life on a daily basis. We can negotiate personal interest topics ranging from how much we pay for a scholarly book to where we will meet friends for dinner. We could also negotiate business interests such as how much we will be paid for a specific project, to how we will define guidelines for performance related raises. There are different subject areas that we apply negotiation to, and we are in this class to pursue knowledge that may help us to learn methods and skills that will help define how we will pursue a negotiation style and learn how to apply different negotiation styles based on context and key elements of the negotiation.

The goal is that you leave this course with a better understanding of negotiation, yourself, and relate information that you learn in this class to practical application in other areas of your life. The objective of this course is that you can identify, describe, and appropriately use negotiation concepts. It would be beneficial to see that you come to class prepared and willing to share with your fellow classmates what you have learned. This class is a place where all voices are heard and welcomed and where participation is expected. A high percentage of your grade depends upon this. Participation is defined by quality and not quantity

The purpose of the course is for you to take time to read about different styles of negotiation and develop an understanding of the elements necessary to define and participate. There will also be some sessions devoted to what the options are when Negotiation isn't effective.

There will be several readings in a reader that will be provided, and three books that you will need to read. Each class is identified by Class number. The information identified will be in terms of questions that you should come to class prepared to answer, readings for the next class, and the assignment for the next class. The books are:

Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond, Bantam Dell, 2008, Malhotra and Bazerman

Getting to Yes: Negotiating Agreement without Giving In-Second Edition 1992, Penguin Books, Fisher, Patton, and Ury

Difficult Conversations, How to Discuss What Matters Most, 1999, Penguin Books, Stone, Patton, and Heen

Seven Week Mini Course

Class I

Discussion Questions-What is Negotiation? Do we know it when we see it? Is it subtle or overt? What are Negotiating Styles? How do negotiating styles have significance? What are the important factors in choosing negotiating style?

In Class Reading-Deutsch- Handbook for Conflict Resolution pp.8-11,

Reading-Katz and Lawyer, Communication and Conflict Resolution Skills, pp. 11-34

Getting to yes-Negotiating Agreement Without Giving In-pp. 1-81

Optional-Recommended-Conflict, Cooperation, and Justice-pp. 133-173

Assignment- Groups of 2, perform specific active and reflective listening skills chosen to identify other party interests.

*****Give specific guidelines for feedback, using developed criteria

***** Note-during this class examples of specific types of Negotiation will be modeled via film or enactment (perhaps Kolb Oranges' scene)

Habits of Mind will be passed out, modeled by students, explained, and set as the standard for critically thinking about negotiation

*****Common language to be established and modeled

Class II

Discussion Questions-What is involved in Negotiation skill? How important are communication skills in negotiating? What is active listening? What is reflective listening? How can these skills be used to best represent and identify our own and the other party's interests?

Reading –Getting to Yes, Negotiating Agreement Without Giving In-pp. 95-129, Lewicki Negotiation Readings Exercise's and Cases pp. 1-54

Reader-Handout 2 BATNA

Two page Journal discussing reflections on what you have learned so far and what your goals for the course are.

***** Film of different concepts, perhaps you-tube negotiation

*****Environment established recognition of others and active listening modeled and discussed

Class III

Discussion Questions- What are the different types of Negotiation? What is a BATNA? How do BATNAs differ even when the subject matter remains the same? How does strategic thinking play a role in preparing for a negotiation?

Reading- Lewicki Negotiation Readings Exercise's and Cases, pp. 55-87, Finish Getting to Yes., The Manager as Negotiator, pp. 29-45

Optional Recommended Reading-Negotiation Genius, pp. 15-50

Assignment-Bring in a movie or film clip defining a specific type of negotiation.

One Page Reflection on a particular negotiation that you have taken place in during this week.

*****Watch film clips and explain concepts encourage interaction and discussion about relation to role-plays, own lives, and strategic tips, lessons learned from the films

Class IV

Discussion Questions-How do you separate the people from the problem? Do you have examples of this and has it helped the negotiation? How do you develop Criteria? What are the different concepts associated with bargaining?

Role-play-Simulation given in class

Interaction-Feedback-Debrief

Reading-Difficult Conversations, Weitzman and WeitzmanCh9, The Handbook of Conflict Resolution PSDM, pp. 197-222, Deutsch , The Handbook of Conflict Resolution pp. 23-68, Negotiation Genius pp. 50-83

Assignment- Two Page reflection paper discussing where you are on proceeding to your goals for the course that you outlined in the first reflection paper.

*****Extra credit assignment role-plays worked on outside of class and uploaded to either Blackboard or You-tube for class analysis.

Class V

Discussion Questions-What is Collaborative negotiation? What is Problem Solving Negotiation? How does this type of conversation and attitude towards the negotiation change the negotiation? What are some areas that you can see the successful use of this style of negotiation?

Role-Play-In class Problem solve in groups

Guest Speaker

Readings-Mayer-Conflict Resolution pp. 189-232, Albie Davis

Assignment-Research a case study of a successful mediation and describe the elements you think were important in its resolution.

*****Extra Credit- Bring in examples of current Effective Collaborations –political and social agendas, working with collaboration, discuss, interact, exploration of successful negotiations distinguishing characteristics, language increased, strategic assessments

Class VI

Discussion Questions-How would you define Mediation? What are the important ways that adding a neutral third party can have an effect on the negotiation? What would make you choose to mediate instead of pursuing other options such as arbitration and judicial remedies?

In Class simulated Mediation

Guest Speaker

Readings-Mayer-Beyond Neutrality, pp41-81, Ury-The Third Side pp. 81-109

Assignment-Final Paper, 10 pages, you may choose from the Options below:

Define the types of Negotiation and the important elements of Negotiation. Explain how you will incorporate them into your negotiating styles. Please use several references to course materials and others that you may have come across during your research for the course.

Explain how you will handle a current negotiation that relates to you. Please describe in detail, the situation as it is now and the specific negotiation strategies that you have learned, and how you will apply them during the negotiation. Please use several references to course materials and any others that you may have come across during your research for the course.

Class VII

Discussion Questions-What is the future of negotiation and conflict resolution? What do you see as your role in this?

Evaluation of Progress- What goals have been met? What still needs to be learned? What benefit has this class made in your negotiation skill and or how have you used strategies and had success? How do you plan to integrate what you have learned?

-Evaluation of Course and Instructor.

*****Overview of Language, Strategies, Metacognition, Explanation of Transfer

*****Stars indicate teacher annotation