

## International Negotiation Teaching and Research Association (INTRA) 2024

The meeting will take place at April 4<sup>th</sup> at [Technohal room 2275](#), all time is local time (CEST)

All presentations will take 15 minutes + 10 minutes discussion, 25 minutes in all. Online, please connect via ZOOM: <https://aarhusuniversity.zoom.us/j/66990641833>.

9.00-9.15	Walk-in – with coffee and tea ( <a href="#">Technohal Atrium</a> )
9.15-10.30	<b>INTRA part 1</b>
Peter Kesting	Welcome
Paul Meerts	The utility of international political and diplomatic negotiation
Ida Manton	Oral History and Storytelling as a Learning Method in International Negotiations
	COFFEE BREAK
11.00-12.15	<b>INTRA part 2; Chair: Joana Matos</b>
Melissa Manwaring	Negotiation as an Entrepreneurial Process
Margarita Canal	Is it worth supporting students to strengthen their negotiation profiles?
Will Baber	Talking Japan into the Modern Era: Ryoma Sakamoto
	LUNCH BREAK
14.00-15.30	<b>INTRA part 3; Chair: Ida Manton</b>
Oksana Koval	Navigating Negotiations in Ukraine: An Exploration of Psychological Strategies, Actions, and Ethics
Gro Alteren; Anne Eriksen	Visualizing and discussing Unethical behavior in negotiations
Felix Kröcher; Peter Kesting; Remigiusz Smolinski	A study on the reasons for the use of ethically ambiguous tactics in business negotiations
	COFFEE BREAK
16.00-16.50	<b>INTRA – networking</b>
Evangelos Chondros	Cultivating Negotiation Skills Among Youth: The Mercury Negotiation Academy Initiative
	Other issues
17.00-18.00	<b>Reception</b>
19.00-21.30	<b>Dinner; <a href="#">Mazza Restaurant Enschede</a></b>

The INTRA Meeting will be followed by a dinner at [Mazza Restaurant Enschede](#) (Walstraat 1, 7511 GE Enschede). Please note that this dinner will be self-paid.



INTRA 2024 will be followed on April 5-6 by final rounds of The Negotiation Challenge (TNC), an international student competition featuring this year's best teams.

For further info on The Negotiation Challenge, visit: <https://students.thenegotiationchallenge.org/>.

## ABSTRACTS

### ***The utility of international political and diplomatic negotiation; Paul Meerts; Independent International Negotiation Analyst***

This contribution to the 30th Anniversary Issue of International Negotiation will look at negotiation as a means to create stability in international relations. The article will do this by using milestone conferences (Holsti 1991, Cooper 2012) like Westphalia (Münster), Utrecht, Vienna and Versailles (Paris). Plus three more cases from the 20th century: München, Brussels and New York as these negotiations had and have an enormous impact on stability till the present-day and in the near future.

For the analysis the article of William Zartman (2020) 'Structuring in a Vacuum: Negotiating in the Current World Disorder' will be applied to this overview of historic. The cases have been selected to highlight the evolution of interstate / diplomatic negotiation. This in order to detect both positive and negative factors influencing the utility of negotiation processes as an instrument of conflict management and international governance. The advantage of diplomatic negotiation over other kinds of bargaining: there is more footage and there is some kind of diplomatic structure and culture which allows for comparisons.

The article aims at understanding the challenges to international negotiation processes between states in a world where disorder has been the rule, attempts were made to create order, while at present disorder is on the rise again. How did mankind manage to use negotiation as an alternative to warfare? What are the conditions for negotiation effectiveness? What is the utility of negotiation if the context of process and people is unripe for solving problems in a peaceful way? What does history tell us about the ways to deal with the interstate wars in our 21st. century?

### ***Oral History and Storytelling as a Learning Method in International Negotiations; Ida Manton, University of Economics, Prague***

Can we learn to tell a story in a way that it captivates someone's attention? Can we learn to address issues raised by others with empathy and thorough understanding of how they feel, while we still make our way to achieving a goal if we wrap our arguments in a seductive story? In a short presentation I will argue

that our choice of words, our capability to tell a story well, to weave a narration and line up our arguments in perfect order will decide on the effects our statements have and will trigger a behavior on the other side. In other words, storytelling is a craft which is natural to some, but can be also learned if we become aware of it and develop it in order to achieve desired outcomes through persuasion. I will try to bring examples from literature and mythology in a way the audience can relate to them even if they have not heard of these characters or books before.

One part will be on oral history as a way to learn from previous experiences, from the stories and memories of diplomats who had a significant role in negotiating some key multilateral agreements. I will describe the work I have been doing in captivating the memories of diplomats who negotiated the 1975 Helsinki Final Act and the 1990 Charter of Paris for a New Europe. As Zartman writes: "Our narrative serves to guide what we do by giving meaning to what we have done", so I will discuss my work in terms of the effect it could have on current decision-making regarding conflict management and peace negotiations.

At the end, a few words on storytelling in the time of AI – is our perception, our human touch even our ability to tell stories threatened by how information is stored, presented and passed? Can the endless catalogues, lists and quotes satisfy our hunger for a thrilling story, for a happy ending and for deeper truths? Teaching international negotiations will require us thinking together how to empower our students to use their inner potential, to develop their skills, to sooth their passions with substantive knowledge and responsible contribution in order to have a role in effective social and political dialogue.

### **Negotiation as an Entrepreneurial Process; Melissa Manwaring, Babson College**

Entrepreneurship, like negotiation, is an age-old human practice but a relatively recent field of academic inquiry. Scholars in both fields seek to understand how people navigate a complex set of cognitive, emotional, relational, and behavioral processes and how they might learn to do so more effectively.

A burgeoning area of research focuses on how entrepreneurs negotiate and manage conflict in the distinct context of new ventures, which typically involve unpredictability, limited resources, high stakes, strong emotions, lack of precedent, and ambiguity about process. Concurrently, there is a growing scholarly interest in understanding what negotiators in any context – not just startup ventures – might learn from entrepreneurs.

Thorough preparation is a recurring theme in prescriptive negotiation literature and teaching. Negotiation preparation that relies on predictive logic – i.e., researching and analyzing the context, preparing a strategy, then applying the strategy – tends to work best in stable contexts with plenty of data, established roles, and clear process expectations. As the Covid-19 pandemic demonstrated, however, predictive logic may be insufficient in more turbulent negotiation contexts, with limited data, ambiguous roles, and lack of precedent. Yet entrepreneurs operate under similar conditions on a regular basis. This 15-minute presentation will introduce a key principle that negotiators might learn from entrepreneurship studies: balancing preparation based on predictive logic with iterative action based on a more "creative logic." It will offer examples of negotiators using an entrepreneurial "creative logic" outside of the new venture context, and conclude with suggestions for how negotiation educators might integrate entrepreneurship principles into their teaching.

***Is it worth supporting students to strengthen their negotiation profiles? Margarita Canal; Management School of Los Andes University***

The presentation focusses in two aspects, on the one hand I will show the pedagogical ways in which we support students to strengthen their negotiation profiles through two courses “Initial Negotiator Profile” and “Final Negotiator Profile” in the Postgraduate Specialization in Negotiation of the Management School, of Los Andes University.

On the other hand, I will present the areas in which students make changes to their profiles thanks to the process they develop in the mentioned courses and also a typology of how they approach introspective tasks when working on their negotiation profiles.

Despite teaching and researching about changes in student’s negotiation profiles shows interesting results, there are still challenges, such as: how to go from identifying and strengthening the negotiation profiles to enhance students to take advantage of them during negotiations? And also how to seduce students to prepare their profile before a negotiation? I will close the presentation with the previous questions in order to generate a discussion with the audience.

***Will Baber, Graduate School of Management, Kyoto University***

This chapter will look at a key figure in Japan’s transition from a backward feudal land of ritual politics to a leading military and industrial power of the 20th century. This review considers Sakamoto and his negotiations from the point of view of negotiation moves (Kolb & Williams, 2001). Additional insights will be drawn from theory around negotiation phases (Baber, 2018; Stein, 1989; Zartman, 1988, 2010). While personality was certainly important in Sakamoto’s successes, this chapter will not attempt to fully analyze and understand the man nor to integrate related theories. Rather, the chapter seeks to understand his successes in ways that allow lessons to be drawn. These include some abstract lessons like boldness, but also lessons such as motivating parties and building relationships with and among them through the use of considered moves. For example, Sakamoto converted fears about overpowering European military technology to a sense of urgency and a recognition of the need to collaborate with European powers. Additionally, Sakamoto crisscrossed Japan, mainly on foot, proving what every good negotiator knows about the need to go to the stakeholders personally and repeatedly.

***Navigating Negotiations in Ukraine: An Exploration of Psychological Strategies, Actions, and Ethics; Oksana Koval, West Ukrainian National University***

The report plans to highlight the results of scientific research on psychological strategies, actions and ethics, based on the teachings of Ukrainian researcher Volodymyr Roments about the "Great Logic of Act" as the canonical structure of an act in a cyclic sequence of situational, motivational, active, and after-act components in an intellectual projection on the participants of the negotiation process.

In the research, an attempt was made to determine the main components of the phenomenology of the act of the negotiators, in particular: the life situation, the moral-emotional experience generated by it, moral awareness of the situation and motives for behavior, choice and decision-making, volitional stimulus, deed, post-action awareness. Consideration of a specific case of negotiations is envisaged.

***Visualizing and discussing Unethical behavior; Gro Alteren; Anne Eriksen, UiT The Arctic University of Norway***

The overall purpose of this project is to design an arena in the classroom that facilitates engagement and learning. The film is a result of the cooperation between Gro Alteren and Anne Eriksen. Alteren designed the film manuscript and Eriksen was responsible for directing actors. The actors were drama and theater students, and this project served as a part of their training in the tradition of realistic acting. RESULT was responsible for the filming. The film is used in the course BED 2047 Forhandler (Negotiations), School of Business and Economics, UiT. The pedagogical framework: By using the film in the classroom visualizing domination techniques that could occur in the negotiation facilitates learning among students regarding how such techniques could be played out. The film is presented in a session where the topic is various domination techniques that are commonly used. At this stage the students have completed four negotiations, which means that some of them have experienced some domination techniques. The teaching in combination with the film are useful approaches helping the students to share and discuss their own experiences that they have so far in the course with their fellow students in the completed negotiation sessions. For example, students have stated that the opponent applied a domination technique, while the opponent was not conscious about using such a technique. Other students have acknowledged that they used such technique on purpose, and opponents have shared how they responded. Recognizing domination techniques and discussing them is essential in order to learn how to deal with such techniques, thus advancing negotiation skills. The experience is so far that using the film in order to address the topic domination techniques facilitates a recognition that such techniques occur, and an exchange of views and experiences among the students.

***A study on the reasons for the use of ethically ambiguous tactics in business negotiations; Felix Kröcher; Peter Kesting and Remigiusz Smolinski, HHL-Leipzig Graduate School of Management and Aarhus University***

What motivates negotiators to use ethical ambiguous negotiation tactics (EANT)? Research traditionally takes a strongly rationalistic perspective on this issue: negotiators primarily use these tactics because they anticipate gaining an advantage from them. This creates a tension between self-interest and ethical behavior. Guided by insights from the Dual Process theory, this study challenges this perspective and examines the extent to which EANT may also be grounded in non-rational motives. In this quantitative study based on 578 data points, we measure EANT using the SINS II scale and assess the motives for this behavior using a modified scale based on Thompson (1998). We find that indeed a significant portion (more than 40%) of the motivations for using EANT are non-rationalistic. We also find that this proportion increases as tactics are perceived as more unethical. Additionally, we examine experience, industry, culture, negotiation training and gender as further drivers. We posit that a significant part of the explanation lies in negotiations occurring in real-time, demanding rapid responses that are often only achievable through System 1 thinking. People do not use EANT solely for their own benefit, but rather to cope with situations. This perspective significantly influences how to deal with EANT: it is not just about resolving a dilemma but also about managing situations.