

ESSEC

CENTRE
DE RECHERCHE
RESEARCH CENTER

DOCUMENTS DE RECHERCHE
WORKING PAPERS

DR 03003

Teaching "Concertation" :
the Acceptance of Conflicts and the Experience of Creativity Using *La Francilienne* Cd Rom

Laurence de Carlo

février 2003

**« Teaching "Concertation" : the Acceptance of Conflicts and the Experience of
Creativity Using *La Francilienne* Cd Rom »**

Laurence de Carlo

In this paper¹, I will describe and discuss my use of *La Francilienne* Cd Rom I developed with my colleague Alain Lempereur, Law Professor at ESSEC Business School, Paris. As a Professor in the ESSEC Department of Environment, I use the Cd Rom as the basic tool for my course "Concertation², Decision and Local Democracy". The Cd Rom's simulation of a concertation process on a highway project allows me not only to teach basic concepts and methods of negotiation and mediation, as we will see, but also to enhance two important concepts in public decision processes in planning and environment: conflicts and creativity. The students are given the opportunity to experience then to discuss conflicts and creativity in a quasi-real setting. These experiences and discussions, which come close to an internal change for the students, help them to integrate the negotiation and mediation concepts and methods taught. This internal change will be conceptualized using transitional thinking theory and experiential learning theory. A narrative will show the students' internal change occurrence along the course. We will see that *La Francilienne* Cd Rom offers a relevant context and tool for it.

After a presentation of the course, I will continue with a detailed narrative of how I use the Cd Rom and will finish with a discussion on several important choices made in my pedagogical approach.

¹ A first version of this paper received the very useful comments of Larry Susskind. It has also benefited from the stimulating discussions we had in the Program On Negotiation's Psychoanalysis and Negotiation working group led by Kimberly Leary. The research received the financial support of the ESSEC Research Center. Thank you all.

² « Concertations » are sort of negotiations occurring in public decisions processes in planning and environment in France. In concertations, the State takes the final decision taking into account the stakes put into light and possibly the proposal made through a dialogue between the parties. Negotiation and mediation approaches and techniques are appropriate and useful to deal with concertations.

I- A general description of the course “Concertation, Decision and Local Democracy”

1- Course format

The core of the course is the simulation offered by the CD Rom *La Francilienne*. It simulates a concertation on a highway project that lasted six years in real life, from 1990 to 1995. This concertation involves various actors taking part in the decision-making process. The final aim is to provide advice to the Ministry of Equipment concerning the layout of a highway connecting two cities northwest of Paris 20 km from each other. It is neither pure negotiation nor mediation but rather a complex decision-making process.

The sections have 22 to 30 students, depending on the program (an elected course in the MBA program, open to a maximum of 30 students; compulsory for all the students of the Master in Urban Management, Environment and Services, that is between 22 and 30 students). The students work more often by groups of two on a computer and on a same role.

The simulation has four phases. The first three contain the consultation of information on the Cd Rom, a meeting between the students, a debriefing, and personal work after the class on the student’s logbook. The fourth phase replaces the meeting by a press conference organized by the students. In each phase there are six roles. Students change roles two or three times during the simulation.

The course «Concertation, Decision and Local Democracy » has ten sessions of three hours each. I don’t have teaching assistants. I follow the students in their learning process during the entire course.

The Cd Rom itself is used in seven sessions, after three sessions treating the history of public decision processes in regional and urban planning in France from the 60s, given a comparison with the Quebec situation in the 90s³. Two paper cases are used during these sessions.

³ The Quebec procedure of concertation in public decision processes in environment and planning served as a model for the current French one

During the first session, I present the pedagogical and administrative framework of the course. I introduce key-concepts to the students: limited rationality (Simon, 1974) and double-loop learning (Argyris and Schön, 1978). I tell them that they will work in a context of limited rationality like in a real setting: they won't have all the information they would like to have, nor all the time, to take their decisions.

I add also a brief definition, illustrated by an example, of the concept of double-loop learning⁴, telling them that their capacity to adopt a double-loop learning is one of the pedagogical aims of the course. They usually don't really understand the concept at that time, because it is too abstract. They will understand it while experiencing and discussing it later.

2- Structure of the information given on the CD Rom

On the first CD Rom screen, we have: a place to look at videos, a place to write the logbook, the central part of the screen where will appear texts and maps and photos when requested, and icons on the top.

There are ten icons: archives, role, role summary, context, context summary, instructions, parties, information support for the debate, logbook, methodological forms. Clicking on one of the icons, one finds information which appears at the center of the screen.

Some information is confidential, other isn't. Students are given codes at the beginning of each phase to get access to their given role's information. At that moment, they are informed by the computer of the State's decisions concerning the last phase. These decisions depend on the success of the previous phase but not on its precise results, as we will see.

⁴ Argyris C. and Schön D. (1978) defined two different learning processes. In the single-loop learning, the actors deepen their knowledge founding their learning process on a wellknown basis and framework of reflexion (arguing, being rational, defending their position, etc). In a double-loop learning, the complexity of the situation requires them to change their behaviors and framework of reflexion to be able to cope with it and to solve the problems they face (listening to the others, being empathetic, recognizing their own motivations and those of the others, etc).

After each debriefing, students get access to the corresponding methodological forms. They include useful negotiation and mediation concepts and methods. Students also have access to all the information concerning a phase while working on the next one. These two points encourage the students to actively engage in a reflexive thinking while writing their logbook. They can use the concepts and methods they prefer to analyze their past experience and they are informed of its whole context.

3- Freedom and constraints

At all phases, students are restricted by their given roles and the information they receive through the CD Rom. But they are less restricted than in paper simulations, because, as they have to open icons to see the information given to them, and as this information is more abundant than in paper simulations, they have to organize and rank this information themselves. So they take more initiatives, they are considered more as actors than in paper simulations.

There is no best way of finishing the simulation. So, students are less restricted than usual in role plays or paper cases. Using simulations that propose a best solution could prevent the students from inventing new options. In these simulations, they have to « invent » the solutions that are considered as the best ones by the professor and her negotiation model. There are good reasons to use these simulations. The best solutions proposed really allow a joint agreement that satisfy all the parties. So these solutions can be considered as good ones. But, in their learning process, the students know that there is a best solution to find, so their motivation tends to be their performance in the framework of the course, more than really a search for new adapted ways of understanding and resolving a complex problem. These classroom frameworks push them to perform and satisfy the professor, to be « good students ». Doing so, they can reach a satisfying agreement in class, even though they won't

be able to find one in real settings, where the context and their motivations will be different and they won't have the capacity to recognize these differences.

Moreover, there are many more concepts and methods offered in the Cd Rom than can be discussed in the debriefings. So, the students can choose to learn some that haven't been discussed, depending on their own experience. And the professor can adapt herself to the students' learning process in choosing to highlight corresponding concepts and methods. She could also choose to privilege her preferred concepts and methods, depending on her way of teaching. I usually do both, basing the debriefing on emergent concepts and methods and, at the same time or afterwards, introducing some concepts and methods that seem specially relevant to me, meaning helpful for the students.

II- The simulation's scenario

1- Phase 1

Who with whom: The first phase brings together six actors, each representing a particular party: the pre-selected construction company, an association for the defense of the environment, the bordering residents' association, the State, the local elected officials and the Chamber of Commerce and Industry. The six parties enter into a concertation together.

What: In 1990, in the first phase, the Prime Minister Michel Rocard decided to put the northwest of Paris highway project on the agenda once more. A company was named and should have the contract if it succeeds in convincing the parties. The company representative's aim is to convince other participants of the many merits of his project.

The meeting is the last one in the "concertation" process held by the company. The technical studies given to the parties were done by the company. They are of poor quality, difficult to

read. This difficulty has been translated in the Cd Rom by presenting the studies on crumpled paper.

Preparation: Before entering into the simulation, I present its context : the links with the real concertation process. I inform the students that, in the real setting, no decision has been made. Consequently, they are free to find a solution. There is no one best way of doing the simulation.

After that, the students go and search for information about the first phase in the CD Rom. They don't receive any conceptual neither methodological help related to consultation nor negotiation.

Process and result: Because of the important constraints given at that phase to the participants by their role definition, the meetings are very conflictual, violent, emotional, positioning, with no listening. The parties don't agree on the project.

Debriefing: there are different theories that can be used for this debriefing. They are included in the CD Rom, and the participants can look at them after the debriefing.

- Simmel's theory of conflict⁵ :

⁵ For Simmel (1992), conflict can be defined by three elements: a relationship, individuals, and an object.

Human relations can be separated in two categories: Unitarian relationships in which individuals form a unity, centrifugal relationships in which they don't.

There are two approaches of the individuals: from a psychological point of view (the point of view of the individual) and from a sociological point of view (the point of view of the unity, of the group)

- The psychological approach: hatred and aggressiveness are natural tendencies of any individual as are love and sympathy; relationships with others only exist through the tension between contradictory feelings that join and separate people; conflict is not negative; it is a way of recognizing the other, and, for that reason, a form of socialization better than indifference.
- The sociological approach: conflicts between individuals have great consequences on the structure of their group; two different structures admit internal conflicts: structure with strong internal solidarity that allows to repair the problems caused by internal conflicts, and structure strongly compartmented which allows that one of its element can be damaged without putting into danger the other members of the structure.

As a summary, the vitality of a group depends on the tension it has between unitarian relationships and conflicts.

Developing Simmel's theory of conflict allows the students to accept their experience of conflict as a legitimate one. They don't have to be guilty about it nor to deny it. So it allows them to analyze their experience, and to be able, in the future, to consider a conflict as a basis to build a constructive process, sustained by reflexive work. This is a way of implementing a frame coherent with double-loop learning (no denying, reflexivity).

So this debriefing is, in part, one of problem setting.

I always present Simmel's theory of conflict, pointing out that conflict in itself is not the problem. It is interesting to understand it in order to resolve it in a satisfying way for the parties. More, a conflict is a good base to understand a problematic situation. This presentation contributes to create a safe place in the classroom. Afterwards, the students feel more at ease with their emotions, especially with their «bad » emotions (hate, angryness). As Kisfalvi (1993, p.17) writes : « Clearly feelings of being threatened and feelings of mistrust are related. The sense of danger is enhanced if the students do not trust that the teacher or the situation is able to contain potentially explosive (disintegrative) elements. And this would lead directly to much less of a willingness to risk, to put one's ego on the line, to a reticence to become involved. »

- The worlds of justification, Boltanski and Thévenot⁶

⁶ Boltanski L. and Thévenot L. (1991) developed a theoretical model, namely the model of "worlds of justification". "Worlds" are structures of thoughts and actions where common good takes on a different meaning. Each "world" represents a specific value scale according to which the actors define the "prominent figures" of the world, that is the people who will enact its principles. According to Boltanski and Thévenot, one can identify six worlds: the merchant world, the domestic world, the world of opinion, the civic world, the world of inspiration and the industrial world. In the merchant world, needs and interests drive the actors. These individuals interact on a market. They are able to overcome their individuality in order to "agree on widely identified goods toward which their material needs converge and meet" (Boltanski & Thévenot, 1991, p. 45). In the domestic world, family values prevail, showing respect toward hierarchy, tradition and older generations (the father image). In the world of opinion, people are driven by self-esteem; they are looking for fame and the prominent figures are opinion-leaders (p. 231). The leaders of the civic world have a collective conscience subordinating their own will and particular interests to the General Interest and will. In the world of inspiration, the state of "prominence" is a spontaneous external enlightenment. In this world, emotions and passions drive people. "The order of the industrial world depends on the people's efficiency, performance, productivity, ability to take on a normal function and to answer needs usefully" (p.254). (translated by the author)

This model can be presented here or at another moment, largely or not, depending on the students learning process. It helps students to understand their own motivations and interests, and those of other parties, naming the several worlds to which they and others belong.

- Fisher, Ury and Patton's prescriptions (1991) to prepare and deal negotiations : the seven elements (communication, interests, options, legitimacy, relationship, alternatives and BATNA, commitments) and the five principles (separate the people from the problem, focus on interests and not positions, invent options for mutual gain; insist on using objective criteria, develop your BATNA)

- The mutual gains approach, Susskind and Field (1996, pp.37-38) : « acknowledge the concerns of the other sides ; encourage joint fact finding; offer contingent commitments to minimize impacts if they do occur, promise to compensate knowable but unintended impacts; accept responsibility, admit mistakes, and share power; act in a trustworthy fashion at all times ; focus on building long-term relationships. »

These are wellknown prescriptive approaches in negotiation and mediation .

Many times, students complain about information they didn't have. Often, they had the information but didn't pay enough attention to it. Sometimes, the information is not available on the CD Rom. I answer them making a comparison with the real setting, saying that, in that case, they wouldn't have had access to all the information they would have liked to.

2- Phase 2

What: there are two internal "médiations à la française " (with mediators involved in the process in another role too) to prepare phase 3.

At the beginning of phase 2, students all learn that the Prime Minister withdrew the project after the pre-selected construction company made an attempt at concertation and failed. Later on, the State enforced a regional concertation process led by a « préfet »⁷.

The parties will enter into a new concertation procedure conceived by the Minister of Transportation in December 1992 to improve public decision processes in the field of transportation.

According to the procedure, in phase 3, the parties will have to discuss the different options proposed by the Regional Direction of Infrastructures.

Who with whom: All participants change characters.

Two internal “mediations” between the people in favor of the highway on one side, and those against it on the other. For the former, the préfet becomes a “mediator” between the Regional Direction of Infrastructures and the Chamber of Commerce. He discusses the toll policy as well as the access roads to the highway. For the latter, a local elected official becomes the “mediator” in a debate between the local residents and the SNCF (French National Railway Company). The debate focuses on the possible replacement of the highway by the railway, and more particularly on the ticket pricing policy and the needed frequency of trains.

Preparation: Students receive information through the CD Rom. At this moment, they are usually more aware of the importance of reading well the information they have.

As they don't want to experiment another conflict without end like in the phase 1, participants are open to discuss with the professor about preparing the “mediation”.

They begin to prepare phase 2 using the seven elements and the five principles given in the methodological forms of the CD Rom. But usually they don't use them in a systematic way.

⁷ France is divided in "départements". A département is, at the same time, an administrative circumscription headed by a "préfet" (high-ranking official whose services are located in the "préfecture"), as well as a territorial collectivity administered by the "Conseil Général" made of elected representatives.

More and more, throughout the simulation, I discuss with each group during the preparation phases and enter into their learning process. I ask them questions to understand the way they are preparing the mediations and to help them in doing it (Schön, 1991).

Process and results: During the “mediations”, like in paper simulations, the participants can share or not their information with the other party, which will enable them to find a Zone Of Possible Agreement or not.

There is a Zone Of Possible Agreement for the préfet’s “mediation” (highway solution). There is no Zone Of Possible Agreement for the local elected official’s “mediation” (railway solution).

Usually, participants find an agreement in the préfet’s “mediation”, but not always one of the best ones. They do or don’t find an agreement in the local elected official’s “mediation”.

Debriefing: Theories that can be used in phases 2 and 3 debriefings (plus those given before):

- Mediators’ typology (Salzer and Stimec): they don’t impose decisions, they can be “delivers of solutions” or advisers.
- Mediator’s qualities (Six): is creative, has no moral recipe, has an ethic perspective, unique and flexible; has three duties: courage, prudence, accuracy.
- The mediation process (Lempereur): 1- to introduce, 2- to identify the problem, 3- to define the needs, 4- to explore the options, 5- to obtain an commitment, 5- to conclude.
- The negotiator dilemma (Lax and Sebenius): cooperation versus competition, value creation versus value distribution, information exchange.
- The balance between experience and expertise (de Carlo): parties have different legitimacies: experience or expertise; how to deal with them: introducing a third party; understanding experiences (empathy); considering expertise in their capacity to explain problems.

The negotiator dilemma and the information exchange are always discussed in phase 2 debriefing.

The role of the “mediator” is also discussed.

For example, depending on the courses: Would it be better if the “mediators” were not neither representatives of the State nor elected officials? In that case, they would be more «neutral».

What should be the role of the State? The role of the elected officials in public decision processes? What about the General Interest in these different cases? How to evolve from a Rousseauist definition of the General Interest to a definition adapted to the disputes we are confronted with? Rousseau’s definition of the General Interest (XVIIIth century) was given in the first session of the course : it is qualitative (not necessarily the interest of the most numerous); transcendent (not the sum of particular interests) and abstract (comes from reason).

3- Phase 3

Who with whom: For the third phase, the students keep the same characters, except the SNCF representative who becomes a member of the monitoring commission set up by the State to guarantee debate transparency and equal opportunity for all to express and access information. Thus, we have six actors together.

What: Following their given instructions, the students have to choose between four options of the project: two options without building a new highway, but linking two roads to ensure the desired junction; two options proposing each a different “large layout”, that is a 300-meter wide strip of land for the highway. In reality, the final layout would be chosen in the second part of the official procedure. The Cd Rom stops before.

Preparation: Often, at this time, the participants ask for more time to prepare the meeting. They are now aware of the importance of the preparation. And I give them more time if they ask for it. It is more important that they well prepare this phase than the next one, especially if they feel they need it.

They can build alliances from their own initiative, or after a discussion with me.

The préfet(s) and the members(s) of the monitoring commission usually try to define their own zone of intervention. First, they try to do it alone, but finally, they usually realize they can talk to each other as a preparation.

During the preparation phase, the participants follow the constraints of the CD Rom: they will only discuss the four options indicated in the CD Rom, each one having a preference, according to her role. I don't advise them to create another option, and they don't create one by themselves.

At this point, students use the methodological forms: those about the mediators, about the different worlds of justification, in particular.

Process and results: The meetings are usually well structured, participants listen to each other. But none of the four options can be adopted, if all are aware of their interests. Nevertheless, a few groups of six end with one of them. Other groups don't reach an agreement. Others, between one and three in classes of four groups, create another option, totally new, or one that is an addition of two defined options. This moment is particularly important because those who create a new option experience a double-loop learning. They challenge the assumption that they have to choose between the four proposed options. This behavior is also challenging the professor's advice to enter into their given roles, and the professor's authority, i.e. their reflexion framework.

Debriefing: One of the themes discussed is the role of the two “third parties”: what does guarantying equal access to information and transparency mean for the monitoring commission members? (The official procedure is not explicit on those subjects). What should be the role of the préfet?

But the main subject discussed here is value creation. The debriefing is usually as interesting as the meeting itself, because some students who didn't create a new option realize themselves, during the debriefing, that they could have done it. They are helped by the discussion group in their challenging of the four proposed options. At that moment, students are usually very impressed by their own freedom, freedom they discover whereas they thought they only had constraints. Retracing their reflexion process, I conceptualize it using the double-loop learning concept. This experience helps them a lot in the understanding of the concept, and beyond, of its interest and importance in concertations and negotiations and in management in general.

4- Phase 4:

What: Phase 4 begins with the information of the government decision to choose one of the large layouts proposed in phase 3 (like in the real setting). Students know that there are 3 possible final layouts in this large layout. They receive information on each of them. They have to prepare and act out a press conference which will precede the last phase of the concertation procedure, in which this final layout will be chosen (this last phase is not included in the simulation).

It is a phase highlighting communication.

Who with whom: All students change role.

The students have to prepare a speech in front of the other parties and journalists and expose their choice and other considerations they think can be useful. Other parties and journalists (the other students and the professor) ask them questions after their speech.

Preparation: Students prepare slides, some add banners and find strong slogans.

They try to make the information understandable and clear, using diagrams and figures.

Process and results: Usually, students express themselves in a clear way, using understandable information.

But there is a point they often forget. Many students don't think about the journalists who haven't participated into the entire process and who need a historical introduction to it.

Debriefing: The debriefing revolves around positioning approaches, tension between empathy and self assertion, and the relevance of the concertation process history.

We discuss the point that even when they are involved in a speaking process, which is not an obviously interactive one as a meeting is, they have to think about the others' "worlds" to be understood. The journalists need more information to make up their mind. This conclusion is coherent with Argyris and Schön's model II theory-in-use: "advocate your position and combine it with inquiry and self-reflection . (...) Advocate your principles, values and beliefs in a way that invites inquiry into them and encourages other people to do the same." Opposed to model I theory-in-use: "Advocate your position in order to win. Hold your position in the face of advocacy. (...) Stick to your principles, values, and beliefs." (Argyris and Schön, 1996, p. 120).

The second part of the debriefing is a global one, referring to the entire course.

The methodological forms propose information that sum up important things learned during the course:

- The three tensions (Mnookin) : value creation versus value distribution, empathy versus assertiveness, principals versus agents.
- From negotiation to mediation (Lempereur): the mediator facilitates the dealing with stakes, emotions and process.
- From concertation to decision in planning (de Carlo): dealing with concertation processes implies considering three dimensions: political will, methods (procedures) and behaviors.

III- Discussion

1- The Cd Rom's status

Reading this course format, one can be surprised by the status given to the Cd Rom : it is a source of information for the students. They learn general information about the concertation process and confidential instructions for their roles through the Cd Rom. It doesn't replace one or several parties, so it is not used to assist communication. Neither does it give any solution after a meeting.

The Cd Rom, as used here, can be considered as a tool which facilitates students' playing. It presents information in a lively way, through videos simulating news programs, including real actors' interviews, showing real maps and diagrams in colors. Consulting the Cd Rom's information, students begin to enter into a transitional space (Winnicott, 1986, 2001)⁸ : at the same time «real», because of the link between the given information and the real setting, and

⁸ Winnicott's transitional space is created by the baby's mother. First, she gives him the illusion of omnipotence and then she helps him to accept desillusion without despair. She helps him to confront himself progressively to the external reality, that is to the world around him. Winnicott (1986) calls such a mother, who adapts herself to her baby's needs, a "good-enough" mother. In the transitional space, the baby can become creative by playing. He plays with reality, i.e. he does as if he were omnipotent knowing that he is not. So he can creates his environment, that is seeing it in a new way. Creativity, as defined by Winnicott (2001), is a general phenomenon each baby can experience in certain "good-enough" mothering conditions. More generally, the transitional space is the space situated between someone's inner reality and the surrounding world. So, the transitional space and creativity concern not only babies but also adults (Amado and Ambrose, 2001).

because of the way information is presented ; and at the same time imaginary, because of it being a simulation played in a classroom. Students enter into their roles as if they were these persons in a given context, knowing they are themselves external from this environment. During the first debriefings, many students will describe their experience in a very «united way », «being » their roles and respecting their given context. At the same time, and more and more throughout the course, they will be able to detach themselves from their roles and to analyze their experience.

In fact, they unconsciously play their roles according to their own personality too. And their own participation into their playing will be more and more conscious.

And sometimes, in phase 3, they will be able to detach themselves from the constraints they are given in order to invent a new option. Some other students will be reluctant to enter into their roles, despite the Cd Rom. By progressively entering into them, playing, they will be able to detach themselves from their roles, which seems paradoxical.

The course format offers the students to be successively insiders and outsiders of the simulation: being different insiders at each phase, and progressively more autonomous, more consciously outsiders.

That's why the use of the Cd Rom helps students entering into a transitional thinking, defined as a « passage from a state of union with the environment to a state in which the subject relates to it as something external and separate » (Kaës, in Amado and Ambrose, 2001, p.64).

This transitional thinking offers the conditions of creativity (Winnicott, 2001).

2- The contextualisation of the students'experience

This « passage from a state of union with the environment to a state in which the subject relates to it as something external and separate » (Kaës, in Amado and Ambrose, 2001, p.64) is facilitated by another element of the course framework : the given historical perspective of

the concertation process in which students are involved. This historical perspective appears at three levels in the course. The first level is the content of the three first sessions. The second one is the possibility offered to the students of consulting all information concerning the past phases of the simulation while they are playing. The third level is the content of the press conference and its debriefing. For Kaës, these references to history constitute «the common reference to the *other* reality, the one which fantasy ignores » (1997, p.72). They allow the learning process to occur avoiding the fusional illusion. In defining his «progressive » model of pedagogy, Dewey gives importance to «the "objective conditions", or the environment – both physical and social- within which experiences occurred and through which they were filtered. For Dewey, the objective conditions included everything from the physical conditions in the classroom to the learner’s social and economic class.(...) The result is a constant interplay between the learner’s internal (individual) and objective (external) conditions - the sorting out of which contributes significantly to Dewey’s idea of learning. » (Susskind and Coburn, 2000, p.293). Dewey too acknowledges the role of the confrontation to the objective conditions for the learning process to occur. Knowing historical perspectives, students will be more able to think by themselves and to form their own vision of the situations than if they don’t. It is a way of allowing them to be more autonomous, idea which is conceptualized by both Kaës’transitional thinking theory (based on Winnicott's concept of transitional space) and Dewey’s experiential learning theory.

3- An experiential learning

The entire students’ experience in this simulation can be conceptualized using experiential learning concept, defined as a learning in « which an experience is followed by reflection leading to alter views of subsequent experience » (Susskind and Coburn, 2000, p.308). For Susskind and Coburn (2000), simulations used in teaching negotiation are based on the experiential model of learning. They define it linking the theories of three researchers,

Dewey, Lewin and Piaget : « The first, from Dewey (1938), stresses the interaction between the learner and his or her social environment. The second, from Lewin (1951), emphasizes the cyclical process of such experience (i.e., reflection allows abstract principles to form and these are tested in subsequent experiences). The third, drawn from cognitive psychology and epistemology, sees the learner « creating knowledge » by resolving « cognitive conflicts » which arise through challenging experiences. » (Susskind and Coburn, 2000, p.291).

The transitional thinking approach allows to complement this conceptualization, deepening our understanding of the students learning experience. This approach recognizes unconscious internal processes and defensive behaviors, which are very important when talking about change in general, and learning in particular, and learning negotiation more specifically. It points out the difficulties of internal change. And it gives importance to the professor-students relationship and to the framework of the learning experience offered in order to allow students to begin a significative process of internal change.

4- The central place given to creativity

The Cd Rom doesn't pretend to offer a complete training experience in concertation, negotiation and mediation. It reflects pedagogical choices made that give importance to specific aspects of teaching concertation. In particular, the Cd Rom itself, and the way I use it, give a large space for creativity, or creating value in negotiation theory' s terms, which I think is one of the most important stakes in concertation, especially in complex decision processes like the ones I teach.

So, in the simulation, phase 3 is central. It gives the students the opportunity to create a new option for the highway project. But this creation of value depends on the whole student learning process during the entire course, and not only on their experience at this specific phase. From the beginning of the course, considering its framework, the relationships between the professor and the students, the structure of the Cd Rom and the way it is used, students are

encouraged to be autonomous, so potentially creative. Being creative can be considered as a result of students' implication : a result of their growing self-confidence, and at the same time, their growing frustration during the simulation (they don't have all the data they would like to, they don't succeed in reaching an agreement each time). Based on their self-confidence, they can take the risk of being creative in order to reduce their frustration.

This learning process can be referred to the transitional change defined by Amado and Amato in opposition to regressive change and with differentiation with transitive change : « Regressive change is the opposite of transitional change. Whereas transitional processes aim at further integration and mature development, regressive processes leave the system in a higher state of dependency, with diminished feelings of responsibility ; with lower levels of confidence in experimenting, exploring, and taking risks ; and sometimes with a climate of fear, anxiety, and uncertainty for individuals, which stifles initiatives and reduces commitment(...). Unlike transitional change, transitive change is a process that involves no development or contribution to learning by individuals in the community but simply a change of state in a particular feature from A to B. (...) Driving a car is transitive to the extent that it involves operating the machinery with learned skills. It is transitional when it involves working one's way through unfamiliar territory, processing contradictory or ambiguous information, deliberating, exploring options, making choices. » (2001, pp. 109-110).

The way the course is conceived seems to allow a transitional change from the students.

But, as a course, it also involves transitive elements.

5- What about manipulation ?

Manipulation is not absent from the course, even if efforts are made to reduce it. Can a manipulative experience be considered as a transitional one ? These two approaches seem to be contradictory, if we think at an abstract level only. Amado and Amato (2001) distinguish two types of transitive change : the open transitive mode and the manipulative transitive one.

While, in the former, the initiator of change is clear about her own influence (in terms of explanation of the process, the methods used and her aims), in the latter, participants are not aware of her influence. For the authors, «the teaching-learning situation is the best illustration of (..) a positive use of a transitive manipulative mode. » (2001, p.112). Knowledge which the students will acquire is not known by them from the beginning. So, the teaching-learning situation can be considered as manipulative in itself. This transitive manipulative mode can be positive if the teacher, at some times, expresses her «manipulations ». If not, students won't change at a deep level and won't be aware of their changing process. We can add that, in this case, their capacity of being committed successfully to another change process afterwards is put into question.

Here, the pedagogical aims are defined during the first session of the course. And creativity takes a large place in it. So, it can be considered as a mix of transitional and transitive manipulative approach.

6- The link between simulation and reality

Referring to what happens in France in public decision processes in planning, the simulation is realistic. Conflicts are omnipresent, before and parallel to concertations, and they are somehow useful. Mediators can be neutral or not, with a task defined at large. The results of concertations are more or less taken into account by the public Authorities in their decisions. Counterexpertise is difficult to develop. The interests of inhabitants are considered a priori as personal and defensive ones by planners. French people want to be involved in concertations, sharing power, and, at the same time, they want the Public Authorities to assert their visions and decisions, recognizing their specific power. I think this paradox allows French decision processes to deal with the recognition of the parties' interests and, at the same time, with the coherence of policies around the country, i.e. the General Interest. But this is another debate.

Compared to the real decision process from which it is inspired, the simulation is also realistic. We (the conceptors) attended meetings, read almost all the information available on the decision process, and interviewed the parties. These interviews and part of the information are available in the CD Rom.

There are nonetheless some differences, included for pedagogical reasons:

- In the first phase: the SNCF (present until the second phase) and the environmentalists have been added ;
- In the second phase: internal “mediations” have been added ;
- In the third phase: participants find sometimes a common proposal of a layout, it hasn't been the case in reality.
- In the fourth phase: there was no press conference, but, at different moments, the parties presented their positions to the press.

These differences and their justifications are discussed in the debriefings.

The simulation proximity to the real setting has been chosen for several reasons, presented now without hierarchy. First, to diminish the artificial dimension involved in short simulations and role plays designed specifically to learn a concept or method, in a context far from real ones. Here, discussions about the link with the real setting can take place at every moment in the course. Second, to take into account the historical dimension of such concertations, which is pregnant in their success, and important to know for the students. Third, to create dynamics in the classroom which can favor a long learning process, through playing in particular. Fourth, to offer the students the opportunity to experience several roles in the same concertation process, in order to enrich their capacity of understanding and being empathetic.

Susskind and Coburn (2000) recommend, when using simulations, to begin with simple exercises. For them, these ones are more efficient to teach key negotiation concepts because they emphasize behavioral matters. The choice made in the Cd Rom design to begin with a

complex conflictual concertation can be seen as opposed to this view. The first phase involves six parties with different and strong positions. So, it could be considered as too difficult for a first concertation lesson.

It is partially, if we consider the first phase as separated from the others. I usually notice, during the second phase, that some students have understood all the concepts discussed in the first debriefing, others have understood only some of them. So, I reintroduce these concepts discussing with the students individually, or in small groups, and in the second debriefing and other ones. The learning process here seems to be less linear than when using simple exercises to begin a course. And this non-linear learning process offered is pursued during the entire simulation.

From another point of view, the choice of beginning with a complex conflictual concertation can be seen as emphasizing a key negotiation concept : the concept of conflict, which is very often put into practice in France. And, for French students, it is an interesting « ah-hah ! » experience when discovering that they can have legitimate reasons to enter into a conflict and that it is possible to rely on it to understand and then to solve the problem at stake. Moreover, the recognition of conflicts as part of social interactions facilitates the recognition of internal conflicts, which is an opening for an internal change process.

Conclusion

The way of teaching concertation based on *La Francilienne* Cd Rom I described here acknowledges two different visions of teaching. One is a strategic vision, wanting to «put something into the students», that is to teach them usefull concepts and methods of negotiation and mediation. The other is an authentic way of teaching, wanting to «pull something out from the students », that is to offer them an opportunity to make an internal change. These two visions are balanced, linked and reconciled together as far as possible, in the aim of providing a constructive learning experience for the students which can help them

in real settings. In particular, the students are accompanied in a process of accepting conflicts and being creative. This process helps them to integrate the concepts and methods learned. The Cd Rom shows its capacity of being a valid support for this way of teaching, at the same time creating a playing environment which helps internal changes and offering the opportunity and the resources of learning usefull concepts and methods. But this tool doesn't replace the important relationship between the professor and her students. Moreover, it helps the professor to offer a richer learning environment in which she can reach deeper pedagogical aims.

References

Amado, G. and Ambrose, A. (ed.). *The transitional approach to change*, London and New York : Karnac Books, 2001

Amado, G. and Amato, R. "Some distinctive characteristics of transitional change" in Amado, G. and Ambrose, A. (ed.). *The transitional approach to change*, London and New York : Karnac Books, 2001, pp. 87-117.

Argyris, C. and Schön, D. *Organizational learning: a theory of action perspective*, Reading, MA: Addison-Wesley, 1978.

Argyris C. and Schön, D. *Organizational learning II - Theory, method, and practice*, Reading, MA: Allison Wesley series, 1996

Boltanski, L. and Thévenot L. *De la justification. Les économies de la grandeur*, Paris: nrf Gallimard, 1991.

Carlo (de), L. *Gestion de la ville et démocratie locale*, Paris et Montréal: L'Harmattan, 1996.

Fisher, R., Ury, W. & Patton, B. *Getting to Yes*. London, England: Arrow Business Books, 1991.

Kaës, R., et al. *Fantasme et formation*, Paris : Editions Dunod, 1997.

Kisfalvi, V. «The creation of a «safe place » in the classroom : an essential requirement for case method teaching », in Hans E.Klein (ed.), *Innovation through cooperation-with cases, simulations, games and other interactive methods*, WACRA, Boston, MA, 1993

Lax, D. and Sebenius, J. *Les gestionnaires et la négociation*, Paris: Gaétan Morin, 1995

Lempereur, A. *Les étapes du processus de conciliation*, Document de recherche, Paris-Cergy: Centre de Recherche ESSEC, 1998.

Mnookin, R. *Surmonter les obstacles dans la résolution de conflits*, Document de recherche, Paris-Cergy: Centre de Recherche ESSEC, 1997.

Salzer, J. and Stimec, A. *Introduction à la gestion des conflits*, Polycopié de l'UV 106, Paris : Université de Paris-Dauphine, 1995-1996.

Schön, D. *The Reflective Practitioner- How professionals think in action*, England: Arena, 1991

Simmel, G. *Le conflit*, Saulxures: Circé, 1992

Simon, H.A. *La science des systèmes - Science de l'artificiel*, Paris: Epi S.A. Editeurs, 1974

Six, J.F. *Le temps des médiateurs*, Paris : Seuil, 1990.

Susskind, L. and Field, P. *Dealing with an angry public – The mutual gains approach to resolving disputes*, New York: The Free Press, 1996.

Susskind, L. and Coburn, J. «Using Simulations to Teach Negotiation : Pedagogical Theory and Practice », in Wheeler M. (ed), *Teaching Negotiation : Ideas and Innovations*, Cambridge, MA : PON Books, 2000, pp. 285-310.

Winnicott, D.W. *Home is where we start from*, New York and London : W.W. Norton and Company, 1986

Winnicott, D.W. *Playing and reality*, Hove, East Sussex and Philadelphia, PA: Brunner-Routledge, 2001.

LISTE DES DOCUMENTS DE RECHERCHE DU CENTRE DE RECHERCHE DE L'ESSEC
(Pour se procurer ces documents, s'adresser au CENTRE DE RECHERCHE DE L'ESSEC)

LISTE OF ESSEC RESEARCH CENTER WORKING PAPERS
(Contact the ESSEC RESEARCH CENTER for information on how to obtain copies of these papers)

RESEARCH.CENTER@ESSEC.FR

1997

- 97001 BESANCENOT D., VRANCEANU Radu**
Reputation in a Model of Economy-wide Privatization.
- 97002 GURVIEZ P.**
The Trust Concept in the Brand-consumers Relationship.
- 97003 POTULNY S.**
L'utilitarisme cognitif de John Stuart Mill.
- 97004 LONGIN François**
From Value at Risk to Stress Testing: The Extreme Value Approach.
- 97005 BIBARD Laurent, PRORIOL G.**
Machiavel : entre pensée du pouvoir et philosophie de la modernité.
- 97006 LONGIN François**
Value at Risk: une nouvelle méthode fondée sur la théorie des valeurs extrêmes.
- 97007 CONTENSOU François, VRANCEANU Radu**
Effects of Working Time Constraints on Employment: A Two-sector Model.
- 97008 BESANCENOT D., VRANCEANU Radu**
Reputation in a Model of Exchange Rate Policy with Incomplete Information.
- 97009 AKOKA Jacky, BRIOLAT Dominique, WATTIAU Isabelle**
La reconfiguration des processus inter-organisationnels.
- 97010 NGUYEN. P**
Bank Regulation by Capital Adequacy and Cash Reserves Requirements.
- 97011 LONGIN François**
Beyond the VaR.
- 97012 LONGIN François**
Optimal Margin Level in Futures Markets: A Method Based on Extreme Price Movements.
- 97013 GROUT DE BEAUFORT Viviane**
Maastricht II ou la copie à réviser.
- 97014 ALBIGOT J.G., GROUT DE BEAUFORT V., BONFILLON P.O., RIEGER B .**
Perspectives communautaires et européennes sur la réduction du temps de travail.
- 97015 DEMEESTERE René, LORINO Philippe, MOTTIS Nicolas**
Business Process Management: Case Studies of Different Companies and Hypotheses for Further Research.

- 97016 PERETTI Jean-Marie, HOURQUET P.G., ALIS D.**
Hétérogénéité de la perception des déterminants de l'équité dans un contexte international.
- 97017 NYECK Simon, ROUX Elyette**
WWW as a Communication Tool for Luxury Brands: Compared Perceptions of Consumers and Managers.
- 97018 NAPPI-CHOULET Ingrid**
L'analyse économique du fonctionnement des marchés immobiliers.
- 97019 BESANCENOT D., ROCHETEAU G., VRANCEANU Radu**
Effects of Currency Unit Substitution in a Search Equilibrium Model.
- 97020 BOUCHIKHI Hamid**
Living with and Building on Complexity: A Constructivist Perspective on Organizations.
- 97021 GROUT DE BEAUFORT V., GRENOT S., TIXIER A . TSE K.L**
Essai sur le Parlement Européen.
- 97022 BOULIER J.F., DALAUD R., LONGIN François**
Application de la théorie des valeurs extrêmes aux marchés financiers.
- 97023 LORINO Philippe**
Théorie stratégique : des approches fondées sur les ressources aux approches fondées sur les processus.
- 97024 VRANCEANU Radu**
Investment through Retained Earnings and Employment in Transitional Economies.
- 97025 INGHAM M., XUEREB Jean-Marc**
The Evolution of Market Knowledge in New High Technology Firms: An Organizational Learning Perspective.
- 97026 KOENING Christian**
Les alliances inter-entreprises et la coopération émergente.
- 97027 LEMPEREUR Alain**
Retour sur la négociation de positions : pourquoi intégrer l'autre dans mon équation personnelle ?
- 97028 GATTO Riccardo**
Hypothesis Testing by Symbolic Computation.
- 97029 GATTO Riccardo , JAMMALAMADAKA S. Rao**
A conditional Saddlepoint Approximation for Testing Problems.
- 97030 ROSSI (de) F.X., GATTO Riccardo**
High-order Asymptotic Expansions for Robust Tests.
- 97031 LEMPEREUR Alain**
Negotiation and Mediation in France: The Challenge of Skill-based Learnings and Interdisciplinary Research in Legal Education.
- 97032 LEMPEREUR Alain**
Pédagogie de la négociation : allier théorie et pratique.
- 97033 WARIN T.**
Crédibilité des politiques monétaires en économie ouverte.
- 97034 FRANCOIS P.**
Bond Evaluation with Default Risk: A Review of the Continuous Time Approach.
- 97035 FOURCANS André, VRANCEANU Radu**
Fiscal Coordination in the EMU: A Theoretical and Policy Perspective.
- 97036 AKOKA Jacky, WATTIAU Isabelle**
MeRCI: An Expert System for Software Reverse Engineering.

97037 MNOOKIN R. (traduit par LEMPEREUR Alain)

Surmonter les obstacles dans la résolution des conflits.

97038 LARDINOIT Thierry, DERBAIX D.

An Experimental Study of the Effectiveness of Sport Sponsorship Stimuli.

97039 LONGIN François, SOLNIK B.

Dependences Structure of International Equity Markets during Extremely Volatile Periods.

97040 LONGIN François

Stress Testing : application de la théorie des valeurs extrêmes aux marchés des changes.

1998

98001 TISSOT (de) Olivier

Quelques observations sur les problèmes juridiques posés par la rémunération des artistes interprètes.

98002 MOTTIS Nicolas, PONSSARD J.P.

Incitations et création de valeur dans l'entreprise. Faut-il réinventer Taylor ?

98003 LIOUI A., PONCET Patrice

Trading on Interest Rate Derivatives and the Costs of Marking-to-market.

98004 DEMEESTERE René

La comptabilité de gestion : une modélisation de l'entreprise ?

98005 TISSOT (de) Olivier

La mise en œuvre du droit à rémunération d'un comédien ayant « doublé » une œuvre audiovisuelle (film cinématographique ou fiction télévisée) avant le 1^{er} janvier 1986.

98006 KUESTER Sabine, HOMBURG C., ROBERTSON T.S.

Retaliatory Behavior to New Product Entry.

98007 MONTAGUTI E., KUESTER Sabine, ROBERTSON T.S.

Déterminants of « Take-off » Time for Emerging Technologies: A Conceptual Model and Propositional Inventory.

98008 KUESTER Sabine, HOMBURG C .

An Economic Model of Organizational Buying Behavior.

98009 BOURGUIGNON Annick

Images of Performance: Accounting is not Enough.

98010 BESANCENOT D., VRANCEANU Radu

A model of Manager Corruption in Developing Countries with Macroeconomic Implications.

98011 VRANCEANU Radu, WARIN T.

Une étude théorique de la coordination budgétaire en union monétaire.

98012 BANDYOPADHYAU D. K.

A Multiple Criteria Decision Making Approach for Information System Project Section.

98013 NGUYEN P., PORTAIT Roland

Dynamic Mean-variance Efficiency and Strategic Asset Allocation with a Solvency Constraint.

98014 CONTENSOU François

Heures supplémentaires et captation du surplus des travailleurs.

98015 GOMEZ M.L.

De l'apprentissage organisationnel à la construction de connaissances organisationnelles.

98016 BOUYSSOU Denis

Using DEA as a Tool for MCDM: some Remarks.

- 98017 INDJEHAGOPIAN Jean-Pierre, LANTZ F., SIMON V.**
Dynamique des prix sur le marché des fiouls domestiques en Europe.
- 98019 PELISSIER-TANON Arnaud**
La division du travail, une affaire de prudence.
- 98020 PELISSIER-TANON Arnaud**
Prudence et qualité totale. L'apport de la philosophie morale classique à l'étude du ressort psychologique par lequel les produits satisfont les besoins de leurs utilisateurs.
- 98021 BRIOLAT Dominique, AKOKA Jacky, WATTIAU Isabelle**
Le commerce électronique sur Internet. Mythe ou réalité ?
- 98022 DARMON René**
Equitable Pay for the Sales Force.
- 98023 CONTENSOU François, VRANCEANU Radu**
Working Time in a Model of Wage-hours Negotiation.
- 98024 BIBARD Laurent**
La notion de démocratie.
- 98025 BIBARD Laurent**
Recherche et expertise.
- 98026 LEMPEREUR Alain**
Les étapes du processus de conciliation.
- 98027 INDJEHAGOPIAN Jean-Pierre, LANTZ F., SIMON V.**
Exchange Rate and Medium Distillates Distribution Margins.
- 98028 LEMPEREUR Alain**
Dialogue national pour l'Europe. Essai sur l'identité européenne des français.
- 98029 TIXIER Maud**
What are the Implications of Differing Perceptions in Western, Central and Eastern Europe for Emerging Management.
- 98030 TIXIER Maud**
Internal Communication and Structural Change. The Case of the European Public Service: Privatisation And Deregulation.
- 98031 NAPPI-CHOULET Ingrid**
La crise des bureaux : retournement de cycle ou bulle ? Une revue internationale des recherches.
- 98032 DEMEESTERE René**
La comptabilité de gestion dans le secteur public en France.
- 98033 LIOUI A., PONCET Patrice**
The Minimum Variance Hedge Ratio Revisited with Stochastic Interest Rates.
- 98034 LIOUI A., PONCET Patrice**
Is the Bernoulli Speculator always Myopic in a Complete Information Economy?
- 98035 LIOUI A., PONCET Patrice**
More on the Optimal Portfolio Choice under Stochastic Interest Rates.
- 98036 FAUCHER Hubert**
The Value of Dependency in Plant Breeding: A Game Theoretic Analysis.
- 98037 BOUCHIKHI Hamid, ROND (de) Mark., LEROUX V.**
Alliances as Social Facts: A Constructivist of Inter-Organizational Collaboration.
- 98038 BOUCHIKHI Hamid, KIMBERLY John R.**
In Search of Substance: Content and Dynamics of Organizational Identity.

- 98039 BRIOLAT Dominique, AKOKA Jacky, COMYN-WATTIAU Isabelle**
Electronic Commerce on the Internet in France. An Explanatory Survey.
- 98040 CONTENSOU François, VRANCEANU Radu**
Réduction de la durée du travail et complémentarité des niveaux de qualification.
- 98041 TIXIER Daniel**
La globalisation de la relation Producteurs-Distributeurs.
- 98042 BOURGUIGNON Annick**
L'évaluation de la performance : un instrument de gestion éclaté.
- 98043 BOURGUIGNON Annick**
Benchmarking: from Intentions to Perceptions.
- 98044 BOURGUIGNON Annick**
Management Accounting and Value Creation: Value, Yes, but What Value?
- 98045 VRANCEANU Radu**
A Simple Matching Model of Unemployment and Working Time Determination with Policy Implications.
- 98046 PORTAIT Roland, BAJEUX-BESNAINOU Isabelle**
Pricing Contingent Claims in Incomplete Markets Using the Numeraire Portfolio.
- 98047 TAKAGI Junko**
Changes in Institutional Logics in the US. Health Care Sector: A Discourse Analysis.
- 98048 TAKAGI Junko**
Changing Policies and Professionals: A Symbolic Framework Approach to Organizational Effects on Physician Autonomy.
- 98049 LORINO Philippe**
L'apprentissage organisationnel bloquée (Groupe Bull 1986-1992) : du signe porteur d'apprentissage au Piège de l'habitude et de la représentation-miroir.
- 98050 TAKAGI Junko, ALLES G.**
Uncertainty, Symbolic Frameworks and Worker Discomfort with Change.

1999

- 99001 CHOFFRAY Jean-Marie**
Innovation et entrepreneuriat : De l'idée... au Spin-Off.
- 99002 TAKAGI Junko**
Physician Mobility and Attitudes across Organizational Work Settings between 1987 and 1991.
- 99003 GUYOT Marc, VRANCEANU Radu**
La réduction des budgets de la défense en Europe : économie budgétaire ou concurrence budgétaire ?
- 99004 CONTENSOU François, LEE Janghyuk**
Interactions on the Quality of Services in Franchise Chains: Externalities and Free-riding Incentives.
- 99005 LIOUI Abraham, PONCET Patrice**
International Bond Portfolio Diversification.
- 99006 GUIOTTO Paolo, RONCORONI Andrea**
Infinite Dimensional HJM Dynamics for the Term Structure of Interest Rates.
- 99007 GROUT de BEAUFORT Viviane, BERNET Anne-Cécile**
Les OPA en Allemagne.
- 99008 GROUT de BEAUFORT Viviane, GENEST Elodie**
Les OPA aux Pays-Bas.

- 99009 GROUT de BEAUFORT Viviane**
Les OPA en Italie.
- 99010 GROUT de BEAUFORT Viviane, LEVY M.**
Les OPA au Royaume-Uni.
- 99011 GROUT de BEAUFORT Viviane, GENEST Elodie**
Les OPA en Suède.
- 99012 BOUCHIKHI Hamid, KIMBERLY John R.**
The Customized Workplace: A New Management Paradigm for the 21st Century.
- 99013 BOURGUIGNON Annick**
The Perception of Performance Evaluation Criteria (1): Perception Styles
- 99014 BOURGUIGNON Annick**
Performance et contrôle de gestion.
- 99015 BAJEUX-BESNAINOU Isabelle, JORDAN J., PORTAIT Roland**
Dynamic Asset Allocation for Stocks, Bonds and Cash over Long Horizons.
- 99016 BAJEUX-BESNAINOU Isabelle, JORDAN J., PORTAIT Roland**
On the Bonds-stock Asset Allocation Puzzle.
- 99017 TIXIER Daniel**
La logistique est-elle l'avenir du Marketing ?
- 99018 FOURCANS André, WARIN Thierry**
Euroland versus USA: A Theoretical Framework for Monetary Strategies.
- 99019 GATTO Riccardo, JAMMALAMADAKA S.R.**
Saddlepoint Approximations and Inference for Wrapped α -stable Circular Models.
- 99020 MOTTIS Nicolas, PONSSARD Jean-Pierre**
Création de valeur et politique de rémunération. Enjeux et pratiques.
- 99021 STOLOWY Nicole**
Les aspects contemporains du droit processuel : règles communes à toutes les juridictions et procédures devant le Tribunal de Grande Instance.
- 99022 STOLOWY Nicole**
Les juridictions civiles d'exception et l'étude des processus dans le droit judiciaire privé.
- 99023 GATTO Riccardo**
Multivariate Saddlepoint Test for Wrapped Normal Models.
- 99024 LORINO Philippe, PEYROLLE Jean-Claude**
Enquête sur le facteur X. L'autonomie de l'activité pour le management des ressources humaines et pour le contrôle de gestion.
- 99025 SALLEZ Alain**
Les critères de métropolisation et les éléments de comparaison entre Lyon et d'autres métropoles françaises.
- 99026 STOLOWY Nicole**
Réflexions sur l'actualité des procédures pénales et administratives.
- 99027 MOTTIS Nicolas, THEVENET Maurice**
Accréditation et Enseignement supérieur : certifier un service comme les autres...
- 99028 CERDIN Jean-Luc**
International Adjustment of French Expatriate Managers.
- 99029 BEAUFORT Viviane, CARREY Eric**
L'union européenne et la politique étrangère et de sécurité commune : la difficile voie de la construction d'une identité de défense européenne.

99030 STOLOWY Nicole

How French Law Treats Fraudulent Bankruptcy.

99031 CHEVALIER Anne, LONGIN François

Coût d'investissement à la bourse de Paris.

99032 LORINO Philippe

Les indicateurs de performance dans le pilotage organisationnel.

99033 LARDINOIT Thierry, QUESTER Pascale

Prominent vs Non Prominent Bands: Their Respective Effect on Sponsorship Effectiveness.

99034 CONTENSOU François, VRANCEANU Radu

Working Time and Unemployment in an Efficiency Wage Model.

99035 EL OUARDIGHI Fouad

La théorie statistique de la décision (I).

2000

00001 CHAU Minh, LIM Terence

The Dynamic Response of Stock Prices Under Asymmetric Information and Inventory Costs: Theory and Evidence

00002 BIBARD Laurent

Matérialisme et spiritualité

00003 BIBARD Laurent

La crise du monde moderne ou le divorce de l'occident.

00004 MATHE Hervé

Exploring the Role of Space and Architecture in Business Education.

00005 MATHE Hervé

Customer Service: Building Highly Innovative Organizations that Deliver Value.

00006 BEAUFORT (de) Viviane

L'Union Européenne et la question autrichienne, ses conséquences éventuelles sur le champ de révision de la CIG.

00007 MOTTIS Nicolas, PONSSARD Jean-Pierre

Value Creation and Compensation Policy Implications and Practices.

00009 BOURGUIGNON Annick

The Perception of Performance Evaluation Criteria (2): Determinants of Perception Styles.

00010 EL OUARDIGHI Fouad

The Dynamics of Cooperation.

00011 CHOFFRAY Jean-Marie

Innovation et entrepreneuriat : De l'Idée...au Spin-Off. (Version révisée du DR 99001).

00012 LE BON Joël

De l'intelligence économique à la veille marketing et commerciale : vers une nécessaire mise au point conceptuelle et théorique.

00013 ROND (de) Mark

Reviewer 198 and Next Generation Theories in Strategy.

00014 BIBARD Laurent

Amérique latine : identité, culture et management.

00016 BIBARD Laurent

Les sciences de gestion et l'action.

- 00017 BEAUFORT (de) V.**
Les OPA au Danemark.
- 00018 BEAUFORT (de) V.**
Les OPA en Belgique.
- 00019 BEAUFORT (de) V.**
Les OPA en Finlande.
- 00020 BEAUFORT (de) V.**
Les OPA en Irlande.
- 00021 BEAUFORT (de) V.**
Les OPA au Luxembourg.
- 00022 BEAUFORT (de) V.**
Les OPA au Portugal.
- 00023 BEAUFORT (de) V.**
Les OPA en Autriche.
- 00024 KORCHIA Mickael**
Brand Image and Brand Associations.
- 00025 MOTTIS Nicolas, PONSSARD Jean-Pierre**
L'impact des FIE sur les firmes françaises et allemandes : épiphénomène ou influence réelle ?
- 00026 BIBARD Laurent**
Penser la paix entre hommes et femmes.
- 00027 BIBARD Laurent**
Sciences et éthique (Notule pour une conférence).
- 00028 MARTEL Jocelyn, C.G. FISHER Timothy**
Empirical Estimates of Filtering Failure in Court-supervised Reorganization.
- 00029 MARTEL Jocelyn**
Faillite et réorganisation financière : comparaison internationale et évidence empirique.
- 00030 MARTEL Jocelyn, C.G. FISHER Timothy**
The Effect of Bankruptcy Reform on the Number of Reorganization Proposals.
- 00031 MARTEL Jocelyn, C.G. FISHER Timothy**
The Bankruptcy Decision: Empirical Evidence from Canada.
- 00032 CONTENSOU François**
Profit-sharing Constraints, Efforts Output and Welfare.
- 00033 CHARLETY-LEPERS Patricia, SOUAM Saïd**
Analyse économique des fusions horizontales.
- 00034 BOUYSSOU Denis, PIRLOT Marc**
A Characterization of Asymmetric Concordance Relations.
- 00035 BOUYSSOU Denis, PIRLOT Marc**
Nontransitive Decomposable Conjoint Measurement.
- 00036 MARTEL Jocelyn, C.G. FISHER Timothy**
A Comparison of Business Bankruptcies across Industries in Canada, 1981-2000.

2001

- 01001 DEMEESTERE René**
Pour une vue pragmatique de la comptabilité.
- 01002 DECLERCK Francis**
Non Disponible.
- 01003 EL OUARDIGHI Fouad, GANNON Frédéric**
The Dynamics of Optimal Cooperation.
- 01004 DARMON René**
Optimal Salesforce Quota Plans Under Salesperson Job Equity Constraints.
- 01005 BOURGUIGNON Annick, MALLERET Véronique, NORREKLIT Hanne**
Balanced Scorecard versus French tableau de bord : Beyond Dispute, a Cultural and Ideological Perspective.
- 01006 CERDIN Jean-Luc**
Vers la collecte de données via Internet : Cas d'une recherche sur l'expatriation.
- 01012 VRANCEANU Radu**
Globalization and Growth: New Evidence from Central and Eastern Europe.
- 01013 BIBARD Laurent**
De quoi s'occupe la sociologie ?
- 01014 BIBARD Laurent**
Introduction aux questions que posent les rapports entre éthique et entreprise.
- 01015 BIBARD Laurent**
Quel XXIème siècle pour l'humanité ?
- 01016 MOTTIS Nicolas, PONSSARD Jean-Pierre**
Value-based Management at the Profit Center Level.
- 01017 BESANCENOT Damien, KUYNH Kim, VRANCEANU Radu**
Public Debt : From Insolvency to Illiquidity Default.
- 01018 BIBARD Laurent**
Ethique de la vie bonne et théorie du sujet : nature et liberté, ou la question du corps.
- 01019 INDJEHAGOPIAN Jean-Pierre, JUAN S . LANTZ F., PHILIPPE F.**
La pénétration du Diesel en France : tendances et ruptures.
- 01020 BARONI Michel, BARTHELEMY Fabrice, MOKRANE Mahdi**
Physical Real Estates: Risk Factors and Investor Behaviour.
- 01021 AKOKA Jacky, COMYN-WATTIAU Isabelle , PRAT Nicolas**
From UML to ROLAP Multidimensional Databases Using a Pivot Model
- 01022 BESANCENOT Damien, VRANCEANU Radu**
Quality Leaps and Price Distribution in an Equilibrium Search model
- 01023 BIBARD Laurent**
Gestion et Politique
- 01024 BESANCENOT Damien, VRANCEANU Radu**
Technological Change, Acquisition of Skills and Wages in a search Economy
- 01025 BESANCENOT Damien, VRANCEANU Radu**
Quality Uncertainty and Welfare in a search Economy
- 01026 MOTTIS N. , PONSARD J.P.,**
L'impact des FIE sur le pilotage de l'entreprise

- 01027 TAPIERO Charles, VALOIS Pierre**
The inverse Range Process in a Random Volatility Random Walk
- 01028 ZARLOWSKI Ph., MOTTIS N.**
Making Managers into Owners An Experimental Research on the impact of Incentive Schemes on Shareholder Value Creation
- 01029 BESANCENOT Damien, VRANCEANU Radu**
Incertitude, bien-être et distribution des salaires dans un modèle de recherche d'emploi
- 01030 BOUCHICKHI HAMID**
De l'entrepreneur au gestionnaire et du gestionnaire à l'entrepreneur.
- 01031 TAPIERO Charles, SULEM Agnes**
Inventory Control with supply delays, on going orders and emergency supplies
- 01032 ROND (de) Mark, Miller Alan N.**
THE PLAYGROUND OF ACADEME : THE RHETORIC AND REALITY OF TENURE AND TERROR
- 01033 BIBARD LAURENT**
Décision et écoute
- 01035 NAPPI-CHOLET Ingrid**
The Recent Emergence of Real Estate Education in French Business Schools : The Paradox of The French Experience

2002

- 02001 ROND (de) Mark**
THE EVOLUTION OF COOPERATION IN STRATEGIC ALLIANCES THE LEGITIMY OF MESSINESS.
- 02002 CARLO (de) Laurence**
REDUCING VIOLENCE IN CERGY OR IMPLEMENTING MEDIATION PROCESSION NEIGHBORHOOPS NEAR PARIS
- 02003 CARLO (de) Laurence**
THE TGV (VERY HIGH SPEED TRAIN) MEDITERRANEE DECISION PROCESS
- 02004 CARLO (de) Laurence**
MAY 1968 : THE ROLE OF A SPECIAL EVENT IN THE EVOLUTION OF MANAGEMENT EDUCATION IN FRANCE
- 02005 BEMMAOR Albert**
MARKET SEGMENTATION RESEARCH : BEYON WITHIN AND ACROSS GROUP DIFFERENCES
- 02006 BOURGUIGNON Annick**
THE PERCEPTION OF PERFORMANCE EVALUATION CRITERES
- 02007 ALFANDARI Laurent**
A PATH RETINTEING ALGORITHM FOR THE GENERALIZED ASSIGNMENT PROBLEM.
- 02008 FOURCANS André, VRANCEANU Radu**
ECB MONETARY POLICY RULE : SOME THEORY AND EMPIRICAL EVIDENCE.
- 02010 EL KAROUI Nicole, JEANBLANC Monique, LACOSTE Vincent.**
OPTIMAL PORTFOLIO MANAGEMENT WITH AMERICAN CAPITAL GUARANTEE.
- 02011 DECLERCK Francis, CLOUTIER Martin L..**
THE CHAMPAGNE WINE INDUSTRY : AN ECONOMIC DYNAMIC MODEL OF PRODUCTION AND CONSUMPTION.
- 02012 MOTTIS Nicolas, PONSSARD Jean-Pierre.**
L'influence des investisseurs institutionnels sur le pilotage des entreprises.
- 02013 DECLERCK Francis**
VALUATION OF MERGERS & ACQUISITIONS INVOLVING AT LEAST ONE FRENCH FOOD COMPANY DURING THE 1996-2001 WAVE.

- 02014 EL Ouardighi Fouad, PASIN Frederico**
ADVERTISING AND QUALITY DECISIONS OVER TIME.
- 02015 LORINO Philippe**
Vers une théorie pragmatique et sémiotique des outils appliquée aux instruments de gestion.
- 02016 SOM Ashok**
ROLE OF ORGANIZATIONAL CHARACTER DURING RESTRUCTURING: A CROSS-CULTURAL STUDY.
- 02017 CHOFFRAY Jean-Marie**
Le Bon Management
- 02018 EL Ouardighi Fouad**
QUALITY IMPROVEMENT AND GOODWILL ACCUMULATION IN A DYNAMIC DUOPOLY.
- 02019 LEMPEREUR Alain**
"DOING, SHOWING AND TELLING" AS A GLOBAL NEGOTIATION TEACHING METHOD WHY WE NEED TO INNOVATE.
- 02020 LEMPEREUR Alain, MNOOKIN Robert**
La Gestion Des Tensions Dans La Négociation.
- 02021 LEMPEREUR Alain**
Parallèles de styles entre professeur et dirigeants au-delà d'une nouvelle querelle des anciens et des modernes sur le leadership.
- 02022 LEMPEREUR Alain**
INNOVATING IN NEGOTIATION TEACHING: TOWARD A RELEVANT USE OF MULTIMEDIA TOOLS.
- 02023 DUBOULOY Maryse**
HIGH POTENTIAL LONELINES.
- 02024 EL Ouardighi Fouad**
Dynamique des ventes et stratégies publicitaires concurrentielles
- 02025 Minh CHAU**
DYNAMIC EQUILIBRIUM WITH SMALL FIXED TRANSACTIONS COSTS

