

# Transforming Society from Theory to Practice: Celebrating the Achievements of Rubin Award Recipients from the International Association for Conflict Management

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## Abstract

This special issue of *Negotiation and Conflict Management Research* celebrates the scholarship and intellectual contributions of four recipients of the Jeffrey Z. Rubin Theory-to-Practice Award from the International Association for Conflict Management (IACM). The IACM Rubin Award recognizes individuals whose professional contributions over the span of a career emphasize their ability to move effectively and skillfully between theory and practice in their professional activities. Each article in this special issue highlights the scholarly impact of a recipient, offers insights for building an academic career, and identifies directions for future research in conflict management.

The four Rubin award tributes featured in this special issue, Tricia Jones, Linda Babcock, Ellen Giebels, and Benjamin Broome, move effectively and skillfully between theory and practice in ways that contribute positively to society and provide conceptual development and application to critical societal issues. Each accomplished outstanding impact as disciplinary boundary spanners, building foundations between theory and research, and evolving new methodologies and approaches, all with a profound influence on policymakers, managers, and teachers. The articles contributed to this special issue help define new research questions and directions for future research, such as How does cooperation work in high-stakes conflict interaction? What are the processes that constitute ongoing repair in postconflict relationships? and describe new and future methodologies, such as how to measure true dyadic process constructs, the role of technology in conflict management research, and lead conflict management researchers and practitioners into the 21st century.

The International Association for Conflict Management (IACM) Jeffrey Z. Rubin Theory-to-Practice Award was established by the IACM Board of Directors in 2002. Since that time, the award has been given every other year alternating with the IACM Lifetime Achievement Award (LAA). Jeffrey Z. Rubin was noted for his exceptional ability to focus on interesting and complex social phenomena, conduct rigorous research that had important practical implications, and translate findings in a manner accessible to both student and professional audiences (Signal, 2017). The Rubin Theory-to-Practice Award “seeks to spotlight and encourage those in the conflict management field whose research and practice sustains this tradition” (Signal, 2017, p. 28), and speaks to the policy and social change potential for scholarship (Jones, 2018). Social psychologist Jeffrey Z. Rubin served as IACM President-Elect in 1995, and as director of the Harvard Program on Negotiation (for further reading on Jeffrey Rubin, see Breslin, 1995). For this award, there is an open call for nominations; the selection committee, chaired by the IACM

President, includes the President-Elect and Past President and the recipient is invited to present a keynote speech at the IACM conference (Cai, 2018).

There have been eight IACM Jeffrey Z. Rubin Theory-to-Practice Award recipients to date: Peter Carnevale (2002), Tricia S. Jones (2004), Lisa Blomgren Amsler (formerly Bingham; 2006), Linda Babcock (2008), David Johnson (2010), Ellen Giebels (2012), Stephen B. Goldberg (2014), and Benjamin Broome (2016). You may also enjoy reading a previous special issue recognizing IACM's Lifetime Achievement Award Recipients (Gross, 2016). The difference between the LAA, which is given for a lifetime of achievement either in research or across disciplines, and the Rubin is that the Rubin would not be awarded to a "pure" theorist or laboratory researcher unless that work was epitomized in practice or often translated into practice (Lewicki, 2018). The recipient is also 10–20 years out from completion of their doctoral degree (i.e., at mid-career stage; Lytle, 2018). Future issues of *Negotiation and Conflict Management Research (NCMR)* will recognize additional recipients of the IACM Rubin award, as these manuscripts come to fruition. The four Rubin award tributes featured in this special issue move effectively and skillfully between theory and practice in ways that contribute positively to society and provide conceptual development and application to critical societal issues. Each accomplished outstanding impact as disciplinary boundary spanners, building foundations between theory and research, and evolving new methodologies and approaches, all with a profound influence on policymakers, managers, and teachers.

First, each of the four recipients has conducted research benefiting specific populations in a broad range of contexts, many with an international scope spanning the globe. Jameson, Brinkert, and Raines (2018) recount how Tricia Jones created *Conflict Resolution Education in Teacher Education (CRETE)* as a resource for K-12 education. CRETE has been adapted to work with teachers in some Caribbean countries including Trinidad and Tobago, St. Lucia, and Belize. Components of CRETE have been used to provide teacher training in Turkish Cyprus, Thailand, and Costa Rica. The underlying CRETE framework was developed into an online course cosponsored by the U.S. Department of Education and the National Association for School Psychologists ([www.creducation.org](http://www.creducation.org)) and subsequently used as the basis for a teacher education initiative in Armenia. CRETE's global reach includes building community peace and safety networks in British and Black township communities in postapartheid South Africa. Jameson et al. (2018) note Jones' research found that the benefits of conflict resolution education in schools and society include decreased violence, decreased intergroup conflict, improved climate, increased constructive conflict behaviors and community involvement leading to more peaceable interactions and outcomes. Additionally, Jones' work has been applied to children with special needs and at risk youth.

Bazerman, Bohnet, Bowles, and Loewenstein (2018) identify a number of contexts where Linda Babcock's research has made profound contributions to theory and practice in the areas of gender and negotiation, issues of equity at work, and self-serving bias in negotiation. She has also produced research working with unions, school boards, New York City cab drivers, and state legislated damage caps for medical malpractice, translating her valuable ideas into practical everyday applications.

Oostinga, Rispen, Taylor, and Ufkes (2018) feature Ellen Giebels' contributions in helping negotiators and police interrogators deal with the increasing cultural diversity of the perpetrators they encounter. Ellen's work has been incorporated in specialized police trainings. In addition to her contributions to Dutch national hostage negotiation training, her work has been adopted by hostage professionals in Germany, Belgium, Danish, Chinese, the United States, the United Kingdom and numerous police, interrogation groups, an army, and organizations of safety and justice.

Hogan, Frey, Kim, and Clements (2018) write about Benjamin Broome who conducted research and interventions with Americans for Indian Opportunity where he facilitated interactive design sessions with Native American Tribes and with the Native American Ambassador Program for young Native leaders. Broome conducted training workshops for faculty and students in the Systems for Engineering program with the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Mexico and worked with the Centre for International and European Studies (CIES) at Kadir, facilitating a structured dialogue workshop for the International Neighborhood Symposium for young professionals across

the Black Sea region and from southern and eastern Mediterranean. Hogan et al. (2018) identify Broome's groundbreaking work in Cyprus among his most impactful toward building peace between Greek Cypriots and Turkish Cypriots, and his applied communication research in other contexts as constituting activism for social justice scholarship.

Second, each of the Rubin Awardees featured in this special issue brought theory to practice employing a transdisciplinary approach. In transdisciplinary research, scholars contribute their expertise and often work outside their own discipline, aim to understand the complexities of a whole project rather than one part of it, transcend their own discipline to inform other work, capture complexity, and create new intellectual spaces. Such work is collaborative, altering discipline-specific approaches, sharing resources, and integrating disciplines to achieve a common scientific goal (Rosenfield, 1992). Jameson et al. (2018) report that Jones' work integrates the physiological, behavioral, cognitive, and cultural aspects of the emotional experience to develop five core principles of emotion and conflict. The transdisciplinary approach informs each of these academic literatures.

Bazerman et al. (2018) point out that Babcock's work in labor economics informs the arena of behavioral research contributing to our understanding of self-serving bias, bargaining impasse and legal studies. She later went on to produce the well-known book on gender and pay *Women Don't Ask* bringing her intellectual acumen to her groundbreaking work on gender in the initiation of negotiations.

Oosting et al. (2018) point out that while the Rubin award celebrates theory-to-practice, Giebels also works from practice-to-theory arguing that researchers can learn from practitioners as much as practitioners can learn from scholars: science learning from practice. For example, a large corpus of crisis negotiation research focuses on how a negotiator should act to convince the perpetrator to stop, but a crisis negotiator brought up the other side of the coin. This opened up another line of research examining communication error management in suspect interviews and crisis negotiation.

Hogan et al. (2018) inform us about Broome's growth and development as a scholar citing the trajectory of his approach to research from ethnography and case studies to an increased depth in conceptual contributions involving a broadened understanding of complexity and transdisciplinary integration.

Finally, each of these Rubin award recipients created programs and deliverables that inspire and endure, leaving an indelible mark. In addition to the aforementioned CRETE, Jameson et al. (2018) note Jones' work developing a training program, *Mediation with Heart in Mind*, to provide mediators the tools to help disputing parties identify, understand, and communicate emotions. Jones is also working to integrate coaching into the New York Statewide Court System and extend peer conflict coaching and conflict education to special education dispute resolution in the Pennsylvania Department of Education. Her programs assist mediators in learning to decode parties' emotions, using elicitive questioning to help parties identify their own emotional experience, and facilitating parties' reappraisal of emotions to help them move forward productively.

Bazerman et al. (2018) note that Babcock founded the Program for Research and Outreach on Gender Equity in Society (PROGRESS), whose mission is to develop tools to teach women and girls how to harness the power of negotiation. Additionally, she leads the Carnegie Mellon Leadership and Negotiation Academy for Women to develop critical leadership skills through the lens of negotiation for executive women.

Oosting et al. (2018) highlight Giebels' contribution of *The Table of Ten*, developed from working with practitioners and hearing their reflections on how influence transpires in real settings. The framework helps negotiators become aware of the strategy they enact, and it enables them to move to other strategies when they experience a negotiation does not unfold as expected (e.g., switching between relational and rational strategies). Additionally, Giebels is a main driving force behind new innovations such as Tech4people laboratory at the school for behavioral management and social sciences at Twenty University, providing social scientists new opportunities to use GPS, and Mobile Skin Conductance sensors to collect data in high-stakes settings within the field.

Hogan et al. (2018) write about Broome's role as a consulting faculty member with the National University of Ireland Galway (NUIG), where he has introduced faculty and students to John Warfield's interactive design process and methodologies. Broome employed facilitation techniques, such as Interactive Management (IM), a computer-assisted methodology that helps groups to identify and impose order on relationships among ideas, to manage complex issues, as well as some more generic methodological issues, such as developing *reflexive multidimensional contextual frameworks* and promoting "systems thinking."

All contributing authors in this special issue reference the Rubin award recipient they knew closely as an inspirational leader, mentor, collaborator, and friend to the authors in this special issue. These Rubin award recipients changed the trajectory of the lives of their coauthors through scholarship opportunities and stimulating intellectual questions making the academy richer. With emotional and cognitive empathy, these Rubin award recipients have made indelible impressions on their graduate students, all those influenced by their ideas and practice, and tomorrow's scholars.

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