CONFLICT, NEGOTIATION *AND* PERSPECTIVE TAKING

Sandra Pineda de Forsberg
with Roland Reichenbach

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By

Sandra Pineda de Forsberg

With a contribution by Roland Reichenbach

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To the perfect example -- Jesus Christ, the Prince of Peace, who showed us the path to fairness and reconciliation.

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ABOUT THE AUTHORS

Sandra Pineda de Forsberg has a PhD in Peace Education from Zurich University, Switzerland, with an emphasis on negotiation competencies and perspective-taking, and a Master's degree in International Relations from Uppsala University, Sweden. Working over 15 years internationally with various NGOs, she has delivered public affairs strategies, collaborating with local community leaders as well as upper government levels. In the corporate world, Sandra has worked as an international business relations director in the digital B2B sector. Currently, she engages in peace education research and provides innovative professional coaching and leadership programs through her company, Pineda de Forsberg Consulting. Sandra's heart goes out to children. Convinced that reducing community violence is important for social and economic development, she promotes literacy and peace education programs for disadvantaged children, including indigenous communities in her native Colombia, through her NGO, PHEBE Children. PHEBE also provides humanitarian relief and entrepreneurship initiatives aiming for long-term sustainability.

Roland Reichenbach has been Professor of Foundations of Education at Zurich University since 2013. Beginning his career as a schoolteacher, Prof. Dr. Reichenbach majored in Clinical Psychology and Philosophical Ethics at the University of Fribourg in Switzerland. His former professorships include University of Münster, Germany (2002-2008) and University of Basel, Switzerland (2008-2012). Prof. Dr. Reichenbach has also held visiting scholarships with Stanford University, California, US (1992-1993); Université de Montréal, Canada (1997-1999); and Seoul National University, Korea (2012). He is the author of more than 200 articles and entries, as well as 20 books, including 10 monographs. His repertoire also involves negotiation research, and he holds innovative negotiation workshops in a variety of universities and top companies.

ACKNOWLEDGEMENTS

CHAPTER 1

INTRODUCTION

SANDRA PINEDA DE FORSBERG

As social human beings we are negotiating continually; the act of negotiation is embedded in all domains of our lives, whether we realize it or not. Our survival over millennia has been dependent on multifaceted social interactions requiring collaboration to obtain what a single individual could not achieve alone.[1] Indeed, social interactions pertaining to private, personal, and public, fora are crucial to our humanity and the advancement of our continued existence in a constantly changing world. Discovering and exploring social relations normally start within the family, as children, and continue to adulthood. Throughout our life span we are confronted with the basic fact that other people are different from ourselves, and we are dependent on others in a variety of ways. People's individuality includes a personal repertoire of preferences, ambitions, and values that may differ from, or even clash with, those of others, which, in turn, often results in disputes of different kinds. Therefore, just as social interactions and interdependence are inherent to our humanity, so are differences and conflicts. Despite often contrasting opinions, we still need to maintain a certain level of interdependence with a significant number of other individuals to uphold the functional social fabrics of which we are a part. As conflicts within relationships are normal and even unavoidable, we consequently spend a good amount of time dealing with disagreements. Realizing this, we may ask ourselves: How do I actually behave when these contrasting interpersonal differences throw me into conflicts with other people? This relationship is important to me – yet we are in disagreement, what do I do? Which strategy would be best to approach this conflict effectively?

To address this theme, we study the use of negotiation as an effective approach for conflict resolution. The goal of negotiation is to work collaboratively to achieve beneficial agreements for the parties involved in a conflict which has emerged: be they entrepreneurs setting up a business

deal, friends deciding where to go for holidays, spouses agreeing on how much money to spend on a family trip, students deciding on group work themes, managers determining salary increases or positioning different career development paths, or other scenarios. Situations that require negotiation are plentiful, and there is no negotiation of a conflict without collaboration.

In this book, we aim to empower the negotiator by considering three themes: conflict, negotiation, and perspective-taking – all three woven together in one fabric. With a richer and deeper understanding of the nature of conflict, as well as appreciation for the important role of interpersonal perspective-taking in order to attain an accurate perception of the counterpart, conflicts can be transformed through productive negotiation into mutually agreeable outcomes.

The discussion in this book is based on certain key tenets. First, to understand the practice of negotiation it is important to recognize the issues behind the conflicts that negotiations are intended to solve. Being unique individuals with distinct needs and desires, who live in a socially interconnected environment, makes disagreements inevitable. Conflicts, therefore, constitute a normal and common phenomenon. Second, another cornerstone in our understanding of conflict is that conflicts do not necessarily constitute a negative phenomenon *per se*. When properly handled, conflicts can lead to improvements in relationships and stimulate practical solutions to underlying problems. Third, with conflicts surrounding us at different levels, there are ample opportunities to engage in negotiation; indeed, it is hardly possible to avoid negotiation: "Like it or not, you are a negotiator".[2] Fourth, negotiation provides several distinct advantages over mediation and arbitration strategies. For instance, the opportunity for the involved parties themselves to take responsibility for finding a solution without seeking assistance from 'outsiders' makes a negotiation situation a potentially empowering experience. Fifth, the fact that we face conflicts every day compelling us to negotiate does not automatically make us good negotiators. The truth is that most people do not cultivate efficient negotiation competencies following a methodical approach, but instead acquire learning by doing, which is useful, yet insufficient.[3] As a matter of fact, in order to conduct successful negotiations, a set of relevant competencies, training, and realistic judgment, is required. Sixth, interpersonal perspective-taking is particularly useful in negotiation by facilitating the coordination of different standpoints, wherefore we give this social competence particular attention. Moreover, perspective-taking abilities applied in a negotiation setting will shape the interpersonal negotiation strategies used at the different phases of a negotiation.[4] Thus,

taking perspective on the counterpart's needs provides insights and information useful for attaining positive results.

The structure of the book is as follows: Chapter Two entails the concept of conflict, definitions, triggers of conflict, conflict levels, and conflict resolution. In Chapter Three, the negotiation process is closely examined including negotiation strategies, negotiation phases, and negotiation competencies and styles. Chapter Four explains the perspective-taking concept as an essential negotiation competence. We discuss interpersonal perspective-taking and the related interpersonal negotiation strategies and their role in the negotiation cycle. The final chapter covers a more theoretical discussion on negotiation research topics, including the roles of external actors in negotiation, the strategic choice model, main fields in negotiation research, and the normative and descriptive negotiation research strategies.

In sum, we consider a unique combination of three essential themes: conflict, negotiation, and perspective-taking, which together comprise a foundation for understanding conflict resolution through negotiation. Although this work is mainly intended for applying negotiation in professional contexts, the principles and implementation are highly relevant for the unavoidable conflicts that occur in our private lives as well.

Notes

[1] Despain, 2010
[2] Fisher and Ury, 1981, 6
[3] Thompson, 2012
[4] Yeates et al., 1990

PROLOGUE

We begin here to establish our premise, that although conflict can be a difficult experience, it can still offer an opportunity for growth. It is held here that in conflict resolution, *negotiation* constitutes the preferred strategy for reaching mutually acceptable solutions. Finally, among the different negotiation competencies discussed, *interpersonal perspective-taking* will be given special attention as the most instrumental competence for effective negotiations.

As competencies for conflict resolution, negotiation and perspective-taking run as red threads through this work, we will briefly explain the usage of the term here. The notion of competence traditionally refers to usefulness and efficiency in a particularly functional domain, but the use of the term nowadays is not coherent and is sometimes blurred.[1] The notion of competence has been used to describe various abstract concepts, i.e., communication competencies, teamwork competencies, managerial competencies, ethics competencies, and the like.[2] The ambition has been to concretize intangible concepts into measurable notions. In this work we apply a holistic understanding of competence, denoting not only knowledge and functional skills, but also behavior and attitudes. The reason for this understanding is that handling socially and psychologically complex processes like conflicts and negotiations requires that the involved individuals muster a broad range of different types of capabilities. Nevertheless, the overall performance of the negotiator, whether good or bad, is shown in the outcome of the conflicts and business transactions.

To start us off, we share former President John F. Kennedy's inspiring words regarding negotiation, in his first speech as President of the United States of America, during the Cold War era:

> "So, let us begin anew-remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate".[3]

The above quote from Kennedy advises us to take a negotiated approach towards conflict, and reminds us that fear should not steer our actions. The statement also affirms that respect is a sign of strength that we are encouraged to embrace. In addition, Kennedy makes it clear that information exchanged should always be open to validation. Later in the

speech (not quoted here) Kennedy also discusses the importance of delving into what unites, instead of overstressing those problems that divide. He invited a dual formulation of serious, concrete, and accurate proposals for the inspection and control of arms. Kennedy concisely proposed an integrative negotiation approach to the conflict.

With this prologue we will now address the topic of conflict.

Notes

[1] Le Deist, 2005
[2] Norris, 1991
[3] Kennedy, 1961

CHAPTER 2

CONFLICT

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We will now examine the phenomenon of conflicts as the precursor to negotiations, as well as focusing on the interpersonal level as it relates to conflict negotiation.

Background and definitions

We are unique individuals with particular interests and desires living in a socially intertwined context where we work, do business, engage in family life, and conduct many other activities. We need each other in order to achieve many of our goals, and it is this interdependency in relationships that can trigger disagreements. Conflict develops when two or more individuals have opposing interests and different needs, express contrary opinions, or misunderstand each other. Whatever its root, conflict can be an extremely negative experience with unfortunate and even devastating consequences for the relationship and for the greater community.

Workplace conflict constitutes a significant issue in today's society. Studies on conflict management suggest that conflicts in the workplace have increased in recent times with no positive countertrends in sight. Moreover, interpersonal conflict at work is associated with anxiety and fatigue, particularly when employees only manage the upsetting issues passively.[1] One challenge is the proper management of disputes in order to mitigate the damaging effects of conflict on collaboration and productivity.[2] In addition, conflict damages businesses with high yearly costs. Studies have shown that 20 to 40 percent of a manager's working hours are used to manage conflict.[3] Employee sick-leave due to conflict-related stress results in substantial health care costs, with related reduced organizational productivity and even personnel loss.[4]

In light of the vast and often negative impact that conflict exerts at different levels, it becomes evident that learning to address conflict

constructively can be of great help to any organization. Although often a difficult process, a conflict can indeed become a very productive experience with positive results and improved relationships. To perceive conflict as negative is quite common, but instead we can ask ourselves how to deal with this conflict in the best possible way. How we approach conflict can influence whether a conflict will have productive or damaging results.[5] The following discussion will examine first, definitions of conflict; second, what triggers conflict and the levels of conflict; third, conflict resolution types and characteristics; and fourth, how different views and attitudes about conflict affects how conflicts are dealt with.

As long as people have interacted with one another they have ended up in conflicts and tried to find resolutions. The word 'conflict' stems from the Latin words *conflictus* – meaning the act of hitting together – and from *confligere* – meaning to physically strike together.[6] Over time, the term has developed additional connotations beyond the original physical aspect that today may also include verbal aggression and moral overtones. However, within academic research and professional practice, conflict and conflict resolution are recent disciplines established after World War II. Conflict is not a monolithic concept: it has been stated that there is no comprehensive scholarly agreement on how to conceptualize conflict.[7] Regardless, we will look at some attempts to define conflict:

- "Struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure or eliminate the rival".[8]

- Whereas a competitive situation might exist without any awareness of it by the parties concerned, a conflict, on the other hand, "is a situation of competition in which the parties are aware of the incompatibility of potential future positions and in which each party wishes to occupy a position that is incompatible with the wishes of the other".[9]

- Conflict results from purposeful interaction among two or more parties in a competitive setting. It refers to overt behavior rather than to potential for action and to subjective states.[10]

- Earlier scholars examining social conflict conceptualized it as "struggle for status […] later as struggle not only for status, but also for scarce resources and significant social change".[11]

- Within the area of interpersonal relations, conflict denotes the clash of objectives or values between two or more individuals in a relationship trying to influence each other while demonstrating hostile emotions.[12]

- "The process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of his."[13]

- Conflict constitutes "an intrinsic and inevitable aspect of social change".[14]

At this point, we find that there is also value in identifying certain key terms that are associated with conflict. These include:

- Key terms linked to conflict in older literature: competition, tensions, disputes, opposition, antagonism, quarrel, disagreement, controversy, and violence.[15]

- Key words recently associated with conflict include interdependence, interference, and obstruction.[16]

- Concepts suggested to describe aspects of interpersonal conflict: including "disagreement, negative emotion, or interference".[17]

The small selection of definitions presented here gives a glimpse of the discourse on the definition of conflict. Often, scholars have not clarified the selected terms, or compared them with other conceptualizations, to elucidate similarities or differences.[18] We observe here that the definitions above assume that conflict is linked with hostility between the parties. However, the idea that conflict can constitute a route to a solution and betterment of the situation is not mentioned here. We propose that conflict denotes the competitive exchange between adversaries contending for tangible and/or intangible assets, where the outcome often impacts the power balance between the involved parties and/or control over the relationship.

The variety of definitions discussed also reflects the diversity of conflict resolution research. It should also be noted that many different types of conflict are subject to research, ranging from interpersonal to international conflicts.

Moreover, any conflict may be investigated from a different scholarly angle drawing from insights garnered in different disciplines. A sample of scientific theories used to describe conflicts is listed below:

- Individual characteristic theories study the individual and personal aspects of the parties engaged in the conflict.

- Social process theories seek to draw conclusions from conflicts at a small scale to explain patterns occurring at a larger scale.

- Social structural theories try to explain conflicts as a result of the composition and function of society.

Formal theories use logical and mathematical models to describe social conflicts.[19] With these theories we are introduced to different perspectives that are applied to understanding conflicts, ranging from individual, to social and formal theories. To describe a conflict taking all these factors into account is clearly beyond the scope of this book, but we acknowledge that each school of thought (listed above) may add to our understanding of conflict, including the complexity inherent in conflicts.

Triggers of conflict

Now we move to the origin of the conflict itself: when does a conflict start and how? The starting point is the awareness that a conflict is at hand. Referring to the conflict definition above, the author comments on this phase, thus: "This definition was broad enough to include a wide variety of conflict phenomena, but specified a beginning point for the conflict process – i.e. the point when other social processes (e.g. decision-making, discussion) 'switched over' into conflict".[20] The trigger of a conflict will shape the overall character of a conflict, and also influence how the conflict can be addressed by opponents. Below are three classic categories of conflict trigger:[21]

Economic conflict trigger

Economic conflict denotes a situation with conflicting interests for limited resources. The actors involved typically strive to obtain maximum resources. For example, water scarcity can be a trigger for conflict, as when people leave small Syrian villages for main cities, searching for water. Another example is trade unions fighting for pay rises opposed by company leadership who do not perceive increased salaries as compatible with short-term profit or long-term business continuity. Interpersonal economic conflicts may happen when, for example, a parent is not willing to provide more pocket money despite an adolescent's demands. Disagreement in the family about finances, particularly between spouses, is a common conflict

issue.[22] Monetary discussions between business partners can also trigger conflict, with parties desiring a bigger portion of the assets, or disagreements on how finances should be managed.

Value and world view conflict trigger

Incompatibilities in beliefs, values, and traditions, between individuals or groups of people are well-known triggers of conflict. Conflicts based on incompatible personal convictions do not easily lend themselves to negotiated solutions, and can develop into intractable disputes. One example may be workplace problems that relate to generational differences in work-value, and ultimately influence workers' efficiency.[23]

Conflicts triggered by differing religious or political/economic views (i.e. socialism vs. capitalism) belong to this category, and can engage individuals and whole societies. Nowadays, communities and nations (mainly in the 'West') seek to avoid conflict by balancing freedom and tolerance while keeping their own moral values and upholding a stable society. Obviously, there is tension here, but to view conflict *per se* as neither inherently bad nor good can help to respond to this tension through constructive dialogue and negotiation.

Power conflict trigger

The desire for power has been described as an essential motivator of human behavior. Being an abstract concept with many expressions, power is inherent in every individual, and shaped by several factors, such as personal qualities, background, and context, among others. There is also structural power related to formal authority granted by institutions, organizations, and legal systems, for example.[24] Conflicts over power are inevitable as individuals compete for influence and prestige within organizations and groups. Here, each actor wants to retain or increase power to impact the relationship and the social context. For an actor to achieve greater power in the relationship requires making the other party weaker, and a win-win scenario for power-based conflict is not envisioned. Consequently, conflict triggered by a power struggle typically ends with a winner and a loser. The conflict may also end up in a prolonged standstill, with unceasing hostility between the contenders. A power-based conflict resolution tactic is a choice that one or both actors make in any given conflict; it occurs in interpersonal relationships, and at all societal levels. For example, conflicts handled using power in professional settings shape managerial perceptions. This was shown in a study in which managers who

used coercive power were regarded by their colleagues as displaying a conflictive management style.[25] How power is used, and for what purposes, will influence how conflicts arise.

However, to classify a conflict as purely power-based is often difficult, as the outcome of conflicts triggered by economic or value-based factors are often interwoven with a multi-faceted power struggle that eventually determines the outcome. A solved conflict in one area with unequal outcomes will also likely influence the power relationship between the parties. Moreover, a dispute over physical resources may be triggered by an underlying ambition for increased power, where the limited resources merely serve as an excuse for acquiring power.

In the workplace context, key causes behind conflict at work involve power, organizational challenges, and significance. The specific factors or situations that often ignite conflicts include problematic interpersonal relations, blurring organizational configurations, competitive agendas between colleagues and departments, competition for resources, budgets, employee redundancies, job extensions, and international competition.[26] Managers are responsible for orchestrating the organization of the workforce so that different roles and contributions optimally complement each other for overall productivity. When there are gaps in this assessment, conflicts at work can arise from employees whose skills and experience are not aligned to their work responsibilities, or to those of associates or individuals who employ the services or manufactured goods of the organization.[27] The understanding of the interdependence between actors in an organization is therefore of fundamental importance to understand and manage conflict. In fact, without any interdependence no conflict between parties is likely to occur. In the next section below, we will examine more closely interdependence in relation to conflict.

The role of interdependence in conflict

Interdependence between individuals influences social relations in all domains of life. It is usually a means to add value to others by providing complementing resources and assets in a reciprocal exchange within the relationship. Interdependence is, however, closely related to conflict. In this context, conflict resolution can be understood as the intentional exchange between two or more individuals who are struggling to allocate or reallocate the conditions of their interdependence.[28] Without interdependence, there are no relational points of contact, and no real conflict of interests. Moreover, conflict frequency and severity often correlate positively with the degree of interdependence in a relationship. In this sense, interdependence

could be viewed as a kind of conflict trigger. The nature of interdependence that exists between two actors also influences how the conflict is solved. The more interdependence at hand, the more difficult it is to simply impose one's own will on the other. Instead, an exchange is often required to find common ground. The type of interdependence involved is therefore carefully considered by the parties in conflicts where neither adversary is powerful or independent enough to enforce his or her will or to resolve the conflict alone.[29]

Interdependence constitutes an asset in any relationship when the actors possess a balanced self-image that affects interpersonal interactions and relations. This includes acquiring a genuine sense of responsibility for one's actions and accepting constructive interdependence vis-à-vis others. In a conflict episode it is then possible to draw from the strength of the existing interdependence and forge together a mutually beneficial outcome. Another aspect to consider is that the closer the relationship, the higher the degree of interdependence, and the more potential incompatibilities are experienced by the parties that may affect the relationship, their shared activities, and goals. Interdependence in close relationships makes conflict more likely to occur by virtue of this same interdependence involving considerable risk for evoking negative emotions. To be engaged in emotional relationships involves a risk of provoking conflicts because of the high level of interdependency over time. However, in close and stable relationships, the parties can develop approaches to avoid letting conflict distance them from one another. Balanced dialogue and emotional investment are thus maintained through interdependent interactions that help overcome negative emotions evoked in a conflict.

Conflicts are overly complex phenomena that may arise from many different underlying causes. A conflict needs to be addressed, taking into consideration the factors that characterize the conflict, including the type of interdependence that led to the conflict itself. Thus, interdependence can play a double role in conflict: interdependence sparks conflict, but in a close relationship where the interdependence is itself valued by the parties, it can facilitate a productive collaboration for resolving a conflict.

Conflict levels

Research on organizational conflict proposes that conflict can be examined across diverse levels.[30] 'Level' here indicates the number of persons and the type of relationship involved in the conflict. The conflict level has a direct impact in identifying the cause and determining the method of handling the conflict.

Below we have listed examples of conflict levels with a short description of the distinctive features:[31]

Intrapersonal conflict

This type of conflict manifests itself as an internal tension perceived by the person, and is often experienced by someone who avoids conflict. An example of this may be an employee who dislikes his or her job responsibilities, but does not resign because the salary is good. The individual in this situation is both attracted to, and repelled by, the same object. Another employment-related example may be a person who is content with his or her job, but is uncomfortable with the bad reputation of the employer company. And a third example would be an employee who has a well-functioning professional relationship with a colleague, but abhors his rude jokes and is afraid to express his sentiments. Whichever problem, the conflict is contained within the individual.

Interpersonal conflict

This conflict type is manifested between two individuals with opposing views and interests over a concrete mutual problem. This may include, for example, disputes between colleagues, teammates, spouses, classmates, or employees. When a conflict mainly involves two actors, these conflicts easily become personal and positional. Consequently, differentiating between the issue and the opponent may become difficult over time. The perception of the conflict may creep along these lines: "The concrete issue of dispute is the problem" becomes "the colleague's view about the issue is the problem", which, in turn, may ultimately be perceived as "the colleague is the real problem".

Intragroup conflict

This conflict type occurs within groups such as families, various communities belonging to the same tribe, and members of a team, as examples. One example is team members who are located in different parts of the world, and yet belong to the same team and work on the same project. Here, lack of personal face-to-face interactions may contribute to intragroup conflict through detachment, reduced shared group identity, and an increase in egotistic behaviors. The negative impact of these disputes may delay project goal achievement, affect financial gains, or disrupt the harmony of the members.

Intergroup conflict

Here, the conflict occurs between pre-defined groups, such as companies, countries, tribes, political parties, neighborhoods, or religions. This conflict typically consists of disputes between two rival powers fighting over concrete objectives, ideologies, or resource allocation. The complexity of intergroup conflict is normally very high, because of the number of individuals involved, as well as the multiple forms of mutual interactions possible. Alliances can develop, within and between groups, triggering opposing 'either us or them' attitudes.

Inter-organizational conflict

This type of conflict is closely related to the intergroup conflict type, and arises, for example, between two companies in which the pursuit of business development and success is hindered by the counterpart. When two companies are operating in the same business segment, for instance within the pharma industry, it is not uncommon that one party files a lawsuit against the other concerning breaches of intellectual property protection. In an already competitive relationship between two companies, an element of conflict is added, in this case often in a legal arena. Conflict in different areas can also occur between two companies or organizations in different sectors of society, as in the case of conflict between Swiss banks and tax authorities in other countries. Additionally, conflicts may occur between two nations, for instance the trade disputes between the US and China.

Several of these categories of conflict level overlap with one another, but the intention here is to show the plurality of conflict contexts in various social configurations in society. These categories can help identify reasons behind the conflict, as well as which approach to choose for conflict resolution.

Conflict resolution

Conflict resolution denotes the process in which parties engage to end a dispute. The conflict is managed in such a way as to reduce the level of intensity or aggression in order to begin constructive interactions for reaching closure.[32] Moreover, in conflict resolution, the communication process becomes central to transforming negative emotional frames to constructive emotional frames which help motivate the parties to pursue suitable solutions together. Thus, resolving conflicts implies at its best the process of reducing negative actions and reaching a mutual understanding

of the dispute in order to attain constructive outcomes. We will now discuss different conflict resolution approaches and styles commonly used.

Conflict resolution types

A conflict can be addressed in several ways. The first step in facing a conflict is to choose which resolution type to use. Conflict resolution constitutes an 'umbrella' concept in which negotiation is just one conflict resolution type, addressed here as the main theme of this book. Following are descriptions of various different conflict resolution types, including: coercion, adjudication, mediation, and arbitration in addition to negotiation.

Resolution approaches include:[33]

- Coercion: Forcing parties in conflict to a particular conclusion by means of aggression and/or threats;

- Adjudication: Using the power of the state and its legal system to provide an authoritative conclusion;

- Arbitration: Using a third party to decide through prior mutual consent the issues of the dispute;

- Mediation: Using a third party to help the conflicting parties come to a mutually satisfactory agreement usually through negotiation;

- Negotiation and bargaining: Solving the conflict through discussions, seeking a voluntary agreement, often in the form of a compromise.

Coercion, adjudication, and arbitration are all approaches that exclude the voluntary element in the conflict resolution process and are hence most often not preferred by the parties involved.[34] Successful coercion to obtain what one wants often involves huge resources and is recommended only in emergency cases. Adjudication, on the other hand, is a legal instrument in which the disputants bring their concerns, claims, and evidence, before a neutral, legal, accredited third party to attain favorable conflict resolution.[35] This type of conflict resolution is led by an adjudicator who uses a broad mandate to obtain the information deemed important from the parties, define the problem on his own, and devise a conflict resolution mode. Like adjudicators, arbitrators are third parties, and they determine the resolution of a dispute between two actors. But in contrast to an adjudicator, an arbitrator will invest considerable time listening to the disputants' concerns

and evidence before he or she will take a decision. The final conflict
resolution mode involving a third-party role is mediation. A mediator's task
is to try to convince disputants to enter a negotiation process, and work
together to reach as many mutually acceptable agreements as possible. The
mediator has no formal authority for imposing one outcome or another.
Disputants have instead more space to verbalize their opinions and can
influence the negotiation process to its very end. Moreover, usually the
parties involved find the solution more gratifying in mediated resolutions
than in arbitrated or adjudicated processes.

Mediation and negotiation are based on the voluntary participation of
the opponents, and are therefore related but not the same. It is important to
be aware of the considerable fluidity of terminology in this field. For
instance, in the list above, negotiation and mediation are treated as separate
entities.[36] Both are often regarded as different types of negotiation
processes. However, some authors bring them together, referring to the
concepts 'direct negotiations', with no need for mediator involvement, vs.
'mediation', where a third party facilitates conflict resolution without
arbitrative power.[37]

Negotiation, as described in this book, refers to direct interactions
between the adversaries with no external third party involved. Negotiation
therefore depends exclusively on the parties involved, and their capacity to
reach an agreement that all of them can accept.[38] As negotiation is described
in detail later, it suffices at this point to emphasize that the sole
responsibility for finding a solution to the conflict rests on the shoulders of
the negotiating parties themselves. Taking this responsibility for managing
a conflict can become, for the disputants, an empowering experience. As we
all know, not all conflict resolution endeavors are fruitful. Therefore, there
are advantages and disadvantages with each of these approaches which
leave us to carefully consider which would best suit the conflict at hand.

Negotiation in comparison with other types of conflict handling

In the pursuit of alternatives to solve a conflict, negotiation, mediation,
and arbitration, have similarities, and it is here suggested that mediation and
arbitration are fundamentally, a form of aided negotiation.

Nevertheless, these various methods to settle conflicts or business deals
have clear differences, as already stated, and are deemed suitable according
to the characteristics of the dispute. A lack of transparent communication,
and an unwillingness to initiate collaboration to negotiate, will make it more
probable that the actors will require help, either through mediation or
arbitration.

- Ownership: A negotiation is solely under the responsibility of the involved parties who control the process of working out their interdependence and autonomy; it can supersede any other form of handling a dispute or settling a deal. To start a negotiation is already a gain, because both parties show a readiness to find a mutual solution to the problem using their own willingness and creativity, as well as time, money and energy. This is not the case when a mediator or an arbitrator is hired. When the negotiation fails, and a mediator becomes involved, the actors' autonomy is inevitably compromised.

- Empowerment: Negotiation offers the involved actors an empowering experience. A study showed that during negotiation "[k]ey elements of empowerment were identified, including access to information, ability to make choices, assertiveness, and self-esteem".[39] These are key factors in achieving successful negotiations. The settling of a business deal and/or finding a resolution to a conflict – small or big – through negotiation, will have a positive impact on the actors. We are wired to accomplish something every day because it gives the feeling of progress. Therefore, as the negotiators take responsibility for the situation, pursue a solution together, and reach a deal, this experience may provide an important learning and growth opportunity.

- Familiarity: The parties' familiarity with the issue at stake constitutes an advantage with negotiation in comparison to mediation and arbitration. For mediation, a third person is needed to unlock a stalled negotiation. In both mediation and arbitration, time is needed to explain the matter and justify the positions.

- Clarity and alignment: Negotiation constitutes an autonomous process in which the negotiators produce the solution themselves, often documented in a contract crafted by the involved parties. This reduces the risk of misinterpretation concerning the transaction or relationship that the agreement is intended to regulate.

- Cost-effectiveness: Employing negotiation to solve an interpersonal dispute is typically the most cost-effective form of dealing with conflict. The negotiators normally agree to collaborate to solve the problem on their own, and therefore do not need to hire a third party to help. In the case of an arbitrator or mediator, he or she is normally hired officially, to intervene to help the disputants solve the dispute.

- Time control and time effectiveness: The timing and duration of the negotiation is controlled by the disputants themselves in a negotiation, which can therefore take place at the parties' convenience. Moreover, negotiation is usually the leanest, fastest, and most flexible form of conflict resolution. Resources and time dedicated to conflict handling hampers the productivity of an organization. Prompt responses provided, without delay from the use of intermediaries, can help resolve the problem before it starts, spiraling negatively causing additional harm.

- Confidentiality: In case of interpersonal conflicts, for example, negotiations are essentially confidential, except when the actors choose to proceed otherwise. There is no mandatory access to the negotiations by outsiders.

In conclusion, negotiation appears as the most open and autonomous form of mutual effort to solve a conflict among the three strategies discussed. Here, it is also recommended as the preferred initial action in the process of resolving any dispute and business settlement.

Dual concerns model for conflict resolution

One way to categorize conflict resolution approaches, is called the "dual concerns model", created by Blake and Mouton, which comprises five distinct behavioral categories.[40] The categories are differentiated according to the contending parties' concerns for their own goals vs. the concerns for the goals of their opponents.[41] These two types of concern form a two-dimensional model, depicted in Fig. 2-1.

Fig. 2-1: Dual Concerns Model
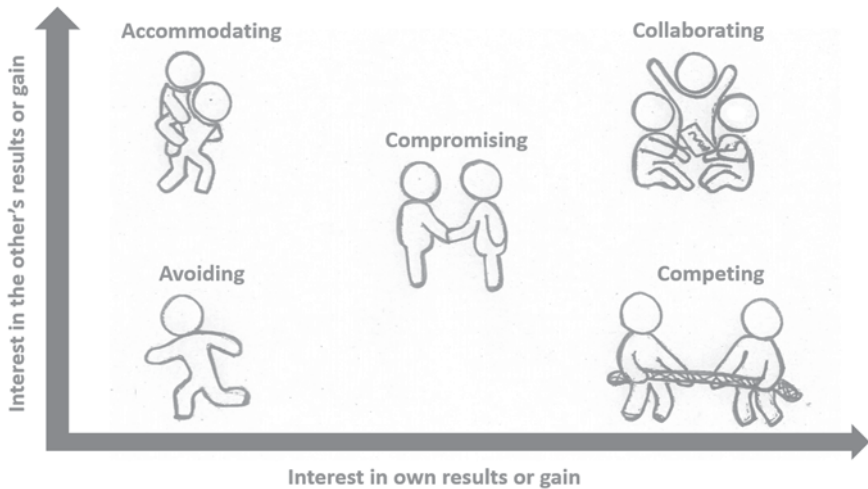
Fig. 2-1. The Dual Concerns Model describes five approaches that are distinguished by the level of interest in one's own gain vs. the level of interest in the opponent's gain (diagram adapted after Lewicki et al. 2011, 22).

On the x-axis, the concerns about one's own outcomes increase, moving to the right, and on the y-axis, the concerns about the other's outcomes increase, moving up. Thus, at the top of the diagram, we find conflict approaches driven by concerns for the counterpart's interests (accommodating and collaborating) and at the bottom, modes with limited concern for the opponent's interests (avoiding and competing). On the right, approaches are represented where one's own interests are regarded as important (collaborating and competing), whereas on the left, we find resolution modes where one's own interests are less prioritized (accommodating and avoiding). At the center of the diagram is the compromising approach, indicating a scenario in which none of the other four approaches is fully pursued, or an intermediate position.

A conflict resolution mode may in some cases become dominant for an individual, resulting in he or she applying the same approach in various conflicts in quite different situations. In these cases, the approach can be referred to as the conflict resolution style of this person. As the contexts between different conflicts may differ widely, there are situations in which the listed approaches could be appropriate (as mentioned below), or could be counterproductive. Although we may view a collaborating approach to

conflict as better, or more morally justifiable than, for instance, the competing approach, it is important to note here that we do not judge the different approaches as being better or worse. Instead, depending on the specific context, each of the five approaches in the dual concerns model may be the most appropriate for a given conflict.

The five main approaches of the dual concerns model are further described below: [42]

The competing approach (tug-of-war image) is perceived as a game to win. It entails taking the necessary steps to ensure that goals and needs are attained, whatever the cost to the relationships involved. This is a power-oriented mode in which the parties use force to achieve their own objectives, defend a position that is believed correct, or attempt simply to win as many resources or as much status as possible. People with a competitive conflict handling style, who learn to moderate hostility and operate according to ethical guidelines, can be assets to an organization.

The competing approach can be appropriate:

- In a one-time conflict experience in which the relationship naturally ends once the resolution is attained;

- When quick, decisive action is vital, e.g. in emergencies;

- When actions need urgent implementation to solve important issues, e.g. cost-cutting, enforcing unpopular rules or laws, enforcing discipline and order;

- When you have validation that you are right concerning vital issues for the organization;

- When confronted with adversaries who take advantage of your non-competitive behavior or pursue unethical objectives.

The compromising approach to conflict (handshake image) involves acknowledging that a win/win solution is not possible and adopting a stance that entails a 'give and take' process. The disputant considers both the interests of the involved parties, and the relationships between them. The objective is to find some expedient, mutually acceptable, solution that partially satisfies the interests of the parties involved. This conflict resolution scheme requires finding compromises, which, in turn, leads to significant time and energy investments from the parties.

The compromising mode could be considered:

- When goals are important but not worth the effort, or can cause potential harm to the relationship;

- When opponents with equal power are committed to mutually exclusive goals;

- When attempting to achieve temporary settlements to complex issues;

- When expedient solutions under time pressure are needed;

- As a backup when collaboration or competition is unsuccessful.

The accommodating approach to conflict (carrying opponent on one's back image) involves maintaining interpersonal relationships at all costs, with little concern for one's own interests. The accommodating person accepts that the conflict exists and discusses the problem. Giving in, appeasing, and avoiding seriously engaging in the conflict, are viewed as ways of protecting the relationship. This is a yield-lose/win approach, in which the chosen conflict resolution mode is to yield-lose, allowing the opponent to win. An organization does not profit from people habitually accommodating in conflicts, as 'accommodators' defer the responsibility of handling issues to others. They are reluctant to stand up for their views, or to share knowledge and insights that could help solve a conflict, and thereby add value to the organization.

This approach is helpful:

- When you find you are wrong, in order to allow a better position to be heard, to learn, and to show your reasonableness;

- When issues are more important to others than yourself — to satisfy others and maintain cooperation;

- When building social credits for more important subsequent issues is priority;

- When minimizing loss when you are outmatched and losing;

- When harmony and stability are especially important.

The collaborative approach to conflict (win-win teamwork image) has a two-fold ambition: to maintain the relationship despite the conflict, and to therefore solve the conflict in a way that benefits all parties involved. The approach requires that one not only act on behalf of one's own self-interest, but also consider the interests of the other party. Collaboration enables the means to achieve these goals by exchanging perspectives and creatively coming up with novel, mutually satisfying, solutions. This collaboration mode can be particularly challenging, and demands rigorous consideration of the problems and concerns expressed by all parties.

The collaborative approach should be pursued:

- When trying to find a win-win solution, and when both sets of concerns are too important to be compromised;

- When objectives include learning from the process of solving a conflict;

- When merging insights from people with different perspectives;

- When gaining commitment by incorporating concerns into a consensus;

- When there is space for working through feelings that have interfered with a relationship.

The avoiding approach to conflict (running away image) means viewing conflict as something to be shunned at all costs. The parties' interests are usually not met, nor is the interpersonal relationship maintained in this approach. This approach may take the form of diplomatically side-tracking an issue, postponing an issue, or simply withdrawing from a threatening situation. This is a leave-lose/win approach, in which one party's stance towards conflict management is to leave-lose, even when risking that the other party win. Sometimes conflict avoidance is appropriate, and some disputes may dissolve or end spontaneously with time. Unfortunately, most conflicts do not simply 'evaporate' on their own, but may get worse over time.

The avoiding scheme could be worthwhile:

- When an issue is trivial, or when more important issues are pressing;

- When parties perceive no chance of satisfying their concerns;

- When potential disruption outweighs the benefits of resolution;

- When parties need to 'cool down' and regain perspective;

- When gathering information supersedes an immediate decision;

- When others can resolve the conflict more effectively;

- When issues seem tangential or symptomatic of other issues.

However, here it is important to note that the avoidance approach is probably the most overused conflict resolution scheme, not least of all in the workplace. Therefore, it is worthwhile to expand our discussion of the avoidance mode by considering common, non-productive conflict, avoiding approaches used by organizations and how these can affect an organization.[43]

The first avoiding option, inaction, is to ignore the conflict completely. However, the decision to not address the conflict is actually not the same as 'doing nothing', but a conscious choice and an action. This leads to the question of whether the dispute is solved, or just postponed. The reasons for 'doing nothing' can be many, including fear of conflict, fear of losing popularity, lack of conflict handling experience and insights, being absorbed by other management issues, or not wanting one's unit to look bad, among other reasons. The choice to not get involved in a conflict can also be a result of determining through an assessment of tactics that 'doing nothing' is the best course of action. The issues at stake may not be worthwhile, and taking a loss may be a better calculated outcome than escalating the conflict. When a person refrains from entering a conflict as a third party or mediator/arbiter, he or she may have decided to do so based on the assumption that it will be better for the directly involved adversaries to learn to resolve a conflict themselves. One variation of this theme is to reach out to another party to find a solution, leaving the first party, which under some circumstances may give competitive advantages.[44] As mentioned, there are, however, certain situations where a conflict goes into 'remission' and dissolves without any specific actions having been taken by either party or mediator.[45] It is therefore a very important question of when to choose to 'do nothing' in a conflict, and worthy of thorough reflection and sufficient time to weigh arguments for and against non-action.

The second avoiding option is the hiding approach, which entails trying to prevent conflict by suppressing it. This approach is often manifested in the form of being secretive. This can be done by employees and/or managers

who assume that if nobody knows what is being done, the risk of a conflict erupting is reduced. Secretiveness normally postpones conflict, as often the problem will surface sooner or later. Moreover, when the conflict appears, the preceding secretive approach is also usually exposed, and the conflict-avoiding person will be viewed as irresponsible for keeping critical information secret in an organization. In addition, the original problem may have grown worse in the meantime, requiring more time and resources for a solution. Perhaps the worst effect of hiding to avoid conflict is the deterioration of trust within an organization. As a result, in many organizations associates are instructed to be transparent about mistakes and conflicts in order to reduce the negative impact of issues.

The third avoiding option is the circling mode, which connotes being aware of the conflict and talking about the problem, but not seriously addressing it in action. A manager, for instance, would, in such a situation, claim he or she is examining the problem and potential solution, to buy time and justify avoiding dealing with the problem. To avoid resolving the conflict by going in circles indicates a lack of self-confidence and demonstrates an irresponsible attitude towards the organization and team. The circling approach resembles the inaction approach discussed above, but here a first step is taken towards a resolution by admitting that the conflict exists. This is not enough, however, as the counterparts are left waiting for the next step, which is to deal with the problem. A circling approach can, in fact, be interpreted as a sign that one does not care enough about the people involved in the conflict. Thus, the conflict is not tackled, but is still ongoing, and may even grow worse in the meantime.

The fourth and final conflict avoiding mode is repression of the conflict. This approach is normally used by managers who use their authority to 'order' their subordinates not to enter a conflict, or to stop the conflict. Most often, repression only addresses the outward manifestations of conflict, not the conflict itself, let alone the underlying cause of the conflict. The conflict will most likely continue in different forms and negatively affect both the actors and the organization.

We have examined inaction, hiding, circling, and repression, as common variations of the avoiding approach to conflict; we have found them all wanting and they may even cause adverse effects in an organization over time. When the avoiding approach with its different variations is routinely used, it is likely to reflect a view of conflict as inherently evil and destructive, and which therefore should be avoided at all costs. This view does not encourage constructive conflict resolution efforts, and is thereby a major contributor to the increase of destructive conflict in the workplace. This negative view of conflict is associated with a vision of organizational

effectiveness that is neither practical for daily operations, nor signals connection with the social aspect of human interactions in real life. We have already stated that conflicts constitute an inevitable part of human interactions both in the private sphere and in the workplace. The question arises then: how can we attain a more positive view of conflicts in order to establish a culture supported by functional processes that enable proficient conflict resolution? In the next section, we will examine some factors, including attitudes, which can influence conflict resolution processes positively.

Positive factors for conflict resolution

As mentioned above, conflict should first be acknowledged as inevitable. Next, conflict can be understood as having a dual nature, both positive and negative, determined by the way conflict is perceived and managed. Thus, our understanding of the role conflicts play in social relations will direct how we handle conflicts. Positive or negative outcomes for the actors involved, and for the larger social organization, depend largely on our choice of approach and core competencies for conflict resolution.

Conflict viewed positively can, in fact, facilitate productivity and improve healthy work-place relations.[46] Even temporarily intense interpersonal conflict can generate constructive long-term effects, such as awareness, insight and even bonding. Moreover, conflicts in an organization are often symptoms of underlying difficulties. Interpersonal discords can be symptoms of deeper structural or functional problems that need to be addressed. Conflicts can provide opportunities to ventilate different views, and to find paths forward involving improved or new processes and approaches. Engaging in dialogue may, in fact, result in learning experiences that reduce tensions between opposing groups[47] and provide opportunities for creativity and learning, leading to improvements in society.[48]

There are several factors that may influence positive solutions of inter-personal or inter-group conflicts (listed below).[49] Some of these factors correspond to attitudes and competencies that benefit a person also beyond conflict resolution. These factors are all highly relevant for solving conflicts through negotiation processes, which will be discussed later in the book.

- **Taking responsibility:** Responding to a conflict by assuming accountability for one's role and responsibly contributing to find a solution demonstrates a higher sense of control over one's life.

- **Empowerment of the parties:** Engaging in a conflict resolution process to solve a conflict requires parties be willing to make efforts emotionally, in both time and energy. This involves courage, self-confidence, openness, toughness, self-control and resilience, which in turn become empowering: "Now I know that I can".

- **Trust:** An openness to share thoughts and emotions with integrity promotes trust and paves the way for productive interactions and positive outcomes. Displaying distrust or outright animosity when entering a conflict resolution process often creates roadblocks for solving the conflict.

- **Re-processing of own views:** Conflict forces opponents to enter into discussions about opposing demands. Parties are challenged concerning their personal views and may need to modify their initial attitudes and positions. This process of considering different opinions and emotions stimulates more flexible attitudes.

- **Perspective-taking:** Conflict situations can stimulate positive psychological processes by, for example, encouraging parties to put themselves in the shoes of their counterpart. This involves deeper understanding of the adversary's ideas, emotions and motives, moving beyond the initially stated positions. Perspective-taking constitutes an essential competence for social interactions, including finding solutions to conflicts. Perspective-taking in negotiations will be explained in a subsequent chapter.

- **Developing communication:** Engaging in dialogue is the essential route to solving conflict in which the parties communicate verbally and directly their reasons for their differing positions. Here, deep mutual listening to each other's different opinions and feelings is necessary for successfully tackling the conflict at hand.

- **Collaboration:** When we are confronted with a conflict, the parties must be willing to engage in the process with a problem-solving attitude, embracing their interdependence and striving to gain mutual understanding.

- **Connectedness:** Conflict triggers the need for interaction with others in the search for a solution, enabling all parties to be directly involved and connected. This connectedness is further strengthened when a solution is reached, which may improve or restore broken

relationships.

- **Compromise:** Ideally, the involved parties obtain mutual beneficial and concrete rewards. In real life, conflict resolution outcomes are often based on compromises from all parties involved, not resulting in the stereotypical 'winner vs. loser' dichotomy, but instead, shared gain.

- **Forgiveness:** When conflict is acknowledged by the parties, and their thoughts and feelings are revealed through open communication, the pair or group may experience the need to ask for and receive forgiveness, which may heal negative and painful emotions.

The listed positive factors for conflict solving require that the actors involved in a conflict acknowledge the potential for ensuring good outcomes from the dispute. This will, in turn, motivate them to expand their understanding of the conflict and elevate their conflict-handling competencies.

When these positive aspects of conflict are considered, then preventing or eradicating conflict is no longer the top priority, but rather handling conflicts as effectively as possible for the benefit of the organization.[50] As a result, when conflict is handled with the appropriate positive attitude and relevant competencies, it can function as a catalyst for positive change in any context. Furthermore, a constructive view towards conflict guarantees that organizational structures endorse clear-cut systems to manage conflict. Finally, effective conflict handling requires that successful managers 'walk the talk' in cultivating and exhibiting constructive behavior, while employing appropriate competencies for addressing conflict, such as perspective-taking (for more details on perspective-taking see Chapter 4).[51]

Constructive conflict handling carries the potential for positive and important learnings, both at individual and organizational levels. At a personal level, reasoning agility, listening capacity, equilibration of self versus other, and management of emotions, are characteristics that impact how conflicts are dealt with. Targeted interventions aimed at raising awareness of these traits and improving them through training have been shown to enhance conflict resolution skills.[52] Therefore, teaching interventions for improved conflict handling should impart the perspective of conflicts as potentially useful experiences for learning, growth, and increased productivity.[53] Individuals and organizations that pursue constructive conflict attitudes, behaviors, and systems, will increase their positive social impact by augmenting trust and interconnection in the organization, as well as in their family, friendship relationships, and wider social interactions.

Attitudes and factors hindering conflict resolution

We have already stated that conflict constitutes a natural, even inevitable, part of life. However, conflict is often perceived as bad and a waste of time. People who refuse to accept that conflict is part and parcel of private and professional life ignore the nature of human beings with unique personal desires and needs that will inescapably clash with those of other human beings. A result of dodging conflict is the suppression of individuality and authenticity in social relations. In the public sphere, extreme preventive approaches to conflict can function in exceptionally systematized organizations and companies. However, social interactions risk becoming rigid over time, with negative effects on the organizational culture. Organizations that suppress conflict risk closing themselves to change, and may thereby find it difficult to create an innovative working environment. The assumption that conflict and disagreement are inherently bad can, therefore, over time, become unproductive and costly for an organization.

Additionally, research results have shown that directors and managers often do not know about their organizations' structures and procedures intended to facilitate conflict management. The available conflict handling methods, tools, or complaint procedures, may be outdated. Moreover, knowledge on the negative impact of unresolved organizational conflict is often lacking, and employees may have quite different understandings as to what constitutes a conflict.[54]

In addition to a skewed understanding of the concept of conflict itself, there are other internal and external factors that negatively influence conflict solving, including hostile attitudes demonstrated in aggressive behaviors in which disputing parties fight for their goals, taking the win-or-lose position: "Either the opponent or me". This position is commonly known to worsen the conflict, making problem solving exceedingly difficult.

Examples of negative factors for conflict solving are listed below:

- **Wrong focus:** Actors get side-tracked by staying focused on the divisive issue underlying the conflict, instead of directing efforts to achieve the common goal to resolve the conflict.

- **Carelessness:** Seemingly small discrepancies that are not dealt with carefully can trigger greater conflicts. For example, a leader or a group that carelessly uses offensive speech while interacting with the counterpart can result in a complete breakdown of the conflict resolution process.

- **Conflict protraction:** Being engaged in prolonged conflict will likely drain strength and focus which has negative effects on atmosphere, motivation and engagement, thus hindering interconnectedness and collaboration.

- **Distraction:** Peripheral issues can steal attention from important concerns, which often causes confusion and hinders the opponents in devising a coherent plan and approach for solving the conflict.

- **Motive shifts:** The motives of the actors in a conflict are subjective, and may change in a negative direction during conflict management. Pressure from stakeholders may cause an actor to change from a collaborative to a competitive approach, which in turn, is likely to deteriorate the chances of finding common ground for a solution.

- **Complexity build-ups:** Complexity increases when the number of issues in the conflict rises. Multi-issue conflicts are challenging, given that the parties can fail to clearly differentiate the number of issues they are dealing with. Limited information exchange reinforces the problem, and unclear time frames enhance the complexity of the conflict resolution process.

- **Increase in number of adversaries:** The number of parties can increase, making it even more difficult to de-escalate the conflict. The more stakeholders, the more views and agendas, and the more difficult it will be to find a compromise that is acceptable to all.[55]

Several of the negative factors above relate to the attitudes and motivation of the involved parties themselves. Prudence, attention, and commitment, may move in different directions, causing problems when adversaries are trying to find common ground for a solution. In addition, the conflict may change its own dynamic through external factors, such as when irreconcilabilities appear to increase in number, or new stakeholders are added to the conflict. Whether such change occurs as a result of examining the issues to gain clarity, or undertaking conscious tactical maneuvers, one needs to confront these complications objectively and constructively, mobilizing internal capabilities and external resources to reach a resolution. For effective conflict resolution, it is therefore important to be aware of the potential hurdles that may appear during the process.

Summary

We have presented conflict as a commonplace experience, resulting from two or more individuals or groups having different opinions, needs, and/or interests, about a common subject, which are completely or partially incompatible.

We identified three major trigger types of conflict: economic factors, value or worldview factors, and power-related factors. We also discussed the levels of conflict by considering the number of people and the type of relationship forming the context of conflict, such as intrapersonal, interpersonal, intergroup, intragroup, and inter-organizational conflicts. Using these parameters to identify the character of a conflict can help to devise the proper plan for resolution. Solving a conflict can be achieved using different approaches, and we mentioned in addition to negotiation, also coercion, adjudication, mediation and arbitration, which differ in the way external agents may influence the way a conflict is solved. How an involved party will behave in a conflict has been described in the dual concerns model, where one's own interests, and the concerns for the interests of the opponent, are coordinated in different ways, depending on whether one is predominantly accommodating, compromising, avoiding, competing, or collaborating, when engaged in conflict.

Conflict has been described here as a social phenomenon that is an inevitable part of life, and the beliefs that conflicts should be ignored have been criticized in this work. Attempts to avoid, repress, hide, or postpone, addressing of conflict, are detrimental at personal as well as organizational levels. In this regard, leaders have a special responsibility to promote a constructive conflict management culture, characterized by openness to dialogue, learning from mistakes and clarifying misinformation. Embracing conflict means accepting the difficulty in the resolution process, and leading the way through a conflict can become an empowering experience, ultimately promoting team unity, and enhancing creativity and productivity. Conflict management constitutes a key factor in both team development and organizational development. Targeted interventions to help managers and co-workers learn to adopt a realistic understanding about conflicts, and acquire effective conflict resolution skills, carry great potential for building healthy professional relationships, and thereby strong organizations.

Notes

1 Dijkstra et al., 2009
2 Bacal, 2004
3 Runde and Flanagan, 2012
4 Dijkstra et al., 2009
5 Deutsch and Coleman, 2000
6 Merriam-Webster.com/Conflict
7 Thomas, 1992, 269
8 Coser, 1956, 8
9 Boulding, 1963, 5
10 Oberschall, 1978, 291
11 Bartos and Wehr, 2002, 12
12 Fisher, 1990
13 Thomas, 1992, 265
14 Ramsbotham, 2005
15 Fink, 1968
16 Deutsch, 2014
17 Barki and Hartwick, 2004, 218
18 cf. Barki and Hartwick, 2004
19 Schellenberg, 1996, 13
20 Thomas, 1992, 265
21 Katz and McNulty, 1994
22 Papp et al., 2009
23 Hillman, 2014
24 Mayer, 2010
25 Richmond et al., 1983
26 Bacal, 2004
27 Roloff, 1987
28 Walton and McKersie, 1965
29 Zartman, 1997, cf. Deutsch, 2014
30 Korsgaard et al., 2008
31 Based on the framework in Lewicki et al., 2011
32 Wallensteen, 2002
33 Adapted after Schellenberg, 1996, 3
34 Porter and Taplin, 1987, Carnevale and Pruitt, 1992
35 Howard, 1969
36 Schellenberg, 1996
37 Porter and Taplin, 1987
38 Vetschera, 2013
39 Chamberlin and Schene, 1997, 43
40 Blake and Mouton, 1964
41 Rubin et al., 1994

[42] Thomas, 1977, 487, cf. Thomas, 1992
[43] Bacal, 2004
[44] Porter and Taplin, 1987
[45] Ibid.
[46] Tjosvold et al., 2000
[47] Porter and Taplin, 1987
[48] Bacal, 2004, Ramsbotham, 2005
[49] Cf. Katz and McNulty, 1994
[50] Bacal, 2004
[51] Runde and Flanagan, 2012
[52] Gilin Oore et al., 2015
[53] Gilin Oore et al., 2015
[54] Bacal, 2004
[55] Kriesberg, 2007

CHAPTER 3

NEGOTIATION

SANDRA PINEDA DE FORSBERG

"Firmness in support of fundamentals, with flexibility in tactics and methods, is the key to any hope of progress in negotiation".[1]

In the above advice, from former US President Dwight D. Eisenhower, he affirms that effective negotiation comprises two main components: a clear and resolute set of foundational values, and the flexibility to utilize various processes, strategies, and methods, to negotiate a conflict. A negotiator is presented with the choice of either trying to understand the counterpart, or opting for a harder line by decimating the counterpart – a central question for effective negotiations. We will now examine the topic of negotiation, beginning with scholarly definitions of negotiation, followed by describing negotiation strategies, phases of the negotiation process and practical competencies necessary for effective negotiation.

Defining negotiation

If agreements could be reached instantaneously, there would be no need for negotiations in the first place. But since the world is full of competing agendas, as well as parties knowing they are dependent on their opponents, considerable time, effort, and resources are invested to find mutually agreeable solutions. Negotiation is no leisure activity but requires hard work, and is therefore unlikely to happen under very tight time constraints when quick fixes are needed.[2] Instead, negotiation constitutes the most appropriate route for dealing with disagreement, because it requires a more thorough process in which parties responsibly agree to collaborate and aim for a convincing mutual settlement. It comes as no surprise then, that the term "negotiation" stems from two Latin words, *neg* and *otium*, that, combined literally, mean 'not leisure',[3] from which, in turn, the Latin word *negotior*, meaning 'to do business trade', is derived.[4]

It is not easy to find an all-encompassing definition of negotiation, there are numerous definitions, and here a few examples are presented. In the broadest sense, a negotiation is a social interaction in which two or more negotiators intend to solve a dispute.[5] Granted, this definition contains a redundancy, but nevertheless brings some necessary building blocks into the description. Negotiation has also been defined as "situations in which two or more parties recognize that differences of interest and values exist among them and in which they want (or in which one or more are compelled) to seek a compromise agreement".[6] Negotiation can be seen as a process in which two parties, with supporters of various kinds, attempt to reach a joint decision on issues under dispute: "I propose to give the widest definition of negotiation so that it includes the whole range of interaction between the two parties in dispute. It embraces everything that occurs, from the initiation and recognition of the dispute proper to the final outcome, and, perhaps, its practical execution".[7] Negotiation can be understood as a process in which participants bring their goals to a negotiation table, strategically share information, and search for alternatives that are mutually beneficial.[8] Negotiation is also a special form of communication that centers on perceived incompatibilities and focuses on reaching mutually acceptable agreements. In fact, negotiation and communication are inherently intertwined; negotiation cannot occur without some means of communication.[9] Negotiation is additionally understood as "the deliberate interaction of two or more complex social units which are attempting to define or redefine the terms of their interdependence".[10] This definition applies to individuals as well as 'social units', such as groups and organizations.[11] Interdependence of the involved parties constitutes an essential aspect of negotiations: "Negotiation takes place when neither party in a conflict is strong enough to impose its will, or to resolve the conflict unilaterally. In those negotiations, the parties are formally equal, since each has a veto over an acceptable outcome".[12] This notion of strength complements the picture, reminding us of the underlying wielding of influence that is inherent in negotiation processes. In these definitions, we note how the elements of social interaction, communication, and sharing information, dispute solving, and compromise or joint agreements for mutual benefit are incorporated into the concept of negotiation – thus framing negotiation in collaborative terms. Here, we argue that, at the heart of negotiation, lies a social coordination of interests while attempting to find a solution.

How does the concept of bargaining relate to negotiation? The usage of the term 'bargaining' in relation to 'negotiation' varies between scholars.[13] 'Bargaining' was traditionally meant to indicate a harsher and less differentiated interaction than negotiation; it referred to the process by which the

workforce and manufacturers tried to reach a decision about wages as compensation for services.[14] One way to reconcile bargaining with negotiation is to view bargaining as a sub-process incorporated into a wider negotiation context: "The narrower process of bargaining occurs within a comprehensive frame of negotiation. Bargaining consists of the presentation and exchange of more or less specific proposals for the terms of agreement on particular issues".[15] Actually, it has been noted that bargaining and negotiation are often employed interchangeably,[16] and some authors regard the negotiation and bargaining processes as identical.[17] The different interpretations of bargaining vs negotiation illustrate the various perspectives on the negotiation process represented in the literature. It is suggested here that bargaining refers to the harsher and competitive interaction, either as a unique single-issue encounter, or as a competitive phase within a more complex negotiation process.

Synthesizing the many views about negotiation as a phenomenon, we list the following hallmarks of the negotiation process:

- There are two or more interdependent parties;

- Each of the interdependent parties has individual goals that may be partially incompatible with those of the opponent;

- Some form of process is initiated;

- Alternatives are investigated;

- The purpose is to agree upon one of the alternatives;

- Effective results require handling tangibles, such as prices, for example;

- Effective results require solving intangible concerns rooted in psychological causes.[18]

With this basic foundational understanding of which elements constitute a negotiation, we can now continue examining this process in more depth.

An important aspect of a negotiation is the 'concession-convergence' process (Fig. 3-1 below).[19] Here, Party A and Party B have negotiable areas which are defined by pre-specified limits – or resistance points. These resistance points represent the worst acceptable outcome for the respective parties, and stretching oneself beyond these resistance points in the adversary's favor would be worse than simply walking away from the

negotiation table. As the parties make consecutive offers or concessions, these offers may gradually converge into an acceptable area of agreement within the parties' resistance points, called the zone of possible agreement (ZOPA). The subsequent negotiation processes define exactly where within the ZOPA the final outcome or agreement will finally end. Thus, the concept of 'convergent concession-making' describes how an agreement may be reached gradually, where both parties give and take, or alternatively accept large concessions towards the end.[20]

Fig. 3-1. Zone of Possible Agreement (ZOPA)

Value Party A   Value Party B

Negotiable Area A   ← Resistance Point A

Resistance Point B →   Negotiable Area B

Zone of Possible Agreement

Negotiation Process
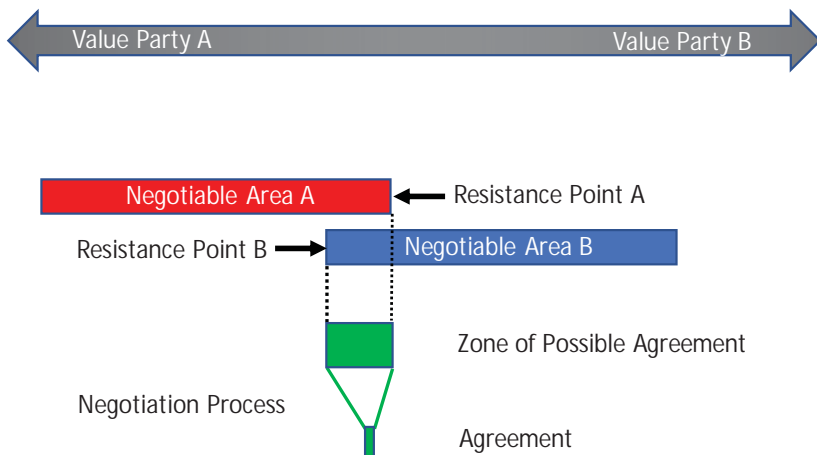
Agreement

Fig. 3-1. The Zone of Possible Agreement (ZOPA) denotes the region where the negotiable areas of negotiation parties A and B overlap, where, the outcome of the negotiation is usually found.

The resistance point mentioned is closely linked to the so-called BATNA, which means Best Alternative to a Negotiated Agreement. The BATNA represents the best available alternative solution a party can attain that is independent of reaching an agreement through a negotiation. Thus, giving concessions that would result in a negotiated outcome below the BATNA line would, by definition, be worse than walking away from the negotiation with no agreement at all.[21] From this, it follows that the better the BATNA, the less extreme concession limit a party needs to accept, and consequently, the stronger the position the negotiator has when the BATNA is used appropriately.[22]

Having described negotiation using some common definitions, and discussed a frequently-used model for describing the negotiation process, we will now turn our attention to the main negotiation strategies for reaching an agreement.

Negotiation strategies

Distributive and integrative negotiation strategies

Continuing with descriptions of strategies of the negation process itself, we let an illustration from everyday life start us off – the so-called orange illustration, well-known in negotiation literature. Confronted with a disagreement over an orange, two sisters decide to conciliate by cutting the orange in half. One sister subsequently uses the peel for a cake and throws the juice away; the other sister drinks the juice and throws the peel away. It is clear that the argument blinded the sisters so that the more profitable win-win outcome was overlooked: to give all the juice to one sister and the whole peel to the other. To separate the peel from the juice increased the value for the sisters without being at the expense of either one of them. The latter option in the orange illustration was unnoticed, as the parties did not take time to explain to each other their needs and goals.[23]

The orange illustration brings us to the so-called integrative and distributive negotiation strategies. At first sight, negotiation strategies appear to revolve around getting as much as possible in a zero-sum game, whereby each gain for one party exacts a corresponding loss for the other. Often the image of a pie is used to describe the fixed total amount of assets at stake in a negotiation. The so-called 'tit-for-tat' strategy is often associated with this kind of dispute, whereby a wrong on one side leads to a wrong committed by the other. Strategies built on this win-or-lose concept, or zero-sum game, belong to the so-called distributive category of negotiation strategies. The orange example above, teaches us the principle of finding win-win solutions to conflicts of interests that go beyond simply subtracting and dividing from a fixed amount of assets. Win-win strategies may result in greater gain for both parties than anticipated, sometimes referred to as 'growing the pie'. This category of negotiation strategies is usually based on what is called integrative approaches, also called mutual gains approaches, in contrast to the distributive approaches mentioned. Fig. 3-2 below, depicts a possible negotiation scenario, beginning with a distributive negotiation phase over a fixed set of assets (depicted as a 'pie'), followed by increasing the value of the desired resources through integrative strategies. In the final negotiation phase, the division of the assets between the parties is concluded.

Fig. 3-2. Example Scenario: Distributive and Integrative Negotiation Strategies
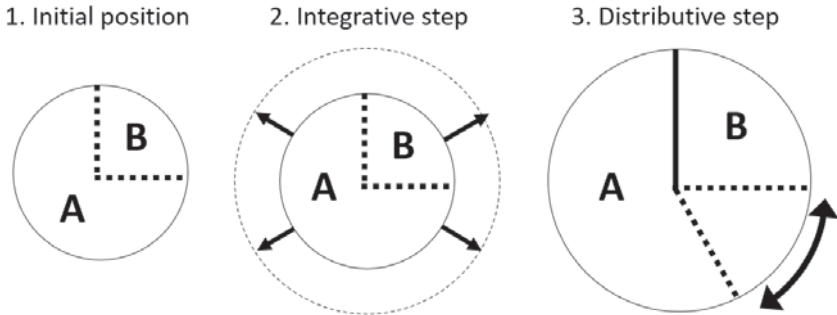

Fig. 3-2. Distributive negotiation strategies aim to secure as much as possible of the fixed assets at stake, whereas integrative negotiation strategies explore opportunities to grow the value of the overall assets. In the example above, the assets at stake are shown as a 'pie' with the claims of parties A and B. The initial position (1) shows parties A and B with the proposed partition of the 'pie' indicated by dashed lines. Through creative collaboration, an integrative step is taken, expanding the value for both parties shown in the outer circle (2). The final partitioning of the expanded 'pie' is negotiated (3) through distributive negotiation where B strives to gain an increased proportion of the assets, which A is resisting. The negotiation can go through several integrative and distributive steps until a final deal is reached.

Proponents of integrative negotiation approaches claim that disputes, in reality, are more complex than zero-sum games, and that the options for the creative negotiator are more diverse than the orange illustration intends to depict. Any allocation that increases the value for one or several parties without hurting any involved party thus opposes the zero-sum model.[24] Below in Table 3-1 are several characteristics that highlight the differences between distributive and integrative negotiation strategies.

In the orange example, to separate the peel from the juice would increase the value for the sisters without diminishing the value for either one of them. The situation in which a negotiation has reached a point where no more improvements for a party can be made without negative consequences for the other party is called "Pareto optimal", or "Pareto efficient". This point is more easily reached by integrative methods, particularly in multi-issue negotiations.[25] From Pareto optimality onwards – if one party decides to strive for additional gains – only the zero-sum game remains. It has been found that the Pareto efficiency of agreements between naïve negotiators could be significantly improved simply by providing negotiators with descriptions of both integrative and distributive strategies.[26]

Table 3-1. Distributive and Integrative Strategies

DISTRIBUTIVE STRATEGY	INTEGRATIVE STRATEGY
Competitive process in which the involved parties view the negotiation as a 'zero-sum' game, 'fixed-pie' situation, or gain-loss of utility	Collaborative process in which win-win outcomes are primary goals
Focuses on their differences, neglecting what they have in common	Focuses on commonalities that ultimately create value
Focuses on parties' positions rather than interests in order to minimize losses	Focuses on parties' interests rather than positions in order to realize mutual gains
Often used in non-repetitive time-restrictive negotiations and when only one issue is on the table	Is particularly useful in repetitive, multi-issue negotiations
Is highly rational and direct but does not give space to out-of-the-box solutions created during the process	Space is given to new scenarios not originally included in the negotiation settings
Focuses on one's own value growth ignoring other parties' options to increase their value	Allows allocation that increases the value for one or several parties without hurting any party involved
Attempts to go beyond the Pareto optimal situation to gain further advantages at the expense of the other party	Negotiation comes to an end when the Pareto optimal situation is reached

Table 3-1. Distributive and integrative strategies shape a negotiation in quite different ways. Whereby distributive strategies frame the negotiation as a zero-sum game resulting in winners and losers, integrative negotiation strategies, on the other hand, involve joint efforts to expand the assets and pursue win-win scenarios.

Applying distributive and integrative negotiation strategies

In real life, it is often not advisable to choose either integrative or distributive approaches in a negotiation. It has been argued that both distributive or concession-convergence and integrative or mutual gains approaches have a role to play in handling disputes, and that favoring one and rejecting the other is inadvisable and pointless.[27] Indeed, most negotiation situations comprise both integrative and distributive strategies, and negotiators may switch strategy repeatedly.[28] It is actually conceivable that competitive negotiators can be creative enough to expand the pie by collaborating during an integrative phase, but this is then done out of self-interest. The enlarged pie can then be split with distributive/competitive strategies. All negotiations are initiated with a foundational desire to gain tangible or intangible assets through the negotiation process, which sets the initial agenda for each party involved. Why initiate a negotiation if you do not have a goal in the first place? It is argued here that this first step of preliminary positioning must reflect one's own interests, and therefore belongs to the distributive category of processes.

The predominant ambition may well be to maintain an overarching integrative approach throughout the negotiation. Considerable tension is often experienced however, when choosing between integrative and distributive strategies and tactics, and this is the so-called 'negotiator's dilemma'.[29] On the one hand, the challenge can be when to reveal information so that good integrative solutions are attained, and, on the other hand, when to hide information so that one's competitive utility is maximized using a distributive move. The choice between distributive and integrative tactics is related to the tension between concerns for one's own gains versus concerns for the gains of the opponent, as explained in the Dual Concerns model for conflict resolution. Capitalizing on integrative strategies, therefore, requires commitment to sincere, authentic, and communicative exchange, which may not always be easy to establish or maintain. Integrative approaches to a negotiation are recommended in most situations, as these often set a positive trend for an open exchange in which both parties aim for productive agreement. Within the integrative mode of negotiation, however, one must not lose sight of the goals established before the negotiation (including the BATNA) that brought the parties to the negotiation table in the first place. In order not to lose the negotiation, the negotiator should strive to attain his or her goals in combination with an openness to explore integrative solutions for win-win negotiation outcomes. As mentioned, the strategies applied during the course of a negotiation may change according to how the dialogue, and interactions between the actors, evolve at the different stages. Now we will consider different, but related,

phenomena that are essential for understanding how negotiations are conducted, namely the different negotiation styles.

Negotiation styles

Negotiation researchers have identified negotiation 'styles' to better describe negotiators' intricate behavioral patterns.[30] It has been suggested that most negotiators tend to exhibit either a 'cooperative/problem-solving' or a 'competitive/adversarial' style. Characteristics to differentiate between these opposite styles are described in Table 3-2, below.[31] This is reminiscent of the integrative and distributive strategy model categorization discussed earlier, and most style typologies are placed on this competitive versus cooperative style axis.

Currently, there is no consensus among negotiation scholars as to whether negotiation style is linked to personality, or if it can be chosen and improved through practice. It is held here that style is, to a great extent, open to a seasoned negotiator's choice; where conscious adaptability in style is possible, it can be an instrument of great utility for the negotiator.[32] As with many social interactions, being aware of your own as well as your opponent's behavioral patterns will facilitate the choice of negotiation style.

Table 3-2. Competitive Adversarial and Cooperative Problem-Solving Negotiation Styles

COMPETITIVE ADVERSARIAL STYLE	COOPERATIVE PROBLEM-SOLVING STYLE
Move psychologically against opponents	Move psychologically towards opponents
Try to maximize own return	Try to maximize joint return
Seek extremely unreasonable results	Seek reasonable results
Rude and hypocritical	Courteous and sincere
Unrealistic opening positions	Realistic opening positions
Focus on positions rather than neutral standards	Rely on objective standards to guide discussions
Frequently use threats	Rarely use threats
Minimize information disclosure	Maximize information disclosure
Closed and untrusting	Reason with opponents

Table 3-2. The competitive adversarial negotiation style encompasses strategies for maximizing one's own gain at the expense of the other party, and using hostile tactics and behavior to that end. The cooperative problem-solving negotiation style involves pursuing win-win outcomes, and actively behaving in a cooperative manner.

Which style is then more effective – the cooperative or the competitive style? Empirical research suggests that twice as many evaluated attorneys were perceived by their colleagues as cooperative rather than competitive, and that cooperative negotiators were regarded as more effective than competitive ones.[33] However, other data have showed higher joint outcomes for less transparent (less cooperative) negotiation pairs.[34] Additionally, seemingly contrasting negotiation strategies and styles may be combined. The so-called 'competitive problem-solver' may employ competitive tactics (i.e. using a distributive approach) while simultaneously using a cooperative style (behavior). If skilled, he could be seen as collaborative by the other party.[35] The cooperative problem-solver may find it necessary to introduce competitive/distributive elements when confronted with an opponent displaying competitive/adversarial-type characteristics.

Consider the following situation: The negotiator uses a friendly style when opening the dialogue to present his case to the opponent. Then he encounters resistance or unfriendliness, which leads him to move to a hard style, claiming his rights and demanding a more sociable approach. He receives a friendlier response from his opponent. Then he takes a soft style again to respond to the positive behavior from his opponent. However, the opponent remains firm in her decision not to change the deal conditions, and as he moves on to present his proposal, he continues to encounter opposition. He manages to influence his opponent by making her realize she will also gain value from the deal. He then obtains a softer answer while the negotiation proceeds, and, holding a firm approach with a friendly style, he attains his desired goal. As illustrated in this example, negotiators can use both integrative and distributive strategies, as well as friendly and aggressive styles. As mentioned, negotiation styles, as well as strategies, may change according to how the dialogue, interactions and contextual factors between the actors evolve or fluctuate at the different stages.

In the next section, we will take a closer look at the different phases that comprise a negotiation process.

Negotiation phases

The dynamic of negotiation processes has been extensively studied, and various models comprising successive phases have been suggested. Here, we will discuss three phases: preparation, information exchange, and pact. These phases represent assessment of the situation, the exchange of information aiming to influence the desired outcomes, and finally definition of the agreement.

Preparation

"If you fail to plan, you are planning to fail".[36]

Benjamin Franklin's quote above highlights the importance of carefully planning our endeavors beforehand. We will now consider how to plan effectively for a successful negotiation. It is well known that preparation is critical to establishing a plan for successful negotiation.[37] The preparation phase focuses on planning a suitable approach to exert influence on the counterpart and all the involved stakeholders, in order to acquire information and to obtain the specifications for a favorable outcome to the negotiation. The more information available about the counterpart's requests and demands, the better prepared a negotiator is and the more likely a productive agreement is reached. It is also important to know oneself, as well as the other negotiating party, before embarking on the actual negotiation process. An especially useful exercise is to look back at previous successes in both the professional and personal/private spheres and take the time to identify what was done right then. Assessing past experiences is one component in equipping oneself for another successful negotiation. Knowing oneself also includes knowing one's priorities and aspirations, which, in turn, determines how one deals with different possible scenarios.[38] In addition to defining their own parameters for the negotiation, seasoned negotiators strive to get to know the other parties, for instance by putting themselves in their shoes, which can help to gain a deeper understanding of the underlying factors of the dispute.[39]

Setting the goal beforehand is vital for success. Goals, also called aspirations or target points, that are too high (too tough), too low (too soft) or not well-defined, impede the best result of a negotiation.[40] A critical consideration is identifying or estimating the consequences of a failure to reach an agreement.[41] Here the critical reference point for a negotiator is the BATNA, the best alternative to a negotiated agreement, which was discussed above. It is thus important to determine the BATNA beforehand, bearing in mind it is not a static figure, but can – and should – be improved by the negotiator. The adversary obviously strives to reduce this value.[42]

In the self-assessment, the negotiator needs to determine how to manage risk in the negotiation. The following main risks have been suggested: strategic risk, BATNA risk, and contractual risk. Strategic risk refers to the extent of the risk that negotiators are prepared to accept for reaching their target, often determined by outcomes of previous negotiation experiences. The BATNA risk uses BATNA as the reference point for loss or gain, or whether to accept an offer or walk away. Where the BATNA is placed will affect how risk-prone or risk-averse a negotiator's tactics are. Finally, the

contractual risk denotes the risk that follows a settled agreement.[43] It is worth mentioning that the contractual risk involves a broad range of commercial liability risks — e.g., breach of contract issues, claims, warranty problems, terminations, intellectual property infringement charges, alleged confidentiality disclosures, disputes, and litigation.

Negotiators (and their constituents) may approach risks in different ways: "A risk-averse decision-maker is one who prefers a certain gain to a risky one of equivalent expected value. A risk-seeking decision maker is one who prefers the risky option".[44] Negotiators with a risk-averse predisposition normally strive to reach comprehensive solutions, more than risk-prone negotiators do.[45] Negotiators may also display different attitudes towards potential wins and losses, where the risk of losses carries greater weight than the prospects of winning: "Th[e] property (losses looming psychologically larger than equivalent gains) has been termed 'loss aversion', since it reflects a stronger desire to avoid a loss than to achieve an equally valued gain".[46] The more precisely these aspects can be assessed before the negotiation, the more the negotiator will be enabled to plan for certain scenarios framed by risk perception of the opponent.

In addition to being cognizant of concrete goals and concession limits, one needs to be aware of aspects that remain intangible, such as how a negotiator projects himself or herself, or the party he or she represents.[47] Basic motivational orientations come into play here, and three main types can be mentioned: First, the cooperative person cares about his own interests, yet also shows genuine concern for the other party's benefit. Second, the individualistic person, on the other hand, concentrates on protecting his own interests and shows no concern for the benefits of the other. Third, the competitive person also focuses on his own goals, but takes the gains of the opponent into account, in that he strives to secure more assets than the other.[48]

The term 'cooperative' here closely relates to the 'integrative' mode in our discourse, whereas 'individualistic' and 'competitive' have affinity to the distributive counterpart. Different combinations of these motivational orientations are possible, and these combinations tend to display different degrees of stability over time.[49] Here, competitive or collaborative actions are thought to steer the social relationship between the parties in a competitive and a collaborative direction, respectively. Understanding the conditions that can lead a dispute in either a competitive or collaborative direction is therefore very important.[50] Sometimes interests are not tangible, or may be tough to assess, and may fluctuate during the negotiation process.[51] Clarifying these often intangible or hidden interests can thus be difficult.

The specific situation will also frame the negotiation. An analysis of negotiation conventions – including format, level of transparency, and relationship over time – should be taken into account. In addition, practical arrangements for the negotiation with regard to assistance and setting/venue should be considered.[52] In addition, the preparations for a negotiation should involve an assessment of the relationship between the parties. If the interaction is a unique singular event, the negotiator may deploy different tactics than if the negotiations with the other party are regularly, recurring phenomena, where trust in the other party is important.[53]

Further, planning the strategy should take into account whether the dispute revolves around opinions or convictions, consensus conflicts, or allocation of material value, competition for scarce resources, or even a combination thereof.[54] Conflicts over values or beliefs need special caution. In order to negotiate ideologically-based disputes, the negotiator should consider contextual factors such as values and social institutions (i.e. family, religion, economic institution, state, educational institution). However, as fundamental values comprise core belief systems that people often earnestly protect, it is in practice very difficult to reach integrative agreements in this category of negotiations.[55] Here, preparations should include extra efforts to identify areas where integrative approaches could still be applied.

It is critical to prepare, in case the opponent chooses a distributive and positional stance at the beginning: "Making sure that the start of the negotiations is orderly will be laying the base for co-operative interaction even if the debate is over competitive positions".[56] Even the worst-case scenario, the possibility of a deadlock, should be taken into account beforehand and prepared for. But analysis and planning of the process, not only the goals, will help negotiators to enhance the outcome.[57] Other important questions to consider before the negotiation is whether an offer has already been rejected by one party, or if the negotiation concerns a simple exchange between the parties.[58] Thus, a negotiator who is prepared, with clear identified goals, and has considered different scenarios, even non-collaborative developments, has increased his or her chances for improved results.

Other aspects that frame a negotiation situation are linkage phenomena, which are seen when a settled deal has ramifications in other parts of the organization or even outside, increasing the value of what is at stake in the negotiation. It is therefore not uncommon in such situations that the outcome of one negotiation will affect the dynamics and results of other negotiations. The linkage field of study has developed fairly late in the history of negotiation research, and recent reports show that the dynamics of linkage phenomena appear more complex than perhaps previously

anticipated. Here the temporal relationship between negotiations, which is essential to understanding linkage between negotiations, as well as the enhancing or restraining nature of these linkages, have been emphasized.[59] The following four types of linkage have been proposed:

1. Competitive links (agreement in one negotiation precludes agreement in other linked negotiations);

2. Reciprocal links (agreement must be reached in all linked negotiations for overall agreement to be possible);

3. Synergistic links (enhancing negotiator opportunities to make mutual beneficial trades and/or reach an agreement);

4. Antagonistic links (diminishing negotiator opportunities to make mutual beneficial trades and/or reach an agreement).[60]

This four-fold typology shows how past negotiations can affect current negotiations, which in turn, may impact future negotiations. When two negotiations are taking place in parallel, they may affect each other reciprocally or unilaterally.

In conclusion, we see from the discussion above the variety of factors negotiators can evaluate before coming to the negotiation table, including knowing one's own parameters, which shape the playing field, as well as those of the opponent.

Information exchange

"Wise men speak because they have something to say; Fools because they have to say something". Plato

Indeed, to have something to say involves an act of responsibility supported by our sense of purpose, meaning and knowledge – we hope that what we utter will influence those who are listening in the way we intend. Powerful dialogues, as implied in Plato's observation, require an exchange of messages that are well-thought, respectful, truthful, well-informed, and direct. This way of communicating will contribute to enhancing productivity during the negotiation, as well as fostering sustainable relationships between the parties.

The second phase of a negotiation is characterized by an exchange of information, and this phase may be initiated in different ways. A negotiator who follows principled negotiations focuses on creating value, and listens to the interests of his/her counterpart using integrative strategies.[61] In these

negotiations, an initial endorsement concerning the overall aim of the negotiation can usually be arranged before moving into the details.

The procedural agreement model of negotiation, as a first step, settles formalities around the negotiation in question.[62] As communication is central in the information exchange stage, a correct perception of the opponents' emitted signals is of utmost importance. Distortions of received information include stereotyping, jumping to conclusions about the opponent, selective perception, and projection of one's own feelings and attitudes onto the other party.[63] How information is communicated, verbally and non-verbally, is crucial to the process – as with all social interactions. There are special features of negotiations, however, that distinguish them from many other interpersonal exchanges: a) the focus on conflicting interests and discordances, and b) the application of strategies in the pursuit of an agreement acceptable to the involved parties, despite disagreements.[64] A competent negotiator is capable of exerting control over the negotiation process by managing information and using effective communication skills including the appropriate wording of questions, as well as using summarizing statements posed in the discussion.[65] How to best use questions is analyzed, and employing so-called 'manageable questions' with the interrogatives 'Why', 'What' and 'How' is recommended.[66]

For example:

- How did you arrive to this conclusion?

- What do you think of these proposals?

- Given your distinct expertise, could you provide some input into this particular issue?

- Could you explain this item in more detail?

- How did you arrive at that particular price?

- How would you like to proceed?

- What do you think of this possibility concerning this issue?

These types of questions will help guide the discussion in the right direction, facilitate communication, and develop trust between the parties.

Frames in negotiation

The so-called 'frames' constitute important phenomena in negotiations. Frames influence how information is processed by the recipient, and are employed to create meaning. Frames also serve as tools for interpreting ongoing events, and are often shaped by previous events.[67] In addition, information exchange contributes to influencing frames, thus making the remodeling of frames a continuous process.[68] Frames can therefore be understood as the way a message is worded and articulated, which, in turn, influences how the message is then interpreted by the recipient, i.e. the other negotiation party. The framing effect is a consistent phenomenon[69] and has been corroborated to be one of the strongest biases in decision-making processes. In one study setting, participants were asked to choose between two treatments for 600 terminally ill patients in a fictitious dilemma. Some participants received a positive frame, and others a negative frame. The results showed that the frame used to present the information influenced the decision that the participants took. The framing of a problem impacts the development of psychological norms that steer the interpretation of the problem, including the assessment of possibilities and consequences.[70] Understanding these mental processes can help to foresee how a frame can influence how the other party will respond to a presented problem. For example, which one of these alternatives would you choose?

A 90% effective sun cream, or a 10% ineffective sun cream?
A 90% fat-free frozen yogurt or 10% fat yogurt?
An 85% finished house or a 15% unfinished house?

Generally, most people would choose the first option in the three scenarios, even though the three alternatives are similar; this difference in perspective is explained by the type of frame offered. Furthermore, when a negative frame is presented, indicating the risk of losing, people tend to respond accordingly. For example: students were informed that they would be penalized if they registered late. This penalty fee frame resulted in nearly 100% registering early. In contrast, only 65% of the students registered early when the statement was positively framed as a discount.[71] Consequently, modifications in how a conflict is framed can facilitate progress in a negotiation, and turn a clash of seemingly irreconcilable interests into productive outcomes.[72] The use of frames offers a myriad of possibilities, including emotional pleas, social pressure, and monetary gain, among others.

Certainly, there is a conscious choice of frames, but it is important to be aware that we also use subconscious frames. We will now consider an

example from real life:

An intelligent negotiator with good intentions habitually brings an unconscious frame into his negotiations assuming the opponent(s) will be unfair to him. To reach his planned goal, he negotiates in an adversarial manner claiming his rights. The results of the negotiations, however, reflect wasted energy and sometimes lost deals. This unconscious frame becomes a problem for this negotiator, but this hindrance can be dealt with through coaching or counselling, for example. In this case, the negotiator addresses the problem with the help of a mentor. The negotiator realizes that his upbringing has taught him that one must always fight for one's rights in a negotiation because there are very few people that are fair. The mentor can help the negotiator to adjust this unconscious frame by explaining the disadvantages of the negative frame. The negotiator then starts to re-work approaches to negotiation with greater emphasis on dialogue, positive wording, and improved planning of argumentation. The results then show how these new frames become increasingly conducive to successful negotiation outcomes.

The example shared above shows that frames can be consciously changed from 'conflict frames' to 'resolution frames' which allow listening, employ objective strategies and perspective-taking, and enable better judgement of the problem and of the counterpart's proposals. As a result, improved negotiation outcomes can be reached. Frames can be understood apowers dynamic constructs that are employed continuously during the negotiation process; the way information is processed and exchanged in negotiation situations can be influenced by these frames.

Power in negotiations

The aspect of power in negotiations has been extensively studied, presenting a variety of views. Social power is defined as 'what a person can cause',[73] meaning the capacity an individual possesses to impact another individual. Further, in negotiation contexts, it represents "an action by one party intending to produce movement by another […]",[74] involving the perception of the power at hand to exert a desired effect on the other party. Here, power is understood as causing a negotiator to do something that he would not have done unless instigated to agree with what he had rejected at first.

Power is a reality integrated in all social relationships and viewed as intimidating, dominating, and curt. It can however, be used to encourage collaborative interactions, and determine the alternatives available for the parties to reach a solution.

All negotiators involved in a dispute have some kind of power which is used to achieve their objective.[75] They all possess some power that makes them eligible to participate in the negotiations, the aim of which is to exchange power to solve the conflict in view. Even in negotiations with a very pronounced power imbalance, power can be used by both the stronger as well as the weaker party. In the case of a negotiator with a power advantage, he/she is more prone to control the opening of the negotiation and the making of first offers. The more powerful negotiator demonstrates his/her power by strongly influencing the social interactions and seeking as much of the assets as possible, paying little attention to the needs and interests of the counterpart. Thus, the powerful negotiator often tries to seize the opportunity early on in the negotiation to leverage the stronger position for maximized gain at the expense of the weaker opponent.[76] However, such behavior will negatively impact possibilities to maintain sustainable relations over time with the same (weaker) counterpart, and could build an unfavorable reputation.

On the other hand, an imbalance does not mean that the weaker party has no power to leverage. How then do weaker parties handle a disadvantaged position? They have been shown to draw power from many different scenarios, including having an interest in maintaining the relationship with the stronger opponent, or mustering external support.[77] Another common advantage of weaker parties is that they often focus on fewer issues with a greater degree of granularity than their stronger counterparts, who often have broader ranges of interests to defend. And being able to participate in the negotiation in the first place is in itself an empowering step for a weaker party.[78]

Negotiation research has shown that negotiators who hold power tend to be more unrelenting, are not easily discouraged in the face of hindrances, and try hard to maintain extreme objectives. Given the confidence that powerful negotiators possess, they are also able to create scenarios for mutually satisfactory negotiations. Psychological power enables negotiators to find innovative ways to manage difficulties, motivating them to face the barriers posed by the counterpart in a confident manner. At the same time, powerful negotiators may miss seeing the issue from the perspective of the counterpart, due to their confidence in their powerful position. However, perspective-taking constitutes a vital skill for very powerful negotiators, and can help them perceive what the counterpart desires and requests.[79] As a result, the effect of power on negotiators' behavior and outcomes can leave them in a precarious situation when they lose perspective. Power in negotiation is most effective at the bargaining table when combined with

perspective-taking. When the powerful take time to consider their counterpart's points of view, they harness the positive benefits of power (including the making of first offers and persistence) without succumbing to excessive risk-taking. We will discuss the role of perspective-taking in negotiation further in the next chapter.

Trust in negotiation

Trust is another key aspect that most people intuitively find important for negotiation situations. The behavioral aspect of trust has gained increasing interest among negotiation analysts. It is therefore not surprising that the concept of trust between negotiating parties has been studied in order to better understand its role in the compound dynamics driving the negotiation process and influencing its outcomes. Indeed, without trust in any form it is difficult to conceive a negotiation at all: "Trust is an inherent part of the negotiation context".[80] How then, is trust defined in the context of negotiation? It has been argued that negotiation, in essence, is a social exchange, and that humans are fundamentally social actors.[81] Consequently, negotiation takes place in the context of relationships in which a recognition of dependence on the other is stated. The development of relationships requires trust, which is presented as the variable that possibly has the most compelling effect on interpersonal and group behavior.[82]

A number of definitions of trust have been suggested: "Trust (distrust) means having positive (negative) expectations about another's motives";[83] or trust as the understanding that the counterpart will be cooperative, and mistrust as the understanding that the counterpart will be self-focused.[84] Trust is based on an assessment of the negotiation party's conduct within a relationship that results in choosing to put one's faith in the counterpart being convinced of the good conduct of that counterpart.[85] Trust has also been defined as "one party's optimistic expectation of the behavior of another, when the party must make a decision about how to act (under conditions of vulnerability and dependence), and as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party".[86] Trust, then, involves accepting the risk of "actions that increase one's vulnerability".[87]

Trust acquires meaning depending upon the negotiation relationship under study. For example, trust among negotiators can refer to a personality predisposition or to a transitory state that depends on the situation. The link between communication exchange, trust, and negotiation outcome, has been

studied. Here, a spiral model can be envisaged where information sharing enhances trust, which, in turn, further facilitates information sharing. The opposite is also true. The interest in collaboration is monitored through signals emitted by the counterpart. When such are lacking this can obviously raise concern for the opponent, and reduce trust levels.[88] A buyer-seller experiment showed a strong association between the amount of information shared and negotiation effectiveness; the experiment indicated that the expectation of trust positively correlated to the information sharing and the climate of trust itself.[89] Further studies have shown a more complex relationship between trust and communication. We begin with a suggested distinction between distrust and suspicion, whereby the former denotes negative expectations, and the latter indicates ambiguity about the opponent's motives. Both distrust and suspicion presuppose lack of trust, however.[90] The relevance of this distinction between suspicion and trust was shown in an experimental setting where a higher degree of active information seeking was seen among suspicious participants than among trusting/distrusting participants. The highest negotiated value created was seen in settings with the combination of a trusting (information sharing) and a suspicious (inquisitive) participant – higher than in trusting-trusting pairs.[91] Suspicion, thus, seemed to enhance the epistemic motivation resulting in investing more effort in questioning. Exchange of information during the negotiation is a sign of trust between the parties. But the studies mentioned above show that a search for information and questioning during the process could, paradoxically, be a sign of suspicion, and that the lack of questioning could be a sign of trusting the opponent. We conclude that negotiations take place in a web of rich social interactions and that the trust element plays a defining role in how communicative tools are used as the negotiation process unfolds.

Finally, we will have a look at some practical considerations for pursuing or discontinuing a negotiation in the information exchange phase. Should I stay, or should I leave the negotiation table? Below are listed some factors that should be considered when assessing whether a negotiation constitutes an opportunity for progress or not.

Contextual factors that speak in favor of engaging in a negotiation include:

- When you have a problem that must be solved rapidly in order to avoid greater loss;

- When you have a valuable relationship at stake;

- When the time is ripe for a negotiated agreement;

- When you have received an attractive offer;

- When you have prepared well enough;

- When you know that you are going to win;

- When the counterpart is collaborative;

- When you can wield some power.

Contextual factors in favor of discontinuing a negotiation include:

- When your problem needs more time for thinking through the different options available in order to avoid rash decisions;

- When the relationship with the counterpart is not important;

- When time pressure is being imposed by the opponent, but you are not in a hurry yourself;

- When you observe dishonorable signs from the opponent;

- When you have been taken by surprise, or have not prepared well enough;

- When your counterpart has a bad reputation;

- When the opponent is too strong, and a negotiated agreement would make things worse than leaving the negotiation;

- When you realize you need a third party's perspective before continuing the negotiation.

The acuteness of the negotiated issue on your part plays a significant role when contemplating the value of the negotiation process. If you need a quick solution, and you are dependent on the counterpart, then negotiation may be the only way forward. If not, it may be better to take a 'time-out' instead of letting the opponent push you to a solution that is not well thought through. The value of the relationship with the opponent is also especially important – if the negotiation is just one in a series of recurring interactions, and a collaboration is at stake, that aspect should be carefully evaluated before leaving the negotiation table.

The power balance is also a factor that influences negotiation dynamics. If both parties display a certain level of interdependence, but your opponent

has enough influence to lead the negotiation to a very unfavorable outcome, then a negotiated agreement may be worse than no agreement at all (recall our discussion on BATNA above). The listed factors are just a few of many conceivable parameters, and one factor may not be enough to take the decision to stay or leave the negotiation. Each negotiation is unique and requires careful holistic assessment before, during, and after, the negotiation process.

Pact

"In business as in life, you don't get what you deserve, you get what you negotiate".[92]

The outcome of a negotiation is not simply determined by your assumptions or expectations before the negotiation, as indicated in the quote above. Instead, the result is dependent on how you prepare, execute, and close a negotiation in relation to the opponent's strategy and moves during the process. And the closure is not final until an agreement has been settled and/or a contract has been signed.

At the end of the negotiation process the involved parties approach the moment when it is time to choose from the alternatives that have been put on the table. It is common that most of the concessions are made at this stage.[93] The negotiation may have arrived at this point through different routes. The incremental convergence route involves many small steps of mutual agreements (resembling the convergence-concession model discussed earlier), whereas the so-called 'leap to agreement' process postpones concessions to the very end.[94] In addition, there are different tactical approaches at the negotiators' disposal for reaching an advantageous deal. Suggesting equivalent alternatives to choose from can make it easier for the other party to close. Alternatively, one party may start acting as if the closure is already reached, and proceed with the formalities directly. Suggesting going half-way from both sides can sometimes be the best compromise to bridge the positions. Attractive offers, in contrast, pressures the other party to decide on a seemingly feasible solution within very tight timelines, instead of probing for other and even better opportunities. Finally, pre-planned concessions can be saved until the last minute to facilitate the closure.[95] As always, however, it is important to avoid making excessive compromises by overestimating the pressure exerted by the other party (discussed below). Negotiation analysts have mounted two main theories to explain concession making. One theory says that aversion to conflict escalation or negotiation protraction underlies concessions, whereas the other theory gives weight to the expectations of the opponent's future

concessions. The higher the expectation, the more unwilling the negotiator is to make concessions.[96]

The risk of stalemate should not be neglected. There are cases in which one needs to act in contrast to previously expressed pledges, when new explanatory factors or information can be introduced to the negotiating table.[97] In an experimental setting with seller and buyer negotiations it was found that threats to self-esteem (even non-angry threats) could contribute to closure failures.[98] At some point during the negotiations, there may be no more room for concessions, which then needs to be communicated to the adversary. Here, the inclusion of a mediator can sometimes resolve a breakdown in the negotiation, and may help create a new way to find an alternative solution. However, the decision to involve a mediator is agreed to by both negotiators, reflecting their co-responsibility for solving the problem.

With all these potential closing scenarios and potential complications, it is important to be aware of some critical factors for successful settlements. It is obviously critical to find out early the integrative or distributive strategy that the opponent has adopted. Although competitive tendencies often increase substantially in the closure phase of a negotiation,[99] there are cases in which solutions that emerge during the discussion inspire a collaborative exchange to coordinate the implementation of the reached agreement. Thus, the final bargaining can in some cases move from a competitive to a more collaborative mode.[100] In addition, it is highly recommended to probe for genuine motivation (one's own as well as that of the opponent) in engaging in the negotiation process. Opponents with limited influence in their organization will have difficulties safeguarding the commitment to an agreement. As a result, understanding the roles of the participants around the table is instrumental in judging the chances for closure success. It is widely acknowledged that the desire to reach an agreement quickly can tempt negotiators to make excessive and unilateral concessions, which highlights the importance of proceeding towards the closing phase in an orderly fashion. Moreover, as a considerable amount of time and effort have usually been invested to get this far, both sides are likely to have reached a tangible sense of commitment to a closure. In addition, awareness of the pressure experienced by the opponent should balance one's urges to overly concede at this stage.[101] A so-called 'cooperative stage' that follows the closure, but precedes the actual signing of the agreement, has been suggested. It is at this stage additional options are presented in a phenomenon popularly called 'expanding the pie', which signifies attempts to increase the scope of the agreement at the very end of the negotiation process, so as to create extra gains for the parties involved.[102] This strategy

is also part and parcel of the integrative negotiation approach discussed earlier.

The contract or agreement may be developed in different ways, and three main methods have been identified: Single-text procedures are developed by representatives of all parties involved, whereas two-text procedures contain different versions from both sides that are then fused. Finally, there are neutral write-ups, which are written by an external person or agency.[103] The agreement should then contain these essential components:

- Expectations of each party;

- Implementation of agreement, and timing of implementation;

- Consequences for failing to abide by agreement;

- Provision for further discussion if agreement needs revisions.[104]

When the necessary signatures have been put on paper, the agreement has been formalized and confirmed. This is not the end of the story however, particularly if the agreement encompasses many individual elements. The next step is to ensure the agreement will be respected by the parties involved to secure successful implementation. Contracts may contain clauses that contain penalties of various kinds for non-compliance.[105]

In conclusion, the closure or pact phase is firmly integrated in the overall negotiation process, and is framed by the unfolding of previous phases. And at the same time, the pact phase has its own dynamic, leading to a settlement, and is followed by the impact of the agreement on the continued relationship between the adversaries or partners involved.

Negotiation competencies

Definitions of negotiation competencies

Concerning negotiation competencies, we would challenge the popular belief that good negotiation proficiencies are solely natural. Successful negotiators are, according to this understanding, born with superior communication, and interpersonal and rational cognitive skills, which, in turn, decisively shape any negotiation process.[106] Empirical data over the last decades suggest that factors other than personality traits, i.e. factors related to negotiation situations and behavior, affect negotiation outcomes more strongly.[107] The individual differences that are pertinent to negotiations include previous experience, capabilities, temperament and

character attributes, motives, anticipations, and convictions.[108] A key competence is perspective-taking, which can influence productive mutual agreements of various kinds, for example by reducing potentially damaging effects of a conflict on the relationship between the parties.[109]

Intellectual capacity and creativity contribute to win-win settlements, and were also found to be reliable individual markers for negotiation performance.[110] The influence of these individual factors on the negotiation process obviously warrants further study. Moreover, the awareness, improvement, and growth, of these individual characteristics become useful for both civil and corporate spheres – and for anyone interested in becoming a better negotiator and more proficient in conflict resolution.

Interestingly, the belief itself in the flexibility of negotiating skills, in contrast to viewing negotiation ability as a static given entity, is associated with better negotiation performance, as shown in an experimental setting.[111] No one would contend however the need for skills in successful negotiations. Negotiation skills are vital for the productive social interactions necessary for the achievement of goals, and unfortunate outcomes can result from suboptimal behavior of negotiators.[112] Indeed, a negotiation can itself be viewed as 'a complex skill', with a variety of components[113] that a proficient negotiator can choose from, depending on the particular context or demands of a given negotiation.[114] Choosing interpersonal skills seems to be very similar to choosing negotiation style, and it is reasonable to view these concepts as partially overlapping.[115] Among interpersonal skills, interpersonal perspective-taking will be given particular consideration in a subsequent chapter.

Below are key negotiation skills, listed in the chronological order of a negotiation process, demonstrating the broad spectrum of skills required:[116]

- Understand the issue under dispute;

- Define or frame the issue in an appropriate manner;

- Redefine or reframe the issue so that a redefinition might lead to a better outcome (for one or both sides);

- Construct a line of argument to support what one wants out of a negotiation, and persuasively organize and present this line of argument;

- Listen effectively to the other side and ask questions to gain information;

- Assure better understanding;

- Analyze the total pool of shared information in order to understand areas of agreement and disagreement;

- Creatively brainstorm and invent options to bridge these areas of disagreement;

- Articulate and record final agreement.

It is important to note that this list of skills includes cognitive/analytical, as well as communication capabilities.[117] Looking more closely, the types of skills involved can be sorted into three main groups:[118]

BRAIN: Preparation and good questioning (involving persuasion, problem solving, concern for self-interest, strategic planning);
HEART: Listening skills, managing emotion, integrity (involving relationship building, concern for interests of others, fair process);
COURAGE: Speaking clearly, building relationships and creativity (involving sharing information, mutual gains).

In addition, interpersonal skills are vital for negotiation success over time, in addition to information processing and sharing.[119] As the negotiation process constitutes a complex and intricate social interaction, it is not surprising that the skills needed to successfully manage this process span a wide range.

Empathy and assertiveness as negotiation skills

A way to use interpersonal skills, and at the same time defend one's own interests and goals, has been suggested in a model using a combination of empathy and assertiveness. Here, assertiveness denotes the skill to advocate for one's own interests, whereas empathy is the ability to identify oneself with the situation and the interests of the counterpart.[120] Overemphasis on assertiveness can alienate the counterpart, and drive the negotiation in a too-competitive direction. When empathy takes over, the risk of excessive concessions can increase. According to this model, empathy, as such, involves neither sympathy nor agreement, and relates more to the cognitive understanding of empathy, as related to perspective-taking involving the active and correct perception of the opponent.[121]

How then can empathy and assertiveness be used together by a negotiator? The claim of this model is that this combination is indeed possible when empathy and assertiveness are not viewed as incompatible extremes at each end of a spectrum, but as parameters within which both sides can reach high or low values autonomously. A proficient negotiator

acquires advanced skills regarding both empathy and assertiveness (Fig. 3-3 below).[122] Utilizing empathy and assertiveness can, according to this argument, steer a naïve negotiator into avoiding one-sided accommodation or competitive behavior. This understanding of the opponent through empathy can then be used to enforce both integrative as well as distributive strategies.[123] It is important to add, however, that in a negotiation, assertiveness and empathy are always in tension with one another, as a negotiator always brings his or her agenda, including desired outcomes that cannot be 100% harmonized with the goals and ambitions of the other party. Otherwise, no negotiation would be needed in the first place. To balance one's own ambitions with those of the opponent, one needs to coordinate one's perspectives and those of the opponent accurately. The central role of interpersonal perspective-taking for negotiators will be discussed in Chapter 4.

Fig. 3-3. Empathy and Assertiveness in Negotiations
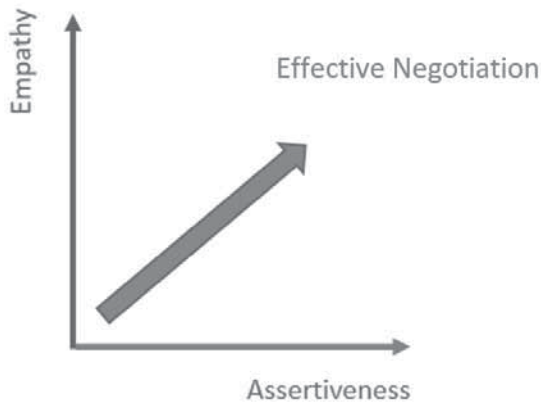
Fig. 3-3. Combining empathy and assertiveness can help avoid both unbalanced accommodation and fierce competitive behavior in negotiations (adapted after Mnookin et al. 1996).

As seen in the discussion on negotiation skills above, the negotiation process offers ample opportunities to leverage a broad range of abilities. The reader is encouraged to explore his or her skills in negotiation situations, which can be refined through practice, experience, and reflection.

The fact that we all negotiate does not mean that we are all competent negotiators competent in identifying negotiation opportunities and handling them effectively. But we can all enhance our skills in creating and managing successful negotiations by improving strategies and individual competencies.

It is our conviction that equipping negotiators – professionals and amateurs alike – through proper training based on the insights described in this work, will enhance conflict handling and improve negotiation deals at different levels. Additionally, there is the potential to add significant value to their organizations and to society. Hence, from this perspective, applied negotiation training is greatly encouraged.

Summary

In this chapter we have presented an introduction to the negotiation discipline. Conflicts abound at all levels and need resolution. It is argued here that many harmful consequences of conflicts can be avoided with the proper understanding of conflicts as potential opportunities, and the proper use of the negotiation skill-set.

We have also stated that negotiations constitute very multi-faceted social interactions involving a variety of sub-processes, including behavior, emotions, cognitive perceptions, communication, and trust/distrust, among others, and that all of these can play a part in our understanding of tactical stratagems as the negotiation develops.

Regarding negotiation strategies, we have discussed two main strands: distributive and integrative. The distributive denotes competitive, win-lose, individualistic, zero-sum, or transactional characteristics; the integrative strategy type, on the other hand, involves more cooperative, win-win strategies, where open information exchange can facilitate innovative solutions that enlarge the overall assets at stake.

We subsequently described how the negotiation process goes through several stages, beginning with preparation, moving to information exchange, and arriving at a final agreement or contract. Each stage encompasses particular characteristics and an intricate web of sub-processes. The intrinsic characteristics of a negotiation are, in turn, influenced by external factors, such as negotiation setting, number of parties, and frequency of negotiation.

We also discussed negotiation styles and skills, and the fostering of core negotiation competencies. These are considered highly relevant for conflict handling and the achievement of appropriately negotiated settlements.

The discussion on negotiation competencies in this chapter paves the way for the next topic, namely interpersonal perspective-taking and interpersonal negotiation strategies, which constitute key capabilities for successful negotiations.

Notes

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CHAPTER 4

INTERPERSONAL PERSPECTIVE-TAKING AND INTERPERSONAL NEGOTIATION STRATEGIES

SANDRA PINEDA DE FORSBERG

"If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own". Henry Ford[1]

Henry Ford, the famous founder of the Ford Motor Company, a businessman, inventor, and front-runner, shares with us his secret for success, as we read the quote above. He clearly affirms that perspective-taking is the key to opening the door of success. Most people would agree with Henry Ford that perspective-taking is a common-sense action and a good idea, but very few do indeed take perspective. What do we do instead? Well, we actually focus most of the time on our own needs, with suboptimal results in the end. In this chapter, we aim to describe the role of perspective-taking in social interactions, and in conflict management in particular, whereby negotiation constitutes the route to excellence. But first, we will start by unpacking the concept of perspective-taking.

Interpersonal perspective-taking (IPT)

As we grow and develop in life, we encounter innumerable social exchanges and actions, through which we learn to interpret social interactions. It is in this socialization process that we form a variety of relationships, which, in an ideal world, can be mutually enriching, positive, healthy, and productive. However, at times, we, and others, may think and act in ways that are contrary to our own wishes and ambitions. Our uniqueness contrasts with that of those surrounding us, and eventually we end up in pleasant or unpleasant encounters with other individuals. These experiences range from everyday interpersonal exchanges to, for instance, conflicts in business relationships, where the relations may involve

collaboration, accommodation, competition, conflict, and hostility. What are the key aspects to positive and productive relationships? One vital competence is the ability to understand the perspectives of the other person or group. We cannot think of ourselves as interdependent social beings, seeking to meet our needs, and yet separate ourselves from others and their needs. To achieve our own goals, we usually need to interact with others, and consider their needs and perspectives also. It is for this reason we must learn to apply perspective-taking. In fact, perspective-taking is crucial for surmounting prejudices, going beyond persistent hostilities, and boosting possibilities for productive collaboration; it is valuable for building new relationships at any level.

Explaining the concept of interpersonal perspective-taking

We will now take a closer look at the origin of the word 'perspective'. The word is derived from the Latin verb *perspicere* (to look through, see clearly), from *per* (through) and *specere* (to look),[2] which aptly describes what perspective-taking is all about. Trying to take and maintain perspective involves the ability to see things within their accurate relationships or comparative importance. Conversely, somebody who is perspectiveless exhibits lack of perspective, or has no perspective on anything other than himself or herself. Here, we can use an interesting example from medieval painting. To contemporary thinking, it is almost unbelievable that creating perspective in paintings had to be discovered. Interestingly, before the 1400s, paintings basically lacked accurate perspective, and relative size was often assigned according to the perceived relative importance of the people depicted.[3] In addition, the emphasis was often not on realism *per se*. However, artists in the Renaissance Period learned to correctly represent proportions of three-dimensional objects, including people, on two-dimensional canvasses in relation to the intended distance from the viewer. This way to create paintings perfectly demonstrates how we can have distorted perspectives of people, things, and situations, and be unaware of it. By lacking perspective of, for instance, people and disagreements, we risk creating inaccurate and distorted portrayals of them by making them either larger and more complex, or smaller and simpler, than they are in reality. We can make unimportant disputes more complex than they were initially, or we can miss taking perspective on important conflicts by ignoring them, and thus making things worse. Before the Renaissance, although people in the distance were occasionally painted smaller than nearer ones, this was still often done inaccurately. This helps illustrate the fact that even when trying to see the perspective of people with whom we

are in conflict, it is not always accurate enough for the situation to be properly interpreted. The negotiation process can therefore be hindered until perspectives are clarified.

These connotations fit well with the purpose of perspective-taking described in our discussion. In brief, perspective-taking is about understanding an experience, idea, emotion, or situation from the point of view of another person. The common phrase 'to keep things in perspective' indicates the need for discerning what is important and what is not, or to let things take the right proportions. For example, by taking perspective a manager can better assess a situation in his team, and after having considered the team's perspective, he is in a better position to find a suitable solution to the crisis. Indeed, in social relations, perspective-taking becomes a strong competence for managing problems and building deeper and sustainable relationships within the family, workplace, and the general social fabric of society.

In the earlier chapters, we have already explained that conflicts between people are inevitable. We have also made the point that conflicts are not altogether bad, rather it is the way conflict is managed that will define whether the outcome is positive or negative. Subsequently, we examined negotiation – proposing this approach as the most suitable route for solving conflicts. Now, in this chapter, we are completing the circle by discussing the nature and important role of perspective-taking as a social competence central for conflict resolution. In particular, we consider the model describing interpersonal negotiation strategies for reaching productive agreements to settle a conflict or a deal.

We will start with a fictional narrative, a dilemma, which serves as an example of conflicts and disagreements we encounter in our social world as we regularly experience interactions with others. This kind of dilemma is intended to inspire the reader to reflect on his or her values.[4] This particular dilemma revolves around loyalty at work, and loyalty in a long-term friendship relationship. Dilemmas are good exercises for taking perspective where the reader views the situation from the different actors' point of view. Here it is not about who is right or wrong, but it is about reasoning and understanding each position, and finding a mutually convenient solution to a problem. Generally, individuals comprehend their social world through perspective-taking, and their moral judgment will be influenced partly by their perspective-taking. For empirical studies on social interactions and solving conflicts, it is useful to employ dilemmas for eliciting and weighing various points of view (Selman 1980).

The dilemma: Bill's boss has asked him to focus on a priority project worth 10 million USD. Bill's long-time good friend, Sean, asks Bill if he would help him recover a business deal worth 5 million USD, which he risks

losing to a competitor. If that happens, Sean will lose his long-awaited promotion, and perhaps his job as well. Bill must decide whether to help his friend Sean design a strategy to recover the business deal. But if Bill decides to help, he will be delayed in his own deliverables at work and will be in trouble. Moreover, Bill has already helped Sean in previous difficult times. At the same time, Sean does not know that Bill has a big amount of delayed work assigned to him by his manager. Since Bill has not dared to respond to Sean as he is afraid to disappoint his friend, Sean is already angry with Bill. What would be our advice in this situation?

We will now take the perspectives of Bill and Sean by defining what is most valuable to them, beginning with Bill. Sean is a long-time good friend, and Bill hesitates to say no, since he does not want Sean to risk his promotion, let alone his job. Moreover, Bill might lose his friend Sean. However, Bill has his own responsibilities at work, and he could get into serious trouble if he does not honor his commitment. Most importantly, Bill believes it would be unethical to compromise his duties at work for other commitments.

We will now take the perspective of Sean. He is afraid he will lose his job and the first person that comes to mind is his long-time best friend Bill, who Sean knows from experience has the capabilities to support in this kind of tricky situation. However, Sean does not know that Bill's situation limits his abilities to devote time to support him.

It can be argued that long-term friends should be able to solve their problems.[5] Because Bill values their friendship, he is willing to discuss potential solutions with Sean, even if he feels bad and is not prepared to jeopardize his own job.

The solution to this dilemma could be as follows. Bill explains that he feels bad, and although he genuinely wants to help, his work ethics preclude any compromise in his commitment to his boss. Sean listens to Bill, takes perspective, and understands Bill's difficult situation and emotional stress. Bill and Sean then decide to explore different options together. Bill has an idea that, instead of using his working hours to help Sean, he can use two full Saturdays planned for voluntary work with an NGO, raising funds for children with cancer. Bill would apologize to the NGO and propose another date to help. Sean is happy, and accepts Bill's proposal, and in return, he offers to help Bill fundraise for the NGO at a later stage when he has solved his current problem. Thus, we see the new opportunities for win-win agreements when the two parties, Bill and Sean, make the effort to engage in dialogue, take perspective, and allow space for creative integrative solutions.

Perspectives may change over time depending on physical position, hierarchical position, functional role, new experiences, and so forth. In a basketball game, for example, the team players have different views according to their physical position on the court, and these views change extremely fast in the game as their positions change. Thus, to understand problems or views of other people we are often required to relocate mentally, and perhaps also physically, to be able to perceive their perspectives. Hence, our capability to take perspective will, to a great extent, determine our ability to understand and connect with others, our responsiveness, and proficiency to communicate successfully. Consequently, our abilities to help others, care for our loved ones, lead teams and advance personally and professionally, are greatly dependent on our abilities to take perspective. Here, we will describe perspective-taking as a core competence that can be developed for constructive conflict handling, fostering a healthy interpersonal environment in an organization and enhancing negotiators' expertise to achieve effective resolutions to conflicts and profitable deals. Likewise, perspective-taking is intimately linked to interpersonal understanding, and is a crucial skill for constructive dialogues, knowledge sharing, productive negotiations, and effective teamwork.

We will now continue by examining a model describing the development of interpersonal perspective-taking from infancy to adulthood.

Selman's four levels of interpersonal perspective-taking model

Interpersonal perspective-taking (IPT) is a social-cognitive process crucial for understanding our own perspectives and the perspectives of other people, which enables the understanding and management of relationships. The capacity to understand others through perspective-taking has, therefore, significant repercussions for the management of social relationships. To be able to take perspective requires momentarily pausing one's own perspective and intentionally considering the perspective of the other person. Now, we will discuss the interpersonal perspective-taking (IPT) model from early childhood to adolescence.[6]

The IPT model describes a developmental path in which the capacity to take perspective progresses with age, with an increasing involvement of reciprocity and cooperation, and finally reaches the capability to understand the counterpart at a deeper level. The model consists of four separate and consecutive IPT levels, ranging from zero to three, covering perspective-taking development from the stages of toddler to adolescence/early adulthood:

- Egocentric and undifferentiated (level 0, 3-6 years);

- Subjective and unilateral (level 1, 5-9);

- Self-reflective and reciprocal (level 2, 7-12);

- Third-person and mutual (level 3, 10-15).

The lowest level of understanding (level zero) cannot distinguish between people's psychological and physical properties; perspectives of other individuals are not yet noticeable. As a result, the young child is only able to use strictly unilateral, impulsive, egocentric, strategies when interacting with others. At level one, the child can perceive the general psychological state of others, but only through physical assessment. Level two is characterized by acknowledging different, and even contradictory, perspectives, as well as pretended actions. Finally, real third-person perspective-taking and appreciation of mutual reciprocal perspective-taking in a social exchange constitute the hallmarks of level three.

The developmental progression of IPT, thus, involves learning and applying increasingly sophisticated interpersonal and relational competencies necessary for normal social interactions in everyday life. The insights from IPT research are therefore highly relevant in evaluating interactions between adults as well. Just as with children, there are different levels of perspective-taking abilities in adults, and adults' capacities to take perspective differ between individuals, in part correlated with the person's cognitive ability. A person who possesses cognitive complexity, which involves the capacity to understand, distinguish, and incorporate information, is equipped to effectively take perspective of other people.[7] Moreover, perspective-taking plays a guiding role with regard to forming, preserving, and reinforcing social bonds.[8] On the other hand, perspective-taking also has a dark side when used to one's advantage with egotistic motives. However, within a collaborative, trusting and truthful social framework, perspective-taking can be employed constructively for understanding the self and others. It helps avoid misunderstandings and unwarranted judgment, and instead, stimulates wholesome interpersonal interactions. In the following section we take a closer look at how perspective-taking functions in negotiations.

Interpersonal perspective-taking in negotiation situations

What role does IPT play in the social interactions taking place in negotiations? In what sense does IPT make a difference in integrative or

distributive negotiations? Perspective-taking competence has received increased attention among researchers of negotiation.[9] Interestingly, among practitioners, this ability is rarely considered important. There is evidence, however, supporting the benefits of perspective-taking on negotiation outcomes. Negotiators who consider their counterparts' perspective by trying to put themselves in their counterparts' situation generate and obtain more value than negotiators who do not take perspective.[10] Perspective-taking appears to encourage integrative negotiation, although it is difficult to explain how this happens.[11] Moreover, in integrative negotiations, perspective-taking negotiators were more successful in avoiding stalemates by offering concessions in low-priority areas.[12] Advanced perspective-taking has also been shown to help avoid impasses in difficult negotiation contexts, and this capacity is further enhanced with abilities to devise creative solutions. Even in a distributive setting, perspective-taking helps negotiators uncover the counterpart's concealed strategies and produce advantageous solutions, allowing room for seizing more gain.[13] Perspective-taking helps negotiators who pursue collaboration by, for example, enabling them to discern potentially abusive motives of a competitive counterpart and select effective counter-strategies.[14] These negotiations are characterized by mixed motives, collaborative and competitive, which the negotiator needs to handle effectively. In sum, negotiators appear to be more effective when using perspective-taking in most negotiation contexts, whether distributive or integrative.

We will now consider a mixed motives example. A teachers' union claimed that their working hours were already overloaded with many tasks, and that the high number of children in classrooms made teaching almost impossible. These problems seemed to have already impacted many of the teachers' health negatively. Therefore, the union requested 10 extra teaching assistants per school, and the reduction of the number of children per classroom, from 50 to no more than 25. The schools were situated in an area that had been neglected by the authorities for a long time. The local council was not interested in investing in these schools, and in response, they proposed to offer places for the children in another area of the city. This proposal would require parents to pay for transport and they also would have less control over their children. For this reason, the teachers were concerned that their demands would negatively affect these already-neglected communities. Neither the parents nor the teachers wanted the solution which had been suggested by the council. The following negotiation with the local council became very positional – no party wanted to compromise. The teachers' union started with a clear distributive approach to obtain as many as possible of their demands: assistants and

more classrooms, as well as teachers. The local council took the first step by accepting there would be no more than 40 children per classroom, but no assistants. The teachers kept pressing hard, arguing that was still too many, and that they would go on strike if this policy did not change. The council then conceded to 35 children per classroom. The teachers accepted the deal, but the need for assistants was still a big unresolved issue. The council said they would not concede anything else. The teachers' union then changed to a more integrative approach, and took perspective of the situation by proposing that some of the parents had good competencies and could be trained to work part-time at the school as assistants. The council would then only pay half of the salary of a normal full-time assistant. The council found the proposal to be a good solution, and the parents agreed happily.

The negotiation story above provides an illustration of the mixed motives situation, in which the teachers strove to get better working conditions. The teachers navigated back and forth from their demands because they also cared for the children who could be negatively affected. The council did not take perspective on the needs of the teachers and the children, nor on the situation of the parents. In response, the teachers took perspective into the situation, and compromised their needs somewhat, adding the new resource of parents helping at school. This integrative strategy convinced the council to a final concession, resulting in a win-win solution acceptable for every party.

To balance distributive and integrative ambitions in a negotiation always constitutes a challenge for the involved parties, termed 'the negotiator's dilemma', whereby negotiators struggle with the tension between competition and cooperation. Here we recall our previous discussion on distributive and integrative negotiation strategies which, in some respects, overlap conceptually with competitive and cooperative ambitions of negotiators. Likewise, the dual concerns model explained earlier also describes the similar dichotomy of motives from a conflict resolution perspective. Research has indicated that perspective-taking reduces egocentrism and enhances ethical behavior in cooperative frames. However, in competitive situations, the likelihood of selfish and dishonest behaviors increases, even when a negotiator starts a negotiation taking perspective for a collaborative process.[15] This can be exemplified in the following scenario. A collaborative negotiator, X, encounters an extremely competitive counterpart, Y, who raises unreasonable demands. To defend himself, negotiator X then applies an equally competitive stance, and through his stronger position, gains much more at the expense of counterpart Y than intended in his original collaborative plan.

Often, both contrasting currents of ambition run through the mind of a negotiator. To settle the tension of the 'negotiator's dilemma' between competition and collaboration, perspective-taking constitutes a crucial competence for the negotiator to reach an equilibrium between competition/cooperation in the negotiation exchange.[16] Therefore, the negotiator can use perspective-taking to assess the counterpart's motives, and the particular situation, in order to choose how to respond within a cooperative approach and yet safeguard his own responsibilities and goals through devising a balanced strategy. Thus, negotiators utilize a model of a traffic light, with different colors which signal the impact of received information in perspective-taking. Green indicates that the negotiator is starting using a cooperative frame that involves seeking dual aims, growing the pie, and claiming a bigger portion of it. Red suggests that a competitive strategy should be used, involving a strategic focus on one's own position and needs. In the worst case, no agreement at all could be better than continuing the negotiation. Finally, yellow indicates when signals emitted from the opponent are difficult to interpret, and therefore the negotiator may need to wait in order to gain time, or probe for more information before taking the next step.

To summarize, we note that IPT is used by the negotiator to interpret information received from the adversary, enabling understanding of the opponent's motives and strategy. From this, it follows that advanced IPT skills can be beneficial in both integrative as well as distributive negotiation situations. Moreover, IPT may help the negotiator to make a sound judgment of how to address one's own needs and the needs of the other party, thereby finding a sustainable solution to the 'negotiator's dilemma'. In the following section, we will continue exploring perspective-taking using a model specifically devised for analyzing negotiation strategies, namely interpersonal negotiation strategies (INS).

Interpersonal negotiation strategies (INS)

"The purposes of a person's heart are deep waters, but one who has insight draws them out".[17]

People who possess the ability to take the perspectives of the self and others, as well as to coordinate different social perceptions, have developed a high level of perspective-taking, and are thereby able to discern the purposes and needs of the others, as stated in the quote above. Perspective-taking therefore constitutes an extremely useful competence for productive social interactions. With this notion, we will proceed to discussing how perspective-taking capabilities can steer the choice of negotiation strategies

in a dispute, using the interpersonal negotiation strategies (INS) model.[18]

The interpersonal negotiation strategies (INS) model seeks to explain social management activities and distinguish behaviors and/or contexts for interpersonal negotiation. What then, is INS? Interpersonal negotiation strategies are approaches that a person uses to satisfy his/her own personal needs and ambitions while interacting (often in conflictive situations) with another person with whom he/she has a certain level of bonding.

There are two conditions that define the framework of an interpersonal negotiation in the INS model. First, the social interactions between the two persons imply an ongoing relationship, each with continuous consideration of the other party. The sharing of time and experiences in the relationship, as well as the history of each person, impacts the interactions in which mutual interests are disturbed and conflicts appear. Here we can also observe that mutual care generates a strong desire in the individuals to attain interpersonal balance. Second, the relationship may involve temporary imbalances, demonstrated in negative behavior, implying negative thinking and emotions between the two parties. As a result, both internal and interpersonal disequilibrium arise in the relationship framework, with the disagreement either subtle or clearly manifested. Therefore, interpersonal negotiation contains both implicit and explicit conflict.[19] Subtle hints are employed to identify a context for negotiation, and although the conflict may not be officially acknowledged, the negotiation has already started, given that the relationship continues. However, when a person restrains his or her own wishes intending to keep the relationship in balance at the expense of one's own internal discomfort and imbalance, the challenge that surfaces is the inability to identify a developing problem with the other party.

Now we will look at the interpersonal negotiation strategies (INS) levels.

Levels of interpersonal negotiation strategies and inclinations

To analyze in more detail how interpersonal perspective-taking (IPT) is used in negotiations, the interpersonal negotiation strategies (INS) model is helpful.[20] The INS model is based on the IPT concept, including the levels of perspective-taking described above. Similar to IPT, the INS model describes the competence levels of an individual to adequately process and interpret social information communicated by another individual. The INS model, however, only seeks to describe the social interactions that take place in a negotiation or negotiation-like situation. Thus, the INS model can be described as categories of negotiation strategies based on the level of IPT necessary to formulate and implement the negotiation strategy in question.

And conversely, the higher the INS level a person possesses, the more advanced perspective-taking abilities he or she can demonstrate, and the more sophisticated strategy he or she can apply. From this, it follows that INS can be devised in alignment with the attained IPT level, but an INS level higher than the actual IPT level is not possible to achieve.

Based on the IPT levels previously discussed, the INS model contains the following levels (beginning from the least developed level): Impulsive (level 0), unilateral (level 1), reciprocal (level 2), and collaborative (level 3); (see Table 4-1 below). Although these empirical studies stem from research with children and adolescents, the levels described are applicable to interactions between adults as well.

In addition to the INS levels, there are two interpersonal orientations: the 'self-transforming orientation', which denotes a person's inherent propensity to adapt to the other party, and the 'other-transforming orientation', which indicates the tendency to impose one's will on the adversary. This model presumes that these inclinations already influence the choice of INS at stage zero and up to level two, resulting in a two-dimensional INS matrix, depending on both inclination and level.[21]

We will now examine the different INS levels and the self-/other transforming orientations (Table 4-1 below).

Beginning from the least-differentiated INS level zero, this level reflects an 'impulsive' person whose perspective-taking abilities only allow spontaneous reactions to the situation encountered, whereby the person may use force or be overpowered by the other depending on the interpersonal orientation. A person performing higher levels of perspective-taking will also demonstrate more refined INS strategies, as represented by 'unilateral' (level one) and 'reciprocal' (level two) perspective-taking abilities, which involve more sophisticated verbal interactions and more open communication. The level one actor still operates according to 'the winner takes it all' paradigm, although brute force is not the main vehicle for exchange, as it is for level zero. For both level one and level two, direct or indirect coercion is imposed by other-transforming subjects, whereas self-transforming counterparts tend to capitulate.

In contrast to INS level one, level-two negotiators do take the other party's interests into account, enabled by the higher perspective-taking abilities used at this level. The ruling principles here are fairness and justice. Although relationship aspects can be considered, they are of secondary importance.

Table 4-1. Levels of Interpersonal Negotiation Strategies (INS)

INTERPERSONAL ORIENTATIONS

LEVEL	IPT DESCRIP-TION	INS DESCRIP-TION	SELF-TRANSFORMING	OTHER-TRANSFORMING
3	Third Person and mutual	Collaborative	Collaborate reflecting mutual needs and nature of relationships	
2	Self-reflective and reciprocal	Reciprocal	Ask for reasons Barter Go second	Give reasons Persuade Go first
1	Subjective and unilateral	Unilateral	Obey Give in Wait for help	Command Bully Order Tell
0	Egocentric and undifferentiated	Impulsive	Whine Flee Hide	Fight Grab Hit

Table 4-1. Interpersonal negotiation strategies (INS) are categorized into the four different levels zero to three, according to the degree of sophistication, where the INS at each level is dependent on the level of the underlying interpersonal perspective-taking (IPT) abilities. In general, the higher the INS level, the less impulsive, the more reflective, and the higher the perceived value of the relationship between the parties. The INS are further categorized into the self-transforming and other-transforming orientations operating at INS levels zero to two (adapted after Yeates et al. 1990).

At the 'collaborative' INS level three, the involved parties leverage IPT capabilities that enable serious considerations concerning the common good for all involved, which is also facilitated by taking a third person perspective, a unique feature of this INS level. Colleagues in the workplace, or negotiators who have reached the collaborative level three, are aware of the need for balance between other-transforming or self-transforming inclinations. Consequently, at this level, the other-transforming or self-

transforming inclinations are not steering the overall negotiation behavior. Likewise, it is expected that the involved actors conduct the negotiation in a partnership atmosphere. That means they are capable of embracing win-win strategies, with the help of open dialogue, respect, and creative propositions, to pursue profitable outcomes. Here, the increased perspective-taking abilities enable the person to value the relationship in which the negotiation is embedded, and at the same time, balance the interdependence of the exchange with recognition of each party's autonomy.

Interpersonal negotiation strategies and the phases of the negotiation process

Looking more closely at the negotiation process, a cycle of interactions comprising four successive phases can be envisioned. Each phase represents a distinct competence for processing social information. First, 'defining the problem'; second, 'generating alternative strategies'; third, 'selecting and implementing specific strategy'; and fourth, 'evaluating outcomes". This negotiation cycle may be repeated multiple times until a resolution to a problem or negotiation agreement is reached (Table 4-2 below).[22] The INS level used by the involved parties indicates their capacity to process social information in each negotiation phase.

We will now take a closer look at each negotiation phase from an INS perspective:

1. Defining the problem: A problem moves parties to a social exchange. How this problem is understood and handled is dependent on the level of INS used. At level zero, the problem is understood in purely physical terms, whereas at level one the problem is defined by 'either the other or me'. The higher INS level two enables perception of the problem from both perspectives. At level three, the relationship and the needs of both parties take precedence over what is at stake within the problem itself.

2. Generating alternative strategies: Again, at level zero, strategies are physical impulses with no reflection over choice of strategy. INS level one includes non-physical strategies; the goal is, however, to either maximize one's own gain or give in. Fairness with regard to the needs of all involved is a new element in the strategy-making at level two. To identify common goals is, however, only positive at the highest INS level three, which is congruent with the view that the relationship is the most valuable asset in the balance.

3. Selecting and implementing specific strategy: The choice of strategy at level zero is impulsive. Either one tries to grab the opportunity by force, or flees to protect oneself against a stronger or more assertive opponent. The strategy at INS level one, in contrast to that of level zero, is consciously chosen, but there is still limited possibility to find middle ground between conflicting interests. However, a middle ground is achievable at level two, with a common strategy chosen that could be acceptable to both parties. At the next level, level three, the suitability of strategy is defined in relational terms and lasting collaboration, rather than weighing one's gains versus those of the other party.

4. Evaluating Outcomes: Level zero actors understand the outcome of the interaction in terms of self-gratification only, whereas at INS level one outcomes of both parties are considered. The additional perspective of fairness is added at level two, when assessing the outcomes for oneself and for the opponent. A negotiation that has enriched the relationship and paved the way for continued collaboration indicates that INS level three strategies have been employed by both parties.

The somewhat stereotypical description above is nuanced and/or complicated by several factors that characterize negotiations in real life. For instance, the INS model also acknowledges the possibility of lower-level INS negotiators to re-evaluate their strategy when a negotiation fails, which in turn may catalyze growth in perspective-taking abilities, which may then be implemented in future disputes. Moreover, it is a fact that an actor may not apply INS strategies at the same level in all negotiations, as situational and individual factors may impact the strategy level used by each negotiator. Moreover, this model does not imply that all negotiations are held at the same INS level throughout the four phases. Most of us are aware how perspectives, motivations and emotions may abruptly change during a negotiation, impacting the perspective-taking process, which, in turn, may cause fluctuations in tactical maneuvers and strategy. It is important to note, however, that each phase in a negotiation process can be greatly facilitated by enhanced perspective-taking skills, particularly in long-term collaborative relationships.

Table 4-2. Functional Negotiation Steps of the INS Model

FUNCTIONAL STEPS

Phase \ Level	1. Defining the problem	2. Generating alternative strategies	3. Selecting and implementing specific strategy	4. Evaluating outcomes
3	Problem defined in terms of mutual goals and long-term relationship	Strategies reflect collaboration, with goals shared by self and other	Strategy is chosen to optimize sense of collaboration and to sustain relationship	Outcomes are evaluated in terms of long-term effects on relationships
2	Problem defined by contrasting the needs of both the self and the other at the same time	Strategies stress satisfying both participants in a just fashion	Strategy is selected to satisfy self and other, and their relationship	Outcomes are evaluated based on basis of balance, with emphasis on fair exchange
1	Problem is defined in terms of the needs of either the self or the other	Strategies emphasize assertion of power or appeasement without balance	Strategy is chosen to please self or other in the short term	Outcomes are evaluated based on personal satisfaction of either self or other
0	Problem defined in physical terms without reference to psychological states	Strategies are physical with little differentiation of impulse and action	Strategy is selected to immediately gratify or protect the self	Outcomes are evaluated based on immediate needs of the self

Table 4-2. The four functional negotiation steps or phases of the interpersonal negotiation strategies (INS) model (1. Defining the problem, 2. Generating alternative strategies, 3. Selecting and implementing specific strategy and 4. Evaluating Outcomes), describe the INS used at each negotiation phase. For each of the negotiation phases the strategies are categorized according to the INS complexity level as described in Table 4-1. (Table 4-2 is adapted after Yeates et al. 1991).

We will now consider a fictitious negotiation situation and identify the INS model's four functional steps. Laura is the director of the sales department of a big clothing company in the city. She recently participated in a weekend workshop on perspective-taking and advancing leadership competencies, and very much appreciated the information that she received. During one session, the discussion concerned valuing, recognizing, and engaging, employees, using different initiatives. Laura immediately thought about John, her logistics manager, and how valuable he is to the company. To recognize his contribution, upon her return, Laura invited John to her office and notified him of a promotion, including increased leadership responsibility with an improved salary package. The following day, Laura received a resignation letter from John in which he expressed gratitude for the offer, but declined and instead submitted his resignation.

Laura was obviously very confused, surprised, and disappointed with John's response. Her first reaction was to accept his resignation and discuss with Human Resources the recruitment possibilities to keep her headcount. She recalled, however, the workshop on perspective-taking for conflict resolution during the leadership weekend. Then she decided to think about John's motives and put herself in John's shoes. Would it be worthwhile to invite John for a discussion to gain more clarity? Laura decided to invite John for lunch and talk over the problem. John accepted the invitation and explained that he was happy with his current role and was not really interested in more responsibility. Moreover, John had been planning for a long time to ask to decrease to an 80% working week, so that he could invest in further studies for two years. Due to the demands of the job, he had not found the right opportunity to do this. Laura was pleased to hear John's sincere motivations and appreciated his openness. John thanked Laura for her genuine interest in his perspective and current needs. Laura and John negotiated a solution that allowed John to combine his current role at the company and still study in his spare time. Laura was very pleased with the outcome, as she could keep one of her most valuable employees. In addition, the discussion strengthened their working relationship and paved the way for further open, constructive, and profitable discussions.

We will now look at this situation from an INS perspective and see how IPT is used for negotiation strategies throughout the phases:

Phase 1. Defining the problem

In spite of her shock and anger, Laura decided to take perspective, and tried to imagine what the probable reasons why John was not interested in such a good proposal were. Notably, the value Laura placed in the relationship was a strong motivating factor. These aspects suggest the

highest IPT level three. Next, she decided to take an even deeper perspective on the conflict and invited John to have lunch to ask him about the reasons why he resigned. John explained his reasons – he had different interests from those Laura had assumed. Her openness to discuss and consider mutual goals with a long-term perspective shows that Laura operated at the 'collaborative' INS level three at this stage of the negotiation.

John's first response in resigning showed that he did not invest in perspective-taking to better understand Laura's needs and motivation. A negotiated solution did not enter his mind, apparently. Instead, John took a drastic decision based only on his own needs, and maybe out of fear, placing the INS between level one and level two. John's view of the situation appears to be something like 'either Laura or me' with his desire to study, and this suggests lower level IPT as well.

Phase 2. Generating alternative strategies

Laura was not very happy with the news, but she valued John's commitment to his work. Laura asked what he really wanted. He explained that he wanted fewer working hours to be able to study further. That meant four days' work and one day at home. This was very difficult for Laura to accept, because the workload was high at the moment for her team, and John, being excellent in his role, was needed every day of the week. In this situation, creativity was required for both parties to find a mutually satisfactory solution. Here, John came up with a new plan, and offered that instead of four days, he could accept working four seven-hour days and on Fridays he would take the afternoon off. John showed through his counter-proposal both out-of-the-box thinking and genuine interest in Laura's needs, which indicates a level three IPT, resulting in INS at the same level.

Phase 3. Selecting and implementing specific strategy

Laura found John's suggestion a good compromise and accepted. Moreover, she also offered John a bonus if the quality of his work continued to increase, a concession actually not required to settle this agreement. For the sake of their continued collaboration and common deliverables, she added the bonus offer as an incentive for John to continue focus on excelling at work, despite the fewer working hours. Her understanding of John's needs for extra spare time, acknowledgment of John's 'going the extra mile', and willingness to invest in the bonus in order to continue a fruitful collaboration, is another example of level three INS enabled by level three IPT.

Phase 4. Evaluating Outcomes

The outcome of the conflict showed that Laura handled the conflict in a smart way and did not react impulsively, risking the loss of one of her best employees. Although not so open and transparent at the beginning, John eventually showed willingness to collaborate and worked out the conflict of interests without giving up his desires. Although Laura and John had different goals, they both were willing, for the sake of the relationship, to accommodate the other party in order to win something in the negotiation, which again constitutes a hallmark of INS level three. This level of negotiation enabled both parties to reach a mutual profitable outcome, and the working relationship was rescued.

Interpersonal negotiation strategies and relational factors

Discussing IPT and INS leads us now to include collaboration as a behavior closely linked to conflict resolution processes, including negotiation. We recall the array of interpersonal interaction types at the disposal of an experienced negotiator, as well as informal settings. We intuitively acknowledge that conflict in a brief relationship is not necessarily settled in the same way as a conflict between two long-term business partners. Why? The relationship between the parties is among the assets at stake in the interaction. Hence both parties would be ready to collaborate, for instance, in a negotiation to rescue the valuable relationship. How a conflict resolution might evolve is, therefore, to a great extent dependent on the type of relationship the negotiators share.

Looking closer at conflicts in well-established and trusting relationships, they contain both an interpersonal aspect, involving conflict between the parties' interests, as well as an intrapersonal aspect, which signifies the inner conflict between one's own perceived desires and concerns for the other party. Actors engaged in negotiation may, in such cases, try to hide their own desire or frustration to protect the interpersonal harmony, and ultimately the relationship. The intrapersonal conflict or disequilibrium is not visible, but nevertheless real.[23] The perspective-taking challenge in these situations is to coordinate one's own motives in the dispute, the motives of the adversary and, in addition, the motives of both parties behind the existing relationship. As seen in the INS levels discussed, the higher the INS capabilities, the more likely it is that these relational aspects are actively considered. At the highest level the intrapersonal aspect is likely to be easily resolved, due to the overarching commitment to, and prioritization of, collaboration and the relational assets in a dispute.

Although the capacity to take perspective in devising interpersonal negotiation strategies can be explained in levels of increasing complexity, interpreting a person's actions in moments of emotional agitation in a conflict is more complex than interpretation of logical reasoning about actions. Factors outside the INS model can steer the immediate choice of action when an actor is influenced by inner fluctuating motives and emotions or external causes. These 'non-rational' factors may hinder individuals in using their best IPT abilities, and they may then 'underperform' in terms of choosing INS.[24]

A telephone bill negotiation: The role of perspective taking and emotions

The true story below illustrates how choosing a positive attitude and demonstrating regulated emotions, combined with perspective-taking, can influence a negotiator and her counterpart, leading to a very profitable outcome. When I saw our recently-received mobile telephone bill, I was not happy at all. Something inside me triggered negative emotions that I chose to suppress. It was not an easy exercise, though. Shortly afterwards, I decided to, at least, check carefully what had gone wrong by looking at the bill in detail. I found two main problems. One, as we moved to another city, we were expected to send back the telephone box, which we had done. We had, however, no receipt from the post office to prove it. The second problem concerned inadvertent use of roaming services during a journey overseas. Apparently, we had not deactivated the roaming function of one of our mobile telephones. In addition, the service provider wanted to charge us extra for the administration. Realizing that the extra costs of the expensive bill were our fault did not make me happy. Again, I had to make a choice, either to get angry with myself and my husband, or to try to calm down and think creatively about how to solve this problem. I decided to wait two days and think of a solution.

My reflections roughly brought me to two main points: A) Time as a client. I realized that we had been with the mobile phone company for seven years, and, so far, it had been a good experience. B) The contract would come to an end in a week's time and I had the option to either renew the contract if I wanted to, or to turn to another company. I could use these two aspects to my advantage when negotiating the bill with the company. I then thought of my own attitude. I decided to stop my negative emotions and be positive about the problem, about the people I would talk to, and about the potential outcome. After all, the only parameters I could really control were my emotions and my strategy. With a positive attitude, poised to engage my counterpart constructively, I prepared my strategy. In short, my BATNA

was to obtain a reduction of at least 50% of the penalties, and in return the counterpart would benefit from keeping me as a customer.

The day came to make the call, and I carefully remembered my choices. A woman answered with a professional and unemotional tone of voice. She explained the facts and requested facts from me. If I could not provide the receipt for mailing the box, I would have to pay the full penalty and administrative costs. The conversation developed in a way that using my arguments about being a long-term client would not have been fitting at all. Taking perspective, I realized she was not the least interested in keeping me as a customer. Feeling blocked and not knowing how to proceed, I thought I could at least ask about my phone contract and the expiration date. She briefly explained the higher prices for a new contract that I would need to pay for continuing as a customer. Very disappointed, I maintained my determination to keep a positive attitude, and my emotions calm and regulated. I asked again about the expiry date for my contract. She misunderstood me and thought that I wanted to finish the contract immediately and connected me with the contract department right away. Another woman answered the phone, and asked me if I wanted to stop the contract. I said I first wanted to know the expiry date. I could feel that she was a bit concerned, and she began to explain about the old contract and what a new contract would look like. Then she clarified the prices, which were much lower than those her colleague had mentioned earlier. This time, I clearly perceived from the voice tone, and her attitude, that she really wanted to keep me as a customer. I took a deeper perspective on her, and thought that there was a possibility to negotiate now. So, I listened carefully and let her finish her whole line of argument about the new contract. After thanking her for being clear and informative, I then asked her to look at my phone bill and she confirmed that she was looking at it. I said in a sad tone about having to pay such an amount of money for unconscious errors. "That is painful," she said "I understand you; I am sorry". I asked "Can you help me?" She answered that she would cancel the penalty for the box, and that I did not have to pay it. I thanked her for this. I then asked, again, how much was left to pay. She mentioned the sum and I responded, while acknowledging our mistake. "That is painful," she responded as before, "I am sorry". I asked again, "Can you help me?" She said she would cancel half of the amount, and when I asked for further reductions she conceded and gave me a little bit more discount. At this point I had achieved a reduction of 55% of the total amount. I then remembered that I would need to buy a new phone, which had not been a part of my initial strategy. She answered, "You know, I will give you 300USD as a present for your phone, whatever price or brand you want to buy from us". In the end, I had reached

far more than my planned negotiation goal.

In these two conversations, taking perspective had provided very useful to me, particularly as I was the much weaker party in the negotiation. I, the affected party, chose to take perspective and try to understand the interests of the telephone company, rather than viewing them, the adversary, as the problem.[25] Using the fact that I was near the end of the contract period had proven effective, knowing that my stronger opponent at times walks the extra mile to keep customers. In addition, mentioning my need for a new mobile phone enabled us to 'grow the pie' together, and we both gained more than I had anticipated before the negotiation. I had received my compensation and my opponent kept me as a customer. The negotiation, hence, contained clear integrative elements. Another learning from this interaction is the importance of emotion. The unhappiness about the unnecessary extra costs and penalties showed through in those two instances in the conversation, and my second counterpart registered my emotional state and even expressed empathy. This suggests she did take perspective on me, on my emotions and on my situation. I could have framed my negative emotions concerning the bill as anger and hostility, which however often leads to an impasse. Instead, I chose to frame my negative emotion as sadness. I did this, which I believe stimulated cooperative concession making.

I, the affected party, chose to approach the dispute with the target of an integrative negotiation from the start, with a clear BATNA and taking the interests of the other party into account. According to the telephone experience, the representative clearly showed interest in securing that I, the client, would stay. She framed the negotiation by offering clarification of the current contract and how the new contract would look. This explanation pacified my concerns over the higher price and fewer benefits which the first customer service operator had presented. The representative also showed, through her tone of voice and style, a friendly approach and a listening disposition to understand my needs, which was in alignment with my own approach. One might want to consider reframing anger as sadness.

How individuals are influenced by the emotions they experience, and how perspective-taking on the counterparts' inner world, including their emotions, may influence a social interaction, are very important. How do an individual's emotions affect another person's reasoning, mindsets, and conduct? How aware are we of the interpersonal effect of emotions in, for instance, a negotiation? Theories about the social functions of emotions are gaining a foothold in research, and a growing body of evidence suggests that emotions can assist the individual in accommodating to the social world with which he or she interacts.[26] Data from a variety of spheres of social

influence, including negotiation and leadership, which examine the functional similarity of different forms of emotional manifestation, emotional regulation, etc., support the notion that emotional manifestations can exert social impact, provoking affective responses. Emotions can serve to instigate social impact at an interpersonal level, serving as a social information tool.[27] Also, in the negotiation context, information is emitted through emotions displayed. For instance, the type of feeling associated with an issue may reveal the level of priority the negotiator has given it.[28] Moreover, in terms of social relations, actors may influence each other's emotions, and this can promote or obstruct advancement of their negotiation efforts.[29] The positive emotions displayed may facilitate reaching an agreement and steer the negotiation in an integrative direction,[30] and also pave the way for future negotiations.[31] In my real-life story, shared above, the display and interpretation of emotions clearly influenced the outcome of the negotiation positively. Indeed, not only did I reach a mutually acceptable deal, but I also felt I had achieved an improved relationship with the company, although I speak with different representatives every time I phone.

Converging interpersonal negotiation strategies with other negotiation parameters

We have now discussed the different INS levels, which in turn, are based on the perspective-taking abilities of the involved parties (IPT). In addition, we have considered the two different inclinations, the other-transforming and self-transforming, which influence whether one would tend to impose one's own agenda or easily give in when negotiating. The next question for us to consider at this stage is how IPT and associated INS levels with other-transforming/self-transforming tendencies relate to other negotiation-related parameters. Here, we will briefly discuss IPT/INS in relation to negotiation style, and assertiveness vs. empathy, and then take a closer look at IPT/INS in relation to integrative vs. distributive negotiation strategies. Can IPT/INS complement and even add further understanding to these other negotiation parameters, and how may they influence a negotiation process?

Interpersonal negotiation strategies in relation to negotiation style

The choice of negotiation style (see chapter on Negotiation) is less deeply engrained in the negotiator's personality than the self- or other-transforming inclinations. Instead the negotiation style is consciously chosen by the actors, and the motives may vary. How do INS levels relate to the choice of negotiation style? For example, a negotiator with INS level

three intending a collaborative transaction process can behave cordially, reflecting that he or she genuinely aims to discuss creative win-win solutions. A conscious negotiation style is conceivable also for INS level two actors. Here, a friendly style may reflect an honest, constructive ambition, driving the strategy on par with the perspective-taking abilities at hand. On the other hand, a negotiator may mask his or her real intentions behind a friendly façade, hiding ulterior motives or outright unethical intentions. Obviously, this strategy may only work once, i.e., in a one-time business exchange, because sooner rather than later, the counterpart will discover whether the style matches the strategy or not. This deceptive behavior is less likely at INS level three, where the perspective-taking abilities allow for an emphasis on relational, collaborative aspects, and overall gain for all parties.

Interpersonal negotiation strategies in relation to assertiveness and empathy

Finally, we examine the concepts of assertiveness and empathy using the INS lens. We recall that assertiveness denotes the skill to advocate your own interests, whereas empathy reflects the ability to identify oneself with the counterpart's situation and interests; a balanced combination of both traits can help negotiators reach successful outcomes.[32] A person of other-transforming inclination will tend to leverage his or her assertiveness to maximize his own gain, whereas an actor of self-transforming inclination will find it difficult to perceive the value at stake, and, most likely, will also struggle to verbalize his or her own ambitions. Concerning empathy, it has been recommended that negotiators try to relate cognitively, but not emotionally, to the other party.[33] Indeed, to what extent a negotiator should engage emotionally in his or her opponent is debatable. Even if perspective-taking and empathy are associated, they are conceptually different. Perspective-taking assists people in becoming more precise in their understanding of others' perceptions, while empathy enables connecting to others' emotions. The ability to feel empathy in this sense still correlates closely with IPT, where level three INS is linked to the capability of identifying oneself with the counterpart. It is conceivable that the more one cognitively understands the other person using IPT abilities, the easier it is to identify with the situation that person experiences, which, in turn, can also help relate emotionally to the person. However, it is argued here that the capacity to understand the mental and emotional conditions of the opponent does not necessarily involve sympathizing with them. INS at level three additionally allows efficiently coordinating one's own perspectives and ambitions with those of the other party, reducing the risk of a biased

assessment. Ideally, this would permit the negotiator to balance empathy with self-assertiveness.[34] How would empathy influence the way a negotiation is conducted? Some reports suggest that IPT *per se* may not be as important as empathy in motivating a negotiator to avoid unfair, dishonest, and manipulative, strategies during negotiations.[35] When a negotiator confronts a competitive adversary, his or her perspective-taking and empathy may impact negotiation effectiveness and outcomes differently. People who tend to empathize appear to put others' needs above their own, even when confronted with a competitive or other-transforming opponent, which often results in a lost negotiation. Perspective-taking on its own, however, helps to identify competitive stratagems of an adversary, and facilitates the prediction of potential conducts including emotions. In a cooperative negotiation situation, perspective-taking and empathy could be used in conjunction, positively enforcing one another to strengthen the collaboration for a win-win solution. However, this is recommended for negotiators that have a good level of self-awareness and self-assertiveness. Why do some people succeed in relating appropriately, and others remain at a distance in social contexts? People who succeed in relating effectively with others have learnt to take perspective on the other person's needs, desires and goals. The true story presented below will illustrate this phenomenon.

The benefit of perspective-taking in interpersonal interactions with high-ranking officials

I recall a story that also underscores the importance of perspective-taking in cases of interpersonal interactions with high-ranking officials. I was a member of staff on the ship LOGOS II, the largest floating bookstore in the world, where 200 volunteers from 40 countries worked and lived together. As we sailed to Wales, UK in 1995, we began preparations for our official opening, where our special guests of honor were the former US President Jimmy Carter, and the Former First Lady, Rosalyn Carter. I had the privilege to be a member of the welcoming team. For the official opening event onboard LOGOS II, we in the welcoming team were dressed in our national costumes and received the appropriate instructions on how to interact with guests of this rank. We were not supposed to address them, but to wait for them to approach us if they so wished. Only if one of them came to greet us would we directly interact with them in a personal manner. The event started, and the President and the First Lady arrived at the ship. The President went straight ahead, but the First Lady stayed behind very briefly to say hello to a couple of the ship's company before going to the front seats reserved for them. The ceremony concluded and the guests followed the ship's captain and President Carter and his wife to the

bookstore, where he cut the ribbon while many pictures were taken. Then a tour around the bookstore was given, and everyone walked around looking at the books trying to stay around President Carter. The First Lady, however, left the crowd, and went towards the exit where we, the welcoming team, were standing, waiting to say goodbye officially when the ceremony was over. As I saw the First Lady, I put myself in her shoes and empathized with her. I thought that perhaps she was not interested in the crowd or the publicity but wanted a more normal personal interaction. As she continued walking towards us, I thought that perhaps we could take a photo of her with us. After all, the photographers were only running after the President, I thought. So, I kindly asked her if she would like to be in a picture with me. Without any hesitation she said yes. There we were, preparing ourselves for the picture, waiting for my friend to take it when suddenly the crowd appeared, and the First Lady said "Come Jimmy, join us in the picture". By then, the official protocol had already been broken and everyone was allowed to be in the picture. As you may notice in photograph Fig. 4-1, below, the First Lady is sadly not in the picture, but only President Carter and I. The photographer took a perspective different from the one I had wanted.

Fig. 4-1. Author Pineda de Forsberg and former President Jimmy Carter onboard the LOGOS-II ship, 1995.

Fig. 4-1. Perspective-taking that includes behavioral and affective aspects may position us favorably in relation to influential individuals.

Perspective-taking, does it help? With hindsight, I understand that I took a deeper perspective on the situation by perceiving that the First Lady would be happy to associate with us. I wanted her to know that she was very important to us, and by asking her to be in our picture, I wanted to honor her. Many times, we forget that high-ranking officials are humans, as we all are. The process of perspective-taking led me to 'break' official protocol, not knowing that it would result in an enjoyable and truly pleasant end of the visit for everyone, and including an honor for me, obviously. Perspective-taking is a crucial competence helping us to see the other person not only through their behavior, but also in a more subjective way. Trying to understand the person from within can prove very profitable. Perspective-taking can, in this way, position us advantageously in comparison to those who just think about their own perspectives and follow the rules. It is beneficial to observe the objective external behavior of others while taking perspective. Moreover, taking into account the others' affective needs, those needs that we do not see through an objective lens, but through a subjective one, are of equal importance. Former UN Secretary General, Dag Hammarskjöld, once stated the following:

 "You can only hope to find a lasting solution to a conflict if you have learned to see the other objectively, but, at the same time, to experience his difficulties subjectively".[36]

Thus, to practice perspective-taking, both at the behavioral level as well as the affective level, becomes the superior combination, providing greater advantages for the perspective-taker.

Interpersonal negotiation strategies in relation to integrative/distributive strategies

Do INS levels also affect choice of distributive and integrative negotiation strategies? We will begin considering INS levels zero and one. To some extent, these early egocentric negotiation strategies resemble competitive negotiation approaches, whereas the later development stages display some characteristics of cooperative or integrative models.[37] As mentioned, lower INS levels tend to express more clearly either the self-transforming or other-transforming inclination. The other-transforming inclination views its gains as paid for by the counterpart, and the self-transforming negotiator accepts losses and understands these as sacrifices directly benefitting the other-transforming opponent. Both negotiators see the transaction with a zero-sum lens. The other-transforming party is at the lower INS levels – he or she is most likely unable to create additional gains

by 'growing the pie', or may not see the need for it, as his or her wins are simply focused on taking a gain from the adversary. The self-transforming actor is too restricted within the loser identity to suggest win-win solutions that are hallmarks of creative integrative negotiations strategies.

At the third INS level, the negotiator is able to take a third-person perspective, which helps him or her to break away from the other- or self-transforming shackles. At this stage, the so-called negotiator's dilemma, denoting the tension between competitive and cooperative negotiation strategies, may find its resolution based on the IPT capabilities underpinning this INS level. It is conceivable that at this point the negotiator can open himself or herself to truly novel integrative solutions, where the value under dispute can grow during the negotiation, to the benefit of all parties involved. Caution is needed, however, when trying to combine INS with integrative/distributive models. Level three INS, with an emphasis on the relationship between the parties, is not identical to an integrative strategy used to find new solutions for expanding the overall assets in a potential win-win outcome. It is conceivable that INS level three collaboration, based on level three IPT, will not always generate the creative ideas necessary for expanding the pie in an integrative fashion. The perspective-taking abilities will, however, facilitate exchange within the process. The active collaboration between the parties thus constitutes an important common denominator for level three INS and integrative strategies in a negotiation process. It is also likely that the INS level three negotiator possesses the insights that enable him or her to strive for a solution that is as close to win-win as possible. This can, of course, occur, with or without growing the pie using integrative strategies. The INS scale implies that the higher the IPT, the more advanced INS can be used, and the more space is given to considering the concerns of the counterpart. Indeed, at INS level three, only win-win scenarios appear acceptable to the involved parties. Growing the pie using integrative strategies is facilitated by a willingness to collaborate with open dialogues to come up with the required 'out-of-the box' ideas. The connection between integrative negotiation strategies and a strong emphasis on the relationship is usually not emphasized in scholarly discussion, but it is indeed a conceivable prerequisite. The relationship aspect would then be another common denominator of integrative strategies and level three INS.

Thus far, our observations indicate that high INS show strong resemblances with integrative strategies. We will now summarize our findings (Table 4-3 below):

Table 4-3. Comparing Models: Integrative Negotiation Strategies and INS Level Three

	Advanced perspective-taking required	Grow the pie	Collaboration emphasis	Relationship emphasis	Win-win outcomes
Integrative strategies	Yes	Yes	Yes	Likely	Yes
INS level three	Yes	Likely	Yes	Yes	Yes

Table 4-3. Integrative negotiation strategies and INS level three constitute two different models that overlap to a great extent with respect to emphasis on win-win outcomes, growing the pie, advanced perspective-taking, collaboration, and relationship.

Viewing IPT as an essentially double-edged sword, perspective-taking skills, like any skills, can be used selfishly or benevolently. INS level three, however, precludes the use of competitive strategies as the IPT abilities indicate that the relationship is one of the most valuable assets on the negotiation table. Although IPT level three allows subduing self- or other-transforming inclinations, it is suggested here that a negotiator at this IPT level can still choose to follow his or her other-transforming inclination, adopting a competitive stance, and employing distributive strategies. Whether this negotiator fully uses his or her IPT abilities is, however, doubtful, leaving the question open if competitive strategies could be incorporated in INS level three.

In sum, we find some possibilities to use the IPT/INS concept together with other negotiation models. Here, further studies are warranted to explore how IPT/INS from the field of developmental psychology may complement and enrich our understanding of the negotiation process.

Having discussed the different models used for describing aspects of negotiation, we will now turn our attention to applying perspective-taking in real life.

Perspective-taking in practice

We have already argued that perspective-taking is an important competence for social interactions in any domains of life, such as the workplace, family, and friends. Perspective-taking gives actors increased

insight into whether the other person is inclined to discuss and agree to a given proposal. Perspective-taking in practice, however, can be particularly challenging because it requires us to shift the focus from ourselves to another person. This is not an easy task, particularly in a negotiation with valuable assets at stake, let alone in a heated conflict. Even with good intentions to take perspective, there are pitfalls to be aware of. For instance, perspective-taking can be ineffective when reduced to guessing and drawing far-reaching conclusions based on poorly founded assumptions. As a result, a confirmation of the assumptions made while taking perspective is needed for the sake of accuracy.

We will now simulate a conflict to illustrate the challenges. Patrick is angry at me, and I do not understand why. I then start imagining the reasons for Patrick's negative emotions towards me and conclude that I am fully right in my perceptions. Now it could be that what I have imagined are possible reasons for Patrick's anger are not true. He may be angry for other reasons. Instead, my perception about why Patrick is angry must be confirmed before I decide what to do to resolve my conflict with Patrick. Therefore, the process of interpersonal understanding between Patrick and me can take place by going through some fundamental steps for which perspective-taking is central.

Steps for perspective-taking

The following steps aim to help you in the use of perspective-taking through a negotiation for solving a conflict (see Fig. 4-2 below):

Take perspective of yourself: Place yourself in the center, and clearly identify your feelings, motivations, intentions, and the reasons why you are in a struggle with that person, and write them down.

Answer the question: What is my problem?

Take perspective of the other person: Pause your feelings, motivations, and intentions. Next, place the other person at the center and actively imagine his or her perspective, ponder about his or her possible feelings, motivations and needs concerning your struggle, and write them down.

Answer the question: What might be the other person's problem?

Gain perspective: Approach the other person and invite him/her to a dialogue to honestly share feelings, motivations, and needs, which can help establish concrete points about his or her interests. Listen to your counterpart by putting yourself in his or her shoes.

Answer the question: What is the other person's real problem?

Share your perspective: Explain your own perspective, motivation, and needs, by clarifying what is at stake for you in the problem.

Answer the question: Did I express my problem?

Exchange of the desired outcome: Express clearly your desired outcome of the problem and understand clearly what the other person's expected outcome is.

Answer the question: What does he or she want from me?

Decide together how you want to proceed to solve the problem and check whether you need to adjust your behavior.

Answer the question: What will I do concretely?

Fig. 4-2. Perspective-Taking Process

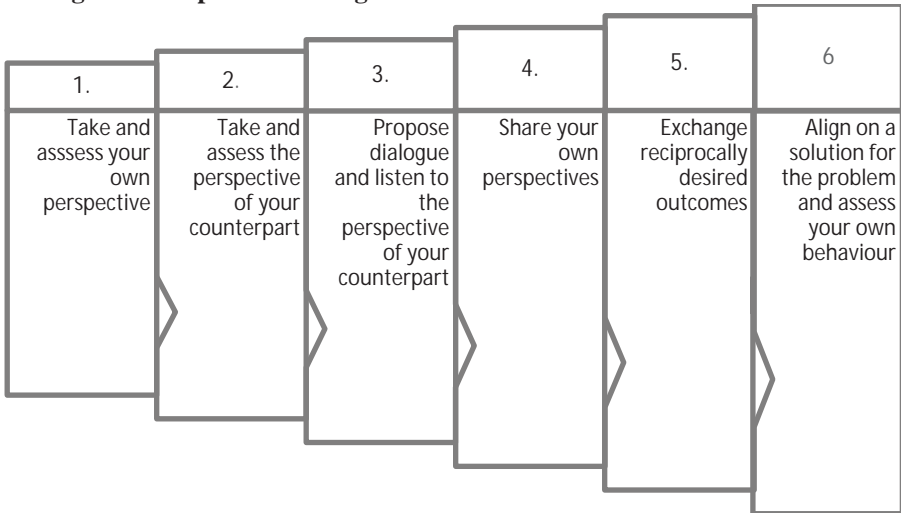| 1.	2.	3.	4.	5.	6
Take and asssess your own perspective	Take and assess the perspective of your counterpart	Propose dialogue and listen to the perspective of your counterpart	Share your own perspectives	Exchange reciprocally desired outcomes	Align on a solution for the problem and assess your own behaviour

Fig. 4-2. Addressing a problem through six subsequent steps involving self-assessment, interpersonal perspective-taking, dialogue, and solution finding.

Factors facilitating perspective-taking

The effective use of perspective-taking for solving conflicts and reaching sustainable negotiation outcomes also requires sound underlying attitudes that steer behaviors which can facilitate perspective-taking in real life. Below are listed some factors that can positively frame a negotiator's mindset, helping active perspective-taking, and thereby effective negotiation conduct:

Ask questions: When you are talking with another person and decide to take perspective to gain clearer understanding about the conflict, asking that

person questions about his or her opinions and preferences regarding the topic you are trying to predict has positive effects. However, asking questions in an appropriate way is essential, but not easy. The other person may become angry or distrustful, and may possibly respond along this line, for example: "Do you expect me to believe you? Here you are, being judgmental by questioning my truthfulness!" But a question asked respectfully, for example framed in the following way: "Would you explain a little bit more what you mean by that?" can help the other person to trust you and be open to talking.

Listen deeply: When you are inviting the other person to tell you what they find problematic in the relationship, a warning is warranted. Avoid listening with the only intention to find reasons to object to what the other person is saying. Instead, strive to deeply comprehend his or her words, and the meaning in the message including the emotions with it. We want to listen in order to learn from the other. It is important to submit for a moment to what the other person is sharing, to truly understand him or her, and to allow his or her story to adjust, clarify, and improve our own perspective.

Dialogue: Listening can open the gates to productive dialogue. Dialogue is, of course, the basic framework of a negotiation. At a deeper level, dialogue is a shared event with another person, where the paths of two individuals intersect, and exchange takes place through a common experience.[38] Agree with your counterpart to speak about the issue, and to share both perspectives freely and within a transparent framework that will determine a mutually acceptable solution.

Assess: When you have taken perspective on your own about an issue, use the concrete information collected and compare it with the information that you have received from the other person when he or she described the problem. Then evaluate and write down the conclusions about the causes of the problem, your needs, and the needs of the other person.

Reflect: When reflecting, think actively and deeply, considering the information based on the reasons that support the argument, and the further conclusions that you will arrive at.[39] Reflecting on the perspectives of the different people involved allows you to interpret any issue more accurately. Reflect also on how you will let the received information influence your own opinion and decisions.

Expanding: To take another person's perspective into account does not imply that you need to disprove your own perspective. What you are doing is opening up your world to understand and adjust your perspective, adding a broader dimension to what you already knew.

Tension: Solving a conflict with people who have a completely different perspective from yours, with no choice but to collaborate, requires

stretching your perspective-taking abilities. Here, try to accept the tension, and strive to simultaneously coordinate seemingly irreconcilable perspectives for finding the 10% you agree on. Give it 100% of your focus and grit, and use it to drive the negotiation process forward in a coherent and productive way.

Take perspective critically: The various perspectives that people take fluctuate often. Some perspectives are deeply rooted, others are more superficial. Some overarching perspectives regulate a huge number of views, whereas other perspectives are more focused on just a few limited parameters. Here it is important to respectfully probe what kind of perspectives are guiding the other party, in order to relate and contribute positively and appropriately to the solution of the problem.

Journaling: Perspective-taking is a daily exercise. Jotting down daily notes describing cumbersome conversations with people, and how taking the other party's perspective helped you overcome an obstacle or reach a goal, is a useful exercise. This is especially effective for situations at the workplace.

Persistence: Taking perspective is a life-long journey; no matter how good we become at it, there is always a distance to travel towards other people or groups we encounter. As we are confronted, again and again, with new situations, we can choose to either take perspective or close the door to the counterpart's perspective. Here we need persistence to continue pursuing clearer understanding of the people around us for improved social and interpersonal relations.

Practicing perspective-taking at work

We will now consider this story in a work-life setting, and see what factors could contribute to the outcome of the conflict:

In a research department in a big organization there is a group working on diverse research projects. Every manager leads a main project, and is expected to contribute to other colleagues' projects in parallel. Mary invites her peer, Luke, to join a new research project that she is leading, as his expertise will come in very handy. She explains to Luke the overall objectives and methods, and clearly shows him how the project will benefit him in terms of acquiring new skills and increasing his visibility within the organization. Luke is, however, not at all interested, and persuading him to join turns out to be very challenging. There are several underlying reasons for this obstacle. For one thing, there is a rather individualistic attitude among the researchers of the department, and in addition, there are individual competitive agendas. The absence of a leader that unifies the

teams, builds trust, and paints the bigger picture promoting collaboration, is clearly a problem. However, Mary's project must move on because it is part of the department's goals. The conflict between Mary and Luke not only comprises competing agendas, but also generates disequilibrium internally, provoking negative emotions, and interpersonally, creating unfriendly behaviors.

We will start by looking at the problem from Luke's perspective. Luke does not trust anyone in the team, including Mary, who is a new colleague. Luke does not believe Mary's intentions are honest, nor does he think that he will get the clearly explained benefits through participating in the project. Here, the individualistic behavior in the department may play a role in reducing the trust between colleagues. Another aspect is that, although Luke finds the project potentially interesting, he is hesitant because he is not fully convinced of the success of the method to be used, which needs to be tested in the project. The result is that Luke says nothing to Mary and ignores her proposal. What to do?

Mary does not take Luke's reaction personally, nor does she jump to negative conclusions concerning Luke ignoring her and her emails. She decides not to press Luke by highlighting that this collaboration is actually one of his stipulated duties. Instead, Mary informs herself on the group's history of collaboration and discovers that there is a strong lack of trust and poor leadership support. Next, she decides to speak with her manager for advice in this situation, making clear that she does not want to create a hostile atmosphere around the issue but find an appropriate solution. Both agree to have a face-to-face meeting including Luke. Luke's own manager, by the way, does not show any interest in the situation. To facilitate the meeting, Mary asks her manager to look at the project once again to find interesting aspects that could convince Luke to collaborate, as he has known Luke much longer than she has. Mary prepares the meeting exceedingly well, making sure all relevant technical information is available. Moreover, she takes perspective on Luke's concerns about the project, including his objectives, methodology, and timelines.

Mary's manager moderates the meeting where both Mary and Luke are invited to speak, presenting their honest interests and concerns, and are given space to answer. They also speak about their negative experiences during the conflict, difficult emotions, and fears. Mary could clarify misunderstandings about the project, her work ethic and approach to collaboration, and so could Luke. Mary also acknowledges that she is new, and that Luke therefore does not know the quality of her work, and conveys that she is indeed a collaborative person in her working style. They also share their own individual goals, and during the discussion, it becomes

apparent that there would be benefits for both parties. Finally, after having weighed all the pros and cons, Luke agrees to collaborate with Mary. The three of them consent to put in writing their thoughts from the meeting, and schedule a second meeting for more concrete steps to be taken to define the terms for collaboration.

The manager was satisfied with the outcome of the first meeting, and he himself felt empowered, having been able to lead such a difficult meeting to a particularly good initial outcome for the first time. He thanked Mary for courteously having asked him to prepare for moderating the meeting and finding arguments to convince Luke.

From this story, we learn that adopting the appropriate attitude, avoiding quick judgements, actively taking perspective on the person and situation, and also getting help from others to do so, can greatly facilitate communication and argumentation. Not only were the hard facts about the project better clarified, but the actors also acquired a better understanding of the other party, which paved the way for the next step in the conflict resolution process.

We see that perspective-taking is something we do all the time, often unconsciously, and that there are multiple factors that may influence how we take perspective. Being aware of the mechanisms of perspective-taking is an important first step. Learning how to improve perspective-taking abilities for negotiations is the next step, as discussed in the section below.

Perspective-taking in negotiation training

In today's world, leaders and successful managers are required to move efficiently across their departments, showing proficiency in perspective-taking competencies, and acquiring interpersonal understanding as a result. These abilities empower the manager to engage in healthy interactions with superiors/subordinates/peers, managing conflicts in a way that minimizes damage in the organization. Moreover, he or she is able to manage organizational decision-making processes, often handled through negotiations for best alignment, in order to reach the best solutions for the stakeholders involved. In these interactions, active perspective-taking is crucial to understanding how the other person 'ticks', which, in turn, will influence decisions for successful outcomes. Perspective-taking guides leaders and managers in their roles and has repeatedly been found to decrease prejudice and stereotyping, which ties in with the need for organizations to harness the benefits of employee diversity.[40] People who excel in interpersonal understanding through perspective-taking are assets in any organization.

Communication and relationship aspects of negotiation training have gained increased attention, and negotiation experts have advocated for them. A more differentiated and complete understanding of necessary negotiation competencies is developing, expanding the traditional focus of creating an (often) economically superior deal to one that also includes various intangible aspects: "[N]egotiators need to balance a mastery of substantive, deal-making skills with a mastery of complementary social and relation skills".[41] It is becoming more important to teach students the value of non-economic or intangible aspects of negotiation. They are encouraged to develop relational and interpersonal skills such as handling emotions, being proficient in improvisation and recognizing the value of reputation in negotiation.[42] This is confirmed in the myriad of courses offered that stress the importance of enabling leaders and negotiators to go beyond models and techniques and to integrate the development of skills, such as communication, emotional control, and building trust.

The improvement of perspective-taking through formal training has been shown in research.[43] However, specifically developing perspective-taking competencies for better interpersonal understanding in negotiations has, to our knowledge, not been seriously covered in negotiation training to date. Therefore, it is important to a) be aware of the concept of perspective-taking, b) comprehend what perspective-taking entails, c) understand the utility of perspective-taking in conflict resolution and negotiation, and d) take opportunities to develop perspective-taking in negotiation through training.

The importance of negotiation competencies cannot be overemphasized. For any competent negotiator, knowledge is essential, but alone it is not sufficient. Practice under supervision in different settings is needed to fully leverage the body of knowledge acquired by the negotiator. Likewise, competencies gathered through 'learning by doing' may be sub-optimally used. And in a real-life setting, an opponent is unlikely to provide useful feedback concerning the way his or her opponent conducts the negotiation. Even ambiguous communication may not be corrected during a negotiation, particularly in handling settings that are less cooperative. How can I know that the opponent has really understood my standpoint? Feedback from, for instance, a negotiation trainer on the other hand, can help in adjusting behaviors to better utilize one's competencies. Moreover, the negotiation student can learn competencies to better receive and provide feedback.

We all carry memories and experiences from conflict handling at home and school, from our childhood up to now. Some of these encounters may have produced useful insights concerning effective conflict resolution, whereas bad experiences not properly processed may condition us in a

negative way when we approach a negotiation situation. Negotiation training can provide guidance to identify and change attitudes and behaviors that are not conducive to effective negotiation, or conflict handling in general. Here, an experienced negotiation trainer should provide a model to guide the student in the acquisition of the various competencies.

Obviously, the training situation can be very different from a real-life setting. The negotiator's emotional involvement, the level of competitiveness, power balance, and consequences of gains or losses cannot be perfectly mimicked in a negotiation course. When the negotiation is localized in an alien socio-cultural context, the differences multiply even more. A negotiator confronted with a context within a poor conflict handling culture for instance, also needs to take perspective concerning the environment and decide how to relate to it, and how to apply knowledge and competencies learnt during his or her own experience and organized training.

In sum, although knowledge is important, guided training of negotiation competencies that involves modelling and feedback is necessary to adjust habits, and effectively develop new competencies, including contextual perspective-taking.

Convergence of the three components conflict, negotiation and IPT/INS

An empowered negotiator can afford a greater scope for handling conflict through productive negotiations. As mentioned earlier, understanding that conflict constitutes a normal, inevitable social phenomenon is important for a negotiator, who can address a dispute with confidence and positive expectations. Here, negotiation constitutes our preferred method of conflict resolution since negotiation empowers the involved parties to take responsibility for the conflict they created, engage in collaboration for finding a solution, and assume accountability for the outcome. Interpersonal perspective-taking (IPT) is regarded here as a crucial competence enabling negotiators to gain understanding about the needs and motives of the opponent in relation to their own strategies and goals. In general, perspective-taking is an asset to anyone who strives to manage conflicts successfully and maintain healthy social relations.

Each of the themes discussed in this book, conflict, negotiation, and interpersonal perspective-taking (IPT), provides different and essential insights into the handling of conflicts. In-depth understanding of these three concepts enables the negotiator to forge a 'three-dimensional' device for engaging effectively in different types of conflict. In a conflict situation, the negotiator uses his or her understanding of conflict, combined with other

negotiation competencies. Among these, perspective-taking plays a pivotal role. Therefore, understanding conflict, negotiation, and interpersonal perspective-taking skills, should be seen operationally as converging concepts or tools directed at the focal point of a conflict for creating a resolution.

Fig. 4-3, below, shows the empowered negotiator (in the outer circle) who uses his in-depth understanding of the three components of understanding conflict, negotiation, and interpersonal perspective-taking skills (three arrows) in convergence to solve a conflict (depicted in the black circle). The three arrows are directed towards the same focal point to address the conflict.

Fig. 4-3. Convergence of conflict, negotiation and interpersonal perspective-taking for solving conflicts

Fig. 4-3. Understanding conflict, negotiation and interpersonal perspective-taking empowers the negotiator (represented by the white circle) directing the three components (three arrows) towards the one goal that is resolving a conflict (represented by the black circle).

Summary

In the previous chapters, we have emphasized that conflicts are inevitable, and we also stated that the way conflict is managed will define whether the outcome will be constructive or damaging. Moreover, negotiation constitutes the most productive path for managing conflicts and achieving beneficial deals. Now, we close the circle by having considered the nature and important role of perspective-taking as a social competence which is central for the negotiation of conflicts. In conflict resolution and negotiation settings, perspective-taking is what enables us to understand an experience, idea, emotion, or situation, from the point of view of another person. Indeed, interpersonal perspective-taking is critical for any positive social interaction.

The red thread of the current chapter has been to examine interpersonal perspective-taking in various social situations, with particular focus on the workplace, seeking to highlight ways to improve conflict management and negotiation behaviors using perspective-taking. We have used Selman et al.'s model for interpersonal perspective-taking, and examined 'why' we think about a conflict in a particular way and 'how' this thinking is demonstrated in practice. Although this research was performed with children and adolescents, we propose here that this model can also provide a useful framework for negotiators to better judge their own interpersonal understanding and perspective-taking. The closely related interpersonal negotiation strategies model explains how interpersonal reasoning and perspective-taking influence negotiation behavior and strategies.

Negotiators who take perspective have learned to take critical distance by moving outside their prejudices, pre-conceptions, and limitations of the realities during a dispute. This is not an easy task, particularly in a negotiation with valuable assets at stake, let alone a heated conflict. However, perspective-taking also helps negotiators to better discern whether the adversary is inclined to discuss and agree to a given proposal. Even with good intentions, there are pitfalls to be aware of when taking perspective. For instance, perspective-taking can be ineffective when reduced to guessing and drawing far-reaching conclusions based on poorly founded assumptions. A step-by-step process has been outlined to provide guidance as to how to address a conflict. This involves taking perspective on one's own motives, followed by contemplating the perspectives of the counterpart, before approaching him or her. The dialogue that follows entails listening to the other, trying to understand his or her perspectives, and then sharing openly one's own. Also, discuss what outcomes you expect, including the solution to the problem. Finally, assess your own

behavior. How was my perspective-taking? How did I react during the discussion? Is the outcome what I had expected or wanted? In sum, perspective-taking cannot be overrated as an instrument to relate to other individuals in general, and for negotiators, taking perspective constitutes an ability that has great reward when consciously developed and improved through training and one's own practical experience.

In sum, the negotiator who wants to enhance his or her effectiveness is well advised to invest in acquainting himself or herself with the concepts of conflict, negotiation, and perspective-taking. In addition, learning how to combine these understandings results in powerful complementary tools for creating sustainable solutions to disputes. Discovering the power of perspective-taking will prove very profitable for the one who is willing to invest in this competence.

Notes

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[5] Pineda de Forsberg, 2018
[6] Selman, 1980
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[8] Galinsky et al., 2005a
[9] Ku et al., 2015
[10] Galinsky and Mussweiler, 2001, Galinsky et al., 2008, Kemp and Smith, 1994
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[12] Galinsky et al., 2008, Trötschel et al., 2011
[13] Galinsky et al., 2008
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[15] Ibid.
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[17] Prov. 20:5
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[22] Yeates et al., 1991
[23] Selman and Schultz, 1998
[24] Ibid.
[25] Fisher and Ury, 1981
[26] Van Kleef et al., 2011
[27] Van Kleef, 2009

[28] Olekalns and Druckman, 2015
[29] Ibid.
[30] Carnevale, 2008
[31] Olekalns and Druckman, 2015
[32] Mnookin et al., 1996
[33] e.g. Galinsky et al., 2006 and 2008, Thompson, 2009
[34] Mnookin et al., 1996
[35] Cohen, 2010
[36] Melber, 2015:14
[37] Reichenbach, 1994
[38] Friedman, 2002
[39] Dewey, 1933
[40] Ku et al., 2015
[41] Olekalns and Brett, 2008, 310
[42] Olekalns and Smith, 2003
[43] Gehlbach et al., 2012

CHAPTER 5

ADVANCED NEGOTIATION PERSPECTIVES

ROLAND REICHENBACH

In this chapter, some important topics within negotiation research are discussed. This content is intended as complementary material for the interested reader who would like further insights into negotiation as a research field. The area of negotiation as a professional field is a later development, and negotiation as a research discipline is younger still, but negotiation research has developed rapidly. Having originated in the field of economics, negotiation research is increasingly gaining attention beyond the areas of business and diplomacy, the most visible forms in the public space so far. Instead, negotiation is nowadays studied as a unique type of social interaction involved in both decision-making and conflict resolution in virtually all realms of society and everyday life. We will start with explaining conflict resolution processes involving a third party, namely arbitration and mediation, followed by a discussion on the strategic choice model. Thereafter, the normative and descriptive approaches to negotiation research are described. Finally, we assess three negotiation research fields that focus personal, situational, and probabilistic (game theory) factors, respectively.

The functions and roles in the agreement process

The functions and roles that individuals, most of all leaders, have, and play, in negotiation processes (according to asymmetrical relationships) should be differentiated. Among others, we will consider here the role of the arbitrator and the role of the mediator.

Arbitration

In contrast to the mediator, the arbitrator controls the decision. Generally, this person is assigned a neutral function. There are two widespread forms

of arbitrator decisions that need to be distinguished: 'conventional' arbitration and so-called 'final-offer' arbitration.[1] In the conventional form, the arbitrator listens to the arguments of the opposing parties before he or she takes a decision by him – or herself, which can be justified by more or less bound rules (legally or non-legally). Typically, an arbitration represents a compromise between the concerns, needs, or claims, of both parties. The inclination to compromise can be provoked if the parties have to rely on a decision by an arbitrator. The parties tend to describe their complaints and/or claims in an exaggerated manner and show little willingness to concede.[2] In the other decision form, the final-offer arbitration is used to compensate for these disadvantages. This kind of arbitration works as follows: The last proposals or positions that the parties make or take are the only two proposals or positions that the arbitrator has as alternatives for a decision; i.e. he or she has to decide on the last proposal of party A or on the last proposal of party B as a final verdict. In this case, there is a highly unpredictable risk for both parties, hence they more willingly agree to concessions prior to the last proposal.[3]

A situation may arise in which the arbitrator has to make a 'rigorous' decision, if he or she witnesses the violation of a principle that is either fundamental to the interaction between the parties, or unilaterally denounced. In other situations, legitimate interests on either side may have led to the conflict – for example, no infringement of any legal or moral principle – so that the decision represents a mere compromise solution. Indeed, these interests can have normative importance as well.

In the first case of conventional arbitration, the responsibility of the arbitrative function could be given to a teacher for good reasons, and this view could also be held in a discourse-ethical sense. There is no controversial norm at issue. In the second case, of the final-offer arbitration, the role of the arbitrator is not preferred in some circumstances – mediation could prove to be the better option.

Mediation

On all social levels, great meaning is attributed to mediation in conflict solution. Mediation (originally) means the intervention of a third party in a conflict between two or more other parties. The goal is to find a solution that is acceptable to both (all) sides. Further, mediation distinguishes itself in that the intervening party holds no power in forcing a solution. Mediators are not able to interfere in a conflict; they are asked to participate by the parties instead.

As a rule, the tasks of mediators are to: (a) improve communication between the parties; (b) motivate the parties to revise their opinions of each other; (c) inform the parties and their representatives of the course and process of the negotiation; (d) administer the necessary dose of realism; and (e) offer and present advice to the parties if needed.[4] The mediator function attempts to facilitate negotiation strategies that are cooperative and oriented towards solutions to problems.

Research results concerning mediation activity seem to suggest its success where there is a great deal of animosity between the parties. Additionally, openness towards concessions increases when conflicts of interest are low, but decreases when differences are substantial.[5] There is an ongoing discussion between experts as to whether mediation can be achieved while maintaining strict neutrality. Research results show, approximately, the following: Through intervening in the conflict, the mediator abandons the neutral position when he or she takes an active role in defining both the problem and the setting in which a solution should be found.[6] An example from the area of international diplomacy can serve as an illustration, where a biased mediation may still work out in the end: "[S]uch a biased intervention as Kissinger's Middle East effort was acceptable to the parties [and tolerated by hardline Arab states] largely because no one involved expected him to do anything else".[7]

Mediators have various possibilities at their disposal. They can act as prompters (sometimes also as facilitators) or rather as leaders (sometimes also as evaluators) – a differentiation that addresses the level of directive interventions. Active listening and joint brainstorming are among the techniques that should enable the problem-solving orientation of the parties. They should be encouraged to discuss underlying interests and to produce multiple solutions. The course of the negation may have stalled because the true interests cannot be presented without losing face. In such cases, 'face-saving' tactics, for example, individual meetings with the parties, and specific information and informing contracts, are of a fundamental nature. Advice regarding style and tactics might also be important as well. The question of how intensive an intervention should be can only be addressed with the characteristics of individuals and situations (as well as of the intervening party itself) in mind. Empirically, two basic styles can be distinguished: (1) the 'deal making' style and (2) the 'shuttle diplomacy' style. Whereas the deal making approach consists foremost of keeping the parties together (literally) and their readiness to compromise should be facilitated by concrete advice from the mediator, in the shuttle diplomacy approach the parties are usually separated, and an attempt is made to match the concrete agreement proposals with the help of a 'back and forth' (from

the mediator).[8]

Having discussed external actors, the arbitrator and the mediator, in the following section, we will turn our attention to the negotiation parties themselves, and consider different strategies that can be employed in a negotiation process.

Strategic choice model

The strategic choice model represents an interesting concept which is elaborated on in the following.[9] Primarily, there are four mediation strategies in the strategic choice model ('integration', 'compensation', 'pressing', and 'inaction') which are described through two variables. The first variable is the recognition of the size of a 'common ground': "The size of the common ground region depends on the third party's probability assessment that a mutually acceptable solution will develop";[10] the second variable is the assessment of the goals that the parties want to achieve.[11] The model states four important requirements: 1. Mediators want to see the disputants come to agreement, 2. Mediators have all four strategies available to them, 3. There is economy of action in mediator behavior, 4. The selection of one strategy generally precludes selection of another at the same point in time.[12]

Before describing the strategies in short, the central statements of the model are outlined. The perception of the common ground between the conflicting parties should be called 'perceived common ground' in this context, and the assessment of the importance of the parties achieving their goals 'goal assessment':

- If the assessment of goals is high, and the perceived common ground is wide, the mediator chooses the integration strategy.

- If the assessment of goals is low, and the perceived common ground is small, the mediator chooses the pressing strategy.

- If the assessment of goals is high, and the perceived common ground is small, the mediator chooses the compensation strategy.

- If the assessment of goals is low, and the perceived common ground is wide, the mediator chooses the inactivity strategy.[13]

We will now examine the four mediation strategies more closely.

Integration

Mediators interact if they look for a solution within the perceived common ground. This search consists of proposals for solutions that are beneficial to both parties, and should be reflected upon by them.[14] These proposals can take different forms, namely 'bridging proposals' (new proposals for the parties that cover the most important interests on all sides), 'cost cutting proposals' (cost reduction based on one-sided concessions), 'logrolling proposals' ('neutralizing' negotiation points through negotiation), 'proposals that expand the pie' (increase of resources or introducing new resources on one or on all sides), and 'compensation proposals' (compensation by one party for the disadvantages of the other party by their own means).[15] Of course, the desirable outcome of integration does not occur in every mediation negotiation. In doing so, the role of the mediator becomes harder and, in some respect, the question can be posed whether every other form still constitutes mediation.[16] The great advantage of integration is the achieved probability of a stable agreement and the fostering of the relationship between the parties.[17] On the downside are the time-wise costs.

Apply pressure

To apply pressure is a 'universal negotiation strategy' which is selected by the mediator if the perceived common ground is small (lack of alternatives regarding result) and the assessment of goals is relatively low (rating of the matters' importance).[18] The parties can only be moved by pressure to relativize their positions and redefine them. Indeed, this kind of pressure is subtle, and consists more of playing mind games and presenting negative scenarios rather than actual threats. The parties are aware of the fact that the mediator is not able to force them to do anything.

Formally, the mediator is able to do two things. In the first option, he or she can try to manipulate the alternatives that might lead to an agreement: "If a party vies for an alternative that is not agreeable to the other, a mediator may be able to transform that alternative into one that is not agreeable to either".[19] How can the mediator invalidate the party's opinion of its solution proposal? By applying costs to it. "This may be done by attaching costs to it for the party who vies for it; the additional costs then effectively move the alternative to below the reservation values of both parties, and out of their range of acceptance.[20] These costs can take the shape of warnings, threats of punishment, or decreases in profit. The second possibility is to voice threats and warnings that relate to the (alleged) bad alternatives of an

agreement, in order for the parties to lower their reservation values (reservation values or reservation points are, in a sense, the points (of agreement) in which the parties are indifferent towards an agreement). "The parent who tells two children to end their argument over the television or they both will go to bed, is attempting to lower the children's reservation values".[21]

The rather subtle threats and means of applying pressure are manifold. Mediators may, for example, threaten to hold one party responsible, in public, for the difficulties of the negotiation. Another means is the threat to break off the negotiation on behalf of the mediator which reduces the claim levels of the parties, most notably if they have just received the information that a mutual profit is possible. Imposing a strict time limit provides another possibility for applying pressure; the position of party A is presented to party B as, for example, legitimate, strong, or acceptable, and party B is asked directly to make concessions. The position of the other party may be described as forthcoming – a position that should be in everyone's interest and is, therefore, accepted.[22]

The benefit of this strategy is the efficiency and simplicity of its implementation. The strategy's success may be connected to few costs on both sides. On the downside, however, pressing the parties may alienate them from each other, and the mediator. The stability of the success may also be regarded in a rather unfavorable light.[23]

Compensation

Compensation aims at increasing the common ground, and the agreement zone which is proposed by the mediator. "The compensation strategy resembles the integration strategy, in that both involve a search for joint benefits, but there is a critical difference: compensation involves mediators giving something to disputants that they want or need and did not already have, in exchange for compromise or agreement".[24] As in the 'pressing' strategy, the mediator has to know what the parties deem as important and unimportant, in order for the strategy to be successful. As it is pointless to threaten a party with public shame if that party is relatively indifferent to public opinion, it is hardly useful to present the prospect of conceding compensations that do not interest the party.

The possibilities of compensation are manifold. Cost reduction, for example, is a means of compensation (for example, Israel was promised by the United States in the Camp David negotiations in 1977 that they would receive a new airbase in the Negev if they would abandon the one at the Sinai border). Another means of compensation is to give guarantees. Since

the parties have to take a substantial risk with their (one-sided) concessions, the agreement process can be facilitated by guarantees on behalf of the mediator. If the conflict arose because of a lack of resources, the mediator is possibly able to extend the resources, and, in doing so, make an agreement possible. Assurances offer another possibility of compensation. For example, one party can be assured help to which it is entitled from the mediator if the determining factors change, i.e. through external influences. In particular, 'face saving measures' are described as psychological compensation (cf. the case of a union member who saved face after he was cooperative in negotiating wages by declaring him an extremely tough negotiator in (semi-)public). Finally, direct payments are a means of compensation.[25] "For example, a parent might offer one child an ice cream cone if that child lets the other watch the television".[26]

Through his compensation behavior, the mediator can easily get into inscrutable situations in which he or she is no longer able to assess the real motives of the parties. Specifically, if the prospect of compensation is presented to one or both parties (or if they are to be expected by both parties), it is, in some circumstances, not profitable for the parties to reach an agreement actively by themselves. Even worse, they can carry the dramatization of the disagreement too far, to the extent that compensatory mediation becomes likely, and the party that is cheated is the mediator. Indeed, the 'celebrated' success of the Camp David negotiations in 1978 appear in a somewhat different light. What kind of negotiation success is this, if it is only the involuntary generosity of the taxpayers which makes the agreement even possible? Jimmy Carter's promises to provide massive economic assistance to both sides (Israel and Egypt) (Camp David Accords 1978) are the part of the truth that illustrates the inherently interesting negotiation advice, to focus on the interest and not on the positions, quite ironically.[27]

Compensation might be the only possibility to bring the parties to an agreement and ensure that a level of satisfaction is maintained on all sides at the same time. The disadvantages have been mentioned before. With the mediator's manipulability during compensation, a pattern that has a determining influence on the expectations of the parties in the future becomes visible.

Inactivity

Inactivity is a strategy that basically consists of the mediator indicating to the negotiation parties that they are able to find a solution on their own. However, inactivity consists of important activities. "Included in the set of

activities that enhance inaction is pretending not to notice that a dispute exists, or offering reasons for staying out when the parties expect or want intervention".[28]

If the situation allows, it seems favorable – as it is for inactivity – that the parties come to an agreement on their own. Such a result strengthens the relationship, and instills confidence in any following negotiations. Inactivity can be chosen exactly because of this (educational) reason. "A parent [...] may choose not to intervene in a dispute between children, because he or she believes that they should learn to work things out by themselves".[29] There can be completely different strategic reasons for inactivity. The longer parties have tried to negotiate and proceed without success, the more motivated they are by the intervention of a third party and the bigger is the influence of the mediator. Bearing this fact in mind, the mediator may be inactive in order to increase his or her ability to influence. "Thus, the mediators may have the greatest impact if they delay their activities until the later stages of negotiations, when the parties have made concessions and negotiations have stalled".[30] Inactivity can imply waiting. "Over time, many disputes simply fade away – conditions change, values change, the major actors change – and waiting for these changes may be the best strategy, or it may be the only strategy".[31]

One disadvantage of inactivity is that it can also be applied in a case which is not resolvable without (active) mediation. Another disadvantage concerns the interests of the mediator regarding the result, which are uncontrollable during the time he or she is inactive. This is only the case if the mediator has other interests, apart from the one that an agreement is reached, regarding the content of the agreement.

Certain tactics for the mediator have been suggested.[32] There is one tactic (as mentioned above) that consists of treating the parties separately in order to reduce tension and hostilities among them. In some circumstances, this tactic makes it easier for the mediator to apply pressure, or to voice compensation proposals, since the other party is not present. To apply pressure might be interpreted more easily as an (inacceptable) alliance between the mediator and a single party in the collective setting. Another tactic is the manipulation of the agenda. For example, mediators may consider that smaller problems (negotiation points regarding minor differences) should be negotiated first. Mediators can control communication – an important fact, most of all, for making concessions without losing face. Accordingly, the parties are able to shift blame for the concession behavior onto the mediator. Further tactics consist of, for instance, using time limits, or trying to lighten the mood between the parties ("make them laugh").[33]

Normative and descriptive negotiation research strategies

In the following section, different approaches to negotiation research will be described. In the history of negotiation research, influences from a wide range of disciplines have been seen, including political science, mathematics, economics, and psychology, to mention a few. The origin of negotiation studies is found in a branch of economics that studies the strategic interactions between self-interested, rational, and economic agents. A ground-breaking model that illustrates this type of negotiations describes a two person, zero-sum game, where one player wins, and the other player loses – no other outcomes are possible in this model.[34] This thinking laid the foundation for what is called the 'normative' school of negotiation research, indicating the ambition to find optimal decision-making routes to guide negotiators. Here, the decision-making agent, the so-called 'economic man', is assumed to be: a) completely informed, knowing all the open alternatives as well as the consequences; b) infinitely sensitive, being able to choose outcomes on a completely continuous scale; c) rational, clear and consistent in priority making, as well as always striving to maximize utility to obtain maximum profit and minimum losses.

The other major tradition within negotiation research is called 'descriptive' denoting the primary aim of describing negotiation processes in real life. Descriptive research is based on empirical studies, and has shown that negotiations are also influenced by decisions that do not always follow the rational models proposed by normative researchers. Some descriptive studies have considered and systematized the deviations observed from complete rationality and optimality of negotiation actors in real negotiations. Exploring the irrational elements influencing negotiation processes has enriched our understanding of negotiations, and complemented models based on the rational choice of the economic man; this information can be used to make tactical assessments in order to improve negotiation outcomes.[35] Table 5-1 below summarizes the differences in objectives and methodologies between normative and descriptive approaches.

Table 5-1. Normative and Descriptive Research Models

	NORMATIVE MODELS	DESCRIPTIVE MODELS
AIM OF RESEARCH	To find the optimal decision-making process driving the negotiation to the best possible or 'ideal' outcome of a negotiation situation, hence the term "normative".	To provide an objective analytical description of a negotiation situation/ negotiation type, without trying to find ways of improving the conduct of negotiation.
METHODOLOGY	Originates from the field of economy and founded on mathematical models simulating decision-making of completely rational agents.	Models based on empirical data of observed actions in real life or in experimental situations and grounded in behavioral theory.

Table 5-1. The normative and descriptive schools within negotiation research differ in aim and methodology. The normative approaches strive to find an ideal route to the best negotiated outcome based on mathematical models, whereas the descriptive methods try to understand imperfect real-life negotiations through observing negotiations in various empirical situations.

Recent trends involve the combined use of normative and descriptive methods. Moreover, the application of some descriptive models has expanded to include attempts to find routes for improving the negotiation strategy and execution, known as prescriptive approaches. One example is a mixed model where one negotiator is supported with advice based on normative data concerning the best action for himself/herself and descriptive data concerning his/her opponent's propensity for biases; in this sense the negotiator's assessment is prescriptive from one agent's perspective, but descriptive from the perspectives of the other agent.[36]

In conclusion, we have now found both normative models describing how ideal rational choices would shape a negotiation, and descriptive models depicting real patterns of decision-making based on empirical data. Combined normative-descriptive approaches can effectively be employed to analyze negotiation processes and provide prescriptive advice to a negotiation party.

Main negotiation research fields – and their myths

From time to time, it seems necessary to consider not only the normative-postulating and popular negotiation models, depicted a thousand times, but also some results of empirical negotiation research. Indeed, the majority of the literature on negotiation (but also mediation) which sells 'insights' concerning agreement and conflict solution processes that have been learned in early childhood under normal conditions, could be disposed of.[37] There is hardly any important aspect regarding the theory and practice of negotiation that can be described in technical terms convincingly, yet almost all literature giving advice on negotiation (be it elaborate or rather less differentiated in a given case) sells as technique – arguably, because it is the only possible way to augment the readers' as well as the course participants' illusions of confidence, superiority, and control".[38] There is no doubt regarding the sincerity of some of the authors and course instructors, but a professional approach to the field of negotiation faces a far-reaching deficit concerning the technology of agreement processes in social conflicts.

The effort to analyze negotiation processes scientifically on a larger scale has only been made in the 1970s, although literature on negotiation was produced much earlier. The disciplines concerned with negotiation processes today are mostly economics (decision and game theory), law (negotiating at court, out of court negotiation), psychology (communication and interaction during the negotiation process), ethnology (intercultural comparative studies), and, of course, diplomacy 'since year one'.[39]

There are three approaches, or dominant research fields and myths, related to research that can be differentiated:[40]

1.   Studies on the individual attributes of the negotiation subject,

2.   Studies on the characteristics of the negotiation situation,

3.   Economic studies that are mostly part of game theory research.

First Myth: "It's about personality…"

The studies of the first type, which started in the 1960s, delivered few convincing results concerning the relation between variables or dispositions of personality and the course or outcome of a negotiation.[41] In the course of this study, variables like risk-taking propensity, loci and attributions of control, cognitive processing complexities, ambiguity tolerance, self-esteem, authoritarianism, and Machiavellianism were analyzed as determinants of negotiation success. There are, on the other hand, views that

there is no specific personality type or trait that clearly correlates with successful negotiation.[42] Methodical reasons might be co-responsible for the contra-intuitive overall result. That the personality of the actors should have little influence over the process and the product of the agreement might be connected to the deficit in this study of disregarding the interaction between predisposition and environment (between individual and situation, respectively). However, the correlation between personality and negotiation success is still a, more or less, current topic. Assuming that personalities may influence, at least, the course of negotiations, seems plausible: "Anyone who has negotiated with people who are stubborn, short-tempered, shy, Machiavellian, or risk-averse will attest to how important negotiators' personalities can be determining how negotiations unfold".[43] Although one might agree with this statement because of personal experience, it does not necessarily follow that generalizations regarding the discussed correlation are possible.

The difficulty of recording such relations lies in the heterogeneous nature of negotiation situations, and in the operationalization of the constructs themselves. The following diagnostic tools to apprehend personalities have been recommended: The Thematic Apperception Test (the TAT), the Rorschach test, the Bem Sex-Role Inventory (BSRI), which is to identify the dominance of male or female tendencies), empathy measures (e.g. adopting other perspectives), interpersonal orientation, assertiveness, the Leadership Opinion Questionnaire (LOQ), locus of control, and conflict resolution modes.[44] All these psychological measures claim to capture stable traits (despite the quality criteria of validity, reliability, and objectivity, of some of these tests, and the test areas being rather low). Even if it could be assumed that valid and reliable means of detection were available, it would be highly optimistic to think that there were direct correlations between these traits and the success of a negotiation. On the one hand, negotiating is a social event – it cannot be immaterial who sits in front of you (high scores on a scale of adopting perspectives might correlate with success in negotiating positively in one case and negatively in another, which is entirely dependent on the counterpart. Is the person a 'Machiavellist' or a 'highly emphatic' individual who, in an exaggerated sense, cannot help him, or herself, and has to cooperate?). On the other hand, it is simply about what you want, what the counterpart wants, and how badly both want that. Further, it comes down to the relation between these variables – they might exclude each other, or they might be partially or completely compatible.

Apart from these, there is a multitude of other factors not to be disregarded – among other things, the intensity of individual time pressure,

the individual dependency on accomplishing an agreement, the level of information, and so on. In short, the exclusive or predominant focus on personality seems to be a strategy that is not very productive for the better understanding of negotiation processes and results. By that means, the importance of loci of control, the ability to adopt other perspectives, or the interpersonal orientation, is not disputed, only relativized and reduced to a degree that is sensible when it comes to social sciences. However, the fact that studies following a mono-causal design or concepts of complex social phenomena are still carried out, or developed, remains remarkable.

Second Myth: "It depends on the situation…"

The studies on situational characteristics of negotiation painted a picture that was comparably disappointing: factors such as the form of communication, the available room for results, the relative negotiation power of the parties, time pressure, and the number of representatives on all sides, are all, more or less, objective criteria that seemingly do not exert influence over the negotiation process directly. It can be assumed that it is not the objective situation, which is the determining factor, but the (subjective) perception of this situation.[45] As follows, it can be expected that negotiators change any given situation cognitively in such a way that enables them to play an effective game.

Third Myth: "It's completely different, i.e. game-theoretically predictable…"

Game theory is the only approach to negotiating which might offer a more or less complete theory that also serves as a prognostic tool. Game theory distinguishes itself by the fact that the results of individual decisions (choices) – as in real life – depend on the decisions of the players.[46] The critique concerning the premises of game theory is certainly significant. The idea that individuals have stable and clearly defined preferences, and that they make decisions in line with these preferences, is in doubt.[47] The (supposed) behavior of game-theoretical subject is characterized by (clearly defined) information, clear goal orientation, and an exclusive benefit-cost rationality. It has been argued that the contribution of game theory to a theory of negotiation is, above all, that the former reveals its own limitations.[48] The limitations of game theory are its starting conditions.

Despite widespread criticism, there are still authors today who focus on this approach.[49] Admittedly, game theory has been developed further over the last half century to the effect that an 'interested layperson' is no longer

able to understand its mathematical formulae. The insinuation of rationality is still maintained, although there are empirical findings from various fields that show that this assumption should be discarded – among others, from economics, from political sciences, and even from decision theory.[50] The interesting point about this is the ideological assistance on behalf of a radical behaviorism.[51] Within the framework of game theory, (in a sense, psychologically substantiated) individual cognitions and actions could be regarded as irrelevant and processes of social interaction which are thought of as relevant for the understanding of negotiation courses could be ignored totally.[52] Despite criticism, the important contribution from game theory to negotiation research has been acknowledged.[53] Most of all, game theory offers an analytical instrument to analyze highly structured negotiation situations, and has incited many studies, finding stable predicators of negotiation outcomes. It must be postulated here that a research paradigm is *en vogue*, as long as no better alternative has been found.[54] Indeed, the lack of theory within the scope of negotiations is profound. Nevertheless, there are interesting studies; the research projects that are concerned with deviations from rationality on behalf of the negotiation participants appear to be of special importance, however, they are not to be discussed here.[55]

Summary

In sum, negotiation is researched as a distinctive form of social interaction for both decision-making and conflict resolution in practically all spheres of society. Here, negotiation research was examined by taking into consideration conflict resolution and the roles of the arbitrator and the mediator. We discussed the strategic choice model comprising four mediation strategies: integration, compensation, pressing, and inaction, which can be used to address a conflict, depending on the specific circumstances. Normative and descriptive approaches to negotiation research were also discussed with their differing views on the aim and methodology of negotiation research. Normative approaches use mathematical models to find the optimal route to an ideal negotiation outcome. Descriptive methods, on the other hand, are used to elucidate imperfect real-life negotiations by examining negotiations in different empirical settings. Finally, three negotiation research fields that focus on personal, situational, and probabilistic (game theory) factors, respectively, were examined. Negotiation research has not only advanced the understanding of negotiation as a social phenomenon, but also informed the practice of negotiation. In addition, the negotiation field has been significantly enriched through incorporation into its body of knowledge insights from other fields, including psychology,

sociology, communication, and perspective-taking studies. It is encouraging to note the advancement of negotiation research and its applications for such much-needed endeavors as finding a solution to a conflict and achieving a better business deal.

Notes

[1] Neale and Bazerman, 1991, 140, cf. also Elkouri and Elkouri, 1981, Feuille, 1975, Long and Feuille, 1974, Kolb and Sheppard, 1985, Stevens, 1966
[2] Long and Feuille, 1974
[3] Stevens, 1966
[4] Gifford, 1989, 204
[5] Landsberger, 1955, Kochan and Jick, 1978, Hiltrop and Rubin, 1982
[6] Kolb and Sheppard, 1985
[7] Honeyman, 1986, 176
[8] Brett et al., 1986
[9] Carnevale, 1986, Carnevale and Isen, 1986
[10] Carnevale, 1986, 42
[11] Ibid., 53
[12] Ibid.
[13] Cf. ibid., 53
[14] Carnevale, 1986, 42ff
[15] Cf. ibid., 42–44
[16] Cf. the next items
[17] Ibid., 42
[18] Murnighan, 1986, 354
[19] Carnevale, 1986, 44
[20] Ibid.
[21] Cf. Neale and Bazerman, 1991, 19, Cf. Carnevale, 1986, 44
[22] Ibid., 45
[23] Ibid., 50
[24] Carnevale, 1986
[25] Cf. ibid., 45–47
[26] Ibid., 47
[27] Fisher and Ury, 1981
[28] Carnevale, 1986, 47
[29] Ibid., 51
[30] Ibid.
[31] Ibid.
[32] Ibid., 47ff
[33] Ibid., 48
[34] von Neumann and Morgenstern, 1947
[35] Raiffa, 1982, Bazerman and Neale, 1992
[36] Raiffa, 1982

CHAPTER 6

CONCLUSION

SANDRA PINEDA DE FORSBERG

The goal of this book has been to underscore the importance of negotiation as the preferred approach for solving conflicts and achieving mutually satisfying deals. We have also argued that enhanced abilities in perspective-taking can empower negotiators in their endeavors to reach successful deals and sustainable agreements with their counterparts.

We have already argued that conflicts are common, and hardly unavoidable, in virtually all social interactions, including those in the workplace. The attitude of every individual toward conflict impacts the way he or she approaches it, which in turn, strongly influences the outcome of the dispute. The belief that conflicts should always be ignored when they appear has been criticized in this work. Efforts to elude, repress, hide, or delay addressing, conflict are often damaging, both at personal as well as organizational levels. Leaders in organizations are particularly accountable for encouraging and demonstrating constructive conflict handling and building a sound system for an appropriate conflict management culture, based on negotiations. Accepting conflict involves dealing with disputes and leading the way towards an agreeable mutual resolution whenever possible. Of course, this does not mean that we encourage people to seek conflicts with those around them. But a constructive attitude towards conflict can become an empowering experience that, in the end, can promote team unity, boosting creativity and productivity.

By exposing the reader to different views on conflict, and various conflict response styles, a structured framework has been provided that can help identify where one stands in terms of conflict perspectives and behavior. Conflict awareness constitutes a major asset in team development and organizational development. Targeted training and coaching are warranted for managers and staff. They can learn how embracing a pragmatic understanding about conflict, and developing effective conflict resolution competencies, will enable participants to form healthy

professional relationships, and thereby contribute to building strong organizations.

Preceded by a grounded attitude towards conflict, negotiation can turn a dispute into an empowering experience for the parties, due to their ownership of the conflict, their creativity, and a disposition for collaboration to explore alternatives that will, in the end, lead to a mutually profitable and satisfying solution. At the same time, the complexity of the process of negotiation as a social interaction has been acknowledged. It requires willingness to collaborate, and sometimes it demands more time, or requires preparation. Moreover, it involves creativity, good emotional management, and an appropriate degree of fairness. Indeed, negotiation involves a variety of sub-processes operating at different levels, including behavior, emotions, cognitive perceptions, communication, trust/distrust, among others. In addition, the negotiation process is composed of several phases, including preparation, exchange, and finally, an agreement signed in a pact. Each aspect of the negotiation process requires particular attention and know-how. All these aspects can, and should, be considered by the discerning negotiator when devising and implementing negotiation strategies.

The two main negotiation strategies, the distributive and the integrative, have also been outlined. We have argued that the integrative strategy should be used as much as possible, due to the more collaborative and transparent interactions that this strategy allows. Moreover, integrative negotiation opens the door to win-win scenarios, whereby innovative solutions can enlarge the overall assets at stake for all parties involved. Nevertheless, the negotiators should not lose track of their agenda. At some point, when the agreement is being defined, if not before, each actor must take responsibility for securing his or her share. This will facilitate reaching a mutual gain solution and agreement. One should, hence, not be surprised if a negotiation process swings between integrative and distributive modes, which is usually very challenging for the negotiators, particularly the less experienced ones. Here, more research to better understand the mechanisms underlying these strategic shifts, as well as structured training targeting this topic are needed.

Efficient negotiation for successful conflict resolution results rests on the ability to understand the other person's perspective. To see things from other people's perspective should be combined with taking a third-person perspective on your own views and motivations. The rewards from proficient perspective-taking are manifold. Enhanced capability to understand and connect with others, improved receptiveness, enhanced social and business relationships, and efficient communication, to name a few. These abilities will positively influence social interactions of all kinds. Caring for our loved ones, attaining better business deals, improved

collaboration with colleagues, and effectively leading teams and direct reports, depends to a great extent on our abilities to take perspective. The focus in this work has been on applying perspective-taking to managing conflicts constructively through a negotiated approach. We have argued that interpersonal perspective-taking and interpersonal negotiation strategies constitute key capabilities for successful negotiations. Hence, perspective-taking has been advocated as a core competence for negotiators to find effective resolutions to conflict, and profitable pacts and negotiations.

Applying Selman et al.'s developmental models for interpersonal perspective-taking and interpersonal negotiation strategies helped clarify how sophisticated perspective-taking can enable the negotiator to better understand and value the counterpart. This, in turn, greatly facilitates reciprocity and cooperation in a negotiation. From our own experience, we know however, that we do not always take perspective according to the level we are actually capable of. We have indicated here that contextual and situational factors, including emotional aspects, may play a role in 'underperformance' in our perspective-taking, but further studies are warranted to elucidate this phenomenon. Finding a way to address this problem in negotiation and perspective-taking training constitutes a challenging, but very much needed, pursuit.

We have advocated the importance of intentionally cultivating one's negotiation competencies. Learning by doing is obviously important, but this should be complemented by structured training with experienced teachers. This is true for professionals and amateurs alike. Here, appropriate training, profiting from the insights presented in this work, will improve conflict handling and increase chances for profitable and sustainable agreements. The positive impact thereof, on organizations and to society, cannot be overstated. Hence, negotiation training containing both theoretical and practical elements is greatly encouraged.

The model suggested here is comprised of the three main areas discussed: a sound perception of conflict, the negotiation approach, and interpersonal perspective-taking competencies. These topics are envisaged here as converging concepts of knowledge for simultaneous application in a concerted effort to reach beneficial deals. Hence, the three areas are envisaged as pillars in an educational framework for equipping people to engage in conflict resolution through negotiation. This convergence of knowledge used by the negotiator can also provide inspiration and confidence at the negotiation table, helping to attain a broader understanding of the issue at stake, and of the process of negotiation.

It is our hope that this book will inspire, as well as help to equip, individuals and organizations, to build honest, respectful, peaceful, and

productive working environments with empowered people, using their proficient negotiation and perspective-taking competencies.

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