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Balanced Negotiations: An Online Negotiation Training for Women

Kaitlyn Rose Gallagher
DePaul University, kgalla26@depaul.edu

Balanced Negotiations: An Online Negotiation Training for Women

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Kaitlyn Gallagher

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Department of Psychology

College of Science and Health

DePaul University

Chicago, Illinois

Dissertation Committee

Alice Stuhlmacher, Ph.D., Chair

Jane Halpert, Ph.D.

Shelly Rauvola, Ph.D.

Leah Bryant, Ph.D.

Alyssa Westring, Ph.D.

Biography

The author was born in Mystic, Connecticut on November 19, 1992. She graduated from Robert E. Fitch High School and received her Bachelor of Arts degree in Psychology and Sociology from Wagner College in 2015. She received her Master of Arts degree in Industrial/Organizational Psychology from DePaul University in 2018.

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Abstract

Research has identified consistent differences in the processes and outcomes of negotiation between women and men (Mazei et al., 2015; Stuhlmacher & Walter, 1999), but there has been little investigation into different types of negotiation trainings specifically for women (Barkacs & Barkacs, 2017; Kulik et al., 2020). This study developed and evaluated an online evidence-based negotiation training for women. Using a pretest-posttest randomly assigned control group design, 95 early career female participants completed three short self-guided online training modules. Analysis of Covariance (ANCOVA), with pretest scores used as a covariate to reduce error variance, found that the intervention had a significant effect on increase perceptions of malleability of negotiation skills, increased feelings of negotiator self-efficacy, increased setting of specific and complex goals, and reduced fear of backlash. The intervention was not found to have a significant effect on negotiator anxiety or the choice to continue past the study to participate in an optional Zoom negotiation. The implication of these findings for practitioners, academics, and future research are discussed.

Keywords: gender, negotiation, women, training, mastery orientation, negotiator self-efficacy, negotiator anxiety, negotiation goals, fear of backlash

Balanced Negotiations: An Online Negotiation Training Intervention for Women

Negotiation is a time when at least two parties communicate with the intention of reaching an agreement on their perceived divergent interests (Pruitt, 1998). In the workplace, negotiation contributes to many successes such as resolving differences and allocating resources. However, consistent differences in the processes and outcomes of negotiation are found between women and men (Mazei et al., 2015; Stuhlmacher & Walter, 1999). Female negotiators risk an unfavorable evaluation for being inconsistent with anticipated behaviors, triggering social and economic backlash (Bowles et al., 2007). Specifically, initiating a negotiation comes at a greater social cost for women (than men), where there is less interest for working with a woman job candidate who initiated a negotiation than for a woman job candidate who did not initiate a negotiation (Bowles et al., 2007). This leads to women being less likely than men to initiate a negotiation, especially when it comes to salary and asking for a raise (Babcock et al., 2006; Babcock & Laschever, 2003). These gender differences are concerning when considering their impact in workplace discrimination and the gender pay gap.

The gender pay gap refers to the difference in average earning between men and women employees and is a continuing international problem which seems unlikely to vanish at its current rate of convergence (Blau & Kahn, 2007; Khoreva, 2011). While the gap has narrowed since 1980, it has remained relatively stable since 2005 (Graf et al., 2018). An analysis by Pew Research Center discovered in 2017 that women earned 82% of what men earned based on median hourly earnings of both full and part time workers in the United States. This means it would take an extra 47 days of work for women to earn what men did in 2017 (Graf et al., 2018). While salary differences can be explained

by a variety of factors, such as educational attainment, work experience, and career interruptions (Evers & Sieverding, 2014; Graf et al., 2018), the slowdown of the gender pay gap convergence (Blau & Kahn, 2006; Blau & Kahn, 2007) can be explained in part by labor market discrimination (Blau & Kahn, 2006) and gender discrimination at work. In the 2017 Pew Research Center survey, 42% of working women stated that they had experienced gender discrimination at work, with earning inequality being one of the most reported forms of discrimination (Graf et al., 2018).

The gender pay gap continues to be facilitated by individual factors such as pay expectations, gender role orientation, and perceived pay fairness (Khoreva, 2011). A study of 22 female engineers in New Zealand, where the Pay Equality Bill proposes a "right to ask" by an individual that he or she is receiving equal pay, found that there is a lack of pay transparency and factual knowledge about whether the women were receiving equal pay compared to their male colleagues (McGregor et al., 2017). Women report equally ambitious career goals as men yet have less leadership advancement and feel less satisfied with their careers (Ely et al., 2014). Even though recent research has reported that female graduates were slightly more likely to state a salary request to their prospective employers than male graduates, they asked for lower starting salaries, and were offered lower starting salaries for the same request as their male counterparts (Säve-Söderbergh, 2019). This would suggest that even when women ask, they are having difficulty asking for, and receiving, the same salaries as their male counterparts. One reason for this might be because of the fear of potential backlash, which is when one receives "social and economic reprisals for behaving counter stereotypically" (Rudman,

1998). Therefore, it may be beneficial to investigate and train women on how to make requests in a negotiation in a way that mitigates potential backlash.

This dissertation aimed to create and test a training intervention to aid women in overcoming the challenges of initiating a negotiation, with the goals of reducing the subsequent anxiety and fear of backlash women face while increasing self-efficacy. First, I will review the gender differences found in negotiations. I will then discuss how anxiety and fear of backlash play a role in the decision to initiate a negotiation. Then, I will outline the components of a training intervention guided by four learning outcomes. Training evaluation techniques will then be discussed.

Gender Differences in Negotiations

Negotiations

Negotiation is "the process by which people with conflicting interests determine how they are going to allocate resources or work together in the future" (Brett, 2007, p.1). Two common structural approaches are labeled as distributive (also known as win – lose) or integrative (win – win) negotiations. In a distributive negotiation, the interests of the negotiating party are negatively correlated, meaning that they are in direct opposition to one another, and that a positive outcome for one party is associated with a decrease for the other party (Walter & McKersie, 1965). When a negotiation is viewed as distributive, the essence of it is over who gets what share of a fixed pie, meaning that there is a set amount of goods or services to be allocated (Brett, 2007). Distributive negotiations result in claiming behaviors, such as making single issue offers, referring to the "bottom line", referring to a negotiator's power, and using threats (Weingart et al., 2004).

Alternatively, an integrative negotiation holds the possibility of joint gains, where both parties can go beyond a compromise or fixed pie. Integrative negotiations often involve multiple issues, so even if interests between the two partied are opposed, priorities may differ which opens up the possibility for trade-offs (Walton & McKersie, 1965). Behaviors for an integrative approach, such as making multi-issue offers, making positive comments, and suggesting compromise (Weingart et al., 2004) create value by expanding the resources (Brett, 2007).

It is common to enter a negotiation with the belief that interests and priorities are incompatible with the other party (Thompson & Hastie, 1990; Thompson et al., 2004). These cognitive biases, known as incompatibility error and sixed sum error, can lead negotiators to ineffective negotiation tactics that result in no deal, an inefficient distribution of resources, or a lower joint outcome. It has been recommended that individuals should be more reflective of which approach might work better in certain circumstances and based on their own personal strengths and weaknesses to adapt to the context of the negotiation they are facing for the best possible outcome (Wesner & Smith, 2019).

Role Congruity Theory

The first meta-analysis of gender difference in negotiation outcomes (Stuhlmacher & Walters,1999) found small but significant effects favoring men in negotiated outcomes. Since this time, an updated and expanded meta-analysis found larger and more variable effect sizes, with consistent differences being related to social roles in negotiations (Mazei et al., 2015). Role congruity theory (Eagly & Karau, 2002) offers one explanation for why gender differences exist in negotiations, specifically that

the negotiator role is not seen as good a "fit" for women as it is for men (Stuhlmacher & Linnabery, 2013). This stems from the attributes for an "effective" negotiator (e.g., strong, dominant, assertive, rational) more closely aligning with the male gender role and the attributes for an "ineffective" negotiator (e.g., weak, submissive, accommodating, emotional) are more closely aligning with the female gender role (Kray & Thompson, 2004). While negotiation may appear to be more challenging for women than for men, women can still be capable of being good negotiators. Even though role incongruity exists, communal attributes can be important in negotiations as well (Stuhlmacher & Linnabery, 2013). In fact, while women have been found to negotiate worse economic outcomes than men, these gender differences can flip in situations that are more congruent for women (see Mazei et al., 2015).

Initiating a Negotiation

Initiating a negotiation comes at a greater social cost for women (than men), as there is less interest for working with a female job candidate who initiates a negotiation than for a female job candidate who did not initiate a negotiation (Bowles et al., 2007). This leads to women being less likely than men to initiate a negotiation, especially when it comes to salary and asking for a raise (Babcock et al., 2006; Babcock & Laschever, 2003). A recent meta-analysis examining gender differences in the initiation of negotiations (Kulger et al., 2018) found that women have a lower propensity to initiate a negotiation compared to men.

Similar to other gender effects in negotiations, gender differences in initiation are context-bound, and can be mitigated or aggravated in different situations (Kulger et al., 2018). When situational ambiguity is low (i.e., a strong situation with a clear script of

behavior), the gender difference in initiating a negotiation decreased (Kulger et al., 2018).

When there is no explicit statement that wages are negotiable, men (compared to women) were more likely to negotiate (Leibbrandt & List, 2015). When an explicit statement was added to the job posting that the wage is "negotiable", the gender effect was reduced by approximately 45%. Furthermore, women were less likely than men to prefer a job environment where the "rules of wage determinants" (i.e., explicit information that wages are negotiable) are ambiguous.

Additionally, when situational clues aligning more with the female gender role are present, the gender difference for initiating a negotiation also decrease. This supports past findings where women are more likely to negotiate when the female cues decrease the incongruity between the female gender role and the negotiator role. For example, Bear (2011) found an interaction between gender and negotiation topic, such that the topic of the negotiation influenced a participant's decision to choose to personally negotiate the issue themselves or pass it off to someone else. Men were significantly more likely to avoid a feminine negotiation topic (workplace lactation room) than a masculine negotiation topic (compensation). Women were significantly more likely to avoid masculine negotiation topic (compensation) compared to the feminine negotiation topic (lactation room), a relationship mediated by feelings of aversion. Similarly, when the negotiation topic was masculine (e.g., motorcycle headlights), men outperformed women, but the gender difference was eliminated when the topic was feminine (e.g., jewelry beads) (Bear & Babcock, 2012). When the topic was compensation, men were found to indicate a higher likelihood of active negotiation than women (Kaman & Hartel, 1994).

Additionally, when women were cued to "ask" instead of to "negotiate", the likelihood

they would initiate a negotiation increased (Small et al., 2007). Small and colleagues (2007) argue that this is because the label of "asking" is more consistent with a lower female social role, and a gesture of politeness.

Asking for a raise is one of the most uncomfortable conversations to have in the workplace (Fractl, 2016). When initiating a negotiation for women, it is more than simply asking. Particularly in terms of salary, initiating a negotiation involves self-promotion, a counter-stereotypical agentic behavior to the expected communal female gender role. This can result in backlash, which is defined as social and economic reprisals for behaving counter stereotypically (Rudman, 1998).

The Stereotype Content Model and Expectancy Violation Theory.

Understanding why initiating a negotiation and "best practice" agentic negotiation behaviors come at a cost for female negotiators can be explained by the stereotype content model and expectancy violation theory (Kulik & Olekalns, 2012). The stereotype content model posits that women and men are "mixed valence" social groups within a two-dimensional space composed of warmth and competence (Fiske et al., 2002). The warmth dimension includes the traits of good-natured, trust-worthy, tolerant, friendly, and sincere (Cuddy et al. 2008). The competence scale encompasses the traits of capable, skillful, intelligent, and confident (Cuddy et al., 2008). The communal and agency dimensions of gender stereotypes are close and compatible dimensions to warmth and competence, with communal closely resembling the warmth dimension and agency a focus within the competence dimension (Cuddy et al., 2008).

For women in negotiation, this presents a dilemma as effective negotiators are expected to be strong, rational, and assertive (i.e., competent, not warm) and ineffective

negotiators are expected to be submissive and accommodating (i.e., warm, not competent). When women display agentic qualities that match job-specific demands, it comes at a social cost. They become respected, but not liked (Rudman & Phelan, 2008), suffered the most sabotage compared to all other targets that behaved according to respective gender roles (Rudman et al., 2012), suffer lower wages (Brescoll & Uhlmann, 2008), and lower recommendations for organizational rewards (Heilman & Chen, 2005).

One explanation for why this backlash occurs is the expectancy violation theory (Burgoon et al., 1995; Kulik & Olekalns, 2012). When people enter a negotiation, they bring stereotyped expectations with them, even if they are unaware of it (see Bowles, 2013). When an individual's behavior exceeds the perceptual threshold established by stereotype-based expectations, the violation attracts attention and has a strong impact on overall judgments (Burgoon et al., 1995). This creates a problem for women as they approach a negotiation, and the fear of backlash plays a role in their negotiation outcomes. In a self-promoting situation, such as a negotiation, a women's fear of backlash can inhibit activation of a goal-focused, locomotive regulatory mode (i.e., striving towards a goal without any distractions or delays), which interferes with their negotiation success (Moss-Racusin & Rudman, 2010). Therefore, fear of backlash can prevent a woman from initiating a negotiation.

Overcoming the Challenge

Research has demonstrated that while gender differences exist, the incongruity of the female gender role and negotiator role does not mean that women are incapable of being good negotiators, or that communal attributes are not important in negotiations (Stuhlmacher & Linnabery, 2013). A variety of factors to overcome this particular

challenge and increase negotiator role and gender role congruity for women include manipulating the context, such as creating low ambiguous situations that provide information about the bargaining range, virtual negotiations, taking on an advocacy role (negotiating on behalf of someone else; Bowles et al., 2005), feminine stereotyped tasks and skills seen as critical in negotiation, labeling the negotiation as "asking", and experience (Mazei et al., 2015: Stuhlmacher & Linnabery, 2013). Two of these techniques are proposed to be a suitable intervention for women. The first is focused on framing the situation within the stereotype and overcome the cognitive barriers of role incongruity (Kennedy & Kray, 2015; Schneider, 2017; Tinsley et al., 2009). The second technique is to utilize the virtual environment to reduce gender salience, and increase flexibility for appropriate behavior (Stuhlmacher et al., 2007). These techniques are focused on overcoming the barriers of role incongruity in negotiation, making gender differences less saliant. By teaching these techniques as training interventions, building both knowledge and skill through practice, the ultimate goal is to increase women's negotiation performance.

Increasing Experience through Practice

Negotiation experience is associated with improved performance outcomes for women, reducing economic outcomes favoring men (Mazei et al., 2015; Thompson, 1990a&b). Experience negotiating can reduce situational ambiguity and result in more appropriate and effective negotiation behaviors. For any negotiator, male or female, even a single negotiation experience was associated with a higher individual payoff (Mazei et al., 2015), a higher ability to log roll (when loss in some areas is sacrificed for larger gain in others), and more accurate judgments about their opponents' priorities (Thompson,

1990a) compared to no experience. In an experiment where participants began with no experience and completed seven-different, two-party negotiation tasks, the experience level of the negotiator's opponent had an impact on the outcome. Experienced negotiators were more likely to claim over half of the available resources when they were paired with an inexperienced negotiator compared to if they were paired with a negotiator that had even a single previous negotiation experience (Thompson, 1990b). When women have negotiation experience, the gender difference in economic outcomes favoring men was found to be significantly reduced (Mazei et al., 2015). Given the importance of understanding the tasks of a negotiator through experience, exercises play a critical role in the training intervention. These learning exercises (analogical encoding through case study comparisons and role plays) have been used as effective negotiation trainings to facilitate learning and transfer (Movius, 2008), and will each be discussed more in depth below.

   Analogical Encoding Through Case Study Comparisons. Analogical encoding is when two examples are compared, facilitating learning and transfer (Colhoun et al., 2008). When students make comparisons between examples, this helps inform the learner what aspects of the experience are relevant, and which are causally irrelevant (Gillespie et al., 1999). Drawing key parallels between two cases focuses on the common relational structure and shows more complete accuracy of the principle being learned (Colhoun et al., 2008).

   Analogical encoding has been found to facilitate knowledge transfers in negotiations (Loewenstein et al., 1999), and is a teaching method that effectively demonstrates learning of new concepts and skills in negotiation trainings (Movius, 2008).

Compared to repetition and feedback, analogy comparisons and observation are more effective and efficient methods for learning negotiation techniques, leading to more favorable negotiation outcomes for both parties (Gillespie et al., 1999; Nadler et al. 2003). Specifically, analogy exercises resulted in undergraduate students being more likely to propose optimal negotiation strategies and less likely to compromise (Loewenstein et al., 1999). Graduate management students were three times more likely to incorporate the trained strategy into their negotiations when they were instructed to compare two cases to each other (Loewenstein et al., 1999). In another study, students who were told to compare two cases were nearly three times more likely to transfer the learning principle in an actual face-to-face negotiation than those that were instructed to only give advice (Thompson et al., 2000). Analogical comparison therefore is suggested to be a simple and cost-effective method in negotiation trainings (Thompson et al., 2000).

Greater specificity in the case, with intensive comparisons (describing both cases together and mapping specific correspondences between the elements of the two cases), leads to better understanding of the principle (Colhoun et al., 2008; Kurtz et al., 2001). Pushing the conclusions of the comparisons further helps catch inappropriate matches of elements between cases (Gentner, 1989). It is therefore recommended that instructors explicitly guide the comparisons, even with just simple instructions, and provide supporting diagrams and definitions needed (Gentner et al., 2003). Even when participants were presented with two cases on the same page and told to give advice for each, no participant drew a parallel between the two or made comparisons (Thompson et al., 2000). Therefore, explicit instruction to compare cases seem to be important.

Best results for analogical encoding are obtained when learners are in pairs or teams and asked to interpret the scenarios, identify key negotiation principles, and list specific correspondences (Kurtz et al., 2001; Loewenstein et al., 2003). Participating in a discussion to come to a mutual alignment between team members is an additional effective means of promoting insight (Kurtz et al., 2001). When learners are instructed to analyze two cases separately and not make any comparisons, they are less likely to transfer valuable strategy to novel negotiation situations compared to learners who had explicit instructions to make comparisons (Loewenstein et al., 2003).

Role Play. Negotiation training has relied on activity-based learning via role play for decades (Weiss, 2008). While role play simulations lack real stakes, potentially minimizing the situation, they do still provide a good opportunity for teaching negotiations (Alavoine et al., 2014) by demonstrating how aspects of the interaction (e.g., trust, power, stakes) influence the process and outcomes of the negotiation. There are three essential skills for good negotiators: dealing with the unexpected, responding "in the moment", and adapting effectively to sudden changes (Balachandra, Crosson et al., 2005). Role play simulations that are less rigid with enough of a structure to begin the process and create a strategy, but dynamic enough to allow for modification, allow the negotiators to improvise and demonstrate how power can evolve and be transferred from one party to the other through the course of a negotiation (Alavoine et al., 2014; Balachandra, Brodone et al., 2005). Role play simulations allow for the negotiator to prepare and consider the changing needs of the other party, and the driving forces of the situation are shared by all participants, making them useful training tools (Alavoine et al., 2014; Balachandra, Brodone et al., 2005).

It is typical following a role play simulation to debrief the activity. Some debriefs usually focus on the overall outcomes, not the process through which the outcomes were reached (Balachandra, Crosson et al., 2005). However, discussing the process, negotiators can identify challenging situations and discuss strategies they can use if they encounter them again in the future. The improvisation of role play allows learners to become familiar with adding new information to the scene in response to assertive moves rather than scripted responses and becoming tongue-tied by the situation (Balachandra, Crosson et al., 2005).

Designing an Intervention for Women

While it is known that there are gender differences in negotiation performance, there has been little investigation into different types of training specifically for women (Barkacs & Barkacs, 2017; Kulik et al., 2020). Drawing from women-focused leadership trainings that emphasized three principles (Ely et al., 2011), Kulik and colleagues (2020) outlined how to design a training program responsive to women's needs. First, there needs to be a translation of behavioral recommendations into a personal style that works within gendered contexts instead of behaviors that are best practices for men. Next, women need to be provided a safe space where they have the freedom to fail without being judged and putting personal relationships at risk. Finally, the translated negotiation behaviors need to be anchored in women's personal and authentic identities, values, and sense of self.

The training designed in the current dissertation is responsive to women's needs in several ways. First, the behavioral recommendations are drawn from empirical research best practices specifically for women in negotiation (see Kennedy & Kray,

2015; Kulik et al., 2020; Schneider, 2017; Stuhlmacher et al., 2007; Tinsley et al., 2009).

Second, women are provided a safe space by completing the training intervention online and at their own pace (Kennedy & Kray, 2015). Third, the women can translate the negotiation behaviors into their own personal style during an optional online Zoom negotiation (Kennedy & Kray, 2015). The negotiation behaviors that were trained during the intervention will now be outlined based on four learning outcomes designed specifically for women in negotiation.

Learning Outcomes

The design of the training program had four learning outcomes that guided the intervention. These learning outcomes were created to articulate performance goals that the learners should be able to do by the end of the course, not simply what the instructor will cover. The learning activities of this intervention were tailored towards meeting the learning outcomes. Having these performance-oriented goals is a course design element likely to support lasting and flexible learning (McAdoo & Manwaring, 2009).

The four learning outcomes are (1) Demonstrate increased awareness for effective negotiation attributes, (2) Recognize the opportunity to ask for what you need, to get what you want, (3) Identifying potential obstacles that could keep you from reaching your goals and (4) Develop strategies to mitigate potential social backlash. The expectations for each learning outcome are explained below and summarized in Table 1.

Learning Outcome One: Demonstrate Increased Awareness for Effective Negotiation Attributes

Social roles are behavioral expectations individuals hold for themselves and others based on their social positions (Katz & Kahn, 1978). Gendered stereotypes are

likely to become internalized such that women might not be aware of the effects they have on their own behavior (Bowles, 2013); therefore, it was important for participants to "regenerate" stereotypes by rewriting their personal and social scripts around women negotiators (Kray et al., 2002; Kulik et al., 2020). Stereotype regeneration is a process that modifies or redefines how behaviors and traits are associated with a group (Kray et al., 2002). While agentic behaviors are most well-known as effective to negotiation, negotiation experts have identified 13 traits determined critical for negotiation success (Raiffa, 1982), including feminine traits such as being verbally expressive, having good listening skills, being insightful, and being emotionally aware (Kray et al., 2002). Stereotype regeneration works by associating effective negotiation with the female stereotype-congruent attributes. During the training intervention, example activities included explicitly priming learners about the value of stereotype-congruent attributes to boost confidence by demonstrating to women that they already have the attributes needed to become effective negotiators (Kulik et al., 2020). However, to reduce the risk of stereotype threat, which is when performance suffers based on knowledge of negative stereotypes related to one's group (Steele, 1997), the connection to stereotype-congruent attributes was made implicitly (without mentioning gender), and instead framed as focused on "effective negotiation attributes".

Learning Outcome Two: Recognize the Opportunity to Ask for What You Need, to Get What You Want

Interpersonal assertiveness is defined as the degree to which an individual will stand up for their own interests and speak out for themselves when their interests are not perfectly aligned with those of others (Ames et al., 2017). Low assertiveness

(exemplified by timid proposals, a readiness to accommodate others' positions, and an avoidance of making requests in the first place) can result in worse material and instrumental outcomes and failure to secure the needed resources (Ames et al., 2017). Mentally reframing a "negotiation" to "asking" favors language that is more consistent with a lower social role and gesture of politeness (Small et al., 2007), which can aid in overcoming the intimidation of negotiation and stop avoiding making the request.

Additionally, setting a goal that is a good balance of assertiveness, but not too bold that it backfires, is a useful technique (Ames et al., 2017). When salary information is widely available and negotiators have access to benchmarks about a "good" outcome, gender differences in negotiations decrease (Bowles et al., 2005), therefore negotiators need to know the importance of learning their market value and benchmarking their salary (Azong et al., 2017).

Learning Outcome Three: Identifying Potential Obstacles That Could Keep You from Reaching Your Goals

Identifying potential obstacles was one of the first steps in Stevens and colleague's (1993) self-management training for negotiation. In their training, learners received a brief lecture covering how to identify obstacles, prepare a plan with goals to overcome them, and self-monitor progress with self-administered rewards. This training went beyond goal setting because of the extra step of identifying obstacles and planning to overcome them. Women exposed to the self-management training with this extension of past goal setting obtained significantly higher salary gains than similarly trained men in subsequent negotiations (Stevens et al., 1993). Therefore, a third learning outcome emphasized anticipating and planning to overcome performance obstacles as it can result

in increasing both perceived control over the negotiation process and the range of reactive tactics used in response to intimidation attempts by their negotiating counterpart.

Learning Outcome Four: Develop Strategies to Mitigate Potential Social Backlash

Two possible strategies to reduce gender effects are mitigating social backlash and using technology. These are explained in-depth below.

Mitigating Social Backlash. Following Schneider's (2017) action plan for what individual negotiators can do after recognizing the stereotype and obstacles, evidence suggests negotiators need to develop a strategy for reducing the gender effects by working within the stereotype. Based on insights from empirical research, Tinsley and colleagues (2009) summarize a list of practical applications that women can use for negotiating within their gender stereotype. These prescriptive strategies fit into three categories – working within the core feminine stereotype, minimizing the activation of the core feminine stereotype, and negotiating to move the boundaries of acceptable behaviors. Table 2 summaries the recommendations of Tinsley et al. (2009) for mitigating social backlash for women.

Negotiation can be more congruent to a female gender role by psychologically reframing masculine negotiations with masculine-supplement primes and feminine-complement primes (Bear & Babcock, 2017). To use the masculine-supplement prime, women recall past agentic behavior, influencing their own perception of themselves in relation to the situation. The feminine-complement prime involves imagining that the negotiation is for a close friend, influencing their perceptions of the situation and activating the relational strength of the communal gender role.

Use of Technology. A second strategy for reducing gender backlash in the training is to utilize available technology to minimize gender role salience. With the absence of visual information and non-verbal cues, media-poor communication has the potential to neutralize cues of status and exposure, creating a degree of equality in negotiations and equalizing pre-negotiation power differences (Nadler & Shestowsky, 2006; Turnbull et al., 1976; Wachter, 1999). This environment creates a weak situation with a high ambiguity for behavioral expectation, allowing female roles to be less salient, and negotiator roles to be more salient (Stuhlmacher et al., 2007; Stuhlmacher & Linnabery, 2013). The use of media-poor virtual negotiation potentially enables women to be more assertive than in a face-to-face negation, minimizing the effect of lower economic outcomes than men in negotiations (Stuhlmacher et al., 2007).

Preliminary research has demonstrated that virtual negotiation appears as a low-risk outlet and preferred communication mode for women and anxious negotiators. When given the choice of using a face-to-face or e-negotiation to finalize a job contact, women were 5.28 times more likely than men to choose the e-negotiation for their negotiation (Stuhlmacher & Reich, 2017). A replication of this study confirmed this effect with women overwhelmingly choosing to communicate by e-negotiation rather than face-to-face (Gallagher & Stuhlmacher, 2019). Fear of backlash was found to moderate the relationship between gender and preference for virtual negotiations. The same study found that high anxiety about negotiation had a strong relationship with the behavior of choosing e-negotiation communication mode. Importantly, both men and women with higher anxiety about the upcoming negotiation were more likely to choose e-negotiations. This suggests that e-negotiations without video are seen as a lower-risk communication

mode for both men and women anxious about an upcoming negotiation. Communication

mode remains a possible tactic for women to have in their negotiation tool kit because in

many negotiation situations, women generally report higher anxiety about negotiation

than men.

Training Evaluation Criteria

In the current dissertation, the effectiveness of the training was empirically

evaluated according to the Kraiger and colleagues' (1993) categories of learning

outcomes: cognitive, skill-based, and affective. Cognitive outcomes relate to the quantity

and type of knowledge and the relationships among knowledge elements and include

dynamic processes of verbal knowledge, knowledge organization and cognitive

strategies. Verbal knowledge is foundational development of verbally based, task-

relevant knowledge that is a necessary, but not sufficient condition for higher order skill

development and is typically assessed through multiple-choice, true-false, or free-recall

exams. Knowledge organization is the development of meaningful structure for

organizing information, commonly coined with the term "mental model" serve as a

mechanism to describe functions and integration of tasks to anticipate future task

requirements. Mental models differ in their complexity of stored elements and the

organization and interrelationships of the model elements. The assessment of knowledge

organizations includes judgments of similarities among core elements, physically

arranging elements using a free-sort task, or submitting judgements to a clustering or

scaling algorithm. Cognitive strategies refer to the more elegant task strategies that

emerge through the continuous compilation of knowledge and procedures, facilitating the

application of knowledge. One common approach for measuring cognitive strategies is simple recall or recognition of the steps to take to progress towards a goal.

The next category of learning outcomes are skill-based outcomes that occur in the definable stages of skill compilation (procedural and composition) and skill automaticity that can be translated into adaptable skills. Skill compilation, when tasks are produced faster, more fluid, and with less errors, it is the result of building smaller, discrete behaviors into a routine (proceduralization) and mentally grouping steps from smaller procedures into more complex ones (composition). Skill compilation can be measured using behavioral observations and hands-on performance measurement. When there is a shift from controlled to more fluid and individualizes process, skill automaticity has occurred. Skill automaticity has been assessed with the examination of artificial tasks under rigorous conditions.

The final category of affective outcomes can be broken down further into attitudinal and motivational. An attitude is defined as an "internal state that influences the choice of personal action" (Gagne, 1984). As such, attitudinal outcomes may include inner growth, self-awareness and changing values. Motivational outcomes include motivational disposition, self-efficacy, and goal setting. While motivational outcomes are more commonly evaluated as a secondary training outcome (Kraiger et al., 1993), they were the focus of this training program and will be explored more in depth below.

Motivational Disposition

Motivational disposition is classified by two goal orientations: mastery (also known as learning) or performance. Mastery orientation is concerned with self-perception of one's competence while performance orientation is concerned with other's perceptions

of one's competence (Dweck, 1986). In other words, individuals with a mastery orientation focus on increasing competency for self-growth (Cellar et al., 2011). Individuals with a mastery orientation perceive their skills and abilities as malleable. Individuals with a performance orientation focus on increasing competency to do well and gain a positive evaluation from others. Individuals with a performance orientation perceive their capabilities as fixed or immutable to change. In a negotiation setting, negotiators who believe that negotiating attributes are malleable outperform (e.g., capturing more of the bargaining surplus, were more integrative) negotiators who believe that negotiating attributes are fixed (Kray & Haselhuhn, 2007). When negotiators believe that their negotiating ability is changeable, they are more likely to consider how things could have been better following the negotiating, participating in upward counterfactual reflecting (Wong et al., 2012).

Given that experience from a single negotiation is associated with more effective negotiation behaviors and that when women have negotiation experience the gender difference in economic outcomes favoring men significantly reduces (Mazei et al., 2015), it was hoped that after women complete the training program, they will be more likely to believe that negotiation skills can be learned.

Self-Efficacy

The second motivational outcome, self-efficacy, is the belief that one can successfully reach achieve their goals (Bandura, 1977). Self-efficacy can be both a direct and indirect outcome of well-designed training programs: when trainees experience skill capacities and competence, they are likely to experience higher perceptions of self-efficacy. While research has not shown a direct effect for self-efficacy on negotiation

outcomes, it has been reported to have an influence on choice of tactics during the initial phase of a negotiation when negotiators are typically most anxious (Sullivan et al., 2006). Furthermore, individuals with high negotiation self-efficacy are found to be less affected by anxiety, moderating the effects on earlier exits from a negotiation, which results in lower economic outcomes (Brooks & Schweitzer, 2011). Therefore, it was expected that after women complete the training program, they will have higher perceptions of self-efficacy from the experience. Subsequently, as a result of the increased perceptions of self-efficacy, it was hoped that anxiety would be lessened.

Goal Setting

The third motivational outcome of goal setting characterizes the direction, arousal, and persistent of effort for motivated behavior (Locke & Latham, 1990). Goal setting theory posits that individuals who set specific and difficult goals, and are committed to those goals, are more likely to perform at higher levels (Locke & Latham, 2002). Additionally, goal commitment is facilitated by the importance of goal attainment and self-efficacy (Klein et al., 1999; Seijts & Latham, 2000). In a negotiation context, negotiators achieve higher profits when they have specific and challenging goals, compared to suboptimal or no goals (Zetik & Stuhlmacher, 2002).

Difference in goal quality is a useful indicator of trainees' development (Kraiger et al., 1993). Experts and novices differ in goal clarity and specificity (Glaser, 1986). Therefore, following the intervention, women were expected to set more specific and difficult goals.

Rationale

Previous research has shown consistent differences in the processes and outcomes of negotiations between men and women, stemming from the role incongruity of a negotiator and the female gender role (Mazei et al., 2015; Stuhlmacher & Walter, 1999; Walters et al., 1998). In particular, women (compared to men) have a lower propensity to initiate a negotiation (Kulger et al., 2018), because of factors such as fear of backlash (Moss-Racusin & Rudman, 2010) and anxiety. In addition to the individual-level impact of gender wage discrimination, at a societal level, this affects the slowed convergence of the gender pay gap.

While women may have to overcome additional challenges when approaching a negotiation, the role incongruity does not mean that women are incapable of being good negotiators (Stuhlmacher & Linnabery, 2013). Negotiation experience has been found to be effective in improving performance outcomes, especially for women (Mazei et al., 2015; Thompson, 1990). When women gain negotiation experience, the gender difference in economic outcomes favoring men significantly reduces and can be reversed in certain situations (Mazei et al., 2015). It was therefore proposed that administering an empirically based negotiation training intervention could help women overcome the challenges of initiating a negotiation. As a result of the experience provided in the training intervention, anxiety and fear of backlash could be reduced through utilizing strategies that mitigate social backlash. By focusing on recognizing the opportunity to ask/negotiate, identifying potential obstacles/points of resistance, and creating a strategy for reducing gender effects, women were expected to increase their knowledge and

experience of negotiations to reduce the discrepancy in negotiation outcomes between men and women.

Hypotheses

Hypothesis I

Compared to the control group, there will be a significant difference in mastery orientation between before completing the training intervention and after completing the training intervention. Women will have stronger beliefs that negotiation skills are malleable after the training than before.

Hypothesis II

Compared to the control group, there will be a significant difference in negotiator self-efficacy between before completing the training intervention and after completing the training intervention. Women will have stronger negotiator self-efficacy after they complete the training than before.

Hypothesis III

There will be a significant difference in negotiator anxiety between before completing the training intervention and after completing the training intervention. Women will report less negotiator anxiety after they complete the training than before.

Hypothesis IV

Compared to the control group, there will be a significant difference in goal setting between before completing the training intervention and after completing the training intervention. Women will set more effective goals (more specific and difficult) after they complete the training than before.

Hypothesis V

Compared to the control group, there will be a significant difference in fear of backlash between before completing the training intervention and after completing the training intervention. Women will report less fear of backlash after they complete the training than before.

Hypothesis VI

Compared to the control group, there will be a main effect of training intervention on choosing to continue with the Zoom negotiation. Participants that complete the training will be more likely to choose to negotiate than participants in the control condition.

Hypothesis VII

Compared to the control group, there will be an interaction of anxiety on choosing to continue with the Zoom negotiation and the training intervention. Participants that complete the training and score lower on feelings of anxiety will be more likely to choose to negotiate than participants in the control condition.

Method

Participants

Participants were ninety-eight early career adults, at least 18 years of age and that identify as female, who were recruited from graduate programs, internal workplace women's groups, college career center alumni channels, social media flyer posts, and word of mouth. Three sets of responses were removed on suspicions of fraud. Ninety-five participants total were included in the analyses, with forty-six in the control group and forty-nine in the intervention group.

According to the power analysis tool G*Power (Faul et al., 2007) for an

ACONVA F-test to analyze a pretest-posttest control group design, ninety participants

was the necessary minimum sample size for statistical power. This was based on the

following a priori assumptions: predicted effect size (d=.30), level of significance

(α=0.05), and power (.80). The predicted effect size was estimated based on Cohen's

(1992) standards for small effect sizes (d=.10) and existing research of the effect size of

gender on economic outcomes, where 59% of the effect sizes were medium to large

(Mazei et al., 2015). The power (.80) was set at the necessary level to detect the effects

(Cohen, 1992), and in line with the power level needed to detect predicted effects for

attitude-behavioral relationships (Bechler et al., 2021).

Procedure

Participants were invited to sign up for an online negotiation training

administered on a website via Qualtrics. When participants sign up for the study, they

were first provided informed consent (Appendix A) and a demographic questionnaire

(Appendix B). They were then told that the training will contain a virtual Zoom

negotiation and three online training modules. They then took the pretest, being prompted

as though they are going to start with the negotiation. The pretest (Appendix C) contained

the Mastery Orientation, Fear of Backlash, Negotiator Self-Efficacy, and Negotiator

Anxiety measures. After they complete the pretest, participants were informed to look out

for more information on the training in their emails, pending a review of the qualification

material.

Participants who met the qualifications for the study (identify as female and over

the age of 18) according to their demographic questionnaire were randomly assigned (see

numbers table in Appendix D) to either the "Intervention" condition or "Control" condition and given confidential ID. Participants in the "Control" condition received an email saying that due to the overwhelming response to training, they were placed on a waitlist for the training and they will be emailed a link in one week with a link to the training. When they received the one-week email, they began with taking the pretest measures (Appendix C) before entering the online training portal. Participants in the "Intervention" condition immediately received an email with a link to the self-guided online training, a training agenda (Appendix E), the learning outcomes for the training session (Appendix F), and an explanation for why it is important to concentrate and complete the training with full effort in the open-ended responses (Appendix G). To encourage timely response, participants were told that if they complete all of the online training modules by within seven days of starting the study, they will receive a $20 Amazon gift card.

The modules were an adaptation from Barkacs and Barkacs' (2017) Budget Time simulation. Budget Time is a gender-based negotiation simulation that was purposefully designed to not make participants aware that the exercise is based on gender issues. The simulation contains two department head roles, one that is advantaged and primed with a promotion focus (concerned with accomplishing gains and preferring an eager strategy), and one that is disadvantaged and primed with a prevention focus (concerned with minimizing losses and a vigilant strategy) (Barkacs & Barkacs, 2017; Higgins et al., 2001).

Each of the three modules (Appendices H-J) began with a video recording of a female actor giving an interview as she prepares for an annual performance review

negotiation, essentially reading a portion of a disadvantage role to the camera. After the video finishes, the text version of the role appeared on the screen with the following prompt: "*There are several of opportunities Sarah had to enter the negotiation with a more advantageous position. Please identify them in the script.*" After the participant selected her choices, the training identified the moments Sarah could have been more advantageous in her framing. The training also outlined moments within the video where Sarah already had an advantageous framing. The module ended with a video of what it would look like for if Sarah prepared with a fully advantageous framing. Participants then moved on to the next module, following the same format. This was an extension from the original simulation in the following ways: (1) the participant is aware that they are focused on gender-based advantages, (2) the entire training is virtual, (3) the video brings life to the role, allowing the participants to hear it play out, making it more realistic, (4) it divides the simulation into sizeable chunks (approximately 15-20 minutes each) that allows participants to focus on the objectives and debrief the learnings immediately once they occur rather than all at the end, (5) it guarantees that all learning objectives will be reviewed rather than select picking the ones that participants experienced during the negotiations and (6) the debriefs occur before the negotiation so participants can learn before they experience a negotiation.

Following the completion of Module 3, participants received two case studies featuring a salary negotiation as a final exercise (Appendix K). The two case studies contained instances that reflected the advantaged and disadvantaged roles. Participants were asked to identify the different opportunities between the two cases. They then had to state which one they think would have a more successful outcome and why. Participants

completed the posttest measures (Appendix C) and were asked if they would like to schedule a Zoom negotiation or not. Participants were then shown the debrief information (Appendix M) and the form to sign-up for a negotiation timeslot within the next 7 days. After a review of completeness, participants were compensated for their time.

Participants who signed up for the Zoom negotiation were prompted to download the Zoom Negotiation Packet (Appendix L), which included a company overview, the job description of the negotiator role, the resume of the participant's role, and the participant's offer letter. Twenty-four hours before the scheduled negotiation timeslot, participants received a reminder email with the link to the virtual 30-minute performance review negotiation simulation. A female confederate (all confederates were female to control for any counterpart gender effects, within the same age range (18-22), and went through a confederate training together) played the role of the hiring manager. Before starting the negotiation, the confederate asked for permission to record the negotiation. While the opportunity to negotiate was part of the training as an optional experience, the data from the negotiation is not part of this study.

Materials and Measures

Demographics

Negotiation Experience. General negotiation experience was measured to control for negotiation experience on a 7-point scale (1 = no experience, 7 = I'm an expert) (Eflenbein et al., 2008). Participants were asked much experience they have negotiating pay/salary, while buying or selling items, and during a training or classroom course on a 7-point scale (1 = rarely, 7 = daily).

Age and Education. Participants were asked to answer one question each about their age and education. Degree of education was dummy coded as follows: Some high school, no diploma or equivalent = 1, High school degree / GED = 2, Some college and/or associate degree = 3, College / Undergraduate degree = 4, Graduate or Terminal professional degree = 5.

Gender. Participants were asked to indicate their sex/gender based on the following list: Female, Male, Transgender Female, Transgender Male, Gender Variant/Non-Conforming, Prefer not to answer, Not listed (please specify). Gender is a social construct that refers to the psychological, behavioral, social, and cultural aspects of being a man, woman, and/or non-binary/gender-diverse individual (American Psychological Association, 2015), while sex refers to physiological and biological aspects of being male or female. While one's gender expression and identity may be fluid across a spectrum, non-binary, and not match their sex assigned at birth (e.g., as in the case of transgender vs. cisgender individuals), there is not enough literature to inform how hypotheses may differ outside of the binary sex construct. Participants that did not identify as female would have been removed from the study, however all participants that signed up identified as female.

Race and Ethnicity. Race and ethnicity were asked as a "check all that applies" and include the following: African American or Black, Asian-American or Asian, Hispanic or Latino/a/x, Native American/American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, White, Prefer not to say, Other (please specify).

Mastery Orientation

Mastery orientation was measured according to Kray and Haselhuhn's (2007) Implicit Negotiation Beliefs Scale ($\alpha = .76$). Each of the seven items was rated on a 7-point scale (1 = very strongly agree, 7 = very strongly disagree). Example items include: "People can approach negotiations differently, but the important part of how they handle conflict can't really be changed" and "All people can change even their most basic negotiation qualities" (reverse-coded). After reverse coding, the scores were then averaged to create a composite, with higher scores representing a stronger belief in the malleability of negotiation aptitude (Kray & Haselhuhn, 2007).

Fear of Backlash

Fear of backlash was measured with two open-ended questions (adapted from Amanatullah & Morris, 2010), asking participants to indicate their confidence (0 = no confidence, 100 = full confidence) in asking for their ideal amount (see Appendix C). Items include: "Reasonably ask for your ideal amount without your counterpart perceiving you to be a pushy person?" and "Reasonably ask for your ideal amount without causing your counterpart to punish you for being too demanding?" Because of the high correlation between the two items, the scores were averaged into a single measure for fear of backlash (Amanatullah & Morris, 2010).

Negotiator Self-efficacy

The eight-item negotiator self-efficacy scale (Sullivan et al., 2006) was used (see Appendix C) ($\alpha = .94$). This measure has four items on integrative self-efficacy and four items on distributive self-efficacy. Each item was rated on a 100-point scale, where 0 = no confidence and 100 = full confidence, describing how confident the participant feels they are in using each tactic successfully in a given negotiation. Example items include:

"Prevent the other negotiator from exploiting your weaknesses (distributive)" "Find tradeoffs that benefit both parties (integrative)". Self-efficacy was averaged into scores for integrative self-efficacy, distributive self-efficacy, and total self-efficacy, with total self-efficacy used for the analyses.

Negotiator Anxiety

Negotiator anxiety was measured by four anxiety-related emotions and four neutral-related emotions (Brooks & Schweitzer, 2011) (α = .83). Participants rated (1= not strongly at all, 7 = very strongly) four anxiety emotions: anxious, apprehensive, worried, and nervous and four neutral emotions: neutral, indifferent, unemotional, and calm (see Appendix C). Anxiety was averaged into scores for anxious and neutral emotions.

Goals

Goals were measured by asking the following open-ended questions: "What is the ideal outcome you hope to achieve in the upcoming negotiation?" (adapted from Brooks & Schweitzer, 2011) and "How did you determine the ideal outcome you hope to achieve in the upcoming negotiation?". Goals were coded for quality based on goal specificity and complexity, categorized into suboptimal vs. specific with complexity, such that 0 = suboptimal; no specific goal, 1 = specific goal with no complexity, 2 = specific goal with complexity. Goal specificity was coded as (0 = No specific goal, 1 = Yes specific goal). A "do your best" goal was classified as no specific goals and immediately categorized as suboptimal as it is implicit in negotiation tasks (Zetik & Stuhlmacher, 2002). A specific goal would be exemplified by stating an ideal salary amount, or a number of concessions they wish to get from the other party. Goal complexity was based on how many

negotiable issues are specified (Arnold & O'Connor, 2021). The open-ended answers were coded by two trained coders. After aligning on the coding scheme, the two coders practiced with a subset of the answers. After reviewing and aligning on any discrepancies or changes needed to the coding scheme, they coded all the open-ended answers. Discrepancies were resolved through discussion. The codes for each question were analyzed separately and averaged together to make a composite score for goals. Scores for goal ranged from 0 to 2.

Results

Descriptive Analyses

Descriptive analyses were run for demographic variables as shown in Table 3. Table 4 provides a breakdown of the means and standard deviations of the variables based on condition and time. Table 5 shows Pearson correlation coefficients and Cronbach's Alphas for main variables for all participants. Pearson correlation coefficients for main variables were broken down further for only participants in the Control Condition (Table 6) and for participants in the Intervention Condition (Table 7). Across all participants, general negotiating experience was found to have a significant correlation with negotiator self-efficacy (r (93) = .50, $p < .01$) and with fear of backlash (r (93) = -.53, $p < .01$). Participants with greater negotiating experience reported stronger feelings of negotiator self-efficacy and lower feelings of fear of backlash. Age was found to have a significant correlation with negotiator self-efficacy (r (93) = .21, $p < .05$) and fear of backlash (r (93) = -.22, $p < .05$). The older a participant reported themselves to be, they also reported stronger feelings of negotiator self-efficacy and lower feelings of fear of backlash. Negotiator self-efficacy and fear of backlash were also found to be

significantly correlated with each other (r (93) = -.77, p < .01). Participants that reported stronger feelings of negotiator self-efficacy also reported lower feeling of fear of backlash.

Hypothesis Testing

This experiment was a classic controlled experiment with a pretest posttest control group design (Shadish et al., 2002). First, I will review the overall approach taken to test each hypothesis before going into the specific results for each.

The testing of each hypothesis began with examining outliers, assumptions of linearity, and homogeneity of regression scores. Outliers were identified in R using the isOutlier function and visualized in a boxplot. Any violations of assumptions of linearity and homogeneity were first examined by removing the outliers. If a violation for homogeneity still existed, the Johnson-Neyman technique was used to provide regions of significance (Cahen & Linn, 1971; Dimitrov & Rumrill Jr, 2003). If any violations still existed, they were noted before continuing with analyses.

Analysis of Covariance (ANCOVA) was run in R to analyze hypotheses I-V, both with and without any outliers. To reduce error variance, pretest scores were used as the covariate (Dimitrov & Rumrill Jr, 2003). Effect sizes were analyzed using eta-squared in R, and pairwise t-tests were used to examine group differences between time points at each group levels in the repeated measures design. Significance for directional hypotheses was determined by using a one-tailed t-test. An alpha level of .05 was used for all statistical tests. Multiple logistic regression was run in R were run to test hypotheses HVI-HVII.

Hypothesis I

Hypothesis I predicted that compared to the control group, women who received the intervention would score higher on believing that negotiation skills are malleable after they complete the intervention than before. A test for outliers revealed nine outliers, with one in the Control Condition at time two, three in the Intervention Condition at time one, and five in the Intervention Condition at time two. When outliers were excluded from the condition, the dataset was found to follow a normal distribution. The dataset was found to have a linear relationship between pretest and posttest score from each group both when the outliers were included and when they were excluded.

The ANCOVA computed with outliers revealed a significant difference ($F(1,92)$ = 13.34, $\eta2 = 0.08$, $p < .001$) between the Control Condition and the Intervention Condition. Analyses with the outliers removed still revealed a significant difference between the Control Condition and the Intervention Condition ($F(1,85) = 30.06$, $\eta2 = 0.17$, $p < .001$). This suggests that the condition (Control vs. Intervention) differed on mastery orientation over and above the pretest scores, regardless of if outliers are removed. Participants in the Intervention Condition reported stronger perceptions that negotiation skills are malleable than participants in the Control Condition.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers included. At Time One, there were no significant differences between conditions ($p = .448$), while there were significant differences between groups at Time Two ($p = .007$). Within the Control Condition, there was a significant difference between Time One and Time Two ($p = .020$). Participants in the Control Condition reported weaker perceptions that negotiation skills are malleable Time Two compared to Time One. Within the Intervention Condition, there was a significant difference between Time

One and Time Two ($p < .001$). Participants in the Intervention Condition reported stronger perceptions that negotiation skills are malleable Time Two compared to Time One.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers excluded. At Time One, there were no significant differences between conditions ($p = .912$), while there were significant differences between groups at Time Two ($p < .001$). Within the Control Condition, there was a significant difference between Time One and Time Two ($p = .037$). Participants in the Control Condition reported weaker perceptions that negotiation skills are malleable Time Two compared to Time One. Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p < .001$). Participants in the Intervention Condition reported stronger perceptions that negotiation skills are malleable Time Two compared to Time One.

As shown in Figure 1, women in the Control Condition scored lower on believing that negotiation skills are malleable between Time One and Time Two. Women who received the intervention scored higher on perceptions that negotiation skills are malleable after they completed the intervention than before, supporting Hypothesis I.

Hypothesis II

Hypothesis II predicted that compared to the control group, women who receive the intervention would score higher on negotiator self-efficacy after they complete the intervention than before. When outliers were excluded from the condition, the data et was found to follow a normal distribution.

The dataset was found to have a linear relationship between pretest and posttest score

from each group both when the outliers were included and when they were excluded.

The ANCOVA computed with outliers revealed a significant difference ($F(1,86)$ = 23.62, η2 = 0.11, $p < .001$) between the Control Condition and the Intervention Condition. Analyses with the outliers removed still revealed a significant difference between the Control and the Intervention Condition ($F(1,84) = 14.65$, η2 = 0.08, $p <$ .001). This suggests that the condition (Control vs. Intervention) has an effect on negotiator self-efficacy over and above the pretest scores, regardless of if outliers are removed. Participants in the Intervention Condition reported stronger feelings of negotiation self-efficacy than participants in the Control Condition.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers included. At Time One, there were no significant differences between conditions ($p = .843$), while there were significant differences between groups at Time Two ($p = .001$). Within the Control Condition, there was no significant difference between Time One and Time Two ($p = .763$). Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p < .001$), such that they reported stronger feelings of negotiation self-efficacy Time Two as compared to Time One.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers excluded. At Time One, there were no significant differences between conditions ($p = .375$), while there were significant differences between groups at Time Two ($p = .004$). Within the Control Condition, there was no significant difference between Time One and Time Two ($p = .764$). Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p < .001$), such that they

reported stronger feelings of negotiation self-efficacy Time Two as compared to Time One.

As shown in Figure 2, women who received the intervention scored higher on negotiation self-efficacy after they completed the intervention than before, supporting Hypothesis II.

Hypothesis III

Hypothesis III predicted that compared to the control group, women who receive the intervention would score lower on negotiator anxiety after they complete the intervention than before. A test for outliers revealed one outlier in the Control Condition at time two. Assumptions of normality in the Intervention Condition at Time One and Time Two were found to be violated both when outliers were included and excluded. A linear relationship was found between pretest and posttest score from each group both when the outliers were included and when they were excluded.

The ANCOVA computed with outliers revealed there was no significant difference ($F(1,90) = 2.02$, $\eta2 = 0.01$, $p = .159$) between the Control Condition and the Intervention Condition. Analyses with the outliers removed still did not show a significant difference between the Control and the Intervention Condition ($F(1,89) = 1.14$, $\eta2 < 0.01$, $p = .289$). This suggests that the condition (Control vs. Intervention) did not have an effect on negotiator anxiety over and above the pretest scores, regardless of if outliers were removed.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers included. At both Time One ($p = .515$), and Time Two ($p = .351$), there were no significant differences found between conditions. Within the Control

Condition, there was no significant difference between Time One and Time Two (p = .834). Within the Intervention Condition, there was a significant difference between Time One and Time Two (p = .006), such that participants reported lower feelings of negotiation anxiety at Time Two compared to Time One.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers excluded. At both Time One (p = .354), and Time Two (p = .484), there were no significant differences found between conditions. Within the Control Condition, there was no significant difference between Time One and Time Two (p = .834). Within the Intervention Condition, there was a significant difference between Time One and Time Two (p = .006) , such that participants reported lower feelings of negotiation anxiety at Time Two compared to Time One.

As shown in Figure 3, women who received the intervention scored lower on negotiator anxiety after they completed the intervention than before, but they did not differ between conditions over and above pretest scores. Thus, Hypothesis III was not supported.

Hypothesis IV

Hypothesis IV predicted that compared to the control group, women who receive the intervention would set more specific and difficult goals after they complete the intervention than before. A test for outliers revealed six outliers, with three in the Control Condition at time two and three in the Intervention Condition at time one. Assumptions of normality in both conditions at both time points were found to be violated when outliers were included and excluded. A linear relationship was found between pretest and posttest score from each group both when the outliers were included and when they were

excluded.

The ANCOVA computed with outliers revealed a significant difference ($F(1,91)$ = 8.79, η2 = 0.07, p = .004) between the Control Condition and the Intervention Condition. Analyses with the outliers removed still revealed a significant difference between the Control and the Intervention Condition ($F(1,85)$ = 11.83, η2 = 0.12, p < .001). This suggests that the condition (Control vs. Intervention) differed on goal setting over and above the pretest scores, regardless of if outliers are removed. Participants in the Intervention Condition set more specific and difficult goals than participants in the Control Condition.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers included. At Time One, there were no significant differences between conditions (p = .771), while there were significant differences between groups at Time Two (p = .007). Within the Control Condition, there was no significant difference between Time One and Time Two (p = .283). Within the Intervention Condition, there was a significant difference between Time One and Time Two (p = .004). Participants in the Intervention Condition set more specific and difficult goals Time Two compared to Time One.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers excluded. At Time One, there were no significant differences between conditions (p = .463), while there were significant differences between groups at Time Two (p = .001). Within the Control Condition, there was no significant difference between Time One and Time Two (p = .102). Within the Intervention Condition, there was a significant difference between Time One and Time Two (p = .004). Participants in

the Intervention Condition set more specific and difficult goals Time Two compared to Time One.

As shown in Figure 4, women who received the intervention set more specific and difficult goals after they completed the intervention than before, supporting Hypothesis IV.

Hypothesis V

Hypothesis V predicted that compared to the control group, women who receive the intervention would score lower on fear of backlash after they complete the intervention than before. A test for outliers revealed seven outliers, with two in the Control Condition at Time One, three in the Control Condition at Time Two, and two in the Intervention Condition at Time Two. Assumptions of normality were found to be violated when outliers were included and only violated in the Control Condition at Time One when outliers were excluded. A linear relationship was found between pretest and posttest score from each group both when the outliers were included and when they were excluded.

The ANCOVA computed with outliers revealed a significant difference ($F(1,92) = 17.52$, $\eta2 = 0.09$, $p < .001$) between the Control and the Intervention Condition. Analyses with the outliers removed still revealed a significant difference between the Control and the Intervention Condition ($F(1,87) = 12.81$, $\eta2 = 0.09$, $p < .001$). This suggests that the condition (Control vs. Intervention) differed on fear of backlash over and above the pretest scores, regardless of if outliers are removed. Participants in the Intervention Condition reported less fear of backlash than participants in the Control Condition.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers included. At Time One, there were no significant differences between conditions ($p = .383$), while there were significant differences between groups at Time Two ($p = .003$). Within the Control Condition, there was no significant difference between Time One and Time Two ($p = .808$). Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p < .001$). Participants in the Intervention Condition reported less fear of backlash Time Two compared to Time One.

The Bonferroni test was used to examine pairwise comparisons between group levels with outliers excluded. At Time One, there were no significant differences between conditions ($p = .083$), while there were significant differences between groups at Time Two ($p = .005$). Within the Control Condition, there was no significant difference between Time One and Time Two ($p = .781$). Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p < .001$). Participants in the Intervention Condition reported less fear of backlash Time Two compared to Time One.

As shown in Figure 5, women who received the intervention had less fear of backlash after they completed the intervention than before, supporting Hypothesis V.

Hypotheses VI

Hypothesis VI predicted that compared to the control group, women who complete the training would be more likely to choose to negotiate than women in the control condition.

Multiple logistic regression revealed that there was no significant effect ($\beta = 0.69$,

$z = 1.12$, $p = .216$) of the Intervention Condition compared to the Control Condition on choosing to negotiate via the optional Zoom negotiation.

The Bonferroni test was used to examine pairwise comparisons between group levels. At Time One, there were no significant differences between conditions ($p = .529$), and no significant differences between groups at Time Two ($p = .582$). Within the Control Condition, there was no significant difference between Time One and Time Two ($p = 1.000$). Within the Intervention Condition, there was a significant difference between Time One and Time Two ($p = .032$), such that participants were more likely to choose to negotiate at Time Two compared to Time One.

As shown in Figure 6, women who received the intervention were significantly more likely to choose to negotiate via the optional Zoom negotiation after they completed the intervention than before, but they did not differ between conditions over and above pretest scores. Thus, Hypothesis VI is unsupported.

Hypotheses VII

Hypothesis VII predicted that compared to the control group, women who complete the training and score lower on anxiety would be more likely to choose to negotiate.

Multiple logistic regression revealed that there was no significant three-way interaction of participants in the Intervention Condition who score lower on anxiety choosing to negotiate via the optional Zoom negotiation ($\beta = -0.17$, $z = -0.38$, $p = .705$), leaving Hypothesis VII unsupported.

Discussion

This study aimed to design a negotiation training responsive to women based on behavioral recommendations drawn from empirical research best practices specifically for women in negotiation (see Kennedy & Kray, 2015; Kulik et al., 2020; Tinsley et al., 2009). Participants were provided a safe space by completing the training intervention online and at their own pace in a self-guided online environment (Kennedy & Kray, 2015). Evaluating the effectiveness of the training according to Kraiger and colleagues' (1993) categories of learning outcomes with a focus on motivational outcomes, I hypothesized that after completing the negotiation training intervention, women would be more likely to report greater perceptions that negotiation skills are malleable, higher negotiator self-efficacy, less negotiator anxiety, more specific and difficult goals, and less fear of backlash. This study found that the intervention had a significant effect on mastery orientation, negotiator self-efficacy, goal setting, and fear of backlash. Each finding will be discussed further below.

First, this study found that participants who completed the intervention, compared to the control, reported stronger perceptions that negotiation skills are more malleable. Interestingly, participants in the Control Condition reported weaker perceptions that negotiation skills are malleable at Time Two compared to Time One. The study design had pretest questions as part of the registration for the training, which for participants that are not familiar with research studies may have initially given the perception that they completed the study when registering. When they had then received an email that they were placed on a waitlist and invited back a week later, it could have impacted their self-perception of their competence. Comparatively, when participants received immediate

access to the training, they had the opportunity to focus on increasing competency for self-growth without delay. Practically, this finding suggests that perceptions of the ability to learn negotiation skills can be changed through training, and that it might be important to address these perceptions in a timely manner to not have any negative impact on learning.

Next, this study found that participants that completed the intervention, compared to the control, reported stronger feelings of negotiation self-efficacy. The first learning outcome that guided the design of the intervention was to demonstrate increased awareness for effective negotiation attributes. Drawing from stereotype regeneration, this focused on rewriting personal and social scripts around women negotiators (Kray et al., 2002) by associating stereotype-congruent attributes as effective negotiation attributes to increase confidence that women already possess the attributed needed to be effective negotiators (Kulik et al., 2020). This finding suggests that confidence in negotiating abilities can be increased through online training.

One variable that the intervention was not found to have a significant impact on was negotiator anxiety. While participants reported lower feelings of negotiation anxiety after completing the intervention, it was not significantly different from participants in the control condition. It was hoped that a result of increased perceptions of self-efficacy would result in lessened feelings of anxiety, however there was no significant relationship found between the two measures. Negotiations are novel situations that have the potential for undesirable outcomes, triggering feelings of anxiety (Brooks & Schweitzer, 2011). The second learning outcome of the intervention was to recognize the opportunity to ask for what you need, to get what you want. It was hoped that by

showcasing different opportunities to "ask", it would help overcome the intimidation of negotiation. However, that participants did not actually have to personally negotiate during the training, it could have been that negotiation situations did not become routine enough to lessen anxiety.

This study also found that participants set more specific and difficult goals after they completed the intervention. The third learning outcome for the intervention focused on identifying potential obstacles that could keep you from reaching your goals, beginning with the importance of not only goal setting, but identifying potential obstacles and creating a plan to overcome them (Stevens et al., 1993). This finding reiterates the importance of providing women with training on setting specific goals with multiple issues to plan to overcome potential obstacles.

Additionally, this study found that participants reported less fear of backlash after they completed the intervention. This directly related to the fourth learning of the intervention to develop strategies to mitigate social backlash. This appeared in two ways throughout the negotiation. First, by training on practical applications women can use for negotiating within their gender stereotype as summarized by Tinsley and colleagues (2009). Second was the use of technology, both by identifying there's the opportunity to negotiate over channels that have fewer social cues and by using an online forum for the training itself as a safe space to learn. This finding suggests that fear of backlash has the potential to be reduced through trainings.

Given the importance of negotiation experience on improving performance outcomes, especially for women (Mazei et al., 2015), I felt it was important to provide participants with the opportunity to partake in a real online negotiation. As part of this,

participants were asked about their intention to continue with the optional negotiation. The analyses revealed that completing the intervention did not have an impact on if a participant chose to continue with the optional negotiation. Unsurprisingly the final hypothesis was also unsupported, such that there was no interaction on completing the intervention and lower anxiety on choosing to continue with the optional negotiation. This could have been reflective of the sample of the participants having targeted early career professionals who might not have had additional time to dedicate past the training modules. It could also not have been a strong enough emphasis throughout the training or given that it was not a requirement to receive payment it was not of interest for participants to continue.

Strengths and Limitations

This study provides an advancement to the literature through its sampling of working professional women. Given the topic of the training, it was a strength of this study to expand past the voluntary participant pool of students and sample individuals who have experience with receiving a job contract and have been exposed to negotiating opportunities in the workplace. This sampling assists in the bridging of the scientist-practitioner gap by utilizing participants that match the target demographic and experience level of the designed training and deployed using a design practical to the applied world. A pre-post control design with random assignment was employed but confounding variables are still possible.

Possible confounds include selection bias, which is when the sample of the research has preexisting characteristics that differ from the general population and can threaten the validity of causal inferences from intervention conclusions (Larzelere et al.,

2004). While this study did provide an incentive for completion, participants first had to self-select into the study, which is a form of self-selection bias (also called volunteer bias). To help protect systematically against this, participants were blindly randomly assigned to either the Control Condition or Intervention Condition. However, completing the study remained voluntary, leading to attrition (an additional subset of selection bias) between Time One and Time Two measurements for both the Intervention Condition ($n = 21$) and the Control Condition ($n = 39$). The study was designed include a Control Condition to be able to speak to the effectiveness of the intervention. However, given the sampling methodology, this needed to employ the usage of a time delay, contributing to attrition bias.

To collect a pre-test from participants and ensure all requirements were met before being granted inclusion in the study, there was an initial time delay for all participants between registration and entry into the study (<24 hours). This was a strength because it provided an opportunity to screen registration responses for eligibility, completeness, and help protect against fraudulent responses moving further along. It was also a limitation as participants might have waited to register until they had the time to take the training immediately and then were not granted immediate access. This could have also influenced the interest in continuing with an optional Zoom negotiation given the time commitment participants already gave to the length of the study.

Future Directions

This study was a first step in evaluating a negotiation training designed to be responsive to women's needs with the immediate measurement of changes in the affective outcomes of motivational disposition. Motivational outcomes are more

commonly evaluated as a secondary training outcome (Kraiger et al., 1993), and future work should consider additional levels of training evaluation. Longevity of the effectiveness of the training could be considered to examine the stability or decay of learning over time. It would also be worthwhile to examine the transfer of training to see how they uphold in different contexts, such as if the learner was about to enter a real negotiation with real stakes. Furthermore, future research should also examine the impact of the training on future behavior and actual negotiation performance.

Future work should also consider how to address negotiations as strong and novel situations that trigger anxiety, by expanding upon the training to include practical negotiations throughout to support negotiations becoming more "routine." When negotiators feel anxious entering a negotiation, they tend have lower expectations and perform worse compared to non-anxious negotiators (Brooks & Schweitzer, 2011). Therefore, addressing anxiety is not only important for negotiator outcomes, but could prove to be important for the transfer of any learnings to future behaviors.

This study was also designed as a general negotiation training with recommended behaviors which do not necessarily consider the personal relationships a trainee might have with their future negotiation counterpart. Outcomes of negotiations can be more than just economical, and can include social psychological factors, such as feeling of the self and the relationship with your negotiating counterpart (Curhan et al., 2006). In fact, a longitudinal study of job contract negotiations found that not only are the social psychological feelings of subjective value consistent over time, but compared to economic outcomes, it was found to predict greater compensation satisfaction, greater job satisfaction, and lower turnover intentions one year later (Curhan et al., 2009). Therefore,

future research should consider how to address personal relationships in negotiation training interventions.

Implications

This study provides practical applications for both academics and practitioners, as it is targeted at helping a disadvantaged group become more comfortable with negotiation, applying empirically based best practices to an applied training intervention. While research has stated that negotiation experience has found that when women gain negotiation experience gender differences in negotiated outcomes reduce (Mazei et al., 2015), evaluating the effectiveness of negotiation training, particularly for role plays, has been found lacking (Lewicki, 2014). This study designed an evidence-based negotiation training program for women at the beginning of the careers, that was found to have an impact on professional women's' motivational feelings and perceptions of negotiations. Recent analyses have shown that not only has the gender pay gap remained, but it has widened slightly between 2019 and 2022 (Gould & deCourcy, 2023). Providing a training intervention to early career women could begin to target some of the individual factors that continue to facilitate the gender pay gap.

Academically, this study evaluated the effectiveness of a training program designed to be responsive to women's needs, with a specific focus on motivational outcomes. Often considered a secondary learning outcome for training effectiveness (Kraiger et al., 1993), this study supports the advancement of research on negotiation mindset trainings (Ade et al., 2018) by empirically testing mindset-oriented learning goals as effective outcomes for negotiation training evaluations. Furthermore, this study was a self-guided online design to collect data and expand outside of a voluntary

participant pool. Utilizing this approach helped expand the sample to working

professionals to participate in research at their own convenience, without a restriction on

time or setting. It also matched the technology and training format familiar in applied

settings, bridging the scientist-practitioner gap with a research-based training that

matches application.

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Table 1

Expectations of Learning Outcomes.

Learning Outcome	Expectations	Example Training Activities
Demonstrate an increased awareness for effective negotiation attributes	Understand that there are female stereotype-congruent attributes and rewrite your own personal scripts to align them to negotiation success.	• Associate effective negotiation with female stereotype-congruent attributes (stereotype regeneration; Kray et al., 2002) • Explicitly prime learners about the value of their stereotype-congruent attributes to boost confidence (Kulik et al., 2020).
Recognize the opportunity to ask for what you need, to get what you want	Understand when to stand up for your own interests by asking and conducting research to identify a good benchmark to set a goal against.	• Identify low assertiveness behaviors (timid proposals, a readiness to accommodate, an avoidance of making requests in the first place; Ames et al., 2017) • Mentally reframe a "negotiation" to "asking" (Small et al., 2007) • Benchmark a "good" outcome via their market value (Azong et al., 2017; Bowles et al., 2005)
Identify potential obstacles that could keep you from reaching your goals	Understand the importance of both setting a goal, identifying potential obstacles, and developing a plan to overcome them.	• Identify performance obstacles, develop a plan to overcome obstacles, set goals, self-monitor progress, and self-administer rewards (Stevens et al., 1993)

Develop strategies to mitigate potential social backlash	Understand possible strategies to reduce gender effects and mitigate social backlash	- Preview practical applications for negotiating within the gender stereotype (working within the core feminine stereotype, minimizing the activation of the core feminine stereotype, negotiating to move the boundaries of acceptable behaviors; Tinsley et al., 2009) - Psychologically reframe masculine negotiations with masculine-supplement primes and feminine-complement prime (Bear & Babcock, 2017) - Utilize available technology to minimize gender role salience (Stuhlmacher et al., 2007)

Table 2

Summary of Strategies for Negotiating Change from Tinsley et al. (2009).

Working within the Core Feminine Stereotype	Minimizing Activation of the Core Feminine Stereotype	Negotiating to Move the Boundaries of Acceptable Behavior
Reframe request for resources in the context of their team and being one of the critical contributors to the unit	Time the negotiation for when requests are going to be perceived as less rather than more threatening	Acknowledge the gendered expectations of the evaluator and offer explanations why the "out of the norm" behavior is valid (and even beneficial for the organization), implying that the instance of behavioral nonconformity does not challenge the gendered norm
Make requests for seemingly self-interested resources based on the desire to be best equipped to do their job on behalf of their team, department, or organization	Appeal to common goals, making the assertive behavior less threatening when seen as advancing a shared vision	Enhance multidimensionality in interactions with other parties to help destabilize the dichotomy of gender
Swap negotiator roles with others to advocate for each other in the negotiation	Affiliate as part of a team, drawing attention as a team member more so than as a female	Cultivate powerful allies who will support complex identities
Mentally reframe the negotiation to negotiate on behalf of the larger social group – women as a whole	If a team leader, the requests made on behalf of the team may be seen as a stereotype-consistent behavior	
	Explain assertive behavior to not be judged for violating gendered expectations, helping the other party to focus on the position rather than on the gender of the negotiator	

Table 3

Descriptive Statistics

Demographic Variable	n	Percentage	*Mean*	*SD*
Race/Ethnicity				
White	65	56.80%		
Black/African American	4	7.76%		
Asian/Pacific Islander	13	10.19%		
Latino/Hispanic/Spanish Origin	9	12.62%		
Native Hawaiian/Pacific Islander	1	2.43%		
Prefer Not to Say	3	4.85%		
Employment Status				
Full-Time Employee	73	76.8%		
Part-Time Employee	12	12.6%		
Not Employed – Previously FT	10	10.5%		
Education				
Some high school, no diploma or equivalent	1	1.05%		
High school degree / GED	2	2.11%		
Some college, associate degree	12	12.63%		
College / Undergraduate degree	50	52.63%		
Graduate or Terminal professional degree	30	31.58%		
Age			32.4	7.6
Negotiation Experience [a]				
General Negotiating Experience			3.7	1.4
Negotiating Pay			3.5	1.5
Negotiating Buying/Selling Items			3.6	1.5
Negotiating During Training or Course			2.4	1.5

Note. [a] Negotiation Experience was measured with a 7-point scale.

Table 4

Means and Standard Deviations of the Main Variables by Time and Condition

	Control (n = 46)				Intervention (n = 49)			
	Time One		Time Two		Time One		Time Two	
Variables	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
Mastery Orientation [a]	5.52	0.73	5.29	0.93	5.40	0.90	5.79	0.83
Negotiator Self-Efficacy [b]	58.60	22.80	58.10	23.60	57.80	17.6	71.30	12.60
Negotiator Anxiety [a]	3.64	1.48	3.65	1.37	3.84	1.37	3.37	1.54
Fear of Backlash [b]	40.50	24.60	39.90	24.50	44.40	18.90	27.60	13.30
Goals [c]	0.51	0.56	0.41	0.50	0.48	0.48	0.72	0.58
Choice to Negotiate [d]	1.56	0.50	1.56	0.50	1.49	0.51	1.61	0.50

Note. [a] Mastery Orientation and Anxiety were measured on a 7-point scale. [b] Negotiator Self-efficacy and Fear of Backlash were measured on a 100-point scale. [C] Goals were coded 0-2.
[d] Choice to Negotiate was coded 1-2.

Table 5

Means, Standard Deviations, and Correlations of the Main Variables with Cronbach's

Alpha for All Participants at Time One

	Variable	*M*	*SD*	1	2	3	4	5	6	7
1	Negotiating Experience	3.66	1.43							
2	Age	32.42	7.62	.15						
3	Education	4.12	0.78	-.14	.13					
4	Employment Status	1.34	0.66	-.17	.07	-.08				
5	Mastery Orientation	5.46	0.82	.06	-.17	.09	-.09	(.76)		
6	Negotiator Self-Efficacy	58.17	20.09	.50**	.21*	-.16	-.05	.11	(.94)	
7	Negotiator Anxiety	3.74	1.42	-.17	.11	.02	-.04	-.05	-.21	(.83)
8	Fear of Backlash	42.52	21.86	-.53**	-.22*	.17	.15	-.11	-.77**	.16

Note. M and *SD* are used to represent mean and standard deviation, respectively. *
indicates *p* < .05. ** indicates *p* < .01.

Table 6

Means, Standard Deviations, and Correlations of the Main Variables for Participants in

the Control Condition at Time One

	Variable	*M*	*SD*	1	2	3	4	5	6	7
1	Negotiating Experience	3.78	1.49							
2	Age	32.07	6.60	.23						
3	Education	4.00	0.87	-.09	.02					
4	Employment Status	1.33	0.63	-.39**	-.27	-.12				
5	Mastery Orientation	5.52	0.73	.13	-.30*	.30*	-.39**			
6	Negotiator Self-Efficacy	58.62	22.75	.56**	.17	-.17	-.36*	.02		
7	Negotiator Anxiety	3.64	1.48	-.38**	.20	.23	-.16	-.05	-.20	
8	Fear of Backlash	40.49	24.65	-.66**	-.18	.17	.39**	.02	-.84**	.21

Note. M and *SD* are used to represent mean and standard deviation, respectively. * indicates $p < .05$. ** indicates $p < .01$.

Table 7

Means, Standard Deviations, and Correlations of the Main Variables for Participants in

the Intervention Condition at Time One

	Variable	*M*	*SD*	1	2	3	4	5	6	7
1	Negotiating Experience	3.55	1.37							
2	Age	32.76	8.52	.10						
3	Education	4.22	0.69	-.18	.24					
4	Employment Status	1.35	0.69	.04	.30*	-.04				
5	Mastery Orientation	5.40	0.90	-.02	-.08	-.09	.13			
6	Negotiator Self-Efficacy	57.78	17.59	.44**	.27	-.13	.25	.20		
7	Negotiator Anxiety	3.84	1.37	.06	.05	-.26	.08	-.03	-.21	
8	Fear of Backlash	44.43	18.94	-.36*	-.27	.14	-.12	-.24	-.65**	.10

Note. M and *SD* are used to represent mean and standard deviation, respectively. *
indicates *p* < .05. ** indicates *p* < .01.
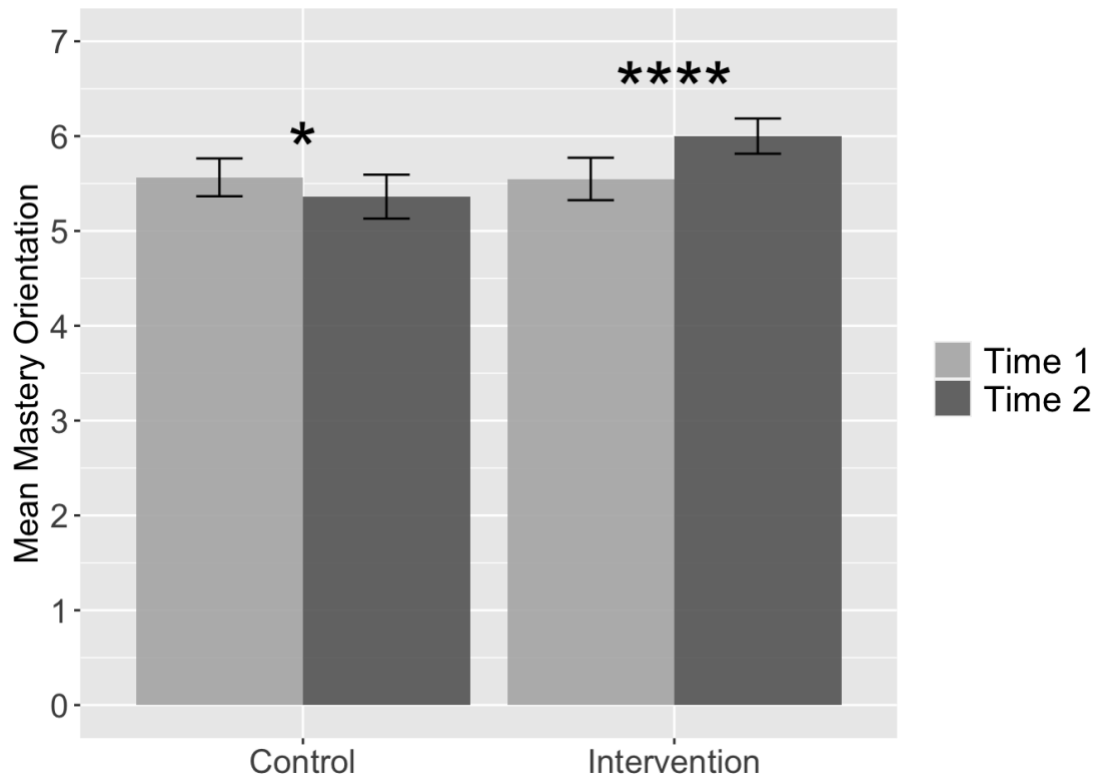
Figure 1. Mean Mastery Orientation scores for Condition by Time with outliers excluded.
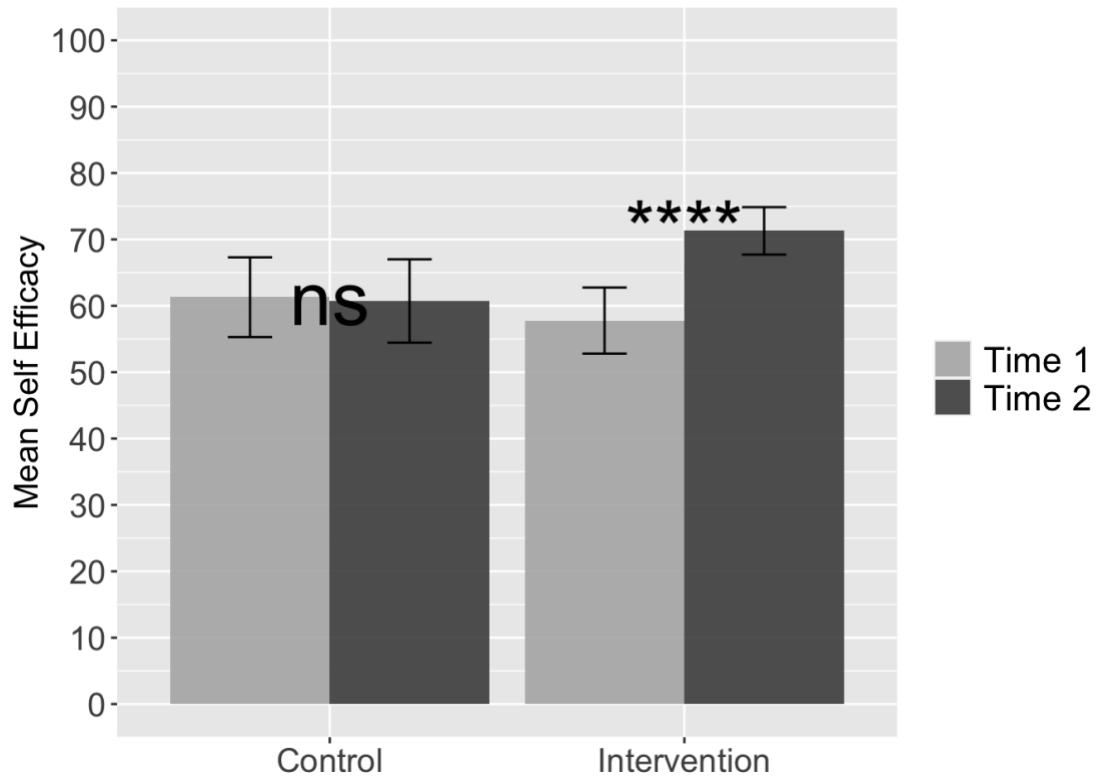
Figure 2. Mean Negotiator Self-Efficacy scores for Condition by Time with outliers excluded.

Figure 3. Mean Negotiator Anxiety scores for Condition by Time with outliers excluded.

Figure 4. Mean Goals scores for Condition by Time with outliers excluded.

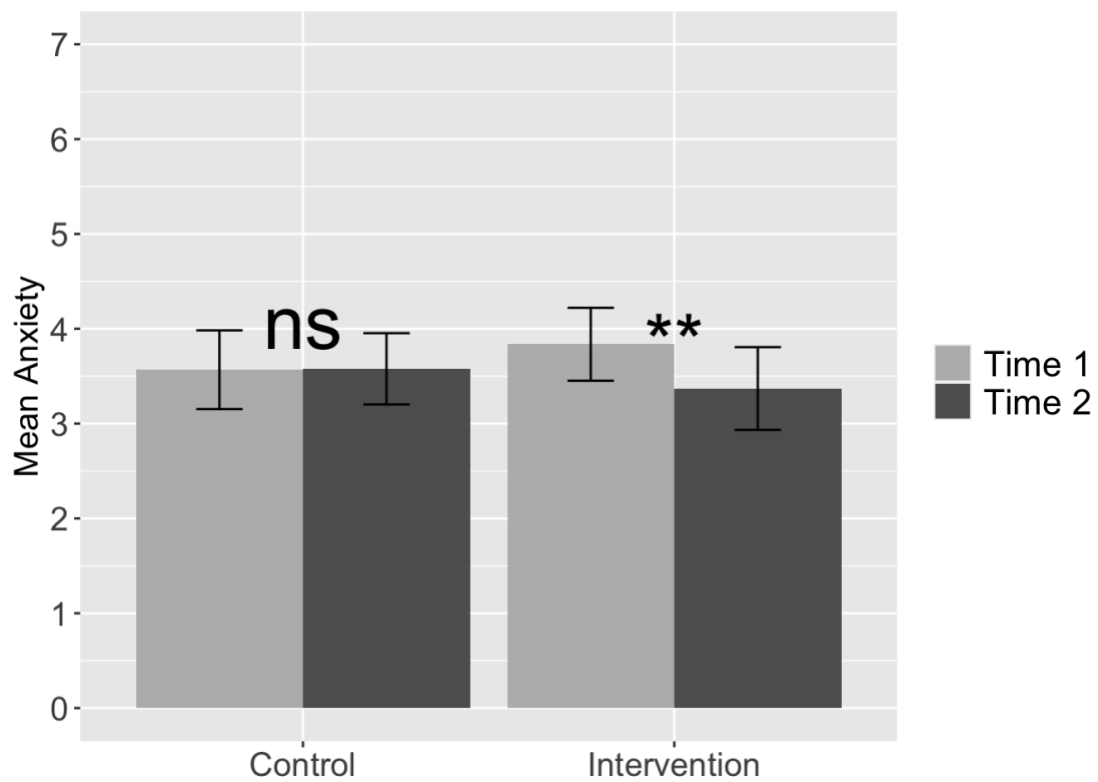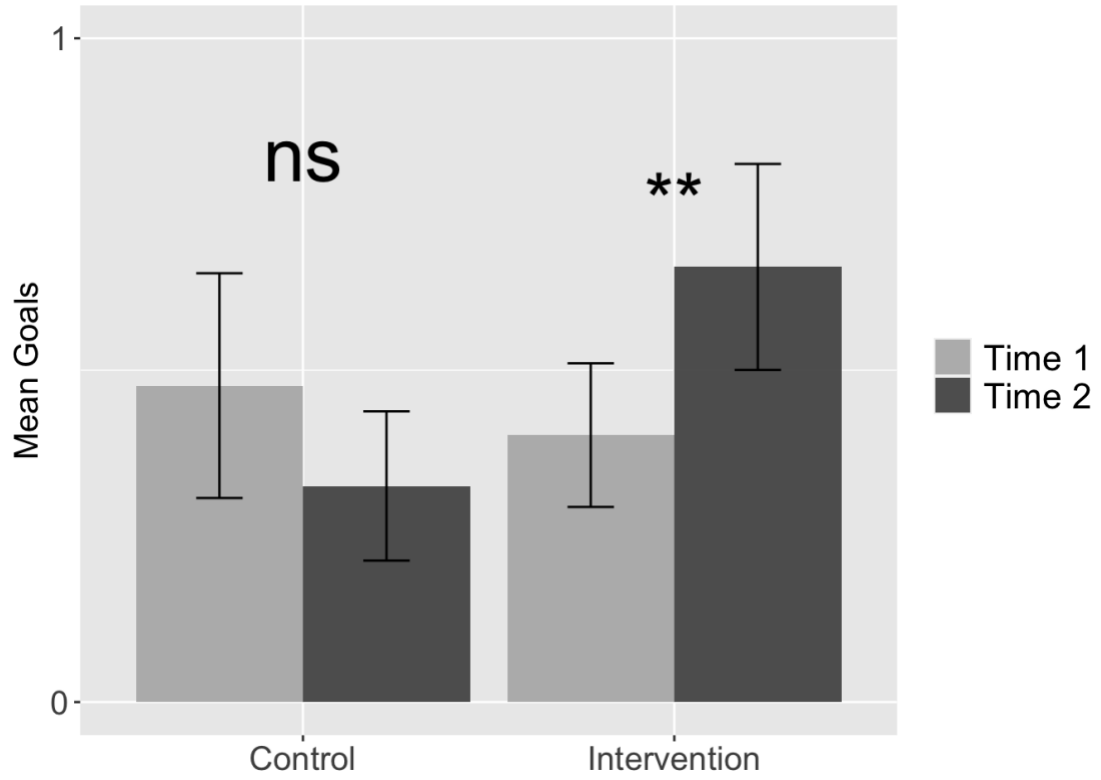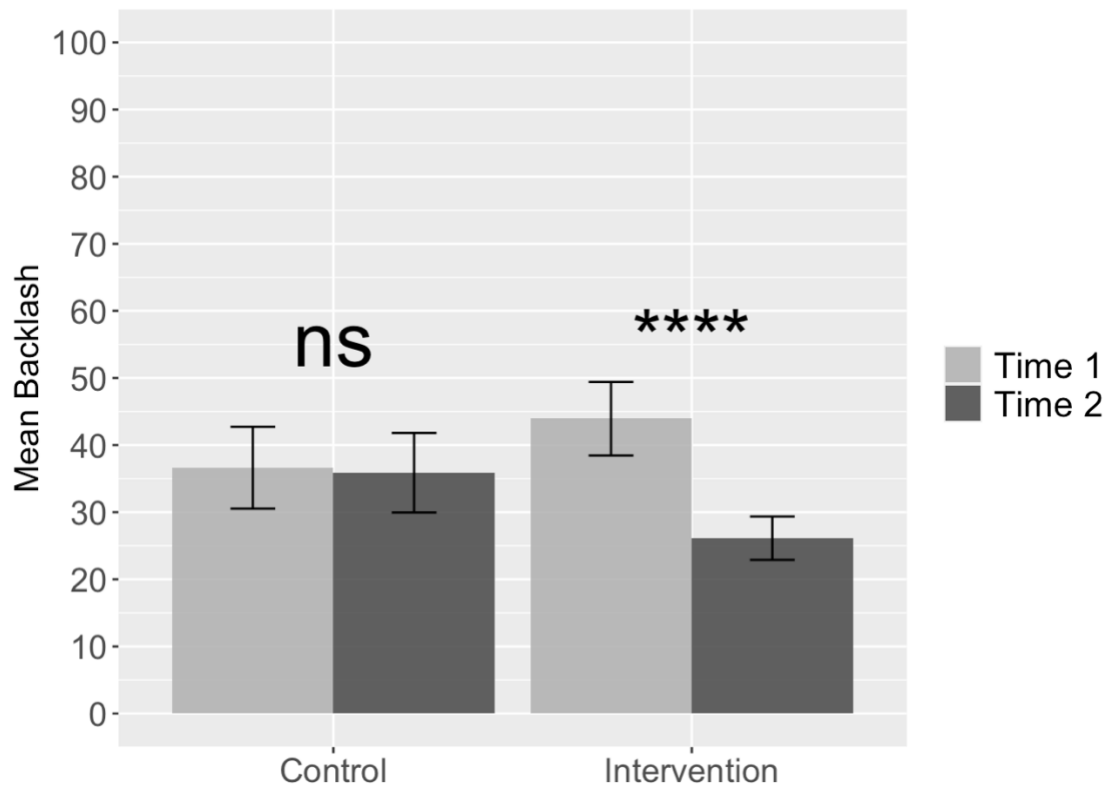*Figure 5*. Mean Fear of Backlash scores for Condition by Time with outliers excluded.
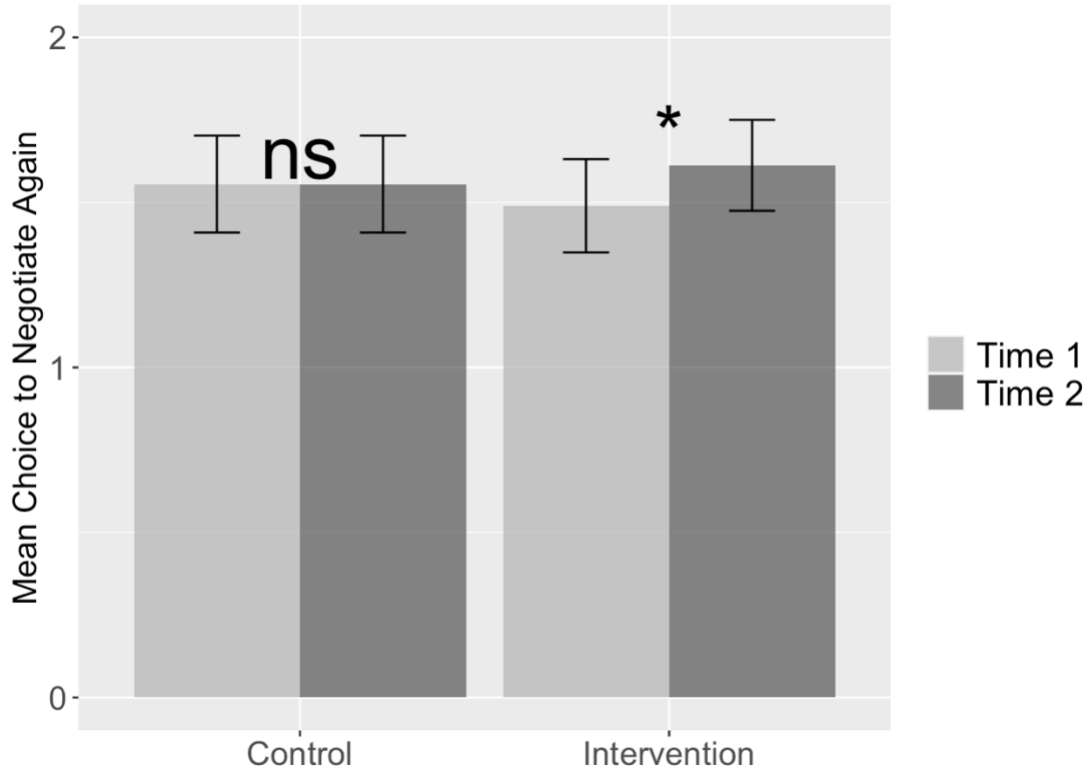
Figure 6. Mean Choice to Negotiate scores for Condition by Time with outliers excluded.

Appendix A: Informed Consent

<u>**ADULT CONSENT TO PARTICIPATE IN RESEARCH**</u>
**BALANCED NEGOTIATIONS: AN ONLINE NEGOTIATION TRAINING
INTERVENTION FOR WOMEN**

<u>What is the purpose of this research?</u>
We are asking you to be in a research study because we are trying to learn more about
online negotiation interventions for women. This study is being conducted by Kaitlyn
Gallagher, a graduate Industrial/Organizational psychology student for her dissertation.
We hope to include 100 participants in this research.

<u>Why are you being asked to be in the research?</u>
You are invited to participate in this study because you identify as female, over the age of
18, and speak English. You must be age 18 or older to be in this study. This study is not
approved for the enrollment of people under the age of 18.

<u>What is involved in being in the research study?</u>
If you agree to be in this study, being in the research involves completing a few
questionnaires, completing three online training modules, then participating in a Zoom
negotiation with a counterpart.
- First you will submit a prescreen questionnaire that will take around 15 minutes:
  - You will be asked to answer demographic questions that includes
    information about yourself such as past negotiation experience, work
    experience, gender, race/ethnicity
  - You will then be asked questions about negotiation, such as how you think
    about negotiating abilities, confidence entering a negotiation, confidence
    in capabilities, emotions, and goals
- After you complete the prescreen, you will receive an email for a link to the
  training, pending a review of the qualification material
- The training will contain three self-guided online modules that will take between
  15-30 minutes each
- You will have the option to participate in a Zoom negotiation after the training,
  which will be video recorded and transcribed into written notes later in order to
  get an accurate record of what you said
- We are not able to tell you the complete details about the research because we
  would not get good results if we did. The full details about the research and why
  we did it this way and what we hope to find will be explained to you after you
  complete the research

<u>Are there any risks involved in participating in this study?</u>
Being in this study does not involve any risks other than what you would encounter in
daily life. You may feel uncomfortable or embarrassed about answering certain questions
or the idea of negotiation. You do not have to answer any questions you do not want to.

Are there any benefits to participating in this study?
This research involves participation in an empirically developed negotiation training session that was developed to improve confidence, reduce anxiety, and increase knowledge of negotiation for women. It is the goal that a benefit for participating in this study will help you prepare and participate in future negotiations.

How much time will this take?
This study will take about 75 minutes of your time. If you choose to participate in the Zoom negotiation, that will be an additional 30 minutes.
- The demographic questionnaire prescreen will take about 15 minutes
- Training Module 1 will take 15 minutes
- Training Module 2 will take 15 minutes
- Training Module 3 will take 30 minutes
- The Zoom negotiation will take 30 minutes

Is there any kind of payment, reimbursement, or credit for being in this study?
If you complete the pre-negotiation questionnaires and all three training modules within 7 days, you will receive a $20 Amazon gift card. If you complete the study, but your responses are deemed incomplete or fraudulent, or the Confidential ID was not used consistently to track completion of data, you will not be eligible to receive payment. The researcher reserves the right to deny inclusion in the study to any registered participant.

Can you decide not to participate?
Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?
The research records will be kept and stored securely. The researcher will initially see direct identifiers, such as name, email address and IP address from participants when they complete the registration form. Once the researcher reviews the registration for, the direct identifiers will be removed and replaced with a random code that cannot be linked back to you. This means we have de-identified your information. It is possible that we might use this de-identified information in future research studies. If we do this, we will not contact you to get additional consent.

If you choose to participate in the recorded Zoom negotiation, we will ask you to change your participant name to the assigned random code before recording begins. The de-identified recordings will be kept indefinitely.

Who should be contacted for more information about the research?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions,

concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Kaitlyn Gallagher (kgalla26@depaul.edu) or her advisor, Dr. Alice Stuhlmacher (773-325-2050).

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject you may contact Jessica Bloom, Director of Research Compliance in the Office of Research Services, at (312) 362-6168, or via email at jbloom8@depaul.edu."

You may also contact DePaul's Office of Research Services if:
- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You can request a copy of this information to keep for your records.

<u>Statement of Consent from the Subject:</u>
I have read the above information. I have had all my questions and concerns answered. By clicking below, I indicate my consent to be in the research.

Name: _____

Do you consent to these terms?
      I consent
      I do not consent

What is the purpose of this study? _____

Signature: _____

Appendix B: Demographic Questionnaire

1. How much experience have you had negotiating your pay/salary?

   1   2   3   4   5   6   7

   (No experience)   (Some experience)   (I'm an expert)

2. How much experience have you had negotiating while buying or selling items?

   1   2   3   4   5   6   7

   (No experience)   (Some experience)   (I'm an expert)

3. How much experience have you had negotiating during a training or classroom course?

   1   2   3   4   5   6   7

   (No experience)   (Some experience)   (I'm an expert)

4. In general, how much experience do you have negotiating?

   1   2   3   4   5   6   7

   (No experience)   (Some experience)   (I'm an expert)

5. Please indicate your gender:

   Female
   Male
   Transgender Female
   Transgender Male
   Gender Variant/Non-Conforming
   Prefer Not to Answer
   Not listed: _____

6. Please indicate your age: _____

7. Please indicate your highest level of education completed:

   Some high school, no diploma or equivalent
   High school degree / GED
   Some college, associate degree
   College / Undergraduate degree
   Graduate or Terminal professional degree

8. Please indicate your current employment status:

   Full-time employee
   Part-time employee
   Not currently employed, but previously held a full-time position
   Not currently employed, but previously held a part-time position
   Have never been employed

9. Please indicate your race/ethnicity. Check all that apply:

   - African American or Black

- Asian-American or Asian
- Hispanic or Latino/a/x
- Native American/American Indian or Alaskan Native
- Native Hawaiian or Pacific Islander
- White
- Prefer not to say
- Other (please specify) _____

Appendix C: Pre-Negotiation Questionnaire

Mastery Orientation (Kray & Haselhuhn, 2007)

Indicate your extent of agreement with each statement below by marking the appropriate

number for each statement.

	Very strongly Agree			Neither agree nor disagree			Very Strongly Disagree
The kind of negotiator someone is is very basic and it can't be changed very much.	1	2	3	4	5	6	7
All people can change even their most basic negotiation qualities.	1	2	3	4	5	6	7
Good negotiators are born that way.	1	2	3	4	5	6	7
People can approach negotiations differently, but the important part of how they handle conflict can't really be changed.	1	2	3	4	5	6	7
Everyone is a certain kind of negotiator and there is not much that can be done to really change that.	1	2	3	4	5	6	7
Everyone, no matter who they are, can significantly change their basic negotiation characteristics.	1	2	3	4	5	6	7
In negotiations, experience is a great teacher.	1	2	3	4	5	6	7

Fear of Backlash (adapted from Amanatullah & Morris, 2010)

Please indicate on a 100-point scale (0 = no confidence, 100 = full confidence) your confidence about achieving your goals in a negotiation:

Reasonably ask for your ideal amount without your counterpart perceiving you to be a pushy person?	
Reasonably ask for your ideal amount without causing your counterpart to punish you for being too demanding?	

Negotiator Self-Efficacy (Sullivan, O'Connor, & Burris, 2006)

Please indicate on a 100-point scale (0 = no confidence, 100 = full confidence) your confidence that you can use the following tactics successfully in a negotiation:

1. Persuade the other negotiator to make most of the concessions	_____
2. Convince the other negotiator to agree with me	_____
3. Gain the upper hand against the other negotiator	_____
4. Prevent the other negotiator from exploiting your weaknesses	_____
5. Find trade-offs that benefit both parties	_____
6. Exchange concessions	_____
7. Look for an agreement that maximizes both negotiators' interests'	_____
8. Establish a high level of rapport with the other negotiator	_____

Negotiator Anxiety (Brooks & Schweitzer, 2011)

For the upcoming negotiation, how strongly do you feel:

	Not strongly at all			Moderately			Very Strongly
Anxious	1	2	3	4	5	6	7
Neutral	1	2	3	4	5	6	7
Apprehensive	1	2	3	4	5	6	7
Indifferent	1	2	3	4	5	6	7
Worried	1	2	3	4	5	6	7
Unemotional	1	2	3	4	5	6	7
Nervous	1	2	3	4	5	6	7
Calm	1	2	3	4	5	6	7

Goals (adapted from Brooks & Schweitzer, 2011)
What is the ideal outcome you hope to achieve in the upcoming negotiation?

_____

_____

How did you determine the ideal outcome you hope to achieve in the upcoming

negotiation?

_____

_____

Appendix D: Random Numbers Table

Participant	Condition	Participant	Condition	Participant	Condition
1	Control	41	Control	81	Intervention
2	Control	42	Intervention	82	Control
3	Intervention	43	Control	83	Intervention
4	Intervention	44	Intervention	84	Intervention
5	Intervention	45	Control	85	Control
6	Intervention	46	Control	86	Intervention
7	Intervention	47	Control	87	Control
8	Control	48	Control	88	Control
9	Control	49	Control	89	Intervention
10	Control	50	Control	90	Intervention
11	Intervention	51	Intervention	91	Intervention
12	Intervention	52	Control	92	Intervention
13	Intervention	53	Control	93	Control
14	Intervention	54	Intervention	94	Control
15	Control	55	Control	95	Control
16	Intervention	56	Control	96	Control
17	Intervention	57	Intervention	97	Control
18	Control	58	Control	98	Control
19	Control	59	Intervention	99	Intervention
20	Control	60	Control	100	Control
21	Control	61	Control	101	Intervention
22	Intervention	62	Intervention	102	Control
23	Intervention	63	Intervention	103	Control
24	Control	64	Intervention	104	Control
25	Control	65	Intervention	105	Intervention
26	Intervention	66	Intervention	106	Control
27	Control	67	Intervention	107	Intervention
28	Intervention	68	Control	108	Intervention
29	Intervention	69	Control	109	Intervention
30	Intervention	70	Control	110	Intervention
31	Intervention	71	Control	111	Intervention
32	Control	72	Intervention	112	Intervention
33	Intervention	73	Intervention	113	Control
34	Intervention	74	Intervention	114	Intervention
35	Control	75	Control	115	Control
36	Intervention	76	Intervention	116	Control
37	Control	77	Control	117	Intervention
38	Control	78	Intervention	118	Intervention
39	Control	79	Control	119	Control
40	Intervention	80	Control	120	Control

Appendix E: Training Intervention Agenda

Agenda View shown to Participants:

1	Module 1 (~20 minutes)
2	Module 2 (~20 minutes)
3	Module 3 with Case Study (~30 minutes)

Full Journey for Control Participant:

1	Access website for sign-up via link
2	Complete online informed consent (Appendix A)
3	Submit demographic questionnaire (Appendix B)
4	Informed the training will contain a Zoom negotiation with an online counterpart and three online training modules
5	Take pretest measures (Appendix C)
6	Told to check email for more information on the training pending a review of qualification material
7	Receive email saying they have been placed on a waitlist for the training, and to stayed tuned as most participants will receive the link within one week
8	One-week later, receive email with pretest measures (Appendix C)
9	Ask if they are still interested in participating in a Zoom negotiation *Reminder: Data from Zoom negotiation is not needed to test hypotheses for this study, the negotiation is offered to create a realistic experience and for the benefit of the participant.*
10	Receive link to training portal
11	Complete Module 1
12	Complete Module 2
13	Complete Module 3 with Case Study
14	Receive online debrief form
15	Sign-up for Zoom negotiation within 7 days of completing the modules
16	Download the Zoom Negotiation Packet (Appendix L)
17	Participate in Zoom negotiation *Reminder: Data from Zoom negotiation is not needed to test hypotheses for this study, the negotiation is offered to create a realistic experience and for the benefit of the participant.*

Full Journey for Intervention Participant:

1	Access website for sign-up via link
2	Complete online informed consent (Appendix A)
3	Submit demographic questionnaire (Appendix B)
4	Informed the training will contain a Zoom negotiation with an online counterpart and three online training modules
5	Take pretest measures (Appendix C)
6	Told to check email for more information on the training pending a review of qualification material
7	Receive email with link to training portal
8	Complete Module 1
9	Complete Module 2
10	Complete Module 3 with Case Study
11	Ask if they are still interested in participating in a Zoom negotiation *Reminder: Data from Zoom negotiation is not needed to test hypotheses for this study, the negotiation is offered to create a realistic experience and for the benefit of the participant.*
12	Receive online debrief form
13	Sign-up for Zoom negotiation within 7 days of completing the modules
14	Download the Zoom Negotiation Packet (Appendix L)
15	Participate in Zoom negotiation *Reminder: Data from Zoom negotiation is not needed to test hypotheses for this study, the negotiation is offered to create a realistic experience and for the benefit of the participant.*

Appendix F: Training Intervention Learning Outcomes

Following the completion of this training session, you should have learned to:

- Demonstrate increased awareness for effective negotiation attributes

- Recognize the opportunity to ask for what you need, to get what you want

- Identify potential obstacles that could keep you from reaching your goals

- Create strategies to mitigate potential social backlash

Appendix G: Importance of Complete Responses

Before you begin…

From even a single negotiation, more experience can result in more effective negotiating behaviors and better outcomes.

The exercises you will be asked to complete play a critical role in improving your negotiation performance through understanding the tasks of a negotiator.

To achieve the best outcomes, and greatest return on the investment of your time, **it is important to put full effort into your responses and to complete the training in its entirety.**

*Reminder: You must complete the training in its entirely within **7 days** of starting the first module to be eligible to receive the $20 Amazon gift card.*

Set yourself up in a space with minimal distractions and concentrate to complete each module in one sitting.

Button to proceed: "I am ready to complete the training in its entirety with full effort

responses"

Appendix H: Module 1

Learning Objective:
Demonstrate an increased awareness of the role gender plays in negotiation

Script 1:
"Hi there, my name is Sarah. I have been working as a data analyst at an organizational consulting firm for the past 12 months. I'm getting ready for my annual performance review and hoping that I can use this time to negotiate for a higher salary. When I received my initial contract, I was just so grateful for the job that I did not try to negotiate it in fear that it would push my start date out later. That will make this my first negotiation, which makes me pretty nervous, but I am going to view it as a learning experience and my first step in advocating for myself. I always like to believe that my manager is looking out for my best interests, so I am pretty sure that if she offers me an increase, even if it isn't my ideal amount, it will be tough for me to ask for more – I tend to be too accommodating to not ruffle any feathers. I have taken on a handful of internal initiatives at the company, but so does a lot of other people, so I'm not sure it would be an effective point to make, especially with my manager – she is involved in almost every internal initiative so compared to her, my involvement is not very much! When I accepted this role, I entered the company with a different educational background than my peers. It made it difficult to explain how my different training would be advantageous to the company. To them, they were taking a risk on an "untraditional hire", even though I felt more than qualified to do the role. This was another reason I did not try to negotiate my original salary. I felt that if I could prove to them through my work that I was qualified, it was be noticed and valued more in the future. Even if my manager does not bring up my salary increase, I have already planned a way to ask for more."

Script 2:
"Hi there, my name is Sarah. I have been working as a data analyst at an organizational consulting firm for the past 12 months. I'm getting ready for my annual performance review and hoping that I can use this time to negotiate for a higher salary. When I received my initial contract, I was just so grateful for the job that I did not try to negotiate it in fear that it would push my start date out later. That will make this my first negotiation, which makes me pretty nervous, but I am going to view it as a learning experience and my first step in advocating for myself. I always like to believe that my manager is looking out for my best interests, but I need to advocate for myself, so no matter what amount of increase she offers me, I am going to ask for more. I have taken on a handful of internal initiatives at the company, which exemplifies my commitment to be a representative for the company. When I accepted this role, I entered the company with a different educational background than my peers. It made it difficult to explain how my different training would be advantageous to the company. To them, they were taking a risk on an "untraditional hire", even though I felt more than qualified to do the role. This was another reason I did not try to negotiate my original salary. I have been keeping a list of times through the year my untraditional background has brought value to the team to share with my manager to demonstrate my personal worth. Even if my manager does not bring up my salary increase, I have already planned a way to ask for more."

Opportunities to be in a more advantageous position:

Disadvantageous Statement	Advantageous Framing	Description
That will make this my first negotiation, which makes me pretty nervous because I don't think I'm going to do very well.	That will make this my first negotiation, which makes me pretty nervous, but I am going to view it as a learning experience and my first step in advocating for myself.	*Self-fulfilling prophecy.* is entering with the belief that she is an ineffective negotiator. When Sarah enters a negotiation with a low level of self-efficacy, it has an impact on the choice of tactics she uses (Sullivan, et al., 2006) and potential to result in lower economic outcomes (Brooks & Schweitzer, 2011).
I have taken on a handful of internal initiatives at the company, but so do a lot of other people, so I'm not sure it would be an effective point to make, especially with my manager.	I have taken on a handful of internal initiatives at the company, which exemplifies my commitment to be a representative for the company.	*Not self-promoting.* Negotiation involves self-promotion, a behavior that is stereotypically more difficult for females. Sarah is passing up an opportunity to self-promote by undervaluing her contributions to the company. Research has shown that men are more likely than women to negotiate for what they want, especially when it comes to salary and asking for a raise (Babcock et al., 2006; Babcock & Laschever, 2003).
I felt that if I could prove to them through my work that I was qualified, it was be noticed and valued more in the future.	I have been keeping a list of times through the year my untraditional background has brought value to the team to share with my manager to demonstrate my personal worth.	*Failure to recognize personal worth.* Sarah is missing an opportunity to identify her market value by assuming that her value will show through on its own. There are salary comparison engines (e.g., PayScale, Salary.com,

		Glassdoor, LinkedIn) that can use objective inputs to identify one's market value and benchmark "good" outcomes (Azong et al., 2017). Benchmarking negotiation goals has been found to decrease gender differences in negotiations (Bowles et al., 2005).
Hopefully there will be a clear moment when she talks to me about my salary so I can know when to begin the negotiation.	Even if my manager does not bring up my salary increase, I have already planned a way to ask for more.	***Nervous about beginning the negotiation.*** Sarah is waiting for a cue to begin the negotiation that may never come. Typically, women have a lower propensity than men to initiate a negotiation (Kulger et al., 2018). Research has shown that when there is no explicit statement that wages are negotiable, men were more likely to negotiate than women (Leibbrandt & List, 2015), with women waiting until there is a specific statement that wages are "negotiable" to initiate a negotiation.
I always like to believe that my manager is looking out for my best interests, so I am pretty sure that if she offers me an increase, even if it isn't my ideal amount, it will be tough for me to ask for more – I tend to be too accommodating to not ruffle any feathers.	I always like to believe that my manager is looking out for my best interests, but I need to advocate for myself, so no matter what amount of increase she offers me, I am going to ask for more.	***Aligning with "ineffective attributes".*** Sarah is entering with the belief that she is an ineffective negotiator because she is not assertive. Instead, Sarah should recognize that she already has other attributes of being an effective negotiator (good listening skills, insightful, emotionally aware) when preparing for the negotiation to boost her confidence (Kulik et al., 2020).

Appendix I: Module 2

Learning Objective:
Recognize the opportunity to ask for what you need to get what you want

Script 1:
"One thing that I really have been focusing on this past year is Learning & Development, both for my own personal growth and as an internal company initiative. In my spare time, I really like to watch outside training videos on advancing skills like critical thinking, coaching, and providing feedback. Even though my company does not currently have any partnerships for this type of training, I have looked into a few options and going to bring them to the meeting with my manager to discuss. One day I would like to become a certified coach and do more than just analyze data. Right now, I am just putting in my time to build analyst experience and then once I feel like I have a good amount, I am going to ask my manager if this is something the company would support me doing. Instead, I have been working on these skills by leading internal trainings through the company's Learning & Development team. I've led almost half of the trainings we have held in the past year! I feel like I am going above and beyond for these trainings, so I want to ask for this to be generally taken into account for my salary increase. I am not too sure what amount to ask for in regard to the increase, but I feel like if I ask for too much it would harm my relationship with my manager and lead her to think I am difficult to work with. The past few months I have been working on getting to know people around the organization better. I've been having one-on-one conversations with individuals in different roles and locations to hear about their growth experiences at the company and how they obtained them. This has been helpful in understanding more about how the development process works here."

Script 2:
"One thing that I really have been focusing on this past year is Learning & Development, both for my own personal growth and as an internal company initiative. In my spare time, I really like to watch outside training videos on advancing skills like critical thinking, coaching, and providing feedback. Even though my company does not currently have any partnerships for this type of training, I have looked into a few options and going to bring them to the meeting with my manager to discuss. One day I would like to become a certified coach and do more than just analyze data. I know that I need to continue to build my analyst experience, but I think that this certification program would actually help me improve on the job now. I want to ask my manager if this is something the company would support me doing. Until then, I have been working on these skills by leading internal trainings through the company's Learning & Development team. I've led almost half of the trainings we have held in the past year! I feel like I am going above and beyond for these trainings, so my goal to get an additional 3% on top of my salary increase. If my friend was in this situation, I would tell her that if she provides solid reasoning for why she is asking for the increase, then her manager should be open to the discussion and not take the situation personally. While I am still nervous about asking for the increase, I know that it is something I should do and that I am deserving of the increase. The past few months I have been working on getting to know people around the

organization better. I've been having one-on-one conversations with individuals in different roles and locations to hear about their growth experiences at the company and how they obtained them. This has been helpful in understanding more about how the development process works here."

Opportunities to be in a more advantageous position:

Disadvantageous Statement	Advantageous Framing	Description
Right now, I am just putting in my time to build analyst experience and then once I feel like I have a good amount, I am going to put a request in with my manager to see if this were something the company would support me doing.	I know that I need to continue to build my analyst experience, but I think that this certification program would actually help me improve on the job now. I want to ask my manager if this is something the company would support me doing.	***Reluctant to ask.*** Sarah is displaying low interpersonal assertiveness, meaning that she is unwilling to standup for her own interests when they are not perfectly aligned with those of others (Ames et al., 2017). To help Sarah overcome her avoidance to initiate the negotiation, she could think of the request as "asking" (Small et al., 2007) to lessen the intimidation.
I feel like I am going above and beyond for these trainings, so I want to ask for this to be generally taken into account for my salary increase.	I feel like I am going above and beyond for these trainings, so my goal to get an additional 3% on top of my salary increase.	***Unsure of the amount to ask for, did not set a goal.*** When individuals set specific and difficult goals, and are committed to those goals, they are more likely to perform at higher levels (Locke & Latham, 2002). Women's self-set goals have been found to be significantly lower than men's goals (Stevens et al., 1993). To increase her likelihood of negotiation success, Sarah should be entering the negotiation with a specific and difficult goal in mind that is assertive, but not too bold that it backfires (Ames et al., 2017). This can be accomplished by

		benchmarking the goal through research (Azong et al., 2017).
Unfortunately, I always have to search for the free programs and courses because my company does not have any partnerships for this type of training.	Even though my company does not currently have any partnerships for this type of training, I have looked into a few options and going to bring them to the meeting with my manager to discuss.	***Failure to expand the pie.*** It is common for individuals to enter a negotiation with cognitive biases where they believe that their interests are incompatible (Thompson & Hastie, 1990; Thompson et al., 2004). Sarah is currently failing to expand the pie of resources on the table by not introducing alternative options that the company could be open to. By keeping the pie as "fixed", Sarah is limiting the negotiation to only the issues at hand.
I feel like if I ask for too much it would harm my relationship with my manager and lead her to think I am difficult to work with.	If my friend was in this situation, I would tell her that if she provides solid reasoning for why she is asking for the increase, then her manager should be open to the discussion and not take the situation personally. While I am still nervous about asking for the increase, I know that it is something I should do and that I am deserving of the increase.	***Fear of backlash.*** Sarah is currently experiencing a fear of backlash, meaning that she fears there will be social costs for using an assertive tactic (Kulik & Olekalns, 2012). To help Sarah overcome the overcome the fear of backlash that can prevent her from stiving towards her goals (Moss-Racusin & Rudman, 2010), she can imagine taking an advocate role of negotiating for a friend to set higher goals and achieve better negotiation success Amanatullah & Morris, 2010; Bear & Babcock, 2017)

The one thing that is pretty difficult for me is that I don't feel really close to anyone else within the company other than my manager to ask for any advice on how the process usually works.	The past few months I have been working on getting to know people around the organization better. I've been having 1:1 conversations with individuals in different roles and locations to hear about their growth experiences at the company and how they obtained them. This has been helpful in understanding more about how the development process works here.	***Need to expand personal network to create powerful allies.*** Women's networks are typically made up of other women, delivering biased information and a lower standard of economic outcomes (Seidel et al., 2000). Sarah should look to broaden her network to include sponsors, allies and critical influencers to access important organizational information (Scully, 2009).

Appendix J: Module 3

Learning Objective:
Identify potential obstacles and strategies to mitigate potential social backlash

Script 1:
"One last thing I really want to bring up with my manager is the ability to be more flexible in the times I am expected to be online. Since we have been working from home, I have felt that lunch time often gets scheduled over. Recently, my manager and I have been discussing that we both get migraines when looking at a screen and being in bright florescent lights for too long. Before bringing up the lunch hour, I will mention how the daily 5-minute meditation she recommended have really been helping my migraines and how important it is for me to take some time away from the screen. While I know this is supposed to be a mandatory hour, I know it is not typical for other people in the organization to set this standard, so I anticipate there might be some pushback on this. I think it goes without saying that scheduling this hour to take an actual lunch is beneficial to the team as a whole. There is the potential that she could see this request as not having a strong work ethic, but I would think that I have shown her differently since I've been working here. This is an important issue for me, so I want to be able to persevere throughout the discussion. Usually when my manager and I have virtual meetings, we always videoconference and use our cameras. I find it easier to disagree with my manager when I am not worried about my facial expressions, so I have already asked her if we can have my review discussion over the phone instead of on a videoconference. In the past, I have definitely gotten emotional when being told bad news, but hopefully I will be able to keep it together this time."

Script 2:
"One last thing I really want to bring up with my manager is the ability to be more flexible in the times I am expected to be online. Since we have been working from home, I have felt that lunch time often gets scheduled over. Recently, my manager and I have been discussing that we both get migraines when looking at a screen and being in bright florescent lights for too long. Before bringing up the lunch hour, I will mention how the daily 5-minute meditation she recommended have really been helping my migraines and how important it is for me to take some time away from the screen. While I know this is supposed to be a mandatory hour, I know it is not typical for other people in the organization to set this standard, so I anticipate there might be some pushback on this. I think that scheduling this hour could also provide benefits to the team as a whole. It could help set-up some work-life boundaries that other team members have mentioned they are struggling with. Setting a standard that we each take an hour away from our computers for lunch could allow us to come back refreshed, more focused, and ultimately more productive. There is the potential that she could see this request as not having a strong work ethic and make the argument that because we are a consulting firm, we are in client services and need to schedule meetings based on the availability of our clients. Therefore, while she might not agree to my ideal of having the same set hour every day, my Plan B would be to reschedule only internal meetings around that hour and change the hour to be available for client meetings. This can demonstrate my understanding of the industry and

flexibility to work based on client needs. This is an important issue for me, so I want to be able to persevere throughout the discussion. Usually when my manager and I have virtual meetings, we always videoconference and use our cameras. I find it easier to disagree with my manager when I am not worried about my facial expressions, so I have already asked her if we can have my review discussion over the phone instead of on a videoconference. In the past, the best times I have been able to make a point is when advocating on behalf of someone else. I am going to enter this negotiation remembering that I can be just as a successful advocate for myself as I have been for others."

Opportunities to be in a more advantageous position:

Disadvantageous Statement	Advantageous Framing	Description
Given that this is supposed to be a mandatory hour, I don't foresee any issues with blocking the time in my schedule and committing to not scheduling over it.	While I know this is supposed to be a mandatory hour, I know it is not typical for other people in the organization to set this standard, so I anticipate there might be some pushback on this.	***Didn't identify potential obstacles.*** In addition to setting aspirational goals, Sarah needs to preserve to meet them (Stevens et al., 1993). This involves identifying potential obstacles and creating a plan to overcome them. In her preparation for the negotiation, Sarah needs to not only identify her goals for the negotiation but anticipate the ways in which her manager might get in the way of goal attainment to be able to prepare a response to persist through a "no" (Kolb, 2004).
There is the potential that she could see this request as not having a strong work ethic, but I would think that I have shown her differently since I've been working here.	There is the potential that she could see this request as not having a strong work ethic and make the argument that because we are a consulting firm, we are in client services and need to schedule meetings based on the availability of our clients. Therefore, while she might not agree to my ideal of having the same set hour every day, my Plan B would be to	***Identified an obstacle but did not create a plan to overcome it.*** Anticipating an obstacle will only get a negotiator so far – an effective negotiator needs to have a plan for how to overcome it too (Stevens et al., 1993). Placing an emphasis on anticipating and planning to overcome obstacles during a negotiation has been shown to increase

	reschedule only internal meetings around that hour and change the hour to be available for client meetings. This can demonstrate my understanding of the industry and flexibility to work based on client needs.	perceived control over the negotiation and increase the range of reactive tactics used in response to intimidation attempts by negotiating counterparts (Stevens et al., 1993). Sarah needs to be prepared to respond to her manager's "moves" during the negotiation (Kolb, 2004). One way to do this can be to identify an attractive "Plan B" if the negotiation is not going in her favor. Knowing there is a favorable back-up has been shown to motivate people to persevere and negotiate better outcomes for themselves (Kray et al., 2004).
I think it goes without saying that scheduling this hour to take an actual lunch is beneficial to the team as a whole.	I think that scheduling this hour could also provide benefits to the team as a whole. It could help set-up some work-life boundaries that other team members have mentioned they are struggling with. Setting a standard that we each take an hour away from our computers for lunch could allow us to come back refreshed, more focused, and ultimately more productive.	***Failed to mention the context of the team.*** There is a possibility to soften the effects of agentic tactics by using relational accounts, such as emphasizing how the outcomes might benefit other people (Bowles & Babcock, 2013; Amanatullah & Tinsley, 2013). Reframing a request in the context of the team can help with both drawing attention that Sarah is a team member and a critical contributor, and that the request will best equip both her and her team to do their job effectively (Tinsley et al., 2009)
I could really use the lunch hour away from my laptop	Recently, my manager and I have been discussing that	***Did not appeal to a common goal.*** Similar to

to take a break, eat, exercise, or check in on the children.	we both get migraines when looking at a screen and being in bright florescent lights for too long. Before bringing up the lunch hour, I will mention how the daily 5-minute meditation she recommended have really been helping my migraines and how important it is for me to take some time away from the screen.	the integrative negotiation technique of identifying shared interests, appealing to a common goal can make assertive behavior less threatening as it can be seen as advancing a shared vision (Tinsley et al., 2009). Sarah could reframe her self-interested request to align to shared values with her manager to bridge the gap of interests and begin to claim more value in the negotiation.
I definitely find it more difficult to disagree with her when the camera is focused on my face because I'm always worried about my expressions and trying to keep my composure.	I find it easier to disagree with my manager when I am not worried about my facial expressions, so I have already asked her if we can have my review discussion over the phone instead of on a videoconference.	***Did not recognize that there might be the opportunity to chat with less social cues.*** Emotions play a role in negotiations, making it important to learn how to manage emotions in a negotiation (Kulik et al., 2020). Knowing that Sarah is anxious about the negotiation and worried about the display of her emotions, she should look into creating a situation that will allow her to negotiate with less visual information and non-verbal cues to neutralize cues of status and exposure, such as holding the conversation over the phone (Nadler & Shestowsky, 2006).

In the past, I have definitely gotten emotional when being told bad news, but hopefully I will be able to keep it together this time.	In the past, the best times I have been able to make a point is when advocating on behalf of someone else. I am going to enter this negotiation remembering that I can be just as a successful advocate for myself as I have been for others.	***Failure to power prime.*** One way that Sarah can reframe the negotiation to build confidence is to recall a past event when she was agentic (e.g., assertive, dominant, decisive) to influence her own perceptions of herself (Bear & Babcock, 2017). Reflecting on a time when she previously felt powerful and in control before the negotiation can have a positive impact on negotiation outcomes (Small et al., 2007).

Appendix K: Case Study Comparison

Case Study 1:
Mia is about to negotiate a new job contract. At her previous job, she negotiated her job contract for the first time. Her first counteroffer was accepted without resistance, which makes her feel that it was too low, and she could have asked for more. She is using her previous salary as a basepoint for this negotiation, with the goal to get a larger salary than what she currently has. Mia is prepared to ask to set-up time for a phone call once receiving the offer letter to negotiate the salary, even if it is not explicitly mentioned. Mia knows that it will be beneficial for the team if she is able to start within the week to kick-off a new project, so it is important for everyone that this process moves quickly. She knows there might be some resistance, but she wants to stick to her goal of achieving a higher salary than she currently has.

Case Study 2:
Alex is new to formal negotiations, but she has been doing a lot of research online about what is a good ideal salary to ask for in her first job contract negotiation. Alex does not see herself as very assertive and is nervous about making a good first impression. She wants everyone at the company to like her and does not want to ruffle any feather or be perceived as seeing herself better than others before even starting. Knowing that this will be her first salaried job, Alex has reached out to some peers, both her age and older, to ask how they went about the negotiation process and if they had any advice for her. One thing that is important for Alex is that she has ample learning and development opportunities. If she is told that there is no room for a salary increase to what she is offered, she is going to switch to a Plan B and ask for funding for a relevant online certificate program to complete at night.

Please answer the following questions after reading both case studies:

1. What are the opportunities used in Case 1 for Mia to enter the negotiation in an advantageous position?

2. What are the opportunities use in Case 2 for Alex to enter the negotiation in an advantageous position?

3. Who will have a more successful outcome, Mia or Alex? Explain your reasons why.

Appendix L: Zoom Negotiation Packet – Performance Review, Employee Role

As part of your company's annual review process, you've scheduled time to talk with a member of your leadership team as the final step in the review. You have already had a conversation with you line manager discussing the feedback you received in your performance review and received an emailed letter stating the salary increase from the company's CEO. The peer feedback you received in your review was good, but you have been at the company doing your job for over two years. You were hoping for a larger raise or even a promotion that you have been on track to receive for the past year, so was disappointed to learn of such a small salary increase and no promotion.

The below information provides some background on the company, your original job description with responsibilities and qualifications, and your salary increase letter with a summary snapshot of your performance review. Use this information as a starting basis to prepare for your upcoming performance review meeting.

Try to embody the role as if you were truly in the position based on the information provided. Feel free to be as creative as you would like, do additional research to prepare, and pull in what you learned from the training. The simulation begins immediately once you join the Zoom.

Company Overview:

Branded Communications Group is a strategic marketing communications network that partners with organizations to transform their public relations, brand, and reputation. Based out of Chicago, IL, Branded Communications Group is an award-winning agency that brings together strategic and creative thinkers to deliver innovative communication strategies to our clients. We leverage design to engage target audiences with captivating stories that generates awareness, builds relationships and embed their brand into consumer's daily lives through sustainable momentum.

Job Description:

A Social Media Manager at Branded Communications Group is responsible for increasing brand awareness through developing and executing social media strategy. This position handles the day-to- day online presence for multiple clients at once. Social Media Manager's plan, develop and manage both paid and organic marketing plans to increase brand understanding, collaborate with creators, and coordinate the scheduling of content across social networks (e.g., Instagram, Twitter, TikTok).

Your Responsibilities:

- Oversee day-to-day management of campaigns and ensure brand consistency
- Build relationships and act as a main point of contact to clients

- Create, coordinate, and execute on global social strategy to align with clients' business goals
- Monitor, identify, and develop strategies to effectively compete in the marketplace
- Create client-facing monthly reports on cumulative campaign progress, analyzing data and finding opportunities for continuous improvement
- Collaborate with designers to ensure visually-appeal content

Your Qualifications:

- A degree in communications, marketing, or business discipline
- 2-4 years of experience in digital media, marketing, or public relations with a focus on social media
- Experience writing for multiple social media audiences and platforms
- Demonstrated knowledge of Search Engine Optimization and internet ranking for web content
- Relevant experience determining a target audience and how to cater unique marketing campaigns to capture their attention
- Experience creating and executing content across social media
- Knowledge of graphic design best practices and principles

Salary Increase Letter:

Dear Social Media Manager,

You have been a valuable asset to our company since joining two years ago. I've received a summary of your performance review and the company is pleased with your performance over the past 12 months.

As part of the performance review process, you were first rated across capabilities and responsibilities by the 3-5 peers you identified. Your manager received these ratings, rolled it up into one comprehensive review and added their own ratings on top of it to make the final performance review. You were rated at Meets Expectations or Exceeds Expectations for all of your capabilities and responsibilities.

Your **strengths** really stood out with client delivery, brainstorming and executing on campaign ideas, and beginning to build up client relations. Some quotes from your peers were:

"She has a way with not only creating unique ideas that have never been done before that meet the insights and recommendations identified by the research, but also able to bring them to life."

"Her ability to deliver content in a timely manner is lifesaving on quick moving projects." "You can count on her to get done what you need in a short amount of time."

"The clients are beginning to trust her when she presents, knowing that she did her research

and is in the loop with everything going on."

Your **areas of improvements** identified were facilitation and balancing multiple projects at once. Some quotes from your peers were:

"You can tell that she is nervous when presenting, often reading directly from the slide. I recommend she continue to practice facilitating when possible to have a more natural presentation."

"I think it would be great if she had more opportunities to present to clients."

"She is great at meeting deadlines when only working on one project but has some difficulty managing across projects and scheduling accordingly."

"There was a moment when we thought she was going to be on a call and learned last minute that she had another project conflict. I would recommend she becomes more proactive communicating with her team members about other project conflicts."

Given your performance review by your manager and peers, we are delighted to confirm your annual salary increase from $60,000 to $62,500 per year, beginning immediately. Based on your contract, you are on a 12-month performance-based salary review cycle. We look forward to the year ahead.

Warm regards,
CEO, Branded Communications Group

Appendix M: Debrief

The purpose of this study is to test an online training intervention for women in negotiation. The goal of the training intervention is to aid women in overcoming the challenges of initiating a negotiation, by reducing the anxiety and fear of backlash women face and increasing self-efficacy.

If you were in the control condition, you experienced slight deception by being told there was an overwhelming response to the training, and you were placed on a waitlist. In reality, there was no need for a waitlist – we used the pre-negotiation questionnaire answers submitted when gaining access to the training after a one-week delay as a control. This allowed the experimental design to be a classic controlled experiment with a pretest posttest control group design, while still providing you access to the training.

We hope that this research will aid in establishing an online training for women in negotiations to improve salary negotiation equity and contribute to the close of the pay gap. Your participation is greatly needed and appreciated in order for this to be accomplished. We ask that you do not share the details of the study with other individuals who may participate in order to ensure the accuracy and honesty of the responses.

It is important to have a similar environment for everyone who participates in the study. Because of this, we ask your help in not sharing the information learned with others who may be involved or might participate in the study in the future. If you know someone who you think would benefit from this training intervention, we highly recommend sharing the contact information of the researcher: Kaitlyn Gallagher (kgalla26@depaul.edu)

If you would like to know more information about the theories supporting the present research, see the following published research articles:

> Kugler, K. G., Reif, J. A., Kaschner, T., & Brodbeck, F. C. (2018). Gender differences in the initiation of negotiations: A meta-analysis. *Psychological Bulletin, 144*(2), 198-222.

> Kulik, C. T., Sinha, R., & Olekalns, M. (2020). Women-focused negotiation training: a gendered solution to a gendered problem. In *Research Handbook on Gender and Negotiation*. Edward Elgar Publishing.

> Mazei, J., Huffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin, 141*, 85-104.

If you want a paper copy of this debriefing, would like to know more information or have any questions about the research, feel free to contact the primary investigator on the project:

    Kaitlyn Gallagher   kgalla26@depaul.edu