

12-1-2007

"Where there is a will...": A New Exercise to Explore Distributive and Integrative Conflict Management

Joseph Seltzer
La Salle University

James W. Smither
La Salle University

Follow this and additional works at: <https://scholarship.shu.edu/omj>



Part of the [Organizational Behavior and Theory Commons](#), and the [Organizational Communication Commons](#)

Recommended Citation

Seltzer, Joseph and Smither, James W. (2007) ""Where there is a will...": A New Exercise to Explore Distributive and Integrative Conflict Management," *Organization Management Journal*: Vol. 4 : Iss. 3 , Article 7.

Available at: <https://scholarship.shu.edu/omj/vol4/iss3/7>

“Where there is a will...”:
A New Exercise to Explore Distributive and Integrative Conflict
Management

JOSEPH SELTZER

La Salle University

JAMES W. SMITHER

La Salle University

An exercise was developed to provide a quick and comprehensive exploration of conflict management styles and integrative versus distributive bargaining. Two brothers meet to divide nine items and cash from their father’s estate. Some items are wanted by one brother more than the other, often because of information known to only one. One item requires an integrative solution to fully gain its value. A variation of the exercise is suggested that incorporates the relationship between the brothers as another variable in managing conflict. Teaching notes and examples of classroom use and student responses are provided.

Keywords: conflict management styles, distributive and integrative bargaining, experiential exercise

Managing conflict is a common topic in organizational behavior and similar courses. Most textbooks include topics such as “causes of conflict,” “conflict styles,” “productive conflict,” “integrative versus distributive conflict,” etc. (e.g. Aldag & Kuzuhara, 2005; Hellriegel & Slocum, 2007; Robbins, 2001). Exercises such as “Ugli Orange” (House, 2001) and “Border Dispute” (Marcic, Seltzer & Vaill, 2001) are very useful in helping students understand these topics. Unfortunately, the “Ugli Orange” has been so widely used that many students already know the “twist” and “Border Dispute” is a long exercise, requiring about 90 minutes of class time. Thus the authors wrote the following exercise that addresses the same points in a shorter time frame (e.g., 30 to 45 minutes). Additionally, we find that students can more easily identify with and “play the role” than in earlier exercises.

Teaching Conflict Management

In teaching about conflict management, we typically present the following topics. (Typically we introduce #1-4 before doing the exercise, #5-6 as part of the debrief, and #7 afterwards. With the variation described below, we now include #8 in the debrief.)

1. Understanding conflict in organizations—A historical perspective (Robbins, 2001) was that conflict was “bad” and represented ineffective management. Thus conflict should be avoided or smoothed over. A more contemporary view is that conflict is inevitable because of the nature of organizations and that conflict, when managed effectively, can

lead to higher quality decisions and strengthen relationships (Tjosvold, 1991; Whetten & Cameron, 2007).

2. Functional versus dysfunctional aspects of conflict—Interpersonal (or affective) conflict often leads to defensiveness, intense emotions, and feelings of resentment (Whetten & Cameron, 2007). Substantive or task conflict can enhance or reduce performance, depending on the circumstances. For example, pre-discussion disagreement (task conflict) appears to enhance group decision making, but high levels of ongoing task conflict hurt team performance (De Dreu & Weingart, 2003). Task conflict is helpful to the extent that it leads to more in-depth discussion and thinking about the problem (Garvin & Roberto, 2001). Although conceptually distinct, interpersonal and task conflict can be difficult to separate in practice because disagreements about substance are often taken personally. That is, task conflict can lead to interpersonal conflict. The challenge for managers is to obtain the benefits of task conflict (e.g., healthy debate) while minimizing the adverse consequences of interpersonal conflict. In this context, Garvin and Roberto (2001) describe the advantages of an inquiry approach to decision making (in which participants seek to come to agreement on the best course of action, consider a variety of options, share information widely and present balanced arguments, and feel comfortable raising alternative points of view) and the disadvantages of an advocacy approach to decision making (in which participants approach decision making as a contest, seek to persuade others to adopt their point of view, present information selectively, and remain passionate about their preferred solutions in the face of disagreement). They note that, with an inquiry process, debates are sometimes intense but they are seldom personal. With inquiry, there is collective ownership of the final decision; with advocacy, there are winners and losers.
3. Sources of organizational conflict—Conflict is viewed by some as the result of troublemakers, “bad apples,” or personality defects. Instead, conflict can more reasonably be understood as the result of scarce resources, role or goal incompatibility, personal differences (such as different values or cultural backgrounds), and misinformation or misinterpreted information (Whetten & Cameron, 2007). Resolution of these sources of conflict (e.g. providing additional resources) is sometimes possible, although the inherent nature of many organizations (e.g. competition for limited resources coupled with the difficulty of aligning individual, group, and organizational goals) increases the likelihood of conflict. In the current exercise, personal differences sometimes limit the potential for conflict (e.g., where only one brother is very interested in music and hence the phonograph and 78 rpm records) and sometimes exacerbate conflict (e.g., in variation 2, where one brother is married and the other is not). Goal incompatibility creates conflict about some items (e.g., the fountain pen, the silver pin). Differences in information also have the potential to create later conflict. For example, only James knows the monetary value of the ceramic vase. If he shares this information with Charles, he might strengthen their relationship over the long run (and both brothers can share the money that could be obtained from selling the vase). If James keeps the information to himself, Charles is likely to let James have the vase, thereby creating a short-term financial gain for James (but with the risk of severely damaging the brothers’ relationship if James later discovers the value of the vase).

4. Conflict management styles—The five styles of forcing, avoiding, accommodating, compromising, and collaborating (Thomas, 1992) each have advantages and disadvantages and each can be effective in certain situations. For example, forcing can be appropriate when the importance of the issue far outweighs the importance of the relationship (e.g., when an employee needs to be disciplined for a violation of conduct such as excessive absences or fighting). Accommodating can be appropriate when the importance of the relationship outweighs the importance of the issue (e.g., a person who sacrifices a short-term and relatively unimportant goal to satisfy the needs of a valued colleague), although its overuse can lead to others taking advantage of the person. Avoiding can be appropriate when neither the issue nor the relationship is of importance, however its repeated use can lead to frustration when important issues are never resolved. Compromise (partially satisfying each party's interests or "splitting the difference") can be appropriate when an agreement must be reached quickly or when a win-win solution is genuinely unavailable. And collaboration (i.e., a problem solving approach) is most appropriate when both the issue and the relationship are important (e.g., when two coworkers will have to work together in a cooperative manner in the future but disagree about the best way to handle an immediate problem that is important to each of them). A nice framework for summarizing this can be found in Zachary and Kuzuhara (2005). In the current exercise, there are several opportunities for each brother to accommodate the interests of the other brother because the relationship is more important than the item. For some items, compromise will be needed because there is no win-win solution (e.g., the lawyer's oak desk). For one item (the painting), a win-win solution is possible, but only if both brothers share information.
5. Distributive bargaining versus integrative negotiation—Distributive bargaining (Lewicki, Barry, & Saunders, 2006) refers to an adversarial or competitive posture in negotiation, usually because it is assumed that the negotiation represents a zero-sum game (i.e., both parties interests cannot be completely satisfied and the more you get, the less I get). This classic style of taking a strong position and sticking with it is illustrated when labor and management negotiate wages. Integrative negotiation (Lewicki et al., 2006) refers to the use of problem solving techniques to seek win-win agreements (i.e., where the underlying interests of both parties are satisfied). An example of integrative negotiation could be labor-management negotiations that involve changes in work practices to improve safety where both parties clearly "win." For example, see http://www.beyondintractability.org/essay/distributive_bargaining/ or <http://www.culture-at-work.com/distributestrategy.html#strat>. Several items in the current exercise (e.g., the silver pin, fountain pen) are likely to involve distributive bargaining because no easy win-win solution is apparent (i.e., each brother has some interest in the item and the item cannot be divided and shared). As noted above, one item (the painting) could benefit from integrative negotiation.
6. Principled negotiations—This is developing collaborative rather than confrontational approaches to bargaining. This approach is based on Fisher, Patton, and Ury (1992) and Ury (1993). It includes steps such as separate the people from the issues, focus on interests rather than positions, invent or brainstorm options (alternatives) for mutual gain,

and use objective criteria to evaluate options (alternatives) and reach agreement. See <http://www.colorado.edu/conflict/peace/treatment/pricneg.htm> for further discussion.

7. Use of third parties to resolve conflict—This includes discussion of mediation, arbitration, and fact-finding. In their description of a collaborative approach to conflict resolution, Whetten and Cameron note that mediators can (a) acknowledge that a conflict exists and propose a problem-solving approach to resolve it, (b) seek out the perspectives of both parties while maintaining a neutral posture regarding the disputants, (c) serve as a facilitator, not a judge, (d) manage the discussion to ensure fairness and keep the discussion issue-focused not personality-focused, (e) explore options by focusing on interests rather than positions, and (f) make sure all parties fully understand and support the agreed upon solution (p. 395-406).
8. Relationship between the parties—Both the pre-existing relationship between the parties and their goals concerning their future relationship can play a role in shaping the style of negotiating and the outcome of the negotiation (Atkin, 2006; Curhan, Elfenbein, & Xu, 2006; Kelman, 2005; McGinn, 2006; Weingart, 2004). We have typically used the “parking space” exercise (Porter, 1991), which makes this point very well. In the current exercise, variation 2 involves negotiating when the relationship between the brothers is already strained and variation 3 involves negotiating when both brothers have fond memories of their childhood together and now seek to strengthen their relationship. We are unaware of any other exercise that allows instructors to illustrate the effect of pre-existing relationships on negotiating styles and outcomes.

“Where there is a will...”: An exercise to explore distributive and integrative conflict management

PURPOSE:

1. To present opportunities for use of different conflict styles and explore their impacts
2. To demonstrate both distributive and integrative bargaining

GROUP SIZE:

Pairs of students in almost any size class. Allow longer for debriefing in a larger class.

APPROPRIATE AUDIENCE:

Works well with undergraduate students as well as with graduate students (e.g., evening or full-time MBA students)

TIME REQUIRED:

30-45 minutes

PREPARATION BY INSTRUCTOR:

Make 1 copy of each role and the “who receives this item” form for each pair of students. (See Appendix 1 and Appendix 2.)

	UNIT TIME	TOTAL TIME
EXERCISE SCHEDULE:		
1. Form pairs Form pairs and hand one person the "role for Charles" and the other person the "role for James" (see Appendix 1) and ask them to individually read and consider their roles.	5 min	5 min
2. Begin discussion in pairs The instructor gives each pair the "who receives this item" form (see Appendix 2) and instructs them to "come to a decision as a pair and record your responses."	10-15 min	15-20 min
3. Post list on the board and discuss For each item to be decided (i.e. desk, phonograph, etc.), the instructor asks and records "How many Charles got the item, how many James and how many were split?" You may want to ask how the items were split. Follow the suggestions in the instructor's notes for the discussion and debrief. At the end, the instructor may wish to summarize the points in the "wrap up."	15-25 min	30-45 min

Notes on running the exercise

This is quite a simple exercise to run in class. Pass out the roles and let the students come to an agreement. While the students are negotiating, write a list of the nine items on the board (or on a flipchart). When all the pairs are done, begin the discussion by asking "who gets the desk?" and continue with the items from the list. As you collect the choices you can discuss each item as it pertains to various aspects of conflict management. The Summary Worksheet for Instructor (Appendix 3) provides a concise summary that the instructor can refer to during the debrief. Specific notes are in the following section including the experience of having run the exercise in six classes:

Experience with the exercise: (includes responses of 47 pairs in six different classes)

- 1) *oak desk*—both Charles and James want the desk, it has value and cannot be divided. You might ask how the decision was made about who gets the desk and interpret the answers in terms of the conflict management styles. Frequently, one party may try to use a "forcing" style and drive his brother to also use "forcing." The desk provides a good example of a "distributive negotiation" with only one person getting it. Charles got the desk in 34 percent of the pairs, James in 53 percent. However, several items may be grouped together (e.g. desk to James and phonograph to Charles) or a side payment made to arrive at an agreement ("compromising" style) which happened 9 percent of the time. You might ask about the sources of conflict here—mostly "shared, scarce resources."
- 2) *old phonograph*—Charles wants the records and phonograph, James does not. Charles got the phonograph in 94 percent of the pairs. James is often willing to use an "accommodating style" or may use a "compromising" style with Charles getting the phonograph as part of a grouping.
- 3) *silver tea service*—neither Charles nor James wants to own the item, but because both know its value, often it was sold and the money split as happened 55 percent of the time. Charles got the tea service in 19 percent of the pairs and James in 26 percent. Generally this is a "compromising" style.
- 4) *old vase*—Charles thinks it is ugly and has no interest in it. James knows that it is probably worth at least \$10,000. Most James' got the vase (85 percent). An interesting question is if James told Charles about its value. If not, it provides an example of how withholding information is a form of "forcing." It's also interesting to ask how the relationship between the brothers could be affected in the future by James withholding information about the value of the vase (e.g., if Charles later learns about the true value of the vase). With some students, James collaborates with his brother and provides the value. You can discuss how "limited information" can be a source of conflict. We often skip to #7 to discuss the watch next.
- 5) *gold ring*—Both know it has a value of about \$300 for the gold and James wants to use it as an anniversary gift. It is particularly important to James to be able to take it with him. James

almost always got the ring (98 percent), but because he wants it immediately, some Charles' use that in the negotiation. This is often an example of an "accommodating" style.

- 6) *silver pin*—Charles has little use for it, but was fond of the grandmother who liked it. He got it in 64 percent of the pairs. James doesn't like it and isn't sure if his wife will. He got it in 32 percent of the pairs. This is usually not an important item and can be pointed to as not a "scarce resource."
- 7) *silver pocket watch*—James likes the watch and wants to own it, but doesn't know about its value. Charles likes the watch and believes it is worth at least \$4,000. In the negotiation, Charles got it in 72 percent of the pairs and James in 19 percent. In addition to the question of whether Charles tells James of the value, you can discuss how this compares to the vase which neither person liked (except for its value). It's also interesting to ask how the relationship between the brothers could be affected in the future by Charles withholding information about the value of the watch (e.g., if James later learns about the true value of the watch). Also dysfunctional conflict can be mentioned.
- 8) *painting*—Neither likes the painting, but Charles has heard that the artist has a growing reputation, so the painting could have value. But Charles has little idea of how to determine the value or sell it. James has a coworker who collects the artist's work, but doesn't think it has much value. This was an opportunity for an "integrative" solution by "collaborating." If both share their available information, they can sell the painting to the coworker or through the coworker as happened 28 percent of the time. If they withheld information, the painting's value may not have been realized (Charles got the painting in 32 percent of the pairs and James in 40 percent). In terms of principled negotiation, if the brothers focus on their needs, they are more likely to collaborate.
- 9) *fountain pen*—Both really want the pen which does not have great value. The fact that the initials CH are on the pen makes it more natural for Charles to get it which happened in 72 percent of the pairs, but James often bargained hard for it and got it in 28 percent. A range of conflict management styles was used here.
- 10) *cash and bonds*—There is \$106,000 to be divided. This was most often split evenly (in 85 percent of pairs), although some side bargains for cash (e.g. getting the desk but paying the brother \$2,000 or in some cases only \$1,000) changed the amounts.

After considering the individual items, we summarize how the styles were demonstrated and how both integrative and distributive situations existed. We often follow with a discussion of the role of third parties by asking "how would the presence of a neutral party have affected this negotiation?" We then discuss arbitration and mediation.

A variation: To demonstrate how the relationship between the parties impacts on negotiation

After an initial experience with the exercise as described above, we created a variation by modifying the relationship between the two brothers (see Appendix 4). In Form 2, Charles and James are not close and are not looking forward to meeting to divide the estate. Part of the problem is that Charles knows that James' wife doesn't like him. Charles believes that James won't think he has much need for many things. James believes that Charles does not like his wife. She has pushed you to "stand up to Charles" to get your fair share. On the other hand, in Form 3, both acknowledge that they haven't been close in the past, but the death of their father makes each think fondly about his memories of his brother. Each individually hopes that they can now strengthen the bond between them. In all other respects Form 2 and 3 are identical.

To use this variation, you need to make copies for $\frac{1}{4}$ of the class size each of: "Role for Charles Form 2," "Role for James Form 2," "Role for Charles Form 3," and "Role for James Form 3." Continue to use the charts from the Charles and James roles, Form 1. Then when distributing the roles, give approximately half the pairs the Charles and James roles Form 2 and other half Charles and James Form 3. An easy way to do this is to give one side of the room Form 1 and the other side Form 2. In the debrief, when you discuss the vase and the watch, you can observe the differences in responses in the two sides of the room and explain that the people did different role plays. We often ask "how did you feel about your brother?" as a way to surface these differences. Often more of the Form 3 side (with a good relationship) will share information about the value of the vase and watch, but not all do. Similarly, there are interesting differences when discussing the painting, but only some of the pairs (often, but not always from the Form 3 side) develop collaborative solutions. That is, in many, but not all student pairs, having a good as opposed to poor relationship with the other party has a significant and noticeable impact on the negotiation (e.g. a "collaborative" style is used). This variation adds no extra time to the exercise and only a few minutes to the debrief.

Student response using the variation has generally demonstrated a difference in the negotiation based on the relationship between the parties. The design of having each side of the room with a different condition provides a clear, visual comparison that has felt like an "ah ha" experience for many. The only limitation is that you need at least a medium-sized class to have enough pairs of students to make the comparisons obvious.

Take aways:

We have used this exercise to focus on a number of aspects of managing conflict. In particular, we hope the students will:

- 1) better understand and have the experience of using the various styles of conflict management described in the Thomas (1992) framework;
- 2) experience both distributive and integrative approaches to bargaining. While integrative bargaining (or principled negotiation) is often discussed, it is harder to demonstrate in the classroom. In this case, a collaborative solution leads to a positive outcome, but is only possible in some of the situations;

- 3) examine the importance of the relationship between the parties as a factor in negotiating. Will the brothers share information or withhold it? Can they achieve a collaborative solution?

REFERENCES

- Aldag, R.J. & Kuzuhara, L.W. (2005). *Mastering management skills*. Mason, OH: Thomson/South-Western.
- Atkin, T.S. (2006). The effect of negotiation practices on the relationship between suppliers and customers. *Negotiation Journal*, 22, 47-65.
- Curhan, J.R., Elfenbein, H.A., & Xu, H. (2006). What do people value when they negotiate? Mapping the domain of subjective value in negotiation. *Journal of Personality and Social Psychology*, 91, 493-512.
- De Dreu, C.K.W., & Weingart, L.R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88, 741-749.
- Fisher, R., Patton, B.M., & Ury, W.L. (1992). *Getting to yes: Negotiating agreement without giving in*. New York: Houghton Mifflin, Penquin Books.
- Garvin, D.A., & Roberto, M.A. (2001, September). What you don't know about making decisions. *Harvard Business Review*, 1-8.
- Hellriegel, D. & Slocum, J.W. (2007). *Organizational behavior*. St. Paul: West Publishing Co., Thompson.
- House, R. (2001). The ugly orange role play. In Marcic, Seltzer & Vaill, *Organizational behavior: Experience and cases*. Minneapolis/St. Paul: West Publishing Co., South-Western.
- Kelman, H.C. (2005). Building trust among enemies: The central challenge for international conflict resolution. *International Journal of Intercultural Relations*, 29, 639-650.
- Lewicki, R.J., Barry, B., & Saunders, D.M. (2006). *Essentials of negotiation*. Boston: McGraw-Hill/Irwin.
- Marcic, D., Seltzer, J. & Vaill, P. (2001). *Organizational behavior: Experience and cases*. Minneapolis/St. Paul: West Publishing Co., South-Western.
- McGinn, K.L. (2006). Relationships and negotiations in context. In L.L. Thompson (Ed.), *Negotiation theory and research*, (pp. 129-143). Madison, CT: Psychosocial Press.
- Porter, L. (1991). The parking space. In Pfeiffer, J.W. (Ed.), *The 1991 annual: Developing human resources*. San Diego, CA: University Associates.
- Robbins, S.P. (2001) *Organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Thomas, K. (1992). Conflict and negotiation processes in organizations. In M.D. Dunnette and L.M. Hough (Eds.), *Handbook of industrial and organizational psychology*. Palo Alto, CA:

Consulting Psychologists Press.

Tjosvold, D. (1991). *The conflict positive organization*. Reading, MA: Addison-Wesley.

Ury, W.L. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*, New York: Bantam Books.

Weingart, L.R. (2004). Communication processes in negotiation: Frequencies, sequences, and phases. In M.J. Gelfand, & J.M. Brett (Eds.), *The handbook of negotiation and culture*, (pp. 143-157). Stanford, CA: Stanford University Press.

Whetten, D. & Cameron, K. (2007). *Developing management skills*. Upper Saddle River, NJ: Prentice Hall.

Zachary, W.B. & Kuzuhara, L.W. (2005). *Organizational behavior*. Mason, OH: Thomson/South-Western.

APPENDIX 1

"Where there is a will..." Role for Charles—Form 1

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However, there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up
9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for Charles—You want the desk and know your brother does too. You love music and really want the records. You also know it is difficult to find 78 rpm record players, so this item can't be split. The tea service doesn't interest you; you would probably sell it. You've always thought the vase was ugly and can't imagine why your brother (or anyone else) would want it. You are single, so you don't care much about the wedding ring. You don't really think the pin is attractive but you know it was a favorite of your grandmother (who you always were very fond of), so you would feel bad about just throwing it or giving it away. You've always liked the watch. Once you saw a similar one in an antique store and were surprised that it was worth over \$4,000. You don't think your brother knows the value. You don't like the painting but you know that it's by a local artist whose reputation is apparently growing among some collectors around the country so it might be worth a good deal of money. On the other hand, it would

probably be really difficult to track down an interested buyer and determine a fair price for the painting. You don't think it would sell well at auction. You would very much like to have the pen and to take it with you. One of your friends was bragging about an engraved pen with his initials and your dad's is even nicer; you can't wait to show this pen to your friend.

Item	What Charles and James both know	What Charles knows/wants
A nice lawyers oak desk	Worth at least \$2,000	You want the desk and know your brother does too.
A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records	Worth about \$200	You love music and really want the records. You also know it is difficult to find 78 rpm record players, so this item can't be split.
A silver tea service that belonged to your mother's grandparents	Worth at least \$8,000	This doesn't interest you; you would probably sell it.
An old painted ceramic vase from your mother's grandparent's house		You've always thought the vase was ugly and can't imagine why your brother (or anyone else) would want it.
Your mother's wedding ring	Value of gold about \$300	You are single, so you don't care much about the ring.
An old silver pin that had belonged to your grandmother		You don't really think the pin is attractive but you know it was a favorite of your grandmother (who you always were very fond of), so you would feel bad about just throwing it or giving it away.
An old silver pocket watch that had belonged to your mother's grandfather		You've always liked the watch. Once you saw a similar one in an antique store and were surprised that it was worth over \$4,000. You don't think your brother knows the value.
A painting that your family had over the sofa when you were growing up		You don't like the painting but you know that it's by a local artist whose reputation is apparently growing among some collectors around the country so it might be worth a good deal of money. On the other hand, it would probably be really difficult to track down an interested buyer and determine a fair price for the painting. You don't think it would sell well at auction.
A nice fountain pen, engraved with the initials CH (for Carlton Henderickson)	Possibly worth \$100	You would very much like to have the pen and to take it with you. One of your friends was bragging about an engraved pen with his initials and your dad's is even nicer; you can't wait to show this pen to your friend.
Your father's savings and checking accounts + US bonds	\$106,000	

"Where there is a will..." Role for James—Form 1

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However, there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up
9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for James—You want the desk and know your brother does too. You can't imagine what anyone would do with the old phonograph and records. They'd probably just take up space in your attic. The tea service doesn't interest you; you would probably sell it. You know that the ceramic vase is by a famous potter because you were in a museum and recognized a similar piece. You got a book and think your father's piece is worth at least \$10,000, but don't think your brother knows. You would like the wedding ring to use as a 25th anniversary gift for your wife. You have been having a hard time figuring out what to get her and the anniversary is next week. You would like to take it with you when you leave. Maybe your wife would wear the pin but you're not sure and you don't think it's very attractive. You've always thought that the pocket watch was really nice and kind of elegant and classy. You really don't like the painting very much, although you recently discovered that a coworker has been collecting this artist's work. You can't imagine that it's worth much. The pen would be a really nice keepsake and it would always bring back warm memories of your father.

Item	What Charles and James both know	What James knows/wants
A nice lawyers oak desk	Worth at least \$2,000	You want the desk and know your brother does too.
A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records	Worth about \$200	You can't imagine what anyone would do with the old phonograph and records. They'd probably just take up space in your attic.
A silver tea service that belonged to your mother's grandparents	Worth at least \$8,000	This doesn't interest you; you would probably sell it.
An old painted ceramic vase from your mother's grandparent's house		You know that the ceramic vase is by a famous potter because you were in a museum and recognized a similar piece. You got a book and think your father's piece is worth at least \$10,000, but don't think your brother knows.
Your mother's wedding ring	Value of gold about \$300	You would like the wedding ring to use as a 25th anniversary gift for your wife. You have been having a hard time figuring out what to get her and the anniversary is next week. You would like to take it with you when you leave.
An old silver pin that had belonged to your grandmother		Maybe your wife would wear the pin but you're not sure and you don't think it's very attractive.
An old silver pocket watch that had belonged to your mother's grandfather		You've always thought that the pocket watch was really nice and kind of elegant and classy.
A painting that your family had over the sofa when you were growing up		You really don't like the painting very much, although you recently discovered that a coworker has been collecting this artist's work. You can't imagine that it's worth much.
A nice fountain pen, engraved with the initials CH (for Carlton Henderickson)	Possibly worth \$100	The pen would be a really nice keepsake and it would always bring back warm memories of your father.
Your father's savings and checking accounts + US bonds	\$106,000	

APPENDIX 2

Item	Who Receives This Item?		
	Charles	James	Split between Charles and James (describe the split)
A nice lawyers oak desk			
A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records			
A silver tea service that belonged to your mother's grandparents			
An old painted ceramic vase from your mother's grandparent's house			
Your mother's wedding ring			
An old silver pin that had belonged to your grandmother			
An old silver pocket watch that had belonged to your mother's grandfather			
A painting that your family had over the sofa when you were growing up			
A nice fountain pen, engraved with the initials CH (for Carlton Henderickson)			
Your father's savings and checking accounts + US bonds			
TOTAL			

APPENDIX 3

Summary Worksheet for Instructor:

Item	What Charles and James both know	What Charles knows/ wants	What James knows/ wants	Comments for instructor
A nice lawyers oak desk	Worth at least \$2,000	You want the desk and know your brother does too.	You want the desk and know your brother does too.	Conflict without a win-win solution possible because both want the desk and it cannot be divided. A distributive bargaining situation. Ask how decision was made and about sources of conflict.
A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records	Worth about \$200	You love music and really want the records. You also know it is difficult to find 78 rpm record players, so this item can't be split.	You can't imagine what anyone would do with the old phonograph and records. They'd probably just take up space in your attic.	No conflict. Almost always goes to Charles. May be included in a "package deal" Ask why James was willing to let Charles have it. Note that this is an "accommodating" style.
A silver tea service that belonged to your mother's grandparents	Worth at least \$8,000	Doesn't interest you; you would probably sell it.	Doesn't interest you; you would probably sell it.	No conflict. Since it has value, but neither brother wants it, the tea service is most often sold and the proceeds split. Ask how the tea service is handled? Note that this is an "compromising" style.

Item	What Charles and James both know	What Charles knows/wants	What James knows/wants	Comments for instructor
An old painted ceramic vase from your mother's grandparent's house		You've always thought the vase was ugly and can't imagine why your brother (or anyone else) would want it.	You know that the ceramic vase is by a famous potter because you were in a museum and recognized a similar piece. You got a book and think your father's piece is worth at least \$10,000, but don't think your brother knows.	Unequal information. Ask if James tells Charles about the value of the vase. You can discuss the short run (James gets the vase) and long run (implications for the continuing relationship of the brothers). Note the use of a "forcing" style if James chooses to withhold information about the value or a "collaborative" style if he shares information. You might next talk about the pocket watch.
Your mother's wedding ring	Value of gold about \$300	You are single, so you don't care much about the ring.	You would like the wedding ring to use as a 25th anniversary gift for your wife. You have been having a hard time figuring out what to get her and the anniversary is next week. You would like to take it with you when you leave.	No conflict. Usually goes to James, although sometimes included in a package with other items or a side payment made for the value of the gold. Ask why James gets it and if the fact that James wants it immediately has an impact on the negotiation. Note the non-monetary importance of the ring to James.

Item	What Charles and James both know	What Charles knows/wants	What James knows/wants	Comments for instructor
An old silver pin that had belonged to your grandmother		You don't really think the pin is attractive but you know it was a favorite of your grandmother (who you always were very fond of), so you would feel bad about just throwing it or giving it away.	Maybe your wife would wear the pin but you're not sure and you don't think it's very attractive.	Charles attaches some sentimental value to the pin. Ask how difficult it was to negotiate on the pin. Since it is not an important item to either person. Note that since it isn't a scarce resource, there is less conflict likely.
An old silver pocket watch that had belonged to your mother's grandfather		You've always liked the watch. Once you saw a similar one in an antique store and were surprised that it was worth over \$4,000. You don't think your brother knows the value.	You've always thought that the pocket watch was really nice and kind of elegant and classy.	Unequal information. Will Charles tell James about the value of the watch? Note the "forcing or "collaborating" style used by Charles.

Item	What Charles and James both know	What Charles knows/wants	What James knows/wants	Comments for instructor
A painting that your family had over the sofa when you were growing up		You don't like the painting but you know that it's by a local artist whose reputation is apparently growing among some collectors around the country so it might be worth a good deal of money. On the other hand, it would probably be really difficult to track down an interested buyer and determine a fair price for the painting. You don't think it would sell well at auction.	You really don't like the painting very much, although you recently discovered that a coworker has been collecting this artist's work. You can't imagine that it's worth much.	A possible win-win if Charles and James share information that each knows separately. They might be able to sell the painting for a significant amount either to or through the coworker. Ask if Charles and James used a "collaborative" style. Also comment that using "principled negotiation" and focusing on needs, Charles and James are more likely to collaborate. Ask if the brothers were able to collaborate and why?
A nice fountain pen, engraved with the initials CH (for Carlton Henderickson).	Possibly worth \$100	You would very much like to have the pen and to take it with you. One of your friends was bragging about an engraved pen with his initials and your dad's is even nicer; you can't wait to show this pen to your friend.	The pen would be a really nice keepsake and it would always bring back warm memories of your father.	The brothers have different motives. Charles just wants to 'show off' the pen to his friend. James attaches sentimental value to the pen. The fact that the initials on the pen match Charles may be a reason for him to get it. Ask what happened in this negotiation.
Your father's savings and checking accounts + US bonds	\$106,000			Ask if the brothers divided the money equally or was their division of this money affected by their negotiations concerning the other items?

APPENDIX 4

"Where there is a will..." Role for Charles—Form 2

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However, there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up
9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for Charles—You and your brother have not been close for many years. On the few occasions when you visit James, you always feel like his wife doesn't like you. They're always talking about the joys of marriage and having a family and making comments about your still being single. It seems they think that you're not really successful in life until you're married with a family. But you enjoy being single and really enjoy your freedom and friends. And you've had some very rewarding romantic relationships that have lasted for several years. You're not looking forward to meeting with James to talk about dividing up your father's estate. Knowing James, he'll probably think you don't really need a lot of the items on the list ("because you're single") or that you don't deserve them because you had not been close to your father. But neither had James.

You want the desk and know your brother does too. You love music and really want the records. You also know it is difficult to find 78 rpm record players, so this item can't be split. The tea service doesn't interest you; you would probably sell it. You've always thought the vase was ugly and can't imagine why your brother (or anyone else) would want it. You are single, so you don't care much about the wedding ring. You don't really think the pin is attractive but you know it was a favorite of your grandmother (who you always were very fond of), so you would feel bad about just throwing it or giving it away. You've always liked the watch. Once you saw a similar one in an antique store and were surprised that it was worth over \$4,000. You don't think your brother knows the value. You don't like the painting but you know that it's by a local artist whose reputation is apparently growing among some collectors around the country so it might be worth a good deal of money. On the other hand, it would probably be really difficult to track down an interested buyer and determine a fair price for the painting. You don't think it would sell well at auction. You would very much like to have the pen and to take it with you. One of your friends was bragging about an engraved pen with his initials and your dad's is even nicer; you can't wait to show this pen to your friend.

"Where there is a will..." Role for James—Form 2

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However, there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up

9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for James—You and your brother have not been close for many years. On the rare occasions when Charles comes to visit, you always feel like he doesn't like your wife. Also, he seems to resent the happiness you have found in marriage and having a family, while he's still single. Your wife thinks that you should "stand up for yourself" with Charles. She says that you're always trying to keep the peace even when Charles doesn't reciprocate. She thinks you should be more assertive about your interests and needs. You think she's probably right. You're not looking forward to meeting with Charles to talk about dividing up your father's estate. Knowing Charles, he'll probably think you don't really deserve several of the items on the list because you had not been close to your father. But neither had Charles.

You want the desk and know your brother does too. You can't imagine what anyone would do with the old phonograph and records. They'd probably just take up space in your attic. The tea service doesn't interest you; you would probably sell it. You know that the ceramic vase is by a famous potter because you were in a museum and recognized a similar piece. You got a book and think your father's piece is worth at least \$10,000, but don't think your brother knows. You would like the wedding ring to use as a 25th anniversary gift for your wife. You have been having a hard time figuring out what to get her and the anniversary is next week. You would like to take it with you when you leave. Maybe your wife would wear the pin but you're not sure and you don't think it's very attractive. You've always thought that the pocket watch was really nice and kind of elegant and classy. You really don't like the painting very much, although you recently discovered that a coworker has been collecting this artist's work. You can't imagine that it's worth much. The pen would be a really nice keepsake and it would always bring back warm memories of your father.

"Where there is a will..." Role for Charles—Form 3

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However, there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up
9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for Charles—You and your brother have not been close for many years. It's nothing personal. Each of you has a demanding job and you live in different parts of the country so it's not easy to visit. And you haven't made as much of an effort to stay in touch as you think you should have. The passing of your father has made you think fondly about all the good times you and James had together when you were growing up. You hope that something good can come out of this otherwise sad event; you'd like to start a new chapter with your brother and strengthen the bond between the two of you.

You want the desk and know your brother does too. You love music and really want the records. You also know it is difficult to find 78 rpm record players, so this item can't be split. The tea service doesn't interest you; you would probably sell it. You've always thought the vase was ugly and can't imagine why your brother (or anyone else) would want it. You are single, so you don't care much about the wedding ring. You don't really think the pin is attractive but you know it was a favorite of your grandmother (who you always were very fond of), so you would feel bad about just throwing it or giving it away. You've always liked the watch. Once you saw a similar one in an antique store and were surprised that it was worth over \$4,000. You don't think your brother knows the value. You don't like the painting but you know that it's by a local artist whose reputation is apparently growing among some collectors around the country so it might be worth a good deal of money. On the other hand, it would probably be really difficult to track down an interested buyer and determine a fair price for the painting. You don't think it would sell well at auction. You would very much like to have the pen and to take it with you. One of your friends was bragging about an engraved pen with his initials and your dad's is even nicer; you can't wait to show this pen to your friend.

"Where there is a will..." Role for James—Form 3

Both Charles and James arrived at the funeral home in a small town in central Pennsylvania close to noon. The two brothers haven't seen each other for several years and since neither was close to their father, hadn't seen him either for at least a year. Each was surprised and somewhat saddened two days ago when they got the call that their father, Carlton, had died suddenly. There were of course no plans or will because Carlton was superstitious about dying. However,

there was only one funeral home in town and they knew Carlton wanted to be buried next to their mother who had died ten years earlier. Carlton had few living friends so there would be no funeral. Charles and James made the arrangements and went to Carlton's apartment to clean it out. As expected they found carefully organized records, but no will. It looked like there was a total of about \$106,000 in Carlton's checking and savings accounts and in U.S. Bonds. Carlton had been living in an apartment since his wife had died, mostly on his social security checks and the proceeds from the sale of the house. Most of the furniture was old and almost worthless as were various household items and clothing. Both Charles and James are attorneys and either could handle the probate court at no real expense. They are the only living heirs and will divide the estate between themselves.

As they looked around, Charles and James each compiled a list of items that they personally had an interest in getting from the estate. Then they combined the lists:

1. A nice lawyer's oak desk (worth at least \$2,000)
2. A very old but still working phonograph and about 50 vintage 78 rpm big band jazz records (perhaps worth about \$200 total)
3. A silver tea service that belonged to your mother's grandparents. You know your dad said it was the most valuable thing he owned and worth at least \$8,000
4. An old painted ceramic vase from your mother's grandparent's house
5. Your mother's wedding ring (probable value of the gold about \$300)
6. An old silver pin that had belonged to your grandmother
7. An old silver pocket watch that had belonged to your mother's grandfather
8. A painting that your family had over the sofa when you were growing up
9. A nice fountain pen, engraved with the initials CH (for Carlton Henderickson). (A good pen, possibly worth \$100)

Notes for James—You and your brother have not been close for many years. It's nothing personal. Each of you has a demanding job and you live in different parts of the country so it's not easy to visit. And you haven't made as much of an effort to stay in touch as you think you should have. The passing of your father has made you think fondly about all the good times you and Charles had together when you were growing up. You hope that something good can come out of this otherwise sad event; you'd like to start a new chapter with your brother and strengthen the bond between the two of you.

You want the desk and know your brother does too. You can't imagine what anyone would do with the old phonograph and records. They'd probably just take up space in your attic. The tea service doesn't interest you; you would probably sell it. You know that the ceramic vase is by a famous potter because you were in a museum and recognized a similar piece. You got a book and think your father's piece is worth at least \$10,000, but don't think your brother knows. You would like the wedding ring to use as a 25th anniversary gift for your wife. You have been having a hard time figuring out what to get her and the anniversary is next week. You would like to take it with you when you leave. Maybe your wife would wear the pin but you're not sure and you don't think it's very attractive. You've always thought that the pocket watch was really nice and kind of elegant and 'classy.' You really don't like the painting very much, although you recently discovered that a coworker has been collecting this artist's work. You can't imagine that

it's worth much. The pen would be a really nice keepsake and it would always bring back warm memories of your father.

Joseph Seltzer is a Professor of Management in the Management Department at La Salle University. His research interests are leadership and innovative approaches to pedagogy. He is a fellow of the Eastern Academy of Management. Joe Seltzer can be reached at seltzer@lasalle.edu.

James W. Smither is a Professor and Lindback Chair of Human Resource Management in the Management Department at La Salle University. His research addresses multisource feedback and performance management. He is a fellow of SIOP and APS. Jim Smither can be reached at smither@lasalle.edu.