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# Negotiators at Work: Three Essays on Employee Negotiation Skill Development and Exhibition

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**NEGOTIATORS AT WORK:  
THREE ESSAYS ON EMPLOYEE NEGOTIATION SKILL DEVELOPMENT AND  
EXHIBITION**

BY

Elizabeth Foster Clenney

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree

Of

Doctor of Philosophy

In the Robinson College of Business

Of

Georgia State University

GEORGIA STATE UNIVERSITY  
ROBINSON COLLEGE OF BUSINESS  
2013

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### ACCEPTANCE

This dissertation was prepared under the direction of the Elizabeth Foster Clenney Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctoral of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

H. Fenwick Huss, Dean

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## ABSTRACT

**NEGOTIATORS AT WORK:  
THREE ESSAYS ON EMPLOYEE NEGOTIATION SKILL DEVELOPMENT AND  
EXHIBITION**

BY

Elizabeth Foster Clenney

March 29, 2013

Committee Chairs: Todd J. Maurer and Edward W. Miles

Major Academic Unit: Managerial Sciences

The need to negotiate is pervasive, but the ability to do so effectively is not so commonplace and is an often assumed or taken-for-granted skill. Despite the fact that people negotiate something nearly every day, be it in their personal or professional lives, very few people undergo formal negotiation skill training. In fact, most people overestimate their negotiating abilities, primarily because they never receive feedback on their skills. Consequently, this overestimation of negotiating ability often leads people to unknowingly negotiate suboptimal agreements. In other words, they can do better. In an organizational setting, many employees have to negotiate as a normal and customary part of their job; however, unlike other essential skills, such as technical skills or general communication skills, negotiation skills are not as widely taught and are frequently assumed to be mastered. Furthermore, organizations will place great emphasis on the outcomes of employee negotiations rather than the skills that lead to those outcomes. Similarly, scholarly research on negotiation seems to mimic this focus, where there are many studies related to negotiation outcomes and even general tactics (e.g., making the first offer, setting target and resistance points, etc.) prescribed to obtain outcomes. However, there is a large gap in understanding *how* people acquire and *why* they exhibit particular negotiation skills. Furthermore, the relationship between specific negotiation skills and specific negotiated outcomes has been inferred or tested indirectly in previous research. Studies in this dissertation directly examine if acquiring a particular negotiation skill set does lead to particular negotiated outcomes. This dissertation aims to set forth an initial framework for employee negotiation skill development and test key relationships to support the idea that not everyone acquires the same set of negotiation skills or are effective in every negotiation situation. This overall argument will be presented via three essays, the first proposes a theoretical framework and the second and third empirically test relationships set forth in the theory paper.

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Finally, my Mom and Dad have been the biggest supporters and strongest people I have ever known. Tommy and Martha Foster, you are my role models, and I hope to be half the parents and human beings you both are. There was nothing you would not do to make my dream a reality, and there are not enough “thank yous” to express my love and appreciation for all you’ve done for me. I consider this “our” degree because I could not have done this without the both of you. Mom, you are one incredible lady who has taught me responsibility and standing my ground. Daddy, you passed away two days after I passed my final defense. You promised me you would be with me through the whole program, and you were. I am so glad we got to celebrate my completion with a huge hug and smile before you went to Heaven. You are my hero and the strongest man I’ve ever known. I hope to make you and Mom proud; you’ve both made me so proud to be your daughter. This dissertation is dedicated to the memory of Tommy Wayne Foster (May 28, 1948 – March 31, 2013), to whom I am so blessed to have as my father.

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## Dissertation Overview

The need to negotiate is pervasive, but the ability to do so effectively is not so commonplace and is an often assumed or taken-for-granted skill. Despite the fact that people negotiate something nearly every day, be it in their personal or professional lives, very few people undergo formal negotiation skill training. In fact, most people overestimate their negotiating abilities, primarily because they never receive feedback on their skills. Consequently, this overestimation of negotiating ability often leads people to unknowingly negotiate suboptimal agreements. In other words, they can do better. In an organizational setting, many employees have to negotiate as a normal and customary part of their job; however, unlike other essential skills, such as technical skills or general communication skills, negotiation skills are not as widely taught and are frequently assumed to be mastered. Furthermore, organizations will place great emphasis on the outcomes of employee negotiations rather than the skills that lead to those outcomes. Similarly, scholarly research on negotiation seems to mimic this focus, where there are many studies related to negotiation outcomes and even general tactics (e.g., making the first offer, setting target and resistance points, etc.) prescribed to obtain outcomes. However, there is a large gap in understanding *how* people acquire and *why* they exhibit particular negotiation skills. Furthermore, the relationship between specific negotiation skills and specific negotiated outcomes has been inferred or tested indirectly in previous research. Studies in this dissertation directly examine if acquiring a particular negotiation skill set does lead to particular negotiated outcomes.

These essays go beyond general tutorials for negotiating effectively; we can find ample guides, both in practitioner and academic literature, which instruct people on what to do in

negotiation at a very general level. However, these “how tos” frequently assume that (1) these tactics will universally be effective across all negotiation contexts, and (2) everyone can adopt these behaviors despite individual differences or situational constraints. This dissertation argues that a “prescribe all” mentality to negotiations is neither accurate nor effective. Consequently, the dissertation aims to set forth an initial framework for employee negotiation skill development and test key relationships to support the idea that not everyone acquires the same set of negotiation skills or are effective in every negotiation situation. This overall argument will be presented via three essays, the first proposes a theoretical framework and the second and third empirically test relationships set forth in the theory paper.

The first essay is a theoretical paper aimed at developing an initial holistic framework for employee negotiation skill development, answering in more detail, “How do employees acquire effective negotiation skills, and do these skills lead to negotiated outcomes?” The paper argues that three negotiation skill sets (integrative, distributive, adaptable) exist and are individually conducive to different types of negotiations and outcomes. Additionally, the paper argues that these skill sets are acquired via various learning and development experiences, and the direct and indirect effects of person and situation factors that impact negotiation skill acquisition are examined. Multiple theories are used to leverage the many propositions set forth in the first essay. These theories include theory of cooperation and competition, dual concern theory, social learning theory, social adaptation theory, and several learning theories. This theoretical essay establishes the foundation and rationale for the hypotheses tested in the two empirical pieces. The contribution of the first essay is that it establishes an initial but more comprehensive model of employee negotiation skill development, recognizing that not all negotiations require the same skill set and not all employees will acquire the same skill set. The focus on negotiation skills

rather than just outcomes is relatively unique in the negotiation literature, but understanding how these various skills are acquired is the largest contribution of the paper to both the learning and development literature and negotiation literature. Another major contribution of the paper is evaluating negotiation skill acquisition as a mediator between development activities and negotiation outcomes. I propose that involvement in particular negotiation learning and development activities will produce certain negotiation outcomes via the acquisition of specific negotiation skill sets. The model set forth will hopefully spur future empirical testing, which will have both scholarly and practical implications.

The second essay is an empirical paper that uses a field study, not often seen in negotiation research, to test the relationship between various learning and development activities and the acquisition of negotiation skills in assumed experienced negotiators. The overall research question of this third essay is “Does involvement in certain learning and development activities predict the subsequent acquisition of employee negotiation skills?” Another question addressed in the second essay is “Does the acquisition of negotiation skills mediate the relationship between learning and development activities and negotiation outcomes?” Additional person and situation factors are evaluated for their particular moderating effect.

The third essay is an empirical paper that tests via experiment the relationship between observational learning and acquisition of specific negotiation skills and behaviors and subsequent negotiation outcomes. The overall research question of this second essay is “Do particular learning activities predict the acquisition of specific negotiation skill sets and subsequent negotiation outcomes?” This overall question and specific hypotheses (to include examining certain person moderators) is tested by an experiment adapted from Nadler, Thompson, and Boven (2003). While the field study tests more relationships of the proposed

development framework and attempts to provide robust support and external validity, this experimental study focused on novice negotiators, is intended as a follow-up study to identify causality of the acquisition of specific negotiation skill sets.

The overall combined contribution of this three-essay dissertation is to uncover how and why certain negotiation skills are acquired and exhibited. Furthermore, a careful examination of the development of certain negotiation skills and their direct effect on negotiation outcomes is warranted and set forth by this model. Thus, these essays aim to further elucidate the ideas that not everyone can be an effective negotiator in every negotiation situation, not everyone will readily develop the same negotiation skills in the same manner, and not every negotiation calls for the same negotiation skill set. Recognizing that learning negotiation and engaging in it are not “cookie cutter” phenomena will help to uncover how best to train and place our employees in appropriate negotiation situations.

**Becoming a Negotiator: A Proposed Model for Effective  
Negotiation Skill Development in Employees**

Elizabeth Foster Clenney

*Georgia State University*

### **Abstract**

Previous research on negotiation skills has focused mostly on the negotiation itself and tactics used when bargaining, while little research has examined the process by which people become effective negotiators. This paper is aimed at developing an initial model from an intra-organizational perspective to outline the factors that contribute to the development of negotiation skills and behaviors by employees. We focus on the types of developmental and learning experiences and processes that will lead to the acquisition of three types of key negotiation skills and behaviors: distributive, integrative, and adaptable. We also outline how unique types of individual difference and situational variables could contribute to particular negotiation behaviors, either directly or via an interaction with developmental experiences. This model will provide new insights, structure, and suggestions for more research on factors that lead to negotiation skill development and exhibition of effective negotiation behaviors.



## Introduction

Many negotiation writers (e.g., Shell, 1999; Watkins, 2002) claim that everyone is a negotiator and everyone negotiates something almost every day, be it in their personal or professional lives. Fells (2010, p.3) defines negotiation as “a process where two [or more] parties with differences which they need to resolve are trying to reach an agreement through exploring for options and exchanging offers.” Organizations today are faced with globalization, workforce diversity, customer-focused strategies, intense competition, and flatter organizational structures. These organizations have a vested interest in developing employees’ skills to negotiate effectively and structure deals optimally (Brett, Northcraft, & Pinkley, 1999; Kim, Pinkley, & Fragale, 2005; Stevens & Gist, 1997). Negotiation skills are often a vital component to both employee and organizational success (Bendersky & McGinn, 2010; Lax & Sebenius, 1986). Weingart, Thompson, Bazerman, and Carroll (1990, p. 7) go as far as to say that negotiation research is drawing increased attention “because the topic has direct relevance to the development of managerial skills.”

Employee negotiation skills are exhibited in multiple ways during employment, from bargaining the employee’s own compensation and terms of employment to negotiating on behalf of the organization with customers, suppliers, and other stakeholders. Thus, the need for effective negotiation skills transcends all industries and employee levels, so a model that illustrates employee development of such skills should be very worthwhile in helping to organize research in such a key area of the literature and practice.

We believe that the leadership development literature provides some logical parallels to our effective negotiator development framework; therefore, we will make several comparisons between the two literatures. Much like great leaders, some people believe (Malhotra &

Bazerman, 2007) that great negotiators are born with the talent. However, similar to the concept of leadership, the typical definitions of negotiation (e.g., Fells, 2010; Fisher, Ury, & Patton, 1991; Thompson, Wang, & Gunia, 2010) suggest that negotiation is a process that transpires between people. Just like leadership, negotiation might be developed and further honed, but the question is how? Similar to leadership skills, negotiation skills are challenging to teach, assess, and provide feedback on (Nadler, Thompson, & Boven, 2003). Though scholarly researchers have presented comprehensive tutorials and guides for effective negotiation (e.g., Lax & Sebenius, 2006; Thompson, 2008; Watkins, 2002), our intent is to propose a model from an intra-organizational perspective on the development of negotiation skills and behaviors, not unlike literature that has outlined development of leadership skills.

Drawing from various negotiation and learning and development theories, this paper is aimed at going beyond tutorials on negotiation tactics, focusing on developing a more comprehensive, holistic view of employee negotiation skill and behavior development from both work and non-work experiences. We create a model that contributes insight into how individuals become skilled at effective negotiation, proposing that negotiation skill sets differ in complexity, and hence, development activities to increase these skills will differ in complexity as well. While our model is aimed at explaining how novice negotiators acquire effective negotiation skills and behaviors, behavioral change may not be as drastic for more experienced negotiators, but controlling for current skill level in empirical tests could allow for the detection of even slight additional development of skills. Additionally, we examine if the acquisition of particular negotiation skills do in fact lead to certain negotiation outcomes. Based upon limited existing research on these issues, our proposed model is an initial effort toward the creation of a more holistic framework of developing great negotiators from an intra-organizational stance; thus, we

hope that our paper stimulates and guides empirical testing that will allow elaboration and expansion of the model via future research.

### **Developing the Model**

Negotiation skills, similar to leadership skills, can be somewhat difficult to define (Patton, 2009). What characterizes or exemplifies a great negotiator? What are the best approaches to training, developing, and maintaining an employee's negotiation skills? What characteristics of people and of situations will facilitate (or inhibit) the development of great negotiators? Are certain behaviors prevalent and more effective in obtaining outcomes in certain types of negotiations? Are these behaviors more nature, nurture, or a combination of both? These questions will be addressed in this paper as we outline our proposed model. The model we set forth in Figure 1 represents what we believe to be a more focused framework by which employees acquire and exhibit negotiation skills and behaviors. The model recognizes that certain negotiation skills are more conducive to particular types of negotiations, which in turn are more effective in obtaining particular negotiation outcomes. Additionally, we address person and situational factors that can impact the employee's negotiation skill set acquisition.

An additional contribution of this model is the idea that the acquisition of certain negotiation skills mediate the relationship between development activity and negotiation outcomes. Though there is a large literature on negotiation outcomes (e.g., Maddux, Mullen, & Galinsky, 2008; Min, LaTour, & Jones, 1995; Oliver, Balakrishnan, & Barry, 1994), only a few studies have actually directly tested the relationship between specific skills and specific outcomes (i.e., distributive skills and distributive outcomes, integrative skills and integrative outcomes; Thompson, 1990; Weingart et al., 1990; Weingart, Hyder, & Prietula, 1996). However, these studies did not look at skill acquisition, nor its mediating effect between

negotiation development activities and negotiation outcomes. We feel that it is our specific view of the acquisition of negotiation skills that offers a unique contribution to the learning and development as well as the negotiation literatures.

### **Negotiation Types and Behaviors**

Defining what one means by “effective negotiator” is challenging (Bowles, Babcock, & Lai, 2007; Curhan, Elfenbein, & Kilduff, 2009; Miles, 2010), much like defining a “great leader” (Avolio, 2007; Bass, 1990). The types of negotiations encountered by employees will likely differ by position or role; for instance, salespersons will likely negotiate differently than human resources managers. A contractor bidding on a construction project will likely negotiate differently than a sports agent negotiating the contract of his or her talented principal. Thus, effective negotiation behaviors might differ depending on the role involved, the number and types of issues being negotiated, and the outcomes desired from the negotiation.

From an organizational standpoint, an employee’s effective negotiation may be constituted by the outcome that most benefits the organization. For example, a person employed in a sales position who effectively negotiates a one-time deal with a customer that maximizes profit for the organization would likely be considered effective in the eyes of the organization for that particular negotiation (Borchardt, 2008). However, other negotiations involve on-going relationships, and taking a long-term, strategic view of what is effective in the organization’s eyes can sometimes be more appropriate than considering effectiveness within a single negotiation (O’Connor, Arnold, & Burris, 2005).

In the negotiation literature, negotiations are often characterized as distributive or integrative (Raiffa, 1982; Walton & McKersie, 1965). Though some of the skills required to be effective are similar in each type of negotiation (e.g., assessing one’s best alternative, asking

questions to acquire information), the behaviors involved in each tend to differ dramatically. The main reasons for these differences in behaviors revolve around (a) the amount of information that is exchanged, due primarily to the number of issues involved in the negotiation, and (b) the primary concern for self vis-à-vis the other party in terms of the negotiation outcome distribution (Raiffa, 1982; Walton & McKersie, 1965). The theory of cooperation and competition (Deutsch, 1973) and dual concern theory (Pruitt & Rubin, 1986) help to explain the distinctive behaviors in the two types of negotiations. Theory of cooperation and competition posits that individual negotiators have different social motives—prosocial or egoistic. Negotiators with prosocial motives are concerned about maximizing their own and their counterpart's outcomes, and exchange information and behave in ways to build trust and uncover tradeoffs for mutual benefit. At an organizational level, this often parallels an organization's desire for more social outcomes of relationship building. Egoistic negotiators are concerned with their own outcomes, with little to no concern for the other party, and they seek less information about the other party but are very committed to their own position (De Dreu & Boles, 1998; De Dreu, Weingart, & Kwon, 2000; Deutsch, 1973). At an organizational level, this parallels an organization's desire for more economic outcomes of maximizing payoff. Similarly, dual concern theory argues that negotiators fall along a continuum of weak or strong concern for self and concern for others (Pruitt & Rubin, 1986). Strong concern for self is usually exemplified by resistance to yielding, or making few concessions to the other party (Kelley, Beckman, & Fischer, 1967); strong concern for others is exemplified by more cooperative behaviors aimed at ensuring both parties are satisfied with the negotiation (De Dreu et al., 2000). Thus, in explaining the different behaviors in distributive and integrative negotiations, we can see these motives and concerns

emerge. Ideally, a negotiator's individual motive, prosocial and/or egoistic, will align with the overall organizational desired social and/or economic outcome for a negotiation.

Distributive negotiations require less information exchange as there is typically one issue being negotiated, and the distributive negotiator is geared toward obtaining the greatest proportion of that one issue for him- or herself with an egoistic motivation. Thus, typical skills of the effective distributive negotiator include anchoring the bargaining range closer to one's own desired outcome, justifying reasons why his/her offer is reasonable, challenging the counterpart's justification for offers, avoiding making concessions, and emphasizing advantages held over the other party. Integrative negotiations require greater information exchange due to multiple issues being negotiated, and the integrative negotiator is geared toward looking for opportunities for mutual gain, whereby both parties walk away satisfied with the outcomes on the various issues. Integrative negotiators have a concern for others and are prosocially motivated. In order to accomplish their objectives, effective integrative negotiators will exhibit skills such as ask questions of the other party to uncover their interests and priorities, reveal his/her own interests, identify tradeoffs and make multi-issue offers, and build trust through a problem-solving approach aimed at creating satisfactory outcomes for both parties. A more careful explanation of these types of negotiations and respective skill sets is necessary to further discern those skills and behaviors that differ in each type of negotiation.

**Distributive.** Some situations are zero-sum and the primary goal of the negotiator is to obtain as much of the zero-sum value as possible; these are distributive negotiations (Raiffa, 1982; Walton & McKersie, 1965). Typically, there is a single resource, often money, to be distributed between the two parties. In the purely distributive situation, the interests of the two parties are perfectly and negatively correlated (Barry & Friedman, 1998). The common example

is a one-time price negotiation in which the seller prefers a high price and the buyer prefers a low price.

In these instances, the organization would view the effective negotiator to be the one who can gain as much short-term objective value as possible, trying to get the largest piece of pie possible, in the classic pie analogy. Distributive negotiations are aimed at maximizing one's own gains and claiming the largest share of the resources being negotiated; thus, an organization desiring the maximum short-term outcome possible will likely encourage the employee to be more distributive in his or her negotiation strategy. In the prototype distributive context, negotiators are less concerned about mutual gains for both parties because opportunities for such gains are often not possible in this context. Instead, negotiators focus primarily on maximizing their obtained outcomes with little concern about the underlying interests of the counterpart.

Distributive negotiations are position-based. Negotiators take a position very early in the conversation and attempt to provide supporting logic for the merits of that position while countering the logic of the position taken by the counterpart (Hyder, Prietula, & Weingart, 2000; Walton & McKersie, 1965). Hyder et al. label this process as "substantiation" and questioning the counterpart's substantiation. Because of this substantiation focus, there is modest emphasis on information exchange (Hyder et al., 2000). Strategically, negotiators in distributive contexts should calculate a resistance point (the point they do not intend to go beyond), set goals, and make ambitious opening offers. If they have sufficient information, they should be proactive, making the first offer and anchoring the negotiation in their favor (Galinsky & Mussweiler, 2001). In distributive negotiations, advantages one party has vis-à-vis the other are emphasized. For example, a negotiator who is higher in status, controls more resources, or possesses a better

alternative will tend to highlight his or her advantage in order to capture more of the available resources.

**Integrative.** In substantial contrast to distributive negotiation contexts, integrative negotiations are characterized by more of a problem-solving approach (Walton & McKersie, 1965). Multiple issues are involved and the primary focus is on finding an optimal configuration of those issues. Resources have differing values to each party, and the optimal configuration assigns the resources to the party placing the greater value on the resource in exchange for trade-offs on other issues. The ideal configurations are *Pareto optimal*—agreements whereby no remaining opportunity exists for one party to gain without it coming at the expense of the other party (Raiffa, 1982). Both parties search for mutual or joint gains, also known as “expanding the pie.” While distributive negotiations are focused on positions and substantiating one’s positions, such an approach is unlikely to lead to Pareto optimal agreements, and a different approach is needed to arrive at these configurations. This approach involves discussing interests rather than discussing positions (Hyder et al., 2000; Lax & Sebenius, 1986). Therefore, information exchange becomes critical; the negotiator able to implement a strategic question-asking strategy is more effective. A skilled integrative negotiator will ask questions of the counterpart in an effort to uncover that party’s underlying interests and priorities, and in return, that negotiator will provide similar information to his or her counterpart. In order for parties to feel good about sharing this information, trust is helpful in reducing the risk that shared information will be used for distributive ends. Building effective relationships with counterparts facilitates this trust. Thus, integrative negotiations are more characterized by concern for relationships than are distributive negotiations. Consequently, organizations desiring negotiation



outcomes of relationship development and mutual gains will encourage a more integrative strategy from the employee.

To summarize thus far, at a general level of defining the competencies of an effective negotiator, there are two main types of negotiations at which the negotiator might be skilled and could possess the capability to succeed within these tasks. In distributive negotiations where short-term economic outcomes are desired, organizations will define employees as effective negotiators if the employees' negotiation skills lead to consistently maximizing their share of available resources. However, in integrative negotiations where joint gains for both parties and a continuing relationship is expected, organizations will define employees as effective negotiators if the employees' negotiation skills lead to consistently achieving or exceeding the organization's desired outcomes for the negotiation by creating mutual gains for both parties and maintaining a good relationship with the other party. Both skill sets are important to negotiation, depending on the goals that are important to the organization for the given negotiation. We argue, however, that distributive skills are less complex than integrative skills, primarily due to the number of issues being negotiated and the objectives of the negotiation. With integrative negotiations, greater information exchange and searching for mutual gains requires more complex communication and creativity compared to distributive negotiations.

However, in practice most negotiations are neither purely integrative nor purely distributive (Barry & Friedman, 1998; Lax & Sebenius, 1986; Walton & McKersie, 1965). Most negotiations tend to fall along a continuum between integrative and distributive, having elements of both and often called "mixed-motive" negotiations. Employees that engage in repeated similar negotiations (e.g., human resource specialists engaging in employment negotiations for similar types of employees, procurement specialists negotiating with vendors) will consistently

engage in negotiations that reflect a similar point of that continuum. However, other employees may be called upon to engage in different types of negotiations characterized by different points on the continuum. The effective employee in these circumstances is adaptable.

**Adaptable.** In order to represent the organization's interests effectively, some employees will be called upon to negotiate distributively at some times and to negotiate integratively at other times. For these individuals, part of being a skilled negotiator also involves determining where on the continuum a given negotiation situation falls and then being skilled at employing the appropriate negotiation strategies to promote the organization's interests. Some leadership theories, such as situational leadership (Hersey & Blanchard, 1982) and path goal theory (House, 1971; 1996), argue that more than one leadership style is necessary for a leader to be effective. The leader must not only be competent at exhibiting or using the various styles but also must be effective at recognizing which style is called for and will be most effective at successfully influencing followers. Similarly, Sullivan, O'Connor, and Burris (2006, p. 568) note that

Of course, it is possible for negotiators to use distributive tactics when the task has integrative potential, for instance. However, if the parties rely solely on these task-incongruent tactics, they are likely to miss opportunities to achieve low-cost gains (Weingart et al., 1990). In much the same way, bargainers may try to exchange information about preferences when a negotiation lacks integrative potential. Pursuing this course squanders time and effort, making the point that task-incongruent tactics are not likely to yield profitable deals.

Consistent with the leadership literature, a contingent model of effectiveness in negotiation seems logical for the adaptable negotiator. Therefore, effective adaptable negotiators will be skilled at pursuing both integrative and distributive negotiation *and* recognizing which is

called for in a given negotiation in order to achieve desired organizational outcomes. This recognition of the appropriate negotiation behaviors can be explained by both social learning theory (Bandura, 1977) and social adaptation theory (Kahle, 1983). The adaptable negotiator will learn over time which skill sets are effective to particular contexts by watching others (social learning), and he or she will be able to take cues from the context and counterpart in order to adapt his or her skill set to most effectively negotiate (social adaptation). In line with our argument of skill complexity, the adaptable negotiator skill set will contain distributive and integrative skills as well as the ability to interpret which skill set is best suited for the negotiation context. Thus, the adaptable skill set will be the most complex negotiation skill set to acquire.

### **Negotiation Learning and Development Experiences**

Upon successfully defining the effective negotiator from an organizational standpoint and determining the negotiation skill set necessary to be effective, the next issue involves describing what factors contribute to the acquisition of distributive and integrative negotiation skills as well as the ability to perform both as an adaptable negotiator. We rely on learning theory (Merriam & Caffarella, 1991; Smith, 1999) to position our stance that learning is exhibited through behavior and social and situational interaction. Merriam and Caffarella argued that four orientations to learning exist: behaviorist, cognitivist, humanist, and social/situational. Our model is focused on skill acquisition, which we believe is most saliently manifested through actual behavior, not just knowing the correct behavior. In other words, we do not adopt the cognitivist approach (Piaget, 1926) to learning where an individual knows the effective negotiation behavior; we adopt the behaviorist approach (Watson, 1913; Skinner, 1973) where an individual exhibits learning by actually performing the effective behaviors in actual negotiation contexts. Additionally, we rely heavily on social and situational learning (Bandura, 1977) as support for

the effectiveness of particular learning activities, such as observational and experiential learning as well as mentoring. Together, these two facets of learning theory combined with dual concern theory, theory of cooperation and competition, and social adaptation theory help to explain the overall theoretical underpinnings of our model. Specifically, these theories tie together our distinction in negotiation skill sets with how learning and development of these skills occurs. We argue that the learning and development activities of an employee will differ based on the type of skill set he or she is acquiring. Thus, distributive negotiation skills will be acquired by a different set of learning and development activities than integrative skills, and vice versa. We argue that the complexity of the skill sets differ and increase as one moves from distributive, to integrative, to adaptable negotiation skill sets. Consequently, we argue that learning and development activities, which also differ in complexity, will be more effective for each type of negotiation skill set being acquired. Figure 2 exemplifies our argument that skill sets and development activities increase along a continuum of complexity. Further explanation of this model and development of propositions follows in the remainder of the paper.

Before we discuss the various learning and development activities, we should briefly comment on an important concern some may have at this point. One might ask whether organizations *can* develop employees into effective negotiators. This is a very similar question to that asked about leadership development. In a recent article, Doh (2003) surveyed leading management scholars with an interest in leadership research. He found a consensus among respondents that some aspects of leadership can be taught; however, the question of “how” they might be taught was not answered consistently among the scholars. Some scholars felt mentoring and coaching relationships were most effective for teaching, while others believed classroom-based learning was just as effective when combined with personal experience. Because the

scholars agreed that leadership is a set of behaviors, and behaviors can be taught, it seems likely that employees can be taught to be effective negotiators because negotiation is a set of behaviors as well.

There are numerous mechanisms by which individuals can acquire negotiation skills. Negotiation skill attainment can come via experience (work and non-work), formal development, and feedback. We consider these mechanisms a critical part of our model; each can serve a different purpose in the overall development of an effective negotiator.

Nadler et al. (2003) looked specifically at the four types of training methods used to help people improve their negotiation skills in a mixed-motive negotiation. (There were more integrative than distributive issues in their design.) The authors examined the efficacy of didactic learning (principles-based, textbook learning), information revelation (revealing the “ideal” strategy based on the other party’s interests and outcomes from previous negotiations), analogical learning (drawing parallels from a well-understood domain to a novel problem), and observational learning (modeling others’ behaviors). The results indicated that analogical learning and observational learning led to both parties obtaining more favorable outcomes in a negotiation compared to the other two learning styles. Analogical learning allows for employees to relate or make analogies between seemingly complex situations and situations in which they can relate to or have more experience. The analogies, or connections, encourage employees to transfer skills from a simpler or more familiar situation to one that is novel. Furthermore, those individuals trained by observational learning, or modeling, had the best negotiation performance of all the learning styles; however, those same individuals were the least able to describe the learning principles that aided in their improvement. This finding highlights the tacit knowledge

that generally is absorbed via vicarious or observational learning (Day, Halpin, & Harrison, 2009).

Nadler et al.'s (2003) study examined the learning effects in a mixed-motive but highly integrative negotiation; however, given that distributive negotiation is a “natural” or “default” approach (Weingart et al., 1996), less need exists to demonstrate to negotiators how the approach works. The primary focus should be how the approach works *most effectively*. For example, negotiators need to learn how to set resistance points and how to determine the risks versus the advantages of making the first offer. Most negotiators in distributive situations readily accept the need for having a resistance point, but they do not necessarily know how to choose resistance points rationally. Nadler et al. (2003) found that didactic learning was the least effective method for learning more mixed-motive or integrative negotiation. By contrast—because distributive learning is a default and fine-tuning judgments and tactics is the primary focus—we predict that didactic learning will be effective in learning distributive negotiation. We do not intend with this proposition to say that more complex learning activities will not be effective for distributive negotiation. We simply intend to say that, whereas didactic learning appears ineffective in learning to negotiate integratively, it can be effective for learning to negotiate distributively.

*Proposition 1: The complexity and effectiveness of learning activities will increase and correspond to skill sets such that didactic and information revelation learning will be most developmental for distributive skills, analogical and behavioral modeling will be most developmental for integrative skills, and the greatest degree of behavioral modeling will be most developmental for adaptable skills.*

Results from Nadler et al. (2003) lend support to Bandura's social learning theory (1977), which posits that people can learn from watching “models.” This learning can occur in a training

context and even in unintentional learning on a daily basis (Manz & Sims, 1981). Manz and Sims found that observing another perform at a certain level can increase the observer's outcome expectancy and self-efficacy in addition to his or her motivation when the model performs at a high level. In negotiation, an employee who models another employee effectively negotiating a labor dispute can internalize the approach and behaviors of the model. This modeling can result in increased negotiation skills, particularly the tacit skills that are uncodifiable but present in the effective negotiator. The success of modeling or observational learning does depend on the skill level of the model individuals. Thus, mentoring relationships in an organization would seem to be a likely channel for employee negotiation skill development, particularly in integrative or adaptable negotiating.

Lankau and Scandura (2002) found that mentoring relationships increased personal learning, which in turn increased job satisfaction, reduced role ambiguity, and reduced turnover intentions as well as actual turnover. Peer relationships (coworkers employed on the same organizational level) can serve as alternatives to formal mentoring relationships, which are typically structured in a supervisor-subordinate dyad. Peer relationships can also be mentoring relationships and result in mutual learning by both individuals in the relationship (Kram & Isabella, 1985). Negotiation skill development would be an ideal area for both types of mentoring relationships. Effective negotiators can be developed in organizations that promote mentoring relationships and observational learning as part of their training and development of negotiation skills, and we argue that this type of development will be more effective for integrative skill development and most effective for adaptable skill development.

*Proposition 2: The effects of mentoring relationships on negotiation skill development will increase as complexity of skills increase, such that mentoring will be less important*

*for development of distributive skills, moderately important for development of integrative skills, and highly important for development of adaptable skills.*

Because the adaptable negotiator will possess both distributive and integrative negotiator skills, it follows that, to accommodate the integrative skill component, an adaptable negotiator must engage in the more complex learning mechanisms of the integrative negotiator. Thus, while the distributive skills could be acquired through more didactic or classroom-based learning, the integrative skills would be more effectively acquired through observational-based learning. Additionally, a major skill of the adaptable negotiator is the ability to judge the negotiation situation and counterpart, and determine which skill set would be most appropriate for a particular negotiation. Kahle's social adaptation theory (1983) suggests an individual organizes and assimilates information from social cues, and then the individual adapts his or her behavior to accommodate the situation. The adaptable negotiator must be skilled at interpreting cues from both the negotiation context and the counterpart in order to discern which negotiation skill set (distributive, integrative, or combination of both) he or she must employ. Exposure to a greater number of negotiations—integrative, distributive, and mixed-motive—allows an individual to develop the ability to recognize the cues that signal the appropriateness of a particular skill set. Thus, we propose the following:

*Proposition 3: The effects of experience on negotiation skill development will increase as complexity of skills increase, such that experience will be less important for development of distributive skills, moderately important for development of integrative skills, and highly important for development of adaptable skills.*

People are exposed to numerous negotiation situations in both their personal and professional lives. Becoming an effective negotiator requires practice and feedback. Non-work



experiences, such as negotiating the price of a car or home, can provide rich experience; however, these negotiation situations are usually not the best context to judge one's negotiation skill level. As Thompson states, "It is only partly true that experience can improve negotiation skills; in fact experience in the absence of feedback is largely ineffective in improving negotiation skills" (2012, p.9). Unfortunately, negotiation is typically a context in which critical elements of performance feedback are missing (Loewenstein & Thompson, 2006). To know how well one has negotiated, usually one needs key information that is held by the negotiating counterpart (e.g., the counterpart's resistance point), and, even when the negotiation has concluded, that party usually has no incentive (and often a disincentive) to share the key information. There is a tendency for people to remember selectively their successful negotiations, and they may overestimate their negotiation abilities, especially when accurate feedback is not provided (Thompson & DeHarpport, 1994). In contrast to improving actual negotiation performance, experience can improve one's confidence. Thus, the more individuals negotiate, the more likely they are to build confidence, but the accuracy of their judgment about success may or may not improve with experience. However, to improve negotiation performance, feedback is a necessary component to development and skill acquisition.

Some employees may have been exposed to more structured forms of negotiation experience in a classroom setting. Individuals that take conflict resolution or negotiation classes as undergraduates or graduate students are often taught via simulation, where they negotiate constructed scenarios with fellow classmates (Loyd, Kern, & Thompson, 2005). This setting provides both education on negotiation principles, experience with negotiating, and feedback on negotiation skills. Therefore, these types of experiences may provide more development for the individual than haphazard, non-feedback yielding experiences. As discussed earlier, feedback is

a critical element of negotiation skill development. Without assessment and feedback on negotiation skills, employees may not accurately judge their negotiation skill level or recognize whether those skills are truly conducive to the type of negotiation in which they are engaged. When developing an employee's negotiation skills, feedback should be given shortly after a negotiation and focused on the organization's desired negotiation behaviors for that particular negotiation; however, the importance of feedback is equally important across all three negotiation skill sets, thus:

*Proposition 4a: Effective feedback on distributive skills will emphasize behaviors of: anchoring early in the negotiation, substantiation, resistance to yielding, challenging counterpart's substantiation, and emphasizing own advantages over counterpart.*

*Proposition 4b: Effective feedback on integrative skills will emphasize behaviors of: problem-solving, asking questions of the other party to uncover interests and priorities, provide information regarding own interests and priorities, identify potential tradeoffs, make multi-issue offers, and build trust.*

*Proposition 4c: Effective feedback on adaptable skills will emphasize behaviors of: integrative, distributive, or both skill sets as appropriate to the negotiation as well as the ability to orient the negotiation toward the most appropriate behaviors.*

*Proposition 4d: Feedback will be equally important to the development of all three negotiation skill sets.*

To summarize, in our proposed model (Figure 1), we argue that there are numerous vectors for learning and developing negotiation skills, both inside and outside of an organization. More specifically in our complexity model (Figure 2), we propose that negotiation skill sets and negotiation learning and development activities fall along a continuum of complexity, making

particular learning/development activities more conducive to the acquisition of particular negotiation skill set. Prior experience in negotiation (on and off the job), formalized negotiation training, mentoring, and feedback all help to mold a person into an effective negotiator, and often times, it is a combination of these mechanisms that lead to the development of the most effective negotiators, and thus:

*Proposition 5: Negotiation skill development will fall along a continuum, where distributive skills will require the least development, integrative skills will require more development, and adaptable skills will require the greatest development.*

An additional contribution of this model is the mediating effect acquisition of negotiation skills has on the relationship between negotiation development activity and negotiation outcomes. To date, this specific relationship has not been tested. There are, however, a few studies that have examined fit in terms of certain behaviors or tactics predicting certain negotiation outcomes. Weingart et al. (1990) looked at tactical behaviors and their effects on distributive and integrative outcomes, and found that information exchange did lead to more efficient outcomes in integrative negotiations. Weingart et al. (1996) found that providing negotiators with tactical knowledge in advance of a negotiation increased integrative behaviors and integrative outcomes. However, it seems that most studies examining negotiation behaviors and outcomes are indirectly testing the relationship of fit. Thus, can we be certain that distributive behaviors lead to distributive outcomes and integrative behaviors lead to integrative outcomes? Based on existing literature, we argue that a more definitive test is needed. Our model posits that these different skill sets and behaviors should lead to respective negotiation outcomes. Furthermore, we argue that the relationship between negotiation learning and

development activity and negotiation outcomes is mediated by the acquisition of specific negotiation skills. More specifically, we propose the following:

*Proposition 6a: The acquisition of distributive negotiation skills will mediate the relationship between negotiation learning/development activity and distributive negotiation outcomes.*

*Proposition 6b: The acquisition of integrative negotiation skills will mediate the relationship between negotiation learning/development activity and integrative negotiation outcomes.*

### **Individual and Situational Predictors and Moderators**

The relationship between involvement in negotiation learning/development activities and subsequent acquisition of negotiation skills can be moderated by individual difference and situational characteristics. Individual differences such as personality, needs, and values will influence effectiveness on the integrative and distributive skill dimensions as well as adaptability across the two skills. Individual differences also include characteristics that will enhance development of these skills. For example, goal orientation and the motivational set of an employee affect the learning and development tendencies of that employee. It is important to understand both the propensities that predispose or prepare one to be naturally effective on a skill as well as the characteristics that facilitate the development of skills, and the current model explicitly identifies both. The former are the characteristics that allow one to be naturally oriented toward effective performance on a skill dimension while the latter allow one to develop greater effectiveness of skills. In other words, without formal training, we argue that certain person and situation factors make someone more or less likely to acquire a particular negotiation skill set. With formal training, we argue that certain person and situation factors make training

either easier or more difficult to acquire certain negotiation skills. Hence, we propose both moderating and direct effects of certain person and situation factors in developing negotiation skills.

Table 1 categorizes the individual and situational factors that affect the relationship between negotiation learning and development and negotiation skill acquisition. This table highlights both the innate characteristics that predispose someone to being a more effective negotiator in certain situations and the nurtured factors (organizational and experiential) that further contribute to someone acquiring a particular effective negotiation skill set. Our proposed model can help elucidate the “prototype” of the desired negotiator the organization seeks for a particular negotiation. From a practical standpoint, organizations can use the model to best match their most effective negotiator to a context based on the desired negotiation behaviors and subsequent outcomes.

**Individual Characteristics.** Are certain people naturally more inclined to be more effective in particular styles of negotiation? We propose that they are. Personality, needs, and values will influence an employee’s tendency to be integrative, distributive, or adaptable in his or her negotiation skill set. These personal characteristics obviously differ from one individual to another, but it is these differences, we propose, that lead individuals naturally to being more effective at integrative, distributive, or mixed-motive negotiations.

Personality theory and the “Big Five” personality model (Costa & McCrae, 1992) have been investigated in numerous negotiation studies. Previous scholars have found that individuals high in agreeableness are cooperative and empathetic, while individuals low in agreeableness are competitive and show less empathy for others (Costa and McCrae, 1992; Trapnell & Wiggins, 1990). Furthermore, several scholars have found that high agreeableness is associated with

individuals employing an integrative negotiation style (Amanatullah, Morris, & Curhan, 2008; Antonioni, 1998; Barry & Friedman, 1998; Dimotakis, Conlon, & Ilies, 2012; Moberg, 2001). Antonioni's (1998) study also found that extroversion, openness, and conscientiousness were positively linked to the integrative style. Though this study found extroversion also to be positively associated with dominating style, which is usually indicative of the distributive approach, agreeableness was negatively related to the dominating conflict management style. Barry and Friedman (1998) had similar findings, where individuals lower in agreeableness obtained better outcomes in distributive negotiations. Individuals with adaptable negotiation skills will acquire both distributive and integrative skills, so these individuals will not likely be on either extreme of the agreeableness continuum in order to accommodate either skill set. Because we believe that specific skill sets lead to negotiation outcomes (e.g., integrative skills/behaviors lead to integrative negotiated outcomes), we propose the following:

*Proposition 7a: Development activity and agreeableness will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in agreeableness.*

*Proposition 7b: Development activity and agreeableness will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those low/high in agreeableness.*

*Proposition 7c: There will be a positive relationship between agreeableness and acquisition of integrative negotiation skills and a negative relationship between agreeableness and acquisition of distributive skills.*

Individual goal orientations can affect the acquisition of skills. Dweck and Leggett (1988) conceptualized two implicit theories of traits, one where subscribers to an incremental

theory of traits believe individual characteristics can evolve and be developed; however, subscribers to the other, an entity theory of traits, believe that characteristics are inborn and static, making developmental efforts pointless. Dweck and Leggett (1988) also differentiated two types of achievement-goal orientation, performance goals and mastery goals, which affect learning. Specifically, they characterized performance-oriented individuals as being focused on tasks in which they can validate their abilities, and they tend to avoid opportunities that may highlight weaknesses or a shortcoming in ability. Thus, performance-oriented individuals see little benefit in learning and may adhere to the entity theory of traits (London & Maurer, 2004). Performance-oriented individuals focus on their individual performance relative to others and engage in tasks or projects that allow them to showcase their abilities over others or avoid tasks where they may fail (Dweck & Leggett, 1988). Provided that distributive negotiations are aimed at individual maximization of outcomes, it seems likely that distributive negotiation situations would be ideal contexts for performance-oriented individuals to highlight individual abilities over the other party. It follows that since performance-oriented individuals focus primarily on individual outcomes and are less concerned with the other party's outcomes or their own complex learning and development of the negotiation process, they are biased in the direction of developing distributive rather than integrative negotiation skills.

Mastery-oriented individuals, on the other hand, are interested in continuous learning, looking at performance outcomes as simply feedback on their efforts to achieve goals. Mastery-oriented individuals look at poor performance as motivational and an opportunity to learn, and thus, they do not shy away from challenges that stretch their abilities (Dweck & Leggett, 1988; London & Maurer, 2004). Stevens and Gist (1997) looked specifically at negotiation skill maintenance and found that mastery-oriented people participated in more negotiation skill

maintenance activities, planned to exert more effort in future negotiation skill development, and showed more positive affect than performance-oriented individuals for negotiation skill maintenance activities. Compared to performance-oriented individuals, mastery-oriented individuals are less concerned with external indicators of performance, less concerned with “outdoing” others, and more concerned about how much they learn in the process of a task (Dweck & Leggett, 1988). Compared to distributive negotiations, integrative negotiations are characterized by less concern for maximizing one’s individual outcomes, less concern for “outdoing” the other party, and more concern for learning about the other party’s underlying issues to develop opportunities for mutual gain. It follows that since mastery-oriented individuals are more concerned with learning and development and less concerned with individual outcomes, they are biased in the direction of developing integrative rather than distributive negotiation skills. Given these two goal orientations, we propose the following:

*Proposition 8a: Development activity and performance orientation will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in performance orientation.*

*Proposition 8b: Development activity and mastery orientation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in mastery orientation.*

*Proposition 8c: There will be a positive relationship between performance orientation and acquisition of distributive negotiation skills and a negative relationship between performance orientation and acquisition of integrative skills.*



*Proposition 8d: There will be a positive relationship between mastery orientation and acquisition of integrative negotiation skills and a negative relationship between mastery orientation and acquisition of distributive skills.*

We argue that individual needs can also serve as the foundation for negotiation style differences and effectiveness. McClelland (1961) identified three basic human needs: the need for achievement, affiliation, and power. In connecting these needs to negotiation style, it seems logical to focus on the need for affiliation and the need for power as predictors of negotiation skill set, and it would seem likely that a high need for achievement could easily span all types of negotiations. People with a high need for affiliation are concerned about cultivating and maintaining relationships, and they perform best in cooperative environments (Kreitner & Kinicki, 2004). Thus, given the cooperative nature and objective of relationship preservation in integrative negotiations, people with a high need for affiliation should be more likely to acquire integrative negotiation skills. Alternatively, the need for power reflects an individual's desire to have influence and control over others. Additionally, high power need people like competition (McClelland, 1961); thus, those employees with a high need for power are more likely to acquire distributive negotiation skills, which are competitive by nature and offer the opportunity for one to dominate the other party by obtaining the "largest piece of the pie." It then follows that adaptable individuals, having both distributive and integrative negotiation skills, should not possess extremely high needs for either power or affiliation, in order to accommodate either negotiation situation.

*Proposition 9a: Development activity and need for power will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in need for power.*

*Proposition 9b: Development activity and need for affiliation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in need for affiliation.*

*Proposition 9c: There will be a positive relationship between power need and acquisition of distributive skills and a negative relationship between power need and acquisition of integrative skills.*

*Proposition 9d: There will be a positive relationship between affiliation need and acquisition of integrative skills and a negative relationship between affiliation and acquisition of distributive skills.*

Another element of individual differences that influence one's natural tendency toward a negotiation style stems from the culture literature. Work by Hofstede (1980) evaluated various dimensions on which national cultures vary, and Triandis (1994) focused specifically on the individualism versus collectivism dimension and how there are sublevels of the dimension that can differentiate cultures even further. Additionally, Triandis argued that individuals can be characteristically either individualist or collectivist despite their overall cultural association. In other words, there is person variation on the cultural dimensions, which are very broad. Essentially, on a person level, an individualist is one who is concerned about his or her self and his or her ability to maximize his or her own personal gain. Contrarily, a collectivist is one who puts the welfare of the group or others first, and his or her focus is on cultivating and maintaining social relationships (Hofstede, 1980; Triandis, 1994). Brett (2007) found that, based on cultural dimensions, individualists were likely to employ a competitive bargaining style, which is indicative of distributive negotiations. When "slicing the pie," the individualist is motivated to obtain the largest slice to maximize his or her personal gain. On the other hand, Brett found that

collectivists were more cooperative in their bargaining style, which is indicative of integrative negotiations. When “expanding the pie,” the collectivist is motivated to create mutual gains for his or her self and the other party. Negotiators who are not extreme individualists or extreme collectivists will be more conducive to acquiring and exhibiting adaptable negotiation skills in order to accommodate either distributive or integrative negotiation situations.

*Proposition 10a: Development activity and individualism will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in individualism.*

*Proposition 10b: Development activity and collectivism will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in collectivism.*

*Proposition 10c: There will be a positive relationship between individualism and acquisition of distributive negotiation skills and a negative relationship between individualism and acquisition of integrative skills.*

*Proposition 10d: There will be a positive relationship between collectivism and acquisition of integrative negotiation skills and a negative relationship between collectivism and acquisition of distributive skills.*

The theory of cooperation and competition (Deutsch, 1973) posits that social motives for negotiators will differ. As opposed to traditional economic theories of negotiation (Pareto, 1909; Nash, 1950; Schelling, 1960), which argue that individuals are motivated to maximize their own personal outcomes, the theory of cooperation and competition suggests that negotiators can be prosocial or egoistic in their motivation. Negotiators with an egoistic motivation attempt to maximize their personal outcomes with little or no concern for the outcomes of the counterpart.

Negotiators with a prosocial motivation have a concern for both self and others, and they seek to maximize outcomes for themselves and the other party (De Dreu et al., 2000, p. 889-890):

On the one hand, it seems that prosocial motivation may enhance the tendency to engage in problem-solving behavior that ultimately lead to good outcomes for all. Whereas an egoistic motive would focus individuals on claiming existing value for themselves...

Thus, it follows that the egoistic negotiator will claim value, indicative of distributive negotiation behaviors, whereas the prosocial negotiator will attempt to create value, indicative of integrative negotiation behaviors. Social motivation of the negotiator should affect skill acquisition link as follows:

*Proposition 11a: Development activity and egoistic motivation will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in egoistic motivation.*

*Proposition 11b: Development activity and prosocial motivation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in prosocial motivation.*

*Proposition 11c: There will be a positive relationship between egoistic motivation and acquisition of distributive skills and a negative relationship between egoistic motivation and acquisition of integrative skills.*

*Proposition 11d: There will be a positive relationship between prosocial motivation and acquisition of integrative skills and a negative relationship between prosocial motivation and acquisition of distributive skills.*

**Situational Influences.** Organizational influences of negotiation skill development include the focus and goal structure of the setting, which sets the tone for what is valued within a

negotiation. An employee's negotiation skills are often evaluated in comparison to the outcomes desired in an organization. Though the individual may have his or her own negotiation motivations, the organization will set forth the desired outcome for the negotiation, which ideally should influence the behaviors of the negotiator and align with the motivations of the employee for that negotiation. Organizations frequently concentrate on narrow, concrete measures of success, such as purchase price; however, this is often at the neglect of other very important factors (Movius, 2007). The relationship with the other party may be one of great importance; one that the organization desires to persist, so the process of the negotiation may be just as important as the outcome. Movius states:

Organizations that pressure their negotiators to focus on the bottom line often fail to recognize the overall *increased* risk and costs they'll absorb from poor relations with counterparts. At a minimum, measures of negotiation success should encompass savings, risk, innovation, operating efficiencies, and relationship satisfaction. Before talks begin, such criteria help identify potential sources of value; afterward, they serve to measure performance (2007, p.6).

The more the organization desires a continued relationship, the more integrative the negotiation strategy should be, focusing on benefits to both parties (Amanatullah et al., 2008). Even if the current negotiation is one of zero-sum and essentially a one-time bargaining with no continuance of a relationship desired, reputational aspects of the employee's negotiation tactics may affect subsequent negotiations with other parties (Tinsley, O'Connor, & Sullivan, 2002). Specifically, if one party comes across as too aggressive or unreasonable, not making any concessions but forcing the counterpart to concede, the counterpart may inform others, via word of mouth, that a particular party is not easy to deal with or is uncooperative.

The organization's desired outcomes from the negotiation may fall along a continuum from pure economic-based to pure social-based (Thompson, 1990). This is similar to the individual-level motivations, egoistic versus prosocial, for a negotiation. When pure economic-based outcomes are desired by the organization, the negotiator is encouraged to bargain for the best economic payoff, which is usually indicative of a one-time, distributive negotiation. In these situations, negotiators are not very concerned about the relationship with the other party; the negotiator is trying to optimize personal gain or obtain the biggest piece of the pie, even if that means the other party gets only a modest-sized piece of the pie.

When pure social-based outcomes are desired by the organization, the negotiator is encouraged to cultivate and preserve the relationship with the other party, which usually reflects a cooperative, integrative negotiation style (Thompson, 1990). In these negotiations, both parties may be willing to sacrifice or accept sub-optimal economic outcomes in order to preserve the relationship (Fry, Firestone, & Williams, 1983). Social exchange theory (Emerson, 1976) helps to explain why such integrative negotiations occur. Social exchange theory is based on a social cost-benefit analysis, whereby individuals will weigh the benefits and costs of engaging in a relationship with another party. One party may be willing to give or do something for the other party (a cost) with the expectation that at some point in the future the other party will give or do something in return (a benefit); thus, the actions or exchanges of one party are dependent upon those of another party (Emerson, 1976; Blau, 1964). In negotiation, when preservation of the relationship and anticipation of a future relationship is a desirable outcome, an integrative strategy based on social exchange may allow one party to make greater concessions on a particular issue in an effort to receive greater benefits on another issue as an exchange. Furthermore, the exchange may not occur in the same negotiation, but rather, concessions may

be made by one party with the expectation that in some future negotiation the other party will make greater concessions. These “favor-for-favor” exchanges build trust among the negotiating parties, and lead to more positive relationships over time. Thus, organizations desiring to maintain a long-term relationship with the other party are likely to encourage their negotiators to act integratively and offer deals from a longer-term perspective than those organizations strictly seeking economic outcomes. Therefore, depending upon the organization’s desired outcome for the negotiation, the acquisition and exhibition of negotiation skills is likely to differ. The emphasis on negotiation strategy and behaviors will be determined by the outcome desired by the organization, leading to the following:

*Proposition 12a: Development activity and desired economic outcome will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in desired economic outcome.*

*Proposition 12b: Development activity and desired social outcome will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in desired social outcome.*

*Proposition 12c: There will be a positive relationship between desired economic outcome and acquisition of distributive skills and a negative relationship between desired economic outcome and acquisition of integrative skills.*

*Proposition 12d: There will be a positive relationship between desired social outcome and acquisition of integrative skills and a negative relationship between desired social outcome and acquisition of distributive skills.*

## **Conclusion**

Effective negotiation is vital to the success of organizations. This necessity exists in the broad spectrum of organizations, including government, private sector, and not-for-profit organizations. Because of the stakes—both distributive and integrative—involved in negotiations, organizations have a vested interest in developing effective negotiators. Our goal has been to develop an initial model that details critical components to negotiation skill acquisition in employees. Despite the great emphasis placed on employees to be effective negotiators, there is not a holistic model from an intra-organizational perspective that explains how effective negotiators emerge, nor is there a critical mass of research on negotiation skill development in the same tradition as there is research on leadership skill development.

In many ways, effective negotiation has parallels to effective leadership. The leadership literature suggests that a situational view of leadership is beneficial and that effective leadership involves recognizing which situation calls for which style of leadership. Similarly, there are different styles of negotiation (i.e., distributive and integrative), and the effective negotiator applies the style that is congruent with the situation. Because effective negotiation has parallels to effective leadership, our model of negotiation skill development has been informed by the literature on leadership development.

Negotiation skills are obviously valuable and pervasive across many organizations, so recognizing the developmental process of obtaining such skills has implications for both academics and practitioners. By adding initial structure to the literature through outlining the individual characteristics of employees that affect development of negotiation skills, roles of desired organizational outcomes of negotiation competencies, and skill development learning experiences, future research can approach negotiation skill development with a more structured and comprehensive perspective to empirically posit and test key relationships. This model



contributes to the literature on negotiation by going beyond tutorials on negotiation tactics and focusing more on the employee's overall development of very important skills that can contribute to an organization's overall competitive advantage.

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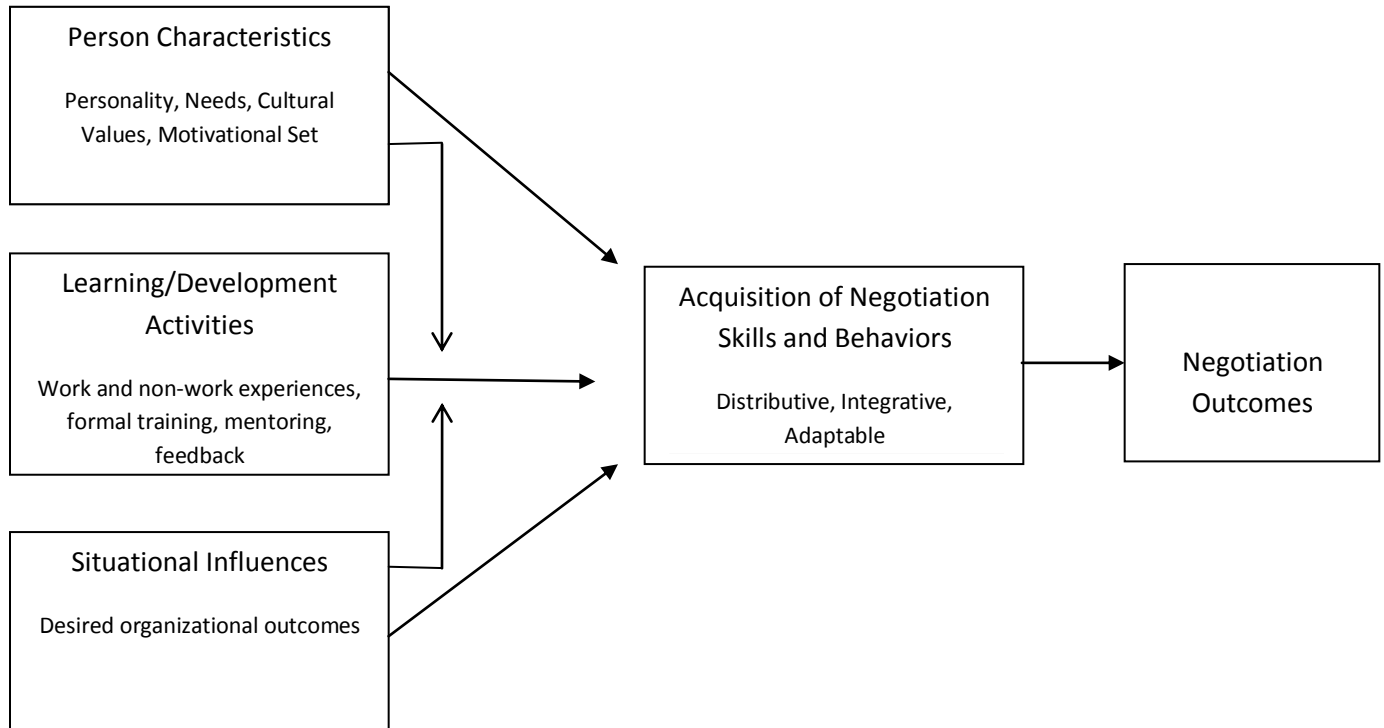
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TABLE 1:  
Characteristics and Factors of Three Negotiation Skill Sets

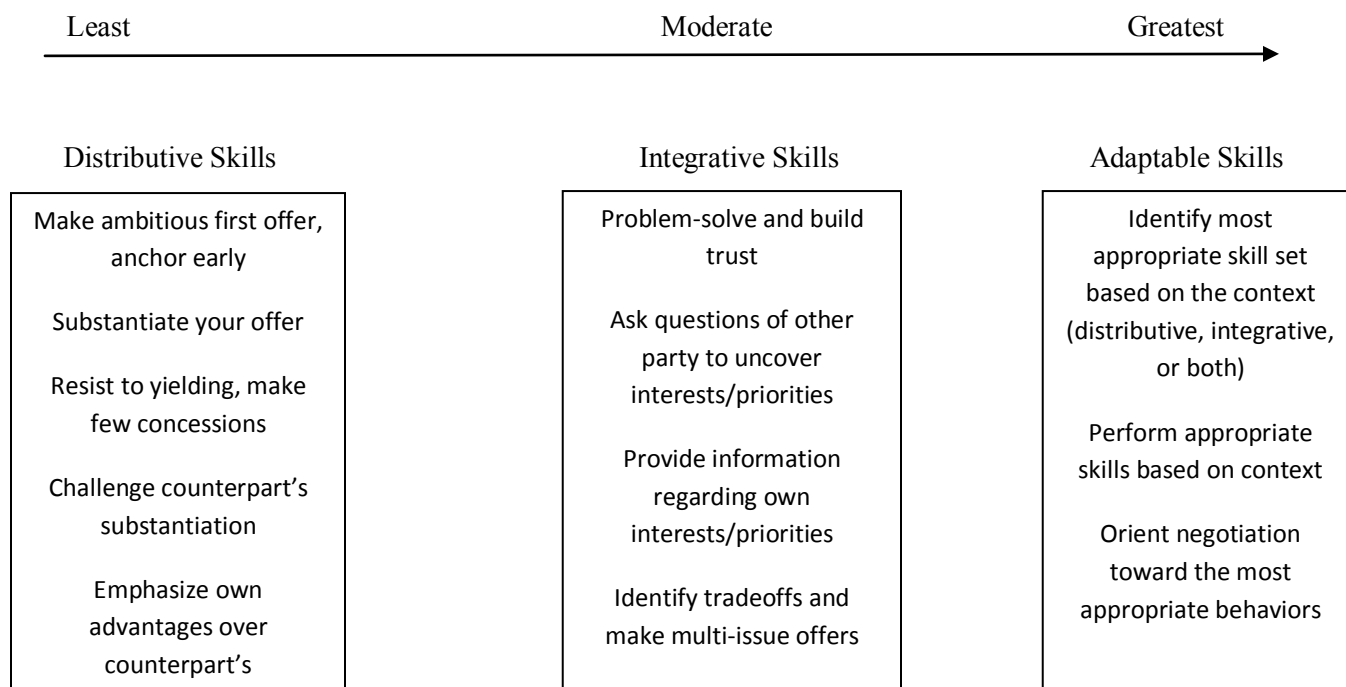
Negotiation Skill Set	Person Characteristics	Situational Factors	Learning/Development Experiences
Distributive	<p>Personality, needs, &amp; values: Less agreeable personality, less empathetic, power needs, individualist values</p> <p>Performance goal orientation</p> <p>Motivational Set: Egoistic (competitive, concern for self, maximize personal outcomes)</p>	<p>Organizational outcome desired: Highly economic-based; maximizing personal outcome</p> <p>Perspective: Win-lose, zero-sum</p> <p>Focus of evaluation for negotiator: Optimizing economic outcome; behaviors aimed at maximizing personal gain.</p>	<p>Greatest development via high stakes and challenging negotiations requiring competitiveness and maximization of outcomes</p> <p>Effective learning via didactic method (more simplistic learning compared to integrative or adaptable)</p> <p>Feedback on value claiming behaviors and individual outcomes obtained</p>
Integrative	<p>Personality, needs, &amp; values: Agreeable personality, highly empathetic, affiliative needs, collectivist values</p> <p>Mastery goal orientation</p> <p>Motivational Set: Prosocial (cooperative, concern for others, attempt to maximize outcomes for self and other party)</p>	<p>Organizational outcome desired: Highly social-based; preservation of relationship</p> <p>Perspective: Win-win</p> <p>Focus of evaluation of negotiator: Prosocial; behaviors aimed at relationship preservation and mutual gains</p>	<p>Greatest development via high stakes and challenging negotiations requiring cooperation and preservation of relationships</p> <p>Effective learning via behavior modeling and analogical methods (moderate learning compared to distributive and adaptable)</p> <p>Feedback on value creating behaviors for both parties</p>
Adaptable	<p>Personality, needs, &amp; values: Moderately agreeable personality, moderately empathetic, moderate power and affiliative needs, balanced individualist and collectivist values</p> <p>Moderate mastery and performance goal orientation</p>	<p>Organizational outcome desired: Appropriate balance of economic and social elements</p> <p>Perspective: Win-win, zero-sum, or mixed-motive</p> <p>Focus of evaluation for negotiator: situational based;</p>	<p>Greatest development via high stakes and challenging negotiations requiring both cooperation and competitiveness</p> <p>Effective learning via didactic, information revelation, analogical, and behavioral modeling methods (most complex learning compared to integrative and distributive). Social adaptation skills will be honed via greater exposure to distributive, integrative, and mixed-motive negotiations</p>

	Motivational Set: Moderately prosocial and egoistic (maximize personal outcomes and potentially maximize other party's outcomes, depending on the negotiation situation)	economic (distributive) and/or prosocial outcomes (integrative)	Feedback on the ability to be distributive and/or integrative as necessary, and the ability to identify when the respective behaviors are warranted.
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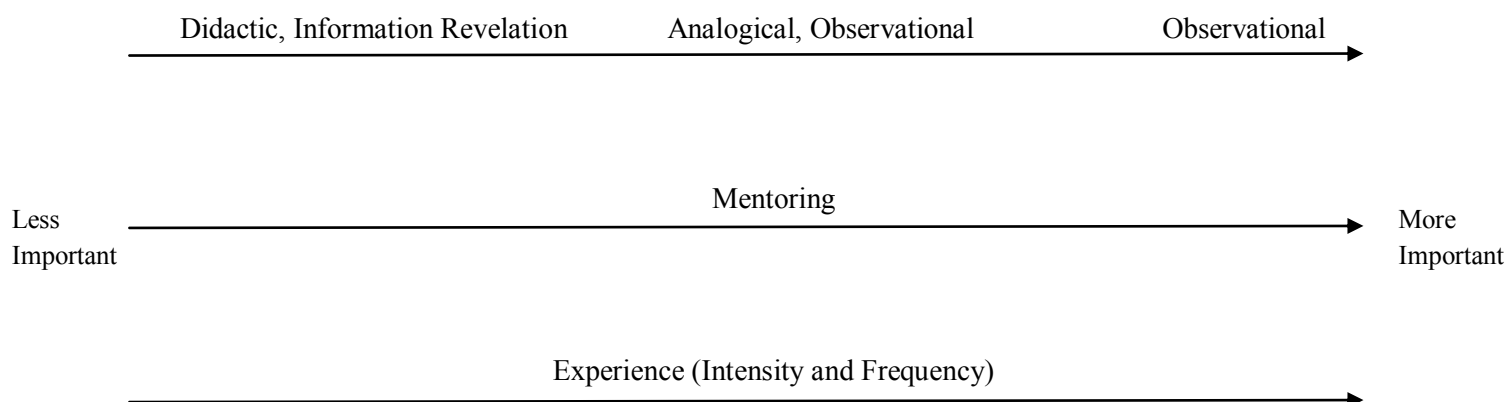
**FIGURE 1:**  
**Negotiation Skills Development Model**



**FIGURE 2:**  
**Development Complexity**



**Development Activities and Importance to Particular Negotiation Skill Sets**



Feedback is equally important to the development of all three skill sets.

**A Field Study on the Development of Negotiation Skills in Organizations**

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### **Abstract**

This field study empirically tests an initial proposed framework for employee negotiation skill development. The study sheds light on how employees acquire particular negotiation skill sets and if these skill sets affect negotiation outcomes. To reduce common methods variance, supervisors provided information on the dependent variable of negotiation outcomes (employee negotiation effectiveness), as well as information on the potential moderating variable of desired organizational outcomes of negotiations. The subordinates provided information on the independent variable of learning and development activities as well as the hypothesized mediating and focal variable of negotiation skill acquisition. Both supervisors and subordinates provided personality, goal, and motivation information to be investigated as hypothesized moderators. Results indicate that, while overall development activity does affect negotiation skill acquisition, the interaction of a person's goal orientation and specific learning activities has the greatest effect on specific negotiation skills acquired. This study contributes to both the development and negotiation literatures by testing an initial framework for overall employee negotiation skill development. It is the first study to provide empirical information about how employees across various occupations acquire various negotiation skill sets, and it is intended to spur future testing of factors that contribute to individuals learning effective negotiation skills.

## Introduction

In organizations today, many employees have to negotiate nearly every day. Sales employees who customize sales agreements negotiate with customers as a main function of their job. Take for instance a car salesperson who is dependent on selling a vehicle to a customer for job success; negotiation is critical. However, negotiation occurs in other contexts, too, where selling a product or service is not the objective. For example, a probation officer who oversees a troubled juvenile must negotiate with judges in the court system to establish the best system of discipline for the juvenile while attempting to prevent the infractions of the juvenile from happening again. Other employees may negotiate with suppliers in order to reduce costs of their inventory or speed up delivery of the inventory. Thus, negotiation is ubiquitous in organizations, but what we know very little about is how organizations actually develop these very relevant and critical negotiation skills in their employees.

To date, only one published negotiation study has investigated how people learn negotiation skills. Nadler and colleagues (Nadler, Thompson, & Boven, 2003) found that undergraduates who learned negotiation skills via observational learning had the best integrative outcomes in an experiment. Given that many employees have to negotiate as an integral component of their job, it would seem that greater empirical testing of development of negotiation skills would be warranted. More specifically, investigating skill development in actual employees who have to negotiate should provide greater insight into how people learn the skills necessary to be effective in negotiations.

Field studies in negotiation research are limited. In fact, one review (Buelens, Van De Woestyne, Mestdagh, & Bouckenooghe, 2008) found that between 1965 and 2004, less than 3%



of published negotiation studies were field studies. The external validity of what we know about negotiation is sparse, so this paper aims to uncover factors in negotiation as they pertain to various organizations. Furthermore, the contributions of this paper are twofold—(1) the study furthers external validity by sampling actual employees who negotiate as part of their job, and (2) the paper empirically tests how people acquire negotiation skills that lead to specific negotiation outcomes. To date, most negotiation studies have been experiments and focused on negotiation outcomes (e.g., King & Hinson, 1994; Schweinsberg, Ku, Wang, & Pillutla, 2012; Kray, Locke, & Van Zant, 2012).

The aim of this paper is to discern the learning activities that lead to one acquiring the correct negotiation skill set necessary to achieve the appropriate outcomes in a negotiation. Additionally, I believe that certain person factors play a role in someone's natural tendencies in negotiation as well as their ability to learn negotiation. What the organization wants out of a negotiation is also likely to have an impact on the skills an employee develops. This paper empirically tests all of these factors and investigates if in fact specific skill sets lead to specific negotiation outcomes. This initial test of a more holistic framework of negotiation skill acquisition provides insight into a very important but very minimally researched phenomenon. Future testing can provide even greater insight into how people become great negotiators at work.

### **Theoretical Background and Hypotheses Development**

Negotiation is a discussion that occurs between two or more people who desire to create or obtain something that cannot be done by one negotiating party alone. Negotiation can also be an interaction of two or more people settling a dispute (Lewicki, Saunders, & Minton, 2001).

Negotiations happen anytime someone wants something someone else has or has influence over. Thus, it is apparent that organizations will require certain employees to negotiate on their behalf in order to obtain outcomes or settle disputes. Negotiation skills have been linked to both organizational and employee success (Bendersky & McGinn, 2010; Lax & Sebenius, 1986), but the question is how do people acquire these skills? An important point of this paper is that I argue that negotiation skills are not uniform; there are particular negotiation situations and skill sets that are unique and lead to unique outcomes. In other words, not all negotiations are alike, and a “cookie-cutter” approach to teaching negotiation skills is not likely to be effective in all negotiation situations. It is important to recognize the different skill sets that can lead to the outcomes that matter most to an organization.

### **Negotiation Types and Corresponding Skill Sets**

Negotiations are broadly characterized into two types: distributive and integrative (Raiffa, 1982; Walton & McKersie, 1965). The theory of cooperation and competition (Deutsch, 1973) and dual concerns theory (Pruitt & Rubin, 1986) provide reasoning behind these two broad negotiation types. The theory of cooperation and competition argues that negotiators have different motives that are either egoistic or prosocial. Egoistic negotiators are motivated to maximize their personal outcomes and are less concerned about relationship preservation or the outcomes or satisfaction of the other party. Prosocial negotiators have a greater concern for the other party’s well-being and outcomes, and will look for opportunities for tradeoff and mutual gain so that both parties can maximize their outcomes (De Dreu & Boles, 1998; De Dreu, Weingart, & Kwon, 2000). Dual concern theory similarly posits that negotiators fall along a continuum of strong or weak concern for self and concern for others, and they behave in ways during the negotiation that accommodate these concerns.

Distributive negotiations are ones in which an egoistic, concerned-for-self negotiator can potentially thrive. These negotiations are often characterized by one-issue, zero-sum situations in which one negotiator's maximization of outcome is at the expense of the other party settling close to their resistance point. Behaviors that are effective for distributive contexts include making aggressive first offers closer to one's ideal outcome, avoiding making concessions to the other party, justifying one's own requests and questioning the requests of the other party, and using power or advantages over the other party (e.g., attractive alternatives) in order to obtain the greatest share of resources (Weingart, Hyder, & Prietula, 1996). Distributive negotiators tend to be competitive.

Integrative negotiations are ones in which a prosocial, concerned-for-others negotiator can possibly thrive. These negotiations typically require greater information exchange because there are multiple issues that often differ in priority for both parties, resulting in opportunities for mutual gain. Integrative negotiations tend to be more complex because both parties are looking for ways to "enlarge the pie" so that both parties can obtain an even greater share of the resources in the end. In order to do this, integrative negotiators will ask about the other party's interests and priorities, reveal their own interests, look for tradeoff and compatible issues, and search for creative ways to increase the resources that are to be divided in the negotiation. Integrative negotiators tend to be cooperative (Weingart et al., 1996).

Some negotiations will not be strictly distributive or strictly integrative but will contain elements of both types of negotiations, making them mixed-motive negotiations (Barry & Friedman, 1998; Lax & Sebenius, 1986; Walton & McKersie, 1965). In these situations, a contingent negotiation skill set would be coveted, one where the negotiator possesses both distributive and integrative skills as well as the ability to recognize when to use either set.

Similar to contingent theories of leadership, such as situational leadership (Hersey & Blanchard, 1982) and path goal theory (House, 1971; 1996), a contingent model of negotiation skills and effectiveness would reflect the idea that in some situations more than one set of negotiation skills are necessary for a negotiator to be effective. Additionally, this “adaptable” negotiator would be able to interpret the cues from the other party and recognize the context and determine which skill set is most appropriate. Adaptable negotiators can acquire these skills via the facets of social learning theory (Bandura, 1977) and social adaptation theory (Kahle, 1983), whereby the adaptable negotiator can learn appropriate behaviors matched to the situation by watching others over time, and adapt within a negotiation situation based on the cues from the context of the negotiation and cues from the other party. The adaptable negotiator could be considered the “star” negotiator, one that can be effective in any negotiation situation, but development of adaptable skills will be more complex than development of distributive or integrative skills alone. The adaptable negotiation skill set will require the greatest development of all the negotiation skill sets since it requires mastery of both distributive and integrative skills *and* the ability to recognize when to use the correct skill set.

To summarize, negotiation skill sets can be divided into distributive, integrative, and adaptable. Distributive skills tend to be the default approach to negotiations (Weingart et al., 1996) because fewer issues are being negotiated and less information is typically exchanged compared to integrative negotiations. Integrative skills are more complex to develop than distributive skills due to numerous issues being negotiated, greater information exchange, and parties searching for creative ways to increase the “pie” for mutual gains. Even more complex is the adaptable negotiator, who effectively possesses both skill sets and the ability to determine

which set is most appropriate. Thus, learning these skill sets will differ in complexity, and I hypothesize the following:

*Hypothesis 1: There will be a positive relationship between employee involvement in negotiation learning/development activities and acquisition of negotiation skills such that distributive skills will require the least development, integrative skills will require greater development, and adaptable skills will require the greatest development.*

### **Learning Activities**

Now that the negotiation skill sets have been clarified, the next question becomes, “How do people learn those skills?” Individuals can acquire negotiation skills through a number of ways—work and non-work experiences, formal training, and feedback. In this paper, I examine didactic learning, observational learning, mentoring, experiential learning, and feedback. Each of these methods of learning has been researched heavily in the development literature in the past and warrant inclusion in a study on the development of negotiation skills. Parallel to the idea that negotiation skills increase in complexity as we move from distributive, to integrative, to adaptable skills, learning methods also differ in complexity. As such, particular learning activities are likely to be more effective in the acquisition of particular negotiation skill sets.

Didactic learning is principle-based learning that is frequently conducted in classrooms or lecture-based settings, frequently accompanied by textbooks or instruction booklets. Didactic learning stresses “principles” or basic elements of a topic. Nadler et al. (2003) found that didactic learning was the least effective learning method for negotiators obtaining mixed-motive or integrative outcomes; however, because didactic learning stresses basic information, and distributive negotiation skills are a default or natural approach to negotiation according to

Weingart and colleagues (Weingart et al., 1996), didactic learning should be effective in distributive skill acquisition. Distributive skills are less complex to develop because less information is exchanged and fewer issues are negotiated. Consequently, didactic learning is the least complex method of instruction, stressing “basics” such as setting a resistance point or resistance price (a primary tactic in distributive negotiation). Thus, while didactic learning may be less effective for the acquisition of adaptable or integrative skills, I argue it will be effective for the acquisition of distributive skills; therefore,

*Hypothesis 2: Didactic learning activities will have the smallest effect on adaptable skills, stronger effect on integrative skills, and strongest effect on distributive skills acquisition.*

As Bandura’s social learning theory (1977) argues, individuals can learn by watching others perform a task. The observer decides which behaviors lead to positive outcomes and which lead to negative outcomes, and then the observer decides which behaviors to mimic in an effort to obtain the positive outcomes and avoid the negative ones. While Bandura’s social learning theory argues that one can learn new skills vicariously, it also argues that existing skills of the observer can be reinforced if the model performs those same behaviors and obtains positive outcomes, as perceived by the observer. This reinforcement of existing skills can actually strengthen the skill set of the observer.

Negotiations are ripe opportunities for observational learning in an organization. An employee observing his supervisor successfully negotiating a collective bargaining agreement could internalize the skills that seem to lead to the successful outcome. While some of those skills may be clear cut, such as making the first offer or justifying reasons for an offer, others

may be of greater “finesse.” Delving into the desires of the other party or creating a unique opportunity that benefits both parties are skills that may be more tacit and less likely communicated via didactic method. Thus, while distributive skills can be obtained via didactic learning, integrative skills are much more likely to benefit from the observational learning method. Even more, adaptable skills, where one can pull from both skill sets and adapt to the negotiation situation based on social cues (social adaptation theory, Kahle, 1983), can benefit to the greatest extent from observational learning. Negotiators can not only observe the effective skills of a model, but they can also learn over time by observing various situations and social cues that lead to particular skill sets being effective. Manz and Sims (1981) found that learning can occur unintentionally just through daily interactions. Learning and interpreting social cues is likely to happen informally by frequent interactions over time. In summary, observational learning will affect negotiation skill acquisition to different degrees, and thus:

*Hypothesis 3: Observational learning activities will have the smallest effect on distributive skills, stronger effect on integrative skills, and strongest effect on adaptable skills acquisition.*

While observational learning can be an effective method for learning negotiation skills, mentoring is another learning method that is very likely to lead to skill acquisition. Observational learning occurs by watching others, but mentoring creates a one-on-one teaching environment. Mentoring has been linked to personal learning as well as positive job outcomes (Lankau & Scandura, 2002). While mentoring is often thought of in a subordinate-supervisor context, peer mentoring can be very effective as well and result in the mentor and the mentee both learning (Kram & Isabella, 1995). Similar to observational learning, individuals in a mentoring relationship can learn by watching each other, but the added element of “coaching” or

feedback provides for even greater development. This additional element of interaction makes mentoring a more complex development tool compared to observational learning or didactic learning. While mentoring is likely to have a positive effect on distributive skills, it is more likely to affect integrative skills, and most likely to impact adaptable skills provided the complexity of the information it provides.

*Hypothesis 4: Mentoring will have the smallest effect on distributive skills, stronger effect on integrative skills, and strongest effect on adaptable skills acquisition.*

As we move along the learning activity complexity continuum, we come to experiential learning next. Experiential learning requires hands-on, actual engagement in the activity one is attempting to learn. The learner is the active participant, not simply an observer or pupil. Kolb's experiential learning theory (1984) argues that knowledge is acquired through transference of experience. By actually performing a task, people are able to develop skills via concrete interaction and then reflect on their successes and failures. This reflection then dictates future skills displayed or withheld as one connects appropriate skills to successful outcomes over time.

Similarly, Kahle's social adaptation theory (1983) states that people will adapt to their environment over time by analyzing and interpreting cues from their environment. The adaptable negotiator must rely heavily on this ability, and this is acquired through frequent exposure to diverse negotiations. Thus, experience will be beneficial to acquiring all negotiation skill sets, but again, to different degrees. Experience will be most advantageous to the adaptable negotiator who is able to see over time which skill sets are most appropriate in various negotiation contexts; therefore, I hypothesize the following:



*Hypothesis 5: Experiential learning activities will have the smallest effect on distributive skills, stronger effect on integrative skills, and the strongest effect on adaptable skills acquisition.*

While experience is an important tool for learning, it alone may not provide optimal development. People negotiate in both their professional and personal lives, acquiring experience over time. However, how do these negotiators know they are actually getting a good deal? Thompson states “It is only partly true that experience can improve negotiation skills; in fact experience in the absence of feedback is largely ineffective in improving negotiation skills” (2012, p.9). Thus, it is possible that a very experienced negotiator is a very experienced ineffective negotiator. Without feedback, one may unknowingly commit the same “errors” over and over again.

Many people overestimate their negotiation abilities as they reflect on their successful negotiations only (Thompson & DeHarport, 1994). While experience can improve confidence and awareness, feedback is necessary for one to know if the skills they have acquired match the situation in which they are engaged. Feedback is critical to every negotiation skill set equally. It is just as developmental for distributive skills as it is to integrative and adaptable skills.

*Hypothesis 6: Feedback activities will have a positive and equal effect on distributive, integrative, and adaptable skills acquisition.*

To summarize, I argue that negotiation skill sets increase in complexity as one acquires distributive skills, integrative skills, and adaptable skills. In terms of learning these skills, learning activities increase in complexity as well, making certain activities more conducive to acquiring particular skill sets. Learning and development activities increase in complexity as we

move from didactic learning, observational learning, mentoring, to experiential learning.

Feedback is critical and equally developmental to all negotiation skill sets.

### **Negotiation Outcomes**

Because this study is the first to focus on the acquisition of particular negotiation skill sets, it follows that testing the mediating effect of skill acquisition on the learning activity-negotiation outcome relationship is warranted. Though it would seem logical that integrative skills should lead to integrative outcomes, and distributive skills should lead to distributive outcomes, most studies have only inferred or indirectly tested this relationship. Two studies by Weingart and colleagues have found that certain tactical behaviors have lead to integrative outcomes; specifically, information exchange leads to better integrative outcomes (Weingart, Thompson, Bazerman, & Carroll, 1990), and providing tactical knowledge in advance of a negotiation increases integrative behaviors and integrative outcomes (Weingart et al., 1996). Empirical testing of the skill-outcome link is necessary provided the limited data we have in the existing literature.

Traditional economic theories of negotiation argue that people negotiate to maximize their own economic payoff (Pareto, 1909; Nash, 1950; Schelling, 1960). Paralleling egoistic motivation (theory of cooperation and competition, Deutsch, 1973) and concern for self (dual concerns theory, Pruitt & Rubin, 1986), economic outcomes are most likely to be obtained by someone possessing effective distributive skills. On the other hand, a prosocial motivation and concern for others is likely to lead to more social outcomes; therefore, integrative skills should lead to social outcomes. The desire to obtain an equal combination of economic and social outcomes would be best accomplished by the adaptable negotiator. In terms of negotiation

learning activities and negotiation outcomes, negotiation skill acquisition should mediate as follows:

*Hypothesis 7: The acquisition of distributive negotiation skills will mediate the relationship between learning and economic negotiation outcomes.*

*Hypothesis 8: The acquisition of integrative negotiation skills will mediate the relationship between learning and social negotiation outcomes.*

*Hypothesis 9: The acquisition of adaptable negotiation skills will mediate the relationship between learning and combined social and economic outcomes.*

## **Person Factors**

This paper argues that the organization can teach negotiation skills through a variety of methods; however, we cannot ignore that certain person characteristics are likely to have an effect on one's negotiation skills. Even without training, people have natural tendencies in negotiation. Personality and goal orientation can directly and indirectly affect skill acquisition. I specifically examine agreeableness and learning and performance orientation in this study.

Costa and McCrae (1992) developed the Big Five personality dimensions, and these dimensions have been utilized in numerous studies across the years (e.g., McCrae & John, 1992; Barrick & Mount, 1991). In terms of negotiation, agreeableness is the one dimension that has been linked most often to negotiation styles and outcomes. Agreeableness is the tendency for one to be cooperative, trusting, kind, and gentle (Costa & McCrae, 1992; Graziano & Eisenberg, 1997). Individuals high in agreeableness have been found to use an integrative negotiation style (Amanatullah, Morris, & Curhan, 2008; Antonioni, 1998; Barry & Friedman, 1998; Dimotakis,

Conlon, & Ilies, 2012; Moberg, 2001). Individuals low in agreeableness tend to be competitive and less empathetic (Trapnell & Wiggins, 1990) and have better distributive outcomes (Barry & Friedman, 1998). Since these links between agreeableness and specific negotiation outcomes have been found, I parallel these findings to expectations in skill acquisition as follows in terms of moderating effects with learning and natural tendencies or direct effects:

*Hypothesis 10a: Development activity and agreeableness will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in agreeableness.*

*Hypothesis 10b: Development activity and agreeableness will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those low/high in agreeableness.*

*Hypothesis 10c: There will be a positive relationship between agreeableness and acquisition of integrative negotiation skills and a negative relationship between agreeableness and acquisition of distributive skills.*

An individual's desired goal out of a situation can dictate his or her behavior. According to Dweck and Leggett (1988), people enter into tasks with a desire to learn or a desire to perform. Specifically, individuals with a learning goal orientation are not afraid to fail, and they look at every task as an opportunity to increase their knowledge whether they fail or succeed. On the other hand, performance-oriented individuals either enter into tasks in which they can display their abilities (perform prove), or they shy away from tasks in which they may indicate a lack of ability or potentially fail (perform avoid).

Relating these achievement goals to negotiation, it would seem likely that a distributive skill set would be most conducive to situations where an individual can maximize his or her outcomes and show their abilities (perform prove). Integrative skill sets are more conducive to situations where individuals can investigate and learn from the other party and be less consumed with showing personal dominance or superior ability. Thus, I hypothesize the following:

*Hypothesis 11a: Development activity and learning goal orientation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those with a high/low learning goal orientation.*

*Hypothesis 11b: There will be a positive relationship between learning goal orientation and acquisition of integrative skills and a negative relationship between learning goal orientation and acquisition of distributive skills.*

*Hypothesis 12a: Development activity and perform prove orientation will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those with a high/low perform prove orientation.*

*Hypothesis 12b: There will be a positive relationship between perform prove orientation and acquisition of distributive skills and a negative relationship between perform prove orientation and acquisition of integrative skills.*

### **Organizational Desired Outcomes**

An organization can train its employees to negotiate, and person factors can affect the acquisition of skills as well, but what the organization desires out of its employees negotiations cannot be ignored. As with person factors, the outcomes desired by the organization are likely to

impact skill acquisition directly and indirectly by interacting with the learning activities in which the employee engages. Ideally, the employee's desired outcomes for the negotiation should align with the organization's desired outcomes; otherwise, a mismatch of desired outcomes can result in self-interested perceptions of the employee or potential negative opinions of the employer. Similar to an individual's egoistic or prosocial motivation (Deutsch, 1973) for a negotiation, the organization's motivation for outcomes can fall along a continuum from pure economic-based to pure social-based outcomes (Thompson, 1990).

When pure economic outcomes are desired, distributive skills are likely to accommodate such desires as one aims to maximize personal payoff, even at the expense of the other party. When pure social outcomes are desired, integrative skills are likely to lead to the preservation of the relationship and an assurance that the other party walks away satisfied with the outcome of the negotiation. A high desire for social outcomes may mean that both parties settle for sub-optimal economic outcomes in order to cultivate or preserve the relationship with the other party in anticipation that future negotiations may result (Fry, Firestone, & Williams, 1983). As such, what the organization wants out of an employee's negotiation is likely to directly and indirectly affect skill acquisition, since certain skills are more apt to being taught or coveted as they lead to satisfying the desires of the organization; therefore:

*Hypothesis 13a: Development activity and organization desired economic outcome will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in desired economic outcome.*

*Hypothesis 13b: There will be a positive relationship between organization desired economic outcome and acquisition of distributive skills and a negative relationship between desired economic outcome and acquisition of integrative skills.*

*Hypothesis 14a: Development activity and organization desired social outcome will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in desired social outcome.*

*Hypothesis 14b: There will be a positive relationship between organization desired social outcome and acquisition of integrative skills and a negative relationship between desired social outcome and acquisition of distributive skills.*

In summary, I argue that not all negotiation skills are applicable or effective across all negotiation contexts. I contend that negotiation skills increase in complexity with distributive skills being the least complex, integrative skills being more complex, and adaptable skills being the most complex to develop. Furthermore, learning activities that impact these skills also differ in complexity and degree of effect on specific skills acquired. Not ignoring the fact that person factors and organizational factors play a role in skill acquisition, I hypothesize that certain traits and goal orientations as well as organizational desired outcomes will affect skill acquisition both directly and indirectly through moderation of learning activity. The rest of the paper details the field study undertaken to test the model I set forth in Figure 1.

## **Method**

### **Participants**

A total of 144 individuals (77 dyads) across multiple industries participated in this study. Dyads consisted of a subordinate and his or her supervisor. Word-of-mouth recruitment was used to solicit participation, and the industries that were represented included metal sales (40%), freight sales (18%), auto dealerships (13%), home mortgage and insurance (10%), heavy equipment sales (7%), chemical sales (4%), home repair (4%), and social services (4%). Employees in these particular fields have to negotiate with customers, clients, or suppliers as a normal, frequent part of their job. The types of negotiations and outcomes desired by these employees is likely to differ among industries, so the sample provides a cross-section of integrative and distributive negotiators. The employee or subordinate sample had an average age of 41 years, was 82% male, 64% Caucasian, and had an average of 10 years in the job. The supervisor sample had an average age of 46 years, was 87% male, 96% Caucasian, and had an average of 8 years in the job.

### **Procedure**

Two online surveys were given to participants: one to a supervisor, assessing desired negotiated outcomes (economic, social, or both) and employee negotiation effectiveness (outcomes), and one to the subordinates of the supervisor, assessing negotiation development activities and negotiation skills. Person factors (personality and goal orientation) were assessed in the subordinate survey as potential moderators. The subordinate survey took approximately 20 minutes to complete, while the supervisor survey took approximately 2 minutes per subordinate the supervisor was assessing. The online surveys were hosted on a secured server by a reputable online survey company. All participants were emailed a copy of the consent form and also consented online prior to taking the survey. Names and emails were obtained in the



survey so that the two data sets could be linked. Confidentiality was stressed in recruitment as well as in the consent form.

Upon closure of the data collection, I combined the two data sets by linking the subordinate's data with the supervisor's data for that particular subordinate. This was accomplished by matching the subordinate's name provided in his or her survey with the same name provided by the supervisor in his or her survey, assessing that respective employee.

## **Measures**

*Negotiation outcomes (DV)* were measured via supervisor ratings of the individual subordinate's economic and relational effectiveness in negotiation. Specifically, supervisors were asked to rate on a scale of 1(not at all effective) to 7(extremely effective) their subordinate's *economic* (effectiveness at obtaining maximum outcomes that most benefit their organization) and *relational/social* (effectiveness at considering the other party's interests and ensuring the other party is satisfied with the negotiated outcomes) *effectiveness*. These one-item measures were adapted from Dimotakis et al. (2012). *Combined economic and social effectiveness* was formed by adding the economic and relational item scores into one score, reflecting the extent to which the employee was effective at obtaining both outcomes.

*Acquisition of negotiation skills (mediator)* was measured via 8 items adapted from Dimotakis et al. (2012) and divided into *distributive* (3 items) and *integrative skills* (5 items). *Adaptable skills* are represented by the mean of the eight total items; the higher the score, the more the individual possesses both integrative and distributive skills. On a scale from 1(not at all developed) to 5 (to a great extent developed), subordinates reported the extent to which they

had developed various skills. An example of an integrative skill item is, “Defend your position against the other party’s arguments.”

*Negotiation development (IV)* was measured with 29 items by adapting development activity items from Maurer et al. (2003, 2008) to be negotiation specific. Subordinates reported on a scale of 1(not at all) to 5 (to a very great extent) the extent to which they had engaged in certain activities to learn or develop their negotiation skills. These items were divided into types of learning activities: didactic (8 items), observational (3 items), experiential (7 items), mentoring (6 items), and feedback (5 items). An example of an observational item is, “Observed my supervisor negotiate as part of his/her job.” An *overall development* variable was calculated as the mean of all development items to indicate total activity involvement in negotiation development.

*Agreeableness (IV and moderator)* was measured using five items in the Mini-IPIP (Donnellan et al., 2006), which consists of 20 items overall to assess the Big Five personality dimensions. Agreeableness was analyzed for both direct and moderating effects on skill acquisition provided its relationship with negotiation outcomes in prior studies.

*Goal orientation (IV and moderator)* was measured by 13 items created by VandeWalle (1997) and analyzed for both direct and moderating effects on skill acquisition. Specifically, this measure assesses *learning goal* (5 items), *perform prove* (4 items), and *perform avoid* (4 items) orientation.

*Organization desired outcomes (IV and moderator)* were measured with 8 items adapted from Dimotakis et al. (2012) and divided into desired social (5 items) and economic outcomes (3 items) as per the supervisor. An example of desired social outcome is, “My employee should be very concerned with preserving the relationship with the other party.”

*Controls* included the age, gender, and industry of both the subordinate and supervisor. Additionally, I controlled for the extent to which the employee reported having to negotiate with customers, clients, suppliers, or other parties as a normal part of his or her job.

### **Analyses**

Ordinary least squares regression in SPSS 18 was used to test the hypotheses. Continuous variables were centered prior to creating interactions in order to reduce multicollinearity. Multiple regression was used where controls were entered first, focal variables second, and interactions third. Change in  $R^2$  and individual beta coefficients were evaluated to determine incremental prediction by the focal variables and interactions on skill acquisition and negotiation outcomes.

### **Results**

Table 1 shows the descriptive statistics and correlations for the study variables. Bivariate correlations reveal that males have a significant positive relationship with distributive ( $r=.44$ ), integrative ( $r=.38$ ), and adaptable ( $r=.44$ ) skill acquisition. Males constituted that majority of the sample at over 80 percent, so this correlation could be reflective of that sample make up. Overall development (mean combined learning activities) had a slightly stronger significant positive correlation with distributive skills acquisition ( $r=.42$ ) than with adaptable ( $r=.40$ ) or integrative ( $r=.34$ ) skill acquisition. I expected that overall development would have the strongest correlation with adaptable skills and the weakest correlation with didactic learning, so this is contrary to my expectations. When looking at specific learning activities, one can see that didactic learning is significantly and positively correlated with distributive skills ( $r=.39$ ) more so than with integrative or adaptable skills, as expected. However, contrary to expectations, observational learning and mentoring had a slightly stronger positive correlation with distributive

skills ( $r=.41$  and  $r=.37$ , respectively) than with integrative or adaptable skills. Thus, bivariate correlations seem to signal that greater development is more positively linked to distributive skill acquisition compared to the other two skill sets. Further investigation of prediction was needed to interpret these relationships; therefore, multiple regression was employed.

Hypothesis 1 predicted that development would positively predict the three skill sets, but distributive skills would require the least development, integrative skills moderate development, and adaptable skills the greatest development. Because overall development was an accumulation of all the individual learning activities, a separate regression was necessary that included overall development and excluded individual learning activities in order to reduce multicollinearity issues (centering did not eliminate the issue). H1 was not fully supported; however, there was significance in the individual overall development beta coefficient for distributive skills and adaptable skills. Specifically, overall development was significantly related to acquisition of distributive skills ( $R^2=.53$ ,  $p<.01$ ;  $\beta=.33$ ,  $p<.05$ ) and integrative skills ( $R^2=.52$ ,  $p<.01$ ;  $\beta=.33$ ,  $p<.05$ ) to an equivalent degree; however the  $R^2$  change values were not significant for incremental prediction beyond controls by the focal variables for either of these regressions. While there appears to be a relationship between development and distributive skills and acquisition skills, results do not support that greatest development is required for adaptable skills.

Table 2 shows regression results for the remaining main effect hypotheses. Development activities were split into five activities and overall development was eliminated from these regressions. H2 predicted that didactic learning would have the largest effect on distributive skills and the smallest effect on adaptable skills. This was not supported. Although the coefficient for didactic learning was largest for distributive skill acquisition, it was not significant ( $R^2=.55$ ,  $p<.01$ ;  $\beta=.18$ ,  $p=.25$ ).

H3 to H5 predicted that observational learning, mentoring, and experiential learning would have the smallest effect on distributive skills, moderate effect on integrative skills, and largest effect on adaptable skills. These hypotheses were not supported. None of the beta coefficients were significant in predicting any of the three skill sets; however, interestingly betas were largest for observational learning and mentoring in acquiring distributive skills, while experiential learning was greatest for integrative skill acquisition, again all betas were not significant. Regarding H6, feedback was only positively related to integrative skill acquisition, which again was not significant in its beta coefficient. Ironically, feedback had negative relationships with distributive and adaptable skills, not significant nonetheless. Thus, H6 was not supported.

H7 to H9 hypothesized that negotiation skills would mediate the relationship between learning and specific negotiation outcomes. Specifically, H7 argued that distributive skills would mediate the learning-economic outcome relationship. Overall development was used as the predictive variable provided that this cumulative variable, compared to individual learning activity variables, showed any significance on skill acquisition. However, the regressions revealed that the relationships between skill sets and respective outcomes were not significant. Distributive skills did not predict economic effectiveness ( $R^2 = .44$ ,  $p < .01$ ;  $\beta = 2.32$ ,  $p = .26$ ); integrative skills did not predict social effectiveness ( $R^2 = .23$ ,  $p = .26$ ;  $\beta = .53$ ,  $p = .88$ ); adaptable skills did not predict effectiveness at obtaining a combination of outcomes ( $R^2 = .28$ ,  $p = .33$ ;  $\beta = -3.45$ ,  $p = .51$ ). Since skill sets do not predict corresponding outcomes, the mediation hypotheses are not supported.

Table 1 indicates that none of the independent variables of agreeableness, goal orientation, or organizational desired outcomes were significantly associated with skill acquisition. Thus, this data set does not indicate that these particular person or situational factors lead to “natural” skill acquisition. H10c, H11b, H12b, H13b, and H14b hypothesized these direct effects and were not supported.

To test for potential interaction effects, multiple regression was used where controls were entered first, focal variables second, and then interaction variables last. Continuous variables were centered prior to creating interaction variables to reduce multicollinearity. At step three of the regression, beta coefficients of the interaction terms were evaluated for significance. Separate regressions were run with the interaction of the overall development with person and situation factors and the interaction of each learning activity with person and situation factors. None of the overall development interactions were significant on skill acquisition; thus, I focused on the individual activity by person or situation interactions. For purposes of brevity, I will summarize the results of the interactions. H10a and H10b argued that agreeableness would moderate the development-skill acquisition link. None of the interaction coefficients for specific learning activity by agreeableness were significant on skill acquisition; thus, these two hypotheses were not supported.

H11a regarding the interaction of development and learning goal on integrative skills was supported for the interaction of mentoring and learning goal ( $\beta=.91, p<.05$ ). Figure 2 shows the plot of this interaction, indicating that individuals who are highly developed through mentoring and have a high learning goal have a greater acquisition of integrative skills. One-on-one learning for people who have a goal of acquiring knowledge obtain the more involved skills of integrative negotiation, where greater information exchange is necessary compared to distributive negotiation. The significant interaction of feedback and learning goal ( $\beta=-.58, p<.05$ ) was contrary to expectations. Figure 3 shows the plot of this interaction, indicating that there is a negative relationship between learning goal and integrative skill acquisition for individuals who receive frequent feedback as a form of learning. Consequently, individuals who have a high learning goal but do not develop highly through feedback are more likely to acquire integrative skills. It could be inferred that the feedback that is given is perhaps geared towards the employee employing more distributive, value-claiming behaviors.

H12a argued that development and perform prove would interact to affect distributive skill acquisition. Though this hypothesis was not supported, what did emerge was a significant interaction between observational learning and perform avoid on distributive skills ( $\beta=.50, p<.05$ ), integrative skills ( $\beta=.39, p<.05$ ), and adaptable skills ( $\beta=.43, p<.05$ ). All three of these plots tell the same story—there is a positive effect on all three skill acquisitions for people who highly engage in observational learning and are perform avoid oriented. While learning vicariously is beneficial to all skill sets as was predicted early in this paper, the effects on negotiation skill acquisition is amplified when the individual avoids situations where he or she may show a lack of ability. While it was hypothesized that a perform prove orientation would be linked to distributive situations where one could exhibit skills, the interactions of observational learning and performance avoid seem to reflect the idea that proving dominance is not as important as shying away from or avoiding situations where a lack of ability may be highlighted. In other words, proving superior ability is not as powerful as showing inability, particularly when paired with observational learning activities. This observational learning-perform avoid effect holds true across all negotiation skills sets. Thus, individuals learning via observation avoid situations where they feel they may not be able to claim value (distributive contexts), create value (integrative contexts), or balance the two (mixed-motive contexts).

H13a and H14a posited that development would interact with organizational desired outcomes to affect distributive and integrative skill acquisition. The interaction coefficients for these regressions were not significant; thus, development and desired economic outcome did not interact to predict distributive skills, and development and desired social outcome did not interact to predict integrative skills. Direct and moderating effects of what the organization, via the supervisor, wants out of an employee's negotiation are not significant in predicting the negotiation skill set an employee acquires. It appears that person factors far outweigh organizational desires in terms of impact on negotiation

skills acquired. An individual's goal orientation is especially relevant as a moderator to development in this particular study. A negotiator's achievement goal affects the success of particular learning activities on skill development.

In summary, results reveal partial support for negotiation development and skill acquisition—participating in numerous development activities was shown to have a positive association with distributive and adaptable skill acquisition. There was not support for the idea that distributive skills require the least development, integrative skills more development, or adaptable skills the greatest development. Furthermore, didactic learning did not more strongly predict distributive skill acquisition, and observational learning, mentoring, and experiential learning did not indicate significant prediction nor stronger effects on particular skills sets. What did emerge as significant were interactions between learning goal and performance avoid orientation with specific learning activities on skill acquisition. These findings are quite relevant to practice and begin to tell us more about how people learn to negotiate in organizations.

### **Discussion**

This paper is the first to use a field study to investigate how people develop negotiation skills. Using a sample of subordinates and supervisors across diverse industries where a distinction in the use of distributive and integrative negotiation skills was expected, results indicate that organizations would fare well to determine the achievement goals of their employees when designing training programs for its them to learn negotiation skills. With this empirical study of how people learn negotiation skills, we begin to uncover the “hows” and “whys” of negotiation outcomes in prior research. Though previous studies have taken a fit approach investigation of negotiation tactics and outcomes (Weingart et al., 1990; 1996), this study empirically tests how people acquire specific skills that should lead to those outcomes. By surveying actual employees who negotiate as a normal part of their job, this paper



addresses the call by Buelens et al. (2008) to conduct more field studies in negotiation to establish greater external validity in our current knowledge base.

Results from this study indicate that while overall development geared towards increasing negotiation skills does in fact lead to distributive and adaptable skill acquisition, the interaction of a person's goal orientation and the specific type of learning activity the employee engages has a significant effect of specific skills acquired. Interestingly, engaging in observational learning while possessing a perform avoid orientation significantly impacts the acquisition of all three skill sets. Learning by watching others negotiate but avoiding situations where one may lack or have limitations in ability increase negotiation skills. This seems to imply that people are aware of which types of skills they do possess, and avoid situations where their skills are questioned. This applies to situations where someone may lack the ability to maximize personal payoff or create mutual gains for both parties. Thus, people are not simply avoiding situations that show their lack of ability to gain the biggest piece of the pie, but they also avoid situations if they believe they may lack the ability to enlarge the pie for the benefit of both parties. By watching others, Bandura (1977) states that people can either reinforce their own skills or learn new skills if the observer interprets the skills being employed by the model lead to positive outcomes. If the observer witnesses behaviors of the model that lead to negative outcomes, the observer may then avoid those situations altogether in an effort to avoid experiencing the same negative outcomes.

Another interesting finding was that mentoring and learning goal interacted to significantly predict integrative negotiation skill acquisition. Mentoring has been linked to personal learning (Lankau & Scandura, 2002), but teamed with a strong desire to learn has amplified benefits on value-creation skills in integrative negotiation. One-on-one critiquing and coaching with someone who uses the information to increase his or her knowledge in negotiation makes it more likely that person will

develop integrative skills, which involve more complex skills than distributive negotiations. Firms seeking relationship-building and integrative negotiators should employ more mentoring relationships in training and aim to put learning-oriented people in those relationships.

Provided that this is the first study empirically to test negotiation learning via field study, it has its limitations. First, given the multivariate nature of the study, a larger sample size could provide much greater power to detect small effects. Second, the negotiation outcomes of employee effectiveness did reduce common methods bias given that it was provided by the supervisor, but it is still a subjective measure nonetheless. Objective individual outcome data in future research could be very instrumental in determining the effect of skills on actual objective negotiation outcomes. Finally, the adaptable negotiation skill set has been proposed in this paper as one that contains both integrative and distributive skills as well as the ability to judge the situation and choose the correct skill set. My measure of adaptable skill acquisition of combining distributive and integrative skills is rudimentary, but an initial step towards understanding this versatile negotiator. My current measure does not account for the ability to recognize which skill set is appropriate; therefore, a better measure of adaptable negotiation skills could be developed in future research.

Despite these limitations, the contributions of this paper apply to negotiation and learning and development literatures. Theories of negotiation argue that people are motivated and behave in ways that indicate a prosocial or egoistic motivation (Deutsch, 1973) or a concern for self or others (Pruitt & Rubin, 1986), but this study adds to these theories by linking them to how people acquire the skills necessary to accommodate these motivations or concerns. It considers the role of the organization as well as the with-in person factors that affect these skills. While negotiation research is abundant, this study delves into an under researched area that investigates how people learn to be effective at negotiation. Recognizing that not all negotiators are effective in all situations, researchers can now

uncover which people are best suited for certain negotiation situations and how best to train those people. This study was intended to begin this line of research.

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**Table 1**  
Study Descriptives and Correlations

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1 Extent negotiate in job	5.33	1.60	1.00																					
2 Auto sales	.13	.34	.20	1.00																				
3 Home repair	.04	.19	-.25*	-.08	1.00																			
4 Didactic	1.39	1.08	.33**	.19	.10	1.00																		
5 Observational	3.08	1.27	.59**	.24*	-.17	.42**	1.00																	
6 Mentoring	1.37	1.04	.35**	.14	.12	.61**	.46**	1.00																
7 Experiential	1.84	.94	.44**	.07	.09	.61**	.50**	.74**	1.00															
8 Feedback	1.53	1.08	.37**	.07	.11	.53**	.31**	.64**	.61**	1.00														
9 Overall development	1.69	.86	.49**	.18	.08	.84**	.61**	.87**	.87**	.77**	1.00													
10 Agreeableness	4.04	.57	.01	-.13	-.37**	-.07	.02	-.12	-.10	-.07	-.09	1.00												
11 Learning goal	4.86	.86	.26*	-.19	-.28*	.09	.15	.17	.20	.20	.19	.06	1.00											
12 Perform prove	4.39	1.02	.16	-.18	-.16	.01	.12	.05	.10	.02	.06	.08	.45**	1.00										
13 Perform avoid	2.87	1.06	-.03	.22	.10	.16	.18	.19	.10	-.04	.15	-.18	-.23*	.08	1.00									
14 Org. desire economic	3.96	.52	-.01	.08	.01	-.01	.06	.06	-.04	.08	.03	-.03	-.10	.05	-.03	1.00								
15 Org. desired social	4.35	.55	-.05	-.13	-.13	.14	.02	.12	.11	.07	.12	-.10	.22	.02	.03	-.33**	1.00							
16 Org. desired combination	4.20	.33	-.06	-.09	-.12	.15	.06	.16	.09	.12	.15	-.12	.17	.05	.01	.24*	.84**	1.00						
17 Distributive skills acquired	3.70	.69	.44**	.32**	-.33**	.39**	.41**	.37**	.27*	.27*	.42**	.19	.23*	.15	.10	.09	.01	.07	1.00					
18 Integrative skills acquired	3.83	.62	.38**	.19	-.16	.29**	.25*	.29**	.25*	.28*	.34**	.23*	.21	.09	.01	.05	-.04	-.01	.66**	1.00				
19 Adaptable skills acquired	3.78	.59	.44**	.27*	-.25*	.36**	.34**	.35**	.27*	.29**	.40**	.23*	.24*	.12	.04	.07	-.02	.02	.87**	.94**	1.00			
20 Economic effectiveness	4.91	1.11	.14	-.21	.08	.21	.01	.24*	.17	.13	.20	-.06	.24*	.06	-.02	-.45**	.33**	.07	.07	-.04	.01	1.00		
21 Social effectiveness	5.52	1.10	.10	-.01	-.03	.30**	.10	.09	.12	.08	.19	.01	.13	-.01	.03	-.22	-.01	-.14	.24*	.12	.18	.51**	1.00	
22 Combined effectiveness	10.43	1.92	.14	-.13	.03	.29*	.06	.19	.16	.12	.23*	-.03	.22	.03	.00	-.39**	.18	-.04	.18	.04	.11	.87**	.87**	1.00

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

N= 77 dyads

**Table 2**

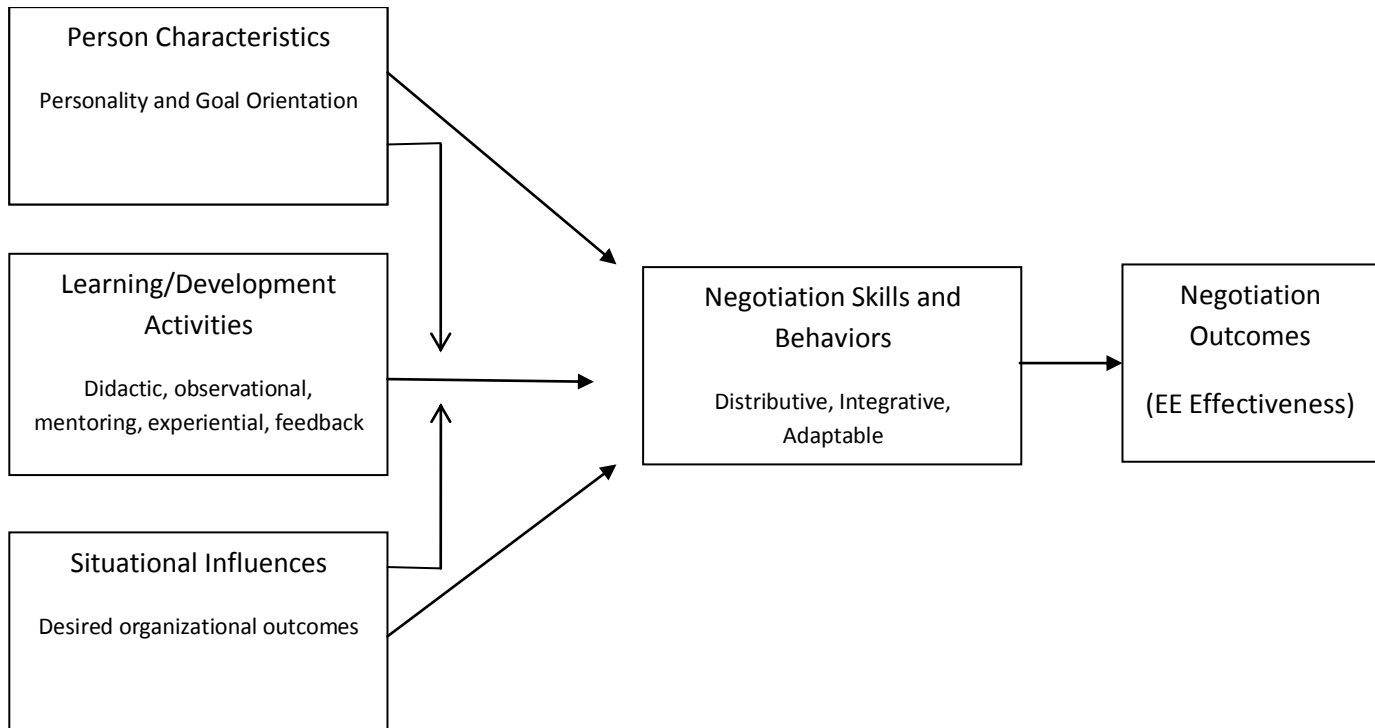
## Regression Results for Focal Variables

VARIABLES	Distributive Skill Acquisition	Integrative Skill Acquisition	Adaptable Skill Acquisition	Economic Effectiveness	Social Effectiveness	Combined Effectiveness
	$\beta$	$\beta$	B	$\beta$	$\beta$	$\beta$
<b>Controls</b>						
Employee age	-.01	-.10	-.07	.30	.13	.25
Employee gender	-.07	-.06	-.07	-.03	-.05	-.05
Employee years in job	.21	.38*	.34*	-.14	.16	.01
Extent negotiation required in job	.30**	.32**	.34**	.35**	.14	.28*
Supervisor age	-.01	.27	.17	.06	-.16	-.06
Supervisor gender	.31	.37	.38	-.07	.15	.05
Supervisor years in job	.23	-.08	.05	.86**	-.01	.49*
Home sales and financial industry	.24	.29	.30	.28	.26	.31
Heavy equipment sales industry	.19	-.15	-.02	.10	.17	.16
Social services industry	.27	.48**	.43*	.28	.21	.28
Auto sales industry	.09	.10	.11	-.82**	.04	-.45*
Home repairs industry	-.27	-.16	-.22	-.05	.16	.07
Freight sales industry	.07	.05	.06	.06	.26	.18
Chemical sales industry	-.05	-.18	-.14	.04	.15	.11
<b>R<sup>2</sup></b>	<b>.41**</b>	<b>.37*</b>	<b>.41**</b>	<b>.41**</b>	<b>.17</b>	<b>.23</b>
<b>Focal variables</b>						
Didactic learning	.18	.09	.13	.25	.35	.34*
Observation learning	.15	.02	.08	.01	.17	.11
Mentoring	.23	.15	.21	.26	.04	.18
Experiential learning	-.05	.05	.01	-.15	.00	-.09
Feedback	-.07	.01	-.04	-.10	-.23	-.19
Agreeableness	.03	.22	.15	-.07	-.21	-.16
Learning goal	.16	.11	.15	.15	.22	.21

Perform prove	-.02	-.03	-.03	-.01	-.14	-.08
Perform avoid	.01	.02	.01	-.01	-.10	-.06
Org. desire economic outcome	-.89	-1.01	-1.05	1.99	1.55	2.04
Org. desired social outcome	-2.14	-1.74	-2.10	4.04	2.78	3.92
Org. desire combination outcome	1.78	1.72	1.91	-4.10	-3.09	-4.14
<b>Change in R<sup>2</sup></b>	<b>.14</b>	<b>.09**</b>	<b>.12</b>	<b>.17</b>	<b>.07</b>	<b>.22</b>
<b>R</b>	<b>.74</b>	<b>.68</b>	<b>.72</b>	<b>.76</b>	<b>.61</b>	<b>.67</b>
<b>R<sup>2</sup></b>	<b>.55**</b>	<b>.47</b>	<b>.52*</b>	<b>.58**</b>	<b>.37</b>	<b>.45</b>
<b>Adjusted R<sup>2</sup></b>	<b>.31**</b>	<b>.19</b>	<b>.28*</b>	<b>.36**</b>	<b>.04</b>	<b>.16</b>

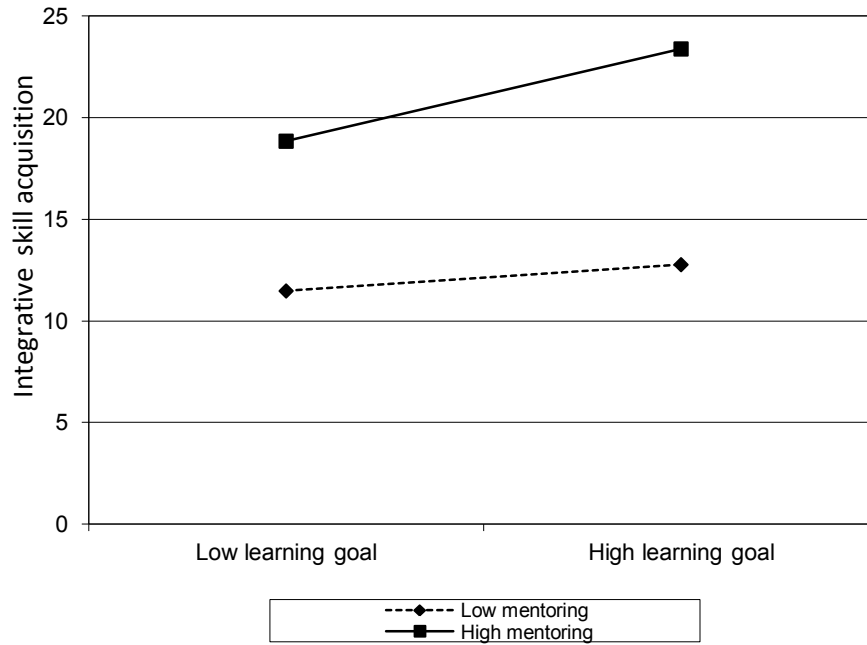
**Figure 1**

## Negotiation Model for Testing in Field Study

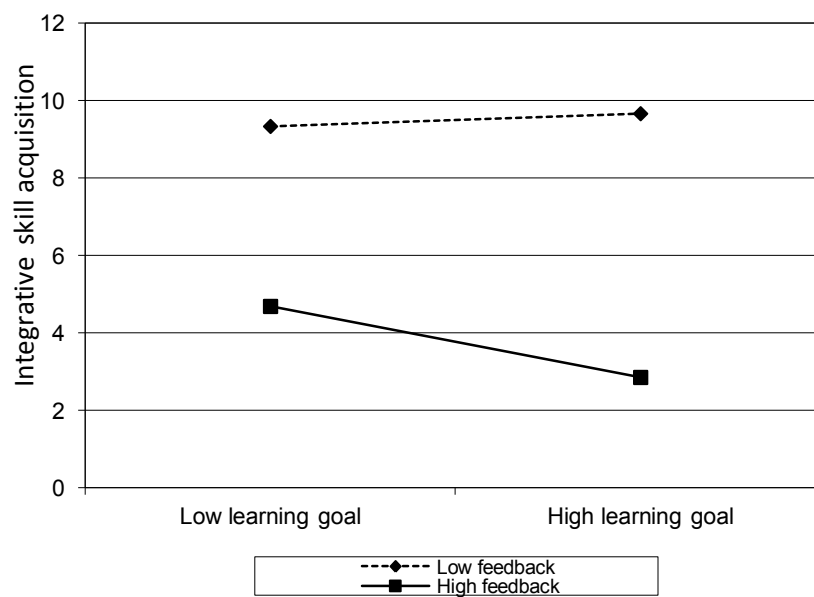


**Figure 2**

Effect of Mentoring and Learning Goal Interaction on Integrative Skill Acquisition

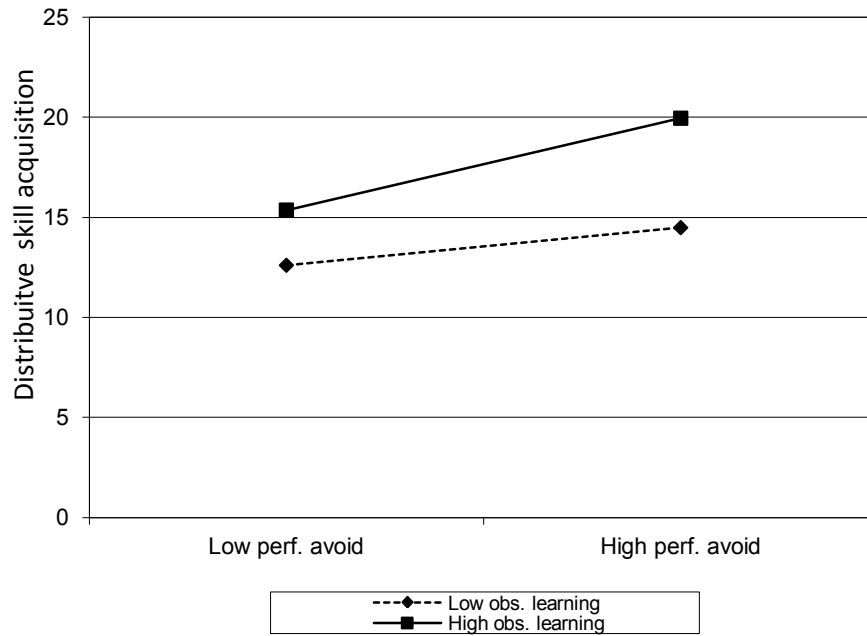
**Figure 3**

Effect of Feedback and Learning Goal Interaction on Integrative Skills

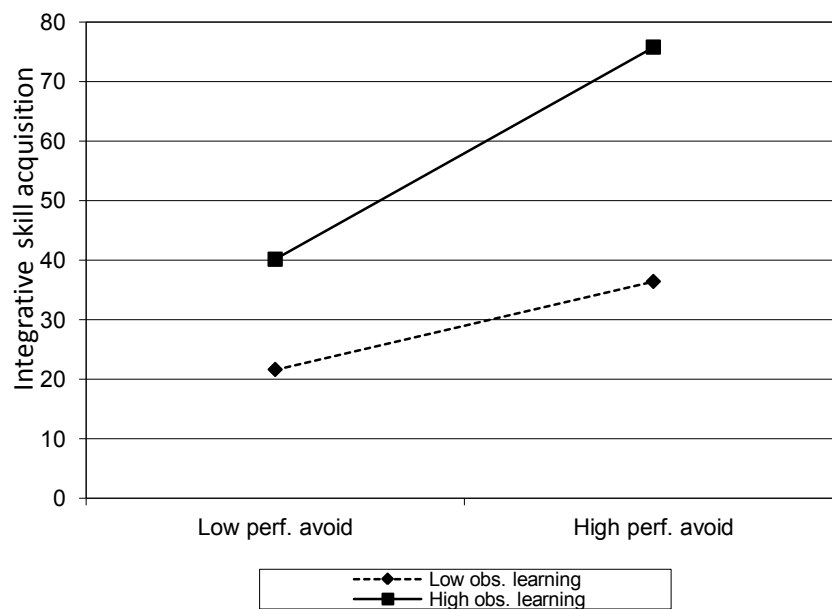


**Figure 4**

Effect of Observational Learning and Perform Avoid Interaction on Distributive Skills

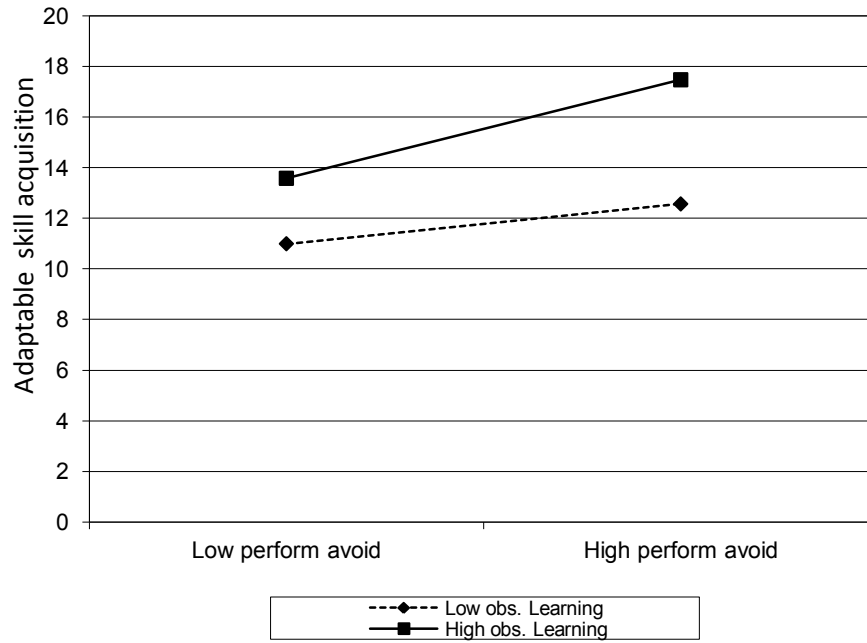
**Figure 5**

Effect of Observational Learning and Perform Avoid Interaction on Integrative Skill Acquisition



**Figure 6**

Effect of Observational Learning and Perform Avoid Interaction on Adaptable Skill Acquisition



**Teach Me How to Negotiate: Examining the Relationship Between Learning  
Activity and Negotiation Skill Attainment**

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### **Abstract**

This paper investigates via experiment if a particular learning activity, observational learning, will influence the acquisition of negotiation skills. The aim of the paper is to discern if a certain learning intervention is more effective in aiding an individual in acquiring a specific negotiation skill set and if that negotiation skill set leads to specific negotiation outcomes. Prior research indicates that integrative negotiation outcomes are linked to observational learning; however, currently we do not know how people effectively learn integrative or distributive negotiation skills, and if these skills lead to the corresponding negotiation outcomes. In an experiment, I tested individual difference moderators to see if particular person factors affect the relationship between learning activity and negotiation skill acquisition. Results indicate that observational learning does not predict skill acquisition or negotiation outcomes; however, skills seem to be consistent and stable and further honed by experience. Egoistic motivation has a significant impact on the development of distributive skills as concern for self predicts one's skills in claiming value. The implications of this study inform the learning and development literature as well as the negotiation literature because very little is known as to how people acquire negotiation skills and if these skills do in fact lead to better negotiated outcomes.

## Introduction

Negotiating, bargaining, making a deal---these are all terms used to describe the process by which people interact with others to try to achieve their objectives. Sales people do it. Sports agents do it. Attorneys do it. Everyday people negotiate. The reality is that we negotiate something nearly daily, either at work or within personal contexts. When we want or need something, and someone else has it or controls it, we enter into negotiation to get it. The research on negotiation is vast, and we know quite a lot about negotiation outcomes (Halpern & McLean, 1996; Oliver, Balakrishnan, & Barry, 1994; Min, LaTour, & Jones, 1995). However, though people negotiate frequently, and often people are paid to do it, we know very little about how people learn negotiation skills. Several studies investigate tactics that can lead to better negotiation outcomes (i.e., Weingart, Thompson, Bazerman, & Carroll, 1990; Olekalns, Smith, & Walsh, 2006; Maddux, Mullen, & Galinsky, 2008). But, how did those people learn to use those tactics? Are all tactics effective in every negotiation situation? How do an individual's stable personal characteristics impact his or her negotiation skills? Are certain people just naturally better at negotiating or more easily trainable to negotiate?

This paper aims to answer many of these questions by using an experiment to test how a particular learning activity impacts one's acquisition of negotiation skills. Specifically, I examine the method of observational learning and its effect on the acquisition of *particular* negotiation skill sets. I argue that not all negotiation skills are the same, and learning those skills will not be accomplished optimally in the same way either. Additionally, I test the effects an individual's personality, goals, and motivations have on negotiation skill acquisition. Thus, I seek to answer two general research questions: (1) Do observational learning activities predict

the acquisition of specific negotiation skills/behaviors, and (2) do individual factors moderate the relationship between learning activity and negotiation skills/behaviors?

### **Theoretical Background and Hypotheses Development**

“Negotiation is a basic means of getting what you want from others. It is back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed” (Fisher, Ury, & Patton, 1991, p.6). Whether one is negotiating a major merger and acquisition deal or negotiating who will take out the garbage at home, negotiation skills are important to achieving one’s goals. Although we negotiate frequently, many of us are never formally taught how to do it, nor do we know if we are actually effective in doing it. In fact, according to Bazerman and Neale (1992), most negotiators are not nearly as effective as they think, but they inflate their self-perception of their negotiating ability. Perhaps one reason people are not as effective as they think is because they approach all negotiations the same way. They use the same skills and tactics regardless of the situation. Not all negotiations are equal, and not all negotiation skills are conducive to every negotiation context.

#### **Negotiation Types and Corresponding Skills**

Not all negotiation situations are the same. There are times when there is one issue to negotiate, and both parties are attempting to maximize their outcome, pulling in opposite directions. Consider an individual trying to sell his car for a certain price. He wants to sell at a high price while his counterparty buyer wants to buy at a low price. Other times negotiators may desire to look for opportunities to create mutual gains whereby both parties negotiate multiple issues, look for tradeoffs, and walk away feeling satisfied with the outcomes. Consider two

companies negotiating a merger in which a long-term relationship will form and both firms' employees and systems will interact. These are two very different types of negotiation situations, which require two different types of skills to come to an optimal agreement.

Negotiations are classified into two main types—distributive and integrative (Raiffa, 1982; Walton & McKersie, 1965). The distinguishing factors that separate these negotiation situations are (1) the number of issues and information involved in the negotiation and (2) the desired outcome(s) in the negotiation and concern for both self and counterparty in terms of the outcome distribution. Deutsch's theory of cooperation and competition (1973) articulates that negotiators interact and behave in ways that are dictated by their dependence on each other. Cooperative negotiators display integrative behaviors aimed at obtaining mutually beneficial, win-win outcomes for both parties. These integrative situations reflect a mutual dependence among the parties to come to an optimal agreement that builds trust and goodwill, potentially setting the stage for future business or subsequent negotiations. Competitive negotiators display distributive behaviors aimed at obtaining outcomes that are beneficial for the individual negotiator at the expense of the other party. This is a win-lose perspective. In these distributive situations, parties want each other to believe that they are less dependent on each other for a deal. Both parties desire to obtain the largest share of the resources being negotiated and have little concern if the other party feels satisfied or not.

Dual concerns theory (Pruitt & Rubin, 1986) argues that individuals in a negotiation can be classified along a continuum of concern for self and concern for others. When one has a strong concern for self, it follows that his or her behaviors will be directed at maximizing personal outcomes. These behaviors are distributive and include: making few concessions to the other party, making an aggressive first offer (Galinsky & Mussweiler, 2001), emphasizing one's

advantages or power over the other party and questioning the other party's advantages, revealing less information about underlying interests, and asking few questions about the counterparty's interests (Hyder, Prietula, & Weingart, 2000; Walton & McKersie, 1965).

On the other hand, a strong concern for others (Pruitt & Rubin, 1986) will likely lead to negotiator behaviors that are more cooperative and aimed at ensuring the other party walks away satisfied with the negotiation. These behaviors are integrative and include: asking questions of the other party to uncover underlying interests, revealing information about one's own interests to identify, searching for tradeoff issues based on priority differences, building trust, and looking for creative ways to increase the resources so that both parties walk away with a satisfactory share of those resources (Hyder et al., 2000; Lax & Sebenius, 1986).

In summary, negotiations are characterized into two broad areas—distributive and integrative. Based on the objectives and motivations of the negotiator as well as the number and priority of issues for a particular negotiation, different negotiation skills will be necessary to achieve an optimal outcome. Because these skill sets are distinct, the process by which one learns the skills is likely to differ between the two skill sets. The question then becomes “how do people effectively learn to negotiate?” The remainder of this paper investigates potential answers to that question.

### **Observational Learning**

Bandura's social learning theory (1977) posits that people acquire or further strengthen skills by observing other people. The development of skills is dependent upon one's observation of the positive or negative consequences of the modeled behavior. In general, people gravitate towards skills that lead to positive outcomes and avoid skills that lead to negative outcomes.

Thus, observational learning is not the same as imitation, but it is a form of modeling behaviors the observer perceives as being effective (Tomasello, Davis-Dasilva, Camak, & Bard, 1987).

Negotiations can be a forum where observational learning may be an effective method for acquiring negotiation skills. More specifically, if an observer watches a negotiating model bargain integratively, and if that observer perceives those behaviors as being effective in terms of the outcomes obtained by the model, then the observer may decide to emulate those same behaviors, believing they, too, will lead to desired outcomes. As opposed to didactic learning (instructional or classroom-based learning) where knowledge tends to be codifiable, observational learning may provide a type of tacit knowledge that is best obtained by watching someone perform a behavior (Nadler, Thompson, & Boven, 2003).

In one of very few studies evaluating negotiation learning, Nadler et al. (2003) tested four types of training methods used to help people improve their negotiation outcomes. The four learning methods were didactic learning (principles-based, textbook learning), information revelation (revealing the “ideal” strategy based on the other party’s interests and outcomes from previous negotiations), analogical learning (drawing parallels from a well-understood domain to a novel problem), and observational learning (modeling others’ behaviors). Results showed that analogical learning and observational learning led to greater integrative outcomes compared to the other two learning styles. Focusing on the observational learning results, participants trained by observational learning had the greatest increase in negotiation outcomes of all the learning styles; however, those same individuals were the least able to describe the learning principles that contributed to their increase in performance. This finding highlights the tacit knowledge that generally is absorbed via modeling or observational learning (Day, Halpin, & Harrison, 2009).

Nadler et al.'s (2003) study examined learning activity effects on integrative outcomes. While that study provides insight into how people best learn to obtain particular outcomes in an integrative context, this study investigates the effect of observational learning on *skill acquisition*, both distributive and integrative skill acquisition. However, I argue that observational learning will impact those specific skills to a different degree. Weingart, Hyder, and Prietula (1996) found that distributive negotiation is a “natural” or “default” approach to negotiation; untrained negotiators tend to behave distributively regardless of the situation, primarily because there is less information exchange and fewer skills required when one is focusing on self rather than others as well. Because distributive skills are less complex, I predict that observational learning will have a positive effect on distributive skill acquisition but to a lesser extent than the more complex development of integrative skills. Additionally, I expect that skills will align with outcomes, such that acquiring distributive skills will increase distributive outcomes, and acquiring integrative skills will increase integrative outcomes. Thus, I hypothesize the following:

*Hypothesis 1: Observational learning will be positively related to the acquisition of distributive and integrative negotiation skills, but there will be a stronger relationship between observational learning and the acquisition of integrative skills.*

*Hypothesis 2a: The acquisition of distributive negotiation skills will mediate the relationship between observational learning and distributive negotiation outcomes.*

*Hypothesis 2b: The acquisition of integrative negotiation skills will mediate the relationship between observational learning and integrative negotiation outcomes.*

## **The Role of Person Characteristics**

While the development of negotiation skills can occur via various learning activities, an individual's personality, motivational set, and goal orientation are also likely to impact development. I expect that certain individual traits will naturally incline someone to obtain negotiation skills despite any negotiation training at all. Additionally, I expect that the same traits will moderate learning activity (observational learning) and skill acquisition by strengthening or weakening the effect of the learning activity, observational learning in this study, on the specific skills acquired. Thus, I predict a "nature" direct effect of person characteristics on skill acquisition and a moderated "nurture" effect of these characteristics on skill acquisition.

In terms of personality, Costa and McCrae's "Big Five" personality model (1992) has been investigated in multiple negotiation studies (Barry & Friedman, 1998; Liu, Friedman, & Chi, 2005; Barry & Oliver, 1996). The trait of agreeableness represents a continuum of how cooperative or antagonistic one is with others. Thus, one high in agreeableness is likely to be very cooperative, while one low in agreeableness is likely to be less cooperative or antagonistic towards others (Costa & McCrae, 1992). Barry and Friedman (1998) found that people lower on agreeableness obtained greater distributive outcomes. High agreeableness has been linked to individuals using an integrative negotiating style (Amanatullah, Morris, & Curhan, 2008; Antonioni, 1998; Barry & Friedman, 1998; Dimotakis, Conlon, & Ilies, 2012). Provided these findings, I expect that agreeableness will have a moderating and direct effect on negotiation skills as follows:

*Hypothesis 3a: Observational learning and agreeableness will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in agreeableness.*



*Hypothesis 3b: Observational learning and agreeableness will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those low/high in agreeableness.*

*Hypothesis 3c: There will be a positive relationship between agreeableness and acquisition of integrative negotiation skills and a negative relationship between agreeableness and acquisition of distributive skills.*

According to the theory of cooperation and competition (Deutsch, 1973), negotiators are motivated to obtain particular outcomes in negotiation, which in turn affects behaviors to obtain those outcomes. Individuals with an egoistic motivation are geared towards maximizing their own personal outcomes in the negotiation, usually at the expense of the other party and with little concern of the other party's satisfaction with their outcomes. On the other hand, individuals with a prosocial motivation are concerned with the other party's interests and satisfaction as well as, in many cases, the promise of future business (De Dreu, Weingart, & Kwon, 2000). Individuals with a prosocial motivation are likely to acquire the skills that allow for relationship building and cooperation; individuals with an egoistic motivation are likely to acquire skills that allow them to maximize their own personal gain, thus:

*Hypothesis 4a: Observational learning and egoistic motivation will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those high/low in egoistic motivation.*

*Hypothesis 4b: There will be a positive relationship between egoistic motivation and acquisition of distributive skills and a negative relationship between egoistic motivation and acquisition of integrative skills.*

*Hypothesis 5a: Observational learning and prosocial motivation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those high/low in prosocial motivation.*

*Hypothesis 5b: There will be a positive relationship between prosocial motivation and acquisition of integrative skills and a negative relationship between prosocial motivation and acquisition of distributive skills.*

Research by Dweck and Elliot (1983) proposed the concept of goal orientation where individuals possess a preference for particular achievement goals that they set for themselves. Specifically, Dweck and Leggett (1988) claimed that there are two types of achievement goals, mastery-oriented and performance-oriented. Mastery or learning goals, are set by people who desire to learn from the situation, and these people are not concerned about failure since they perceive the situation as an opportunity to acquire knowledge. Performance goals are set by individuals who either wish to be in situations in which they can display their abilities (perform prove) or avoid situations in which they may fail (perform avoid). Negotiations can provide an opportunity that allows for these goals to be achieved, depending on the negotiation situation. Distributive negotiations allow for one to indicate or prove their performance since the behaviors and outcomes are aimed at personal maximization of resources. Integrative negotiations allow for one to learn from the other party and look for opportunities to create value that benefit both parties; therefore, a learning- or mastery-goal orientation would be more conducive to integrative situations where a negotiator is less concerned about proving personal dominance. In relation to skill development, I hypothesize the following:

*Hypothesis 6a: Observational learning and learning goal orientation will interact such that the acquisition of integrative negotiation skills will be greater/lesser for those with a high/low learning goal orientation.*

*Hypothesis 6b: There will be a positive relationship between learning goal orientation and acquisition of integrative skills and a negative relationship between learning goal orientation and acquisition of distributive skills.*

*Hypothesis 7a: Observational learning and perform prove orientation will interact such that the acquisition of distributive negotiation skills will be greater/lesser for those with a high/low perform prove orientation.*

*Hypothesis 7b: There will be a positive relationship between perform prove orientation and acquisition of distributive skills and a negative relationship between perform prove orientation and acquisition of integrative skills.*

To summarize, there are multiple factors that can contribute to an individual acquiring specific negotiation skill sets. Some of these factors are “nurture” while others are “nature.” The goal of this paper is to determine how observational learning affects negotiation skill acquisition, provided previous research that revealed that observational learning increased negotiation outcomes. I expect that specific negotiation skills will lead to corresponding outcomes; therefore, observational learning should predict negotiation skill acquisition, which in turn will lead to negotiation outcomes. Furthermore, person factors are likely to have both a direct effect on skill acquisition, outside of any formal learning or training, and a moderating effect with observational learning on skill acquisition. The model for testing is shown in Figure 1.

## **Method**

### **Participants**

A total of 154 undergraduate business students from a large university in the southeast United States volunteered to participate in the study in exchange for course credit. Informed consent was obtained from each participant prior to the experiment. Participants were randomly assigned to a dyad. Three dyads were deleted due to impasse on the cases within the dyads, so the final working sample is 148 participants (74 dyads). The sample had an average age of 24 years, was 58% male, and 39% Caucasian.

### **Procedure**

This study used an adaptation of the method by Nadler et al. (2003). Though this study used a similar experimental design, it differed by (1) looking at an individual's negotiation skills/behaviors as a mediator between learning activity and negotiation outcomes, and (2) focusing on distributive as well as integrative negotiations.

Participants were randomly assigned to a negotiating partner, and each dyad was randomly assigned to one of six conditions. All participants received a questionnaire packet to answer at directed times throughout the experiment, measuring the variables of interest for the study. Each dyad negotiated the same first case for approximately 20 minutes, and then one member of the dyad received a learning intervention while the other member of the dyad left the experiment room and did not receive any treatment, therefore, acting as a control. After approximately 5 minutes of the treatment group watching a video of a negotiation (either an integrative or distributive negotiation) and both groups reading their role for the next case, the dyads reconvened to negotiate the second case. The second case was either integrative or distributive, based on the assigned experimental condition. Negotiating pairs were kept the

same for the second case in order to reduce potential confounds created by negotiating with a new partner at Time 2. While negotiating with the same partner could have its own potential confounds, I felt that experience with the same partner presented less biases than negotiating with an unfamiliar partner for the second case. Essentially, controlling for negotiation partner created one less potential variable that could affect skill display. Additionally, Nadler et al. (2003) also kept dyads consistent at Times 1 and 2 in their negotiation learning experiment. Though participants negotiated with the same partner on the second case, roles (buyer/seller) were randomly assigned so that the role itself would not obscure the focus on learning activities. Thus, not all people in the control group possessed the same role in the cases being negotiated, and not all treated people possessed the same role in a negotiation. The dyads were given approximately 20 minutes to negotiate the second case and then instructed to finish the questionnaire before ending the experiment.

### **Negotiation Tasks**

All participants negotiated the same case for the first round of negotiations. The “Gator Gaucho” case involved a celebrity gator wrestler being solicited by the Director of a newly renovated botanical/zoological park to promote the grand re-opening of the park. The case consisted of six issues, and unbeknownst to participants, two issues were compatible (providing the opportunity to create value), two were tradeoff (providing the opportunity to create value), and two were zero-sum (providing no opportunity for value creation). The combination of these issues in one case provided participants experience with both integrative (creating value) and distributive negotiation (claiming value); therefore, “leveling the playing field” for each participant in terms of experience and providing a baseline of performance on both types of negotiation. For the first case, participants were provided a payoff schedule based on the

agreement of each issue. Using the classic pie analogy in negotiation, performance was assessed by calculating an individual's potential pie percentage and actual pie percentage. The potential pie (maximum number of points both parties could distribute between them) for this particular negotiation was 2,960 points. Achieving this number required the dyad to search for mutual gain, therefore, resulting in an integrative outcome. The actual pie was calculated as the actual number of points collectively agreed to by both parties, the sum of the points agreed to by person "A" and person "B" in a dyad. Percent of actual pie was then calculated by each person's individual points divided by the points collectively agreed to and available based on dyad created value. Actual pie is a measure of the value claimed or the distributive outcome in the negotiation.

The second case was either purely distributive or purely integrative, based on the experimental condition the dyads were assigned. Doing this allowed for analysis on the acquisition of specific negotiation skills and outcomes at Time 2. Dyads negotiating the distributive second case were given a role as either a rock band manager or a movie producer. The case involved deciding on the percent of profits a rock band would receive from the movie filmed about their band. The zone of possible agreements was between 5% and 25% of the profit, and percent of profit was the only issue to be decided for negotiation, making this a distributive case. Dyads negotiating the integrative second case were given a role as either a babysitter or an attorney seeking childcare. This case involved six issues, two compatible and four tradeoff issues (all opportunities to create value). Similar to the first case, "Gator Gaucho," both actual pie (distributive outcome) and potential pie (integrative outcome) percentages were calculated as indicators of performance. In this case, the potential pie was a maximum of 3,140 points for an individual in the dyad.

## **Experimental Conditions**

The experiment was set up as a 3x2 design, where conditions differed by learning treatment and case type. Learning conditions represented observational learning and consisted of an integrative video treatment, a distributive video treatment, and the control group (one member of each dyad), who did not receive any treatment. The integrative video was from the “Sluggers Come Home” (Stanford Video Series). It was approximately 5 minutes long and showed an excerpt of an actual integrative negotiation between a baseball team owner and a stadium owner. The excerpt was part of the “agreement” portion of the video, and it showed multiple integrative behaviors across several negotiable issues and an overall cooperative approach to negotiation as the two parties settled on the lease agreement for the stadium. The distributive video was an excerpt from “The West Wing,” a fictitious popular television series about politics in the White House. The video was approximately 5 minutes long and showed a negotiation between political figures (the President and a Congressman) negotiating a budget amount. The excerpt showed multiple distributive behaviors over a one-issue negotiation and an overall competitive approach. Both videos were intended to serve as an observational learning activity, whereby participants watching the videos could watch people effectively negotiating based on the situation.

Prior to conducting the experiment, I ran a manipulation check by having two independent samples watch the two video excerpts and respond to eight items from Dimotakis et al. (2012) that measured the extent to which they observed distributive and integrative behaviors in the video (1-not at all to 5-a great extent). The “West Wing” video (distributive) was watched by 32 participants for the manipulation check, while the “Sluggers Come Home” video (integrative) was watched by 28 participants. Two separate t-tests were run to test if the means of the observed integrative and distributive behaviors were significantly different. The results

confirmed that there was a statistically significant difference between integrative and distributive behaviors in both videos. For the distributive video, the mean for distributive behaviors was 4.41, while the integrative behaviors mean was 2.44 ( $t=14, p<.05$ ). For the integrative video, the mean for distributive behaviors was 3.04, while the integrative behavior mean was 3.54 ( $t=-3.18, p<.05$ ). These results indicate that both videos display greater behaviors for their respective video type; however, the distributive video appears to be a stronger manipulation than the integrative video.

The negotiation case type conditions consisted of either a distributive case (Rock-N-Roll Case) or an integrative case (Babysitter Case) for the second negotiation, as described earlier. Having purely distributive or purely integrative cases for the second round allowed for the evaluation of learning effect on specific negotiation skills and outcomes. Thus, the six conditions in the experiment were: distributive case/distributive learning, distributive case/integrative learning, distributive case/no learning intervention, integrative case/integrative learning, integrative case/distributive learning, and integrative case/no learning intervention. It was hypothesized that compared to the untreated counterpart greater learning and performance would occur after a treated individual watched the video of effective behaviors that corresponded to the same type of negotiation he or she would subsequently negotiate after watching the video. Some learning is expected in the control group simply from having negotiated in round one; however, this learning was not expected to be as strong compared to the conditions where individuals were trained via observational learning corresponding to their second case.

## **Measures**



*Negotiation outcomes (distributive and integrative outcome)* were measured as an individual's outcome proportionate to the bargaining zone. Specifically, for the first case, "Gator Gaucho," and the integrative "Babysitter Case", both individual percentage of actual bargaining zone and percentage of potential bargaining zone were calculated. Percent of actual bargaining zone was the distributive outcome and was calculated by taking an individual's points divided by the total points created between the two parties in the dyad; these percentages added to 100% between the dyad members. The percent of potential bargaining zone was the integrative outcome and was calculated by taking an individual's points divided by the total maximum number of points that could have been created by the dyad (2,960 for "Gator Gaucho" and 3,140 for "Babysitter Case"). Performance for the distributive case was calculated by taking the percentage of the bargaining zone each member of the dyad received. The bargaining zone was between 5% and 25%, and the percentage of the bargaining zone obtained between the members had to equate to 100%. For example, if the dyad agreed to 15% profits, both members received 50% of the bargaining zone ( $25-15=10$ ,  $10/20=.5$ ).

*Negotiation skills* were divided into two variables—*integrative* and *distributive*. Eight items were taken from Dimotakis, Conlon, and Ilies (2012) to indicate the extent to which an individual reported that he or she displayed integrative (5 items; example, "focused on similarities rather than differences") and distributive (3 items; example, "tried to gain the upper hand against the other party") behaviors during the negotiations. After each negotiation in the experiment, behavior display responses were recorded on a scale of 1, *not at all*, to 5, *to a great extent*. I controlled for behaviors at Time 1 so that predictions of Time 2 behaviors were indicative of skill acquisition.

*Agreeableness* was measured by a subset of the 20-item Mini-IPIP (Donnellan, Oswald, Baird, & Lucas, 2006), which is used to assess the Big Five personality dimensions. I focused on agreeableness provided its significance as a moderator in previous research on negotiation behaviors and outcomes. Agreeableness was analyzed for both direct and moderating effects on skill acquisition in this study.

*Goal orientation* was measured by the 13-items created by VandeWalle (1997) and analyzed for both direct and moderating effects on skill acquisition. Specifically, this measure assesses *learning goal* (5 items), *perform prove* (4 items), and *perform avoid* (4 items) orientation.

*Egoistic and prosocial motivation* were measured by a 4-item scale from De Dreu, Weingart, and Kwon (2000), and analyzed for direct and moderating effects on skill acquisition.

### **Method of Analysis**

Ordinary least squares multiple regression, which subsumes ANOVA, was used to test the various hypotheses. I controlled for case type and Time 1 integrative or distributive behaviors in order to determine the incremental prediction of observational learning on Time 2 skills; thus, controlling for Time 1 skills allows for a more accurate assessment of skill acquisition at Time 2 than taking a difference score between the two time frames. Additionally, I controlled for case type since negotiating either a purely distributive or a purely integrative case on round two would likely affect the specific negotiation skills/behaviors displayed. All moderator variables were centered prior to creating interactions in order to reduce multicollinearity. All data analyses were conducted in SPSS 18 for Windows.

### **Results**

Descriptive statistics and correlations for the study variables are displayed in Table 1. As mentioned previously, moderator variables were centered to reduce multicollinearity in interactions. There was not a significant correlation between the observational learning condition and the acquisition of specific negotiation skills at Time 2. The correlation between those trained via integrative video and acquisition of distributive skills was negative ( $r = -.03$ ), and the correlation between training via integrative video and acquisition of integrative skills was positive ( $r = .08$ ); however, though these relationships were in the expected direction, they were small and not significant. As expected, there was a significant positive correlation between the acquisition of distributive skills and egoistic motivation ( $r = .23, p < .01$ ). However, there was also a significant correlation between acquisition of distributive skills and the acquisition of integrative skills ( $r = .33, p < .01$ ). Additionally, there was a significant correlation between case type and distributive skills, such that negotiating an integrative second case increased distributive skills at Time 2 ( $r = .24, p < .01$ ). Perhaps because the first case contained both integrative and distributive elements, skills were acquired through experience of the first negotiation and were transferred to the second case despite watching a video or not. Distributive outcomes at Time 2 were significantly and negatively correlated with prosocial motivation ( $r = -.27, p < .05$ ), indicating that as concern for others increases distributive outcomes decrease, as expected.

The acquisition of integrative skills was significantly and positively correlated with integrative case type at Time 2 ( $r = .23, p < .01$ ), prosocial motivation ( $r = .20, p < .05$ ), and Time 2 integrative outcome ( $r = .24, p < .05$ ) as predicted. In terms of goal orientation, integrative outcome at Times 1 ( $r = .21, p < .05$ ) and 2 ( $r = .25, p < .05$ ) was significantly and positively correlated with learning goal orientation as was expected. Thus, individuals who had greater

integrative, pie expanding outcomes also had a prosocial motivation (concern for others) and a learning goal orientation (a desire to learn and not afraid to fail).

There were moderate significant positive correlations between Time 1 and Time 2 skills as well as Time 1 and Time 2 negotiation outcomes. In order to examine the focal variables of observational learning and person factors, I controlled for Time 1 skills and outcomes, as well as case type and treatment type, since these variables would logically impact skills and outcomes at Time 2.

Multiple regression was used to test the various hypotheses, and Table 2 contains the results of the main effects. H1 predicted that observational learning would increase both distributive and integrative skills, but it would have a larger effect on integrative skills. I controlled for case type, treatment type, Time 1 integrative and distributive skills, and Time 1 outcomes. I then entered the focal variables into the second block to evaluate incremental prediction by the study variables of interest, specifically evaluating significance of the change in  $R^2$  and individual beta coefficients. Though the change in  $R^2$  was significant for the prediction by the focal variables on the acquisition of distributive skills, individual beta coefficients of observational learning revealed H1 was not supported for distributive ( $\Delta R^2 = .10, p < .05; \beta = -.03, p = .72$ ) or integrative skill acquisition ( $\Delta R^2 = .05, p = .27; \beta = .08, p = .30$ ).

Not surprising was the significance of prior skills at Time 1 on the acquisition of skills at Time 2, which is why Time 1 skills were a control in determining the effect of observational learning on skill acquisition at Time 2. Specifically, Time 1 distributive skills significantly predicted Time 2 distributive skills ( $R^2 = .11, p < .01; \beta = .25, p < .01$ ), and Time 1 integrative skills significantly predicted Time 2 integrative skills ( $R^2 = .28, p < .01; \beta = .42, p < .01$ ). Additionally, case type

at Time 2 significantly predicted both distributive skill acquisition ( $R^2 = .11$ ,  $p < .01$ ;  $\beta = .19$ ,  $p < .05$ ) and integrative skill acquisition ( $R^2 = .28$ ,  $p < .01$ ;  $\beta = .29$ ,  $p < .01$ ). However, these results indicate that participating in an integrative second case at Time 2 increase both integrative (as expected) and distributive (not expected) skills at Time 2. Running a second analysis of treatment type, distributive or integrative video, as a main effect and not a control indicated that the specificity of the training had no significant effect on specific negotiation skill acquisition. Consequently, the interaction of treatment type and case type was not significant in predicting skill acquisition. Thus, neither learning via observational learning nor watching a specific type of video lead to increased specific negotiation skills at Time 2; however, skills at Time 1 were a predictor of skills at Time 2, such that skill sets were consistent across the two time frames just displayed to a greater extent at Time 2. Furthermore, integrative case at Time 2 predicted an increase in both skill sets. Perhaps this is a result of simply having experience from Time 1 that naturally led to enhanced skills at Time 2, and even in integrative cases the resources have to be divided at some point, resulting in some distributive behaviors as well.

H2a and H2b predicted that distributive or integrative skill acquisition would mediate the relationship between observational learning and respective negotiation outcomes. These two hypotheses were not supported since the direct effect of observational learning on skill acquisition was not significant. I tested the direct effect of observational learning on both distributive and integrative outcomes and found no significant relationship ( $\Delta R^2 = .08$ ,  $p = .54$ ,  $\beta = .12$ ,  $p = .33$  and  $\Delta R^2 = .07$ ,  $p = .44$ ,  $\beta = .19$ ,  $p = .09$ , respectively). Thus, my results indicate that observational learning does not lead to negotiation skill acquisition or specific negotiation outcomes.

Various person factors were tested for moderating effects as well as direct effects. Moderating effects of person factors were examined to see if individuals who learned via

observational training had an enhanced or decreased skill acquisition in the presence of particular person characteristics. Specifically, I examined the interaction effects of agreeableness, learning goal orientation, performance orientation, egoistic motivation, and prosocial motivation with observational learning on the acquisition of both distributive and integrative skill acquisition. A direct effect of these person factors was also tested to see if individuals, outside of training, have a natural tendency to exhibit certain skills.

All interactions were created by multiplying the observational learning dummy variable of control or treated (0 or 1) by the continuous person variables. I centered each of the continuous person variables prior to creating the interaction term in order to reduce multicollinearity. Tests of interaction effects were conducted by entering controls in the first block, main effect variables in the second block, and then interaction terms in the last block. The interaction block was not significant for acquisition of distributive skills (block  $\Delta R^2 = .03$ ,  $\Delta F = .79$ ,  $p = .58$ ) or integrative skills (block  $\Delta R^2 = .04$ ,  $\Delta F = 1.38$ ,  $p = .23$ ). Thus, interaction hypotheses regarding observational learning with agreeableness (H3a,b), egoistic (H4a) and prosocial (H5a) motivation, learning (H6a) and performance orientation (H7a) on skill acquisition were not supported. However, there was a significant beta coefficient for the interaction of observational learning and performance orientation on integrative skill acquisition ( $\beta = -.24$ ,  $p < .05$ ). While I hypothesized that observational learning and performance orientation would have a moderating effect on distributive skill acquisition (H7a), the plot of the significant interaction on integrative skills tells a logical story. Using low and high values ( $\pm 1$  SD) of the predictor and moderator variable, I plotted the interaction to examine whether the interaction was indeed significant. Figure 2 shows the plot for the interaction and indicates that there is a negative relationship between performance orientation and integrative skill acquisition when one learns via observational learning. Thus, learning by watching others will have a

negative effect on integrative skill acquisition for people who have a desire to prove their abilities in a negotiation.

The test of the direct effects of the person variables examine if there is a “nature” rather than “nurture” effect on negotiation skill acquisition. In other words, this analysis is intended to determine if individuals have a natural tendency toward a particular negotiation skill set regardless of training on negotiation. There was a significant positive direct effect of egoistic motivation on distributive skill acquisition ( $\Delta R^2 = .10, p < .05, \beta = .19, p < .05$ ). This partially supports H4b; however, there was not a significant negative effect of egoistic motivation on integrative skill acquisition as hypothesized. All other direct effect tests of person factors were not significant; therefore, H3c, H5b, H6b, and H7b were not supported.

### **Discussion**

This study set out to test the efficacy of a particular learning activity on the acquisition of negotiation skills. While negotiation outcomes are of great importance, we know little about how people acquire the skills necessary to obtain those outcomes. In one of very few studies directly testing how people learn negotiation, Nadler et al. (2003) found that observational learning led to greater integrative outcomes than experience alone. Taking cues from this study, I aimed to determine if observational learning led to the acquisition of particular negotiation skills, which in turn would lead to particular corresponding negotiation outcomes. The results did not support this relationship. Participants who watched a video of individuals negotiating did not significantly increase their distributive or integrative negotiation skills compared to individuals who did not watch the video. Furthermore, trained (via observational learning) and untrained people in the study did not significantly differ in their negotiation outcomes either.

Results did indicate that prior skills at Time 1 and the context of the second case, distributive or integrative, predicted skills Time 2.

Skills tend to be consistent and further displayed with experience. Thompson and DeHarpport (1994) found that while experience improves confidence and awareness in negotiation, it does not necessarily improve performance. Feedback is necessary for performance to improve. Thus, my results indicate that skills tend to be repetitious despite observational learning intervention. Individuals may have only identified with skills that were similar to theirs in the video and chose to ignore skills that differed from theirs. Though skills at Time 1 predicted skills at Time 2, these skills did not equate to better outcomes in the end. Similarly to the idea that experience does not equate to better performance in the absence of feedback, perhaps effective learning by watching others only occurs if feedback is provided as well.

As hypothesized, egoistic motivation predicts the acquisition of distributive skills. An individual with a concern for self has a natural tendency to acquire distributive, resource claiming skills irrespective of formal negotiation training. The interaction of observational learning and perform prove orientation indicates that people who learn via observational learning but have a high desire to prove they are effective or good at a task are less likely to develop integrative skills. Attempting to teach someone integrative skills through observational learning is likely to be in vain when this person has a need to take on tasks they know they can master. Integrative skills are aimed at creating value for both parties, so such situations where integrative skills are warranted do not provide the best forum for someone to prove individual dominance.



As with any study, this study did have several limitations. Power analysis revealed that the sample size should be approximately 150 participants for detection of medium effects. Though my sample was consistent with that figure, a larger sample size could have detected smaller effects, particularly since skill acquisition has not been tested in previous research. A larger sample size might reveal significant relationships for those relationships that were in the expected direction but not significant.

Another limitation is that the observational learning condition consisted of watching a five-minute video and may not have been explicit enough as to “model behaviors.” As mentioned earlier, t-test results of the manipulation check using independent samples prior to conducting the experiment indicated significant differences between distributive and integrative behaviors, with means aligning appropriate behaviors with the video type (i.e., distributive behaviors for distributive video and integrative behaviors for integrative video); however, the results of these t-tests indicate that the integrative video segment was not as strong as the distributive video segment for display of corresponding behaviors. Furthermore, five minutes may not have been long enough to learn vicariously. Individuals were not told in advance that the behaviors in the videos were indicative of effective behaviors or that they should model their behaviors similarly. However, the videos did show successful deals being made in the end. Nonetheless, the observational learning manipulations may not have been as explicit or long enough for participants to recognize and absorb effective behaviors.

An additional limitation is that participants negotiated with the same partner twice. This was done purposefully in order to reduce additional confounds potentially created by negotiating with an unfamiliar partner at Time 2, and Nadler et al. (2003) kept dyads consistent in their study as well. Though negotiating with a new partner at Time 2 could have affected Time 2 skill

display to a greater extent than negotiating with the same partner, same-partner dyads at Time 2 still likely presented confounds to a lesser degree nonetheless. Despite the fact that people do actually negotiate more than one time with the same counterparty, negotiating with the same partner in the experiment may have influenced skills used in the negotiation. Prior and very recent experience negotiating with the same partner likely affected and potentially overshadowed any skills acquired by watching a video. The skills and tactics of the other party, regardless of prior experience may influence the displayed skills of a negotiator. Weingart and colleagues (Weingart, Brett, Olekalns, & Smith, 2007) found that cooperative negotiators tend to mimic the behaviors of a competitive counterparty as the negotiation proceeds. However, the results from this study indicate that prior skills at Time 1 predicted the same skill set at Time 2. Finally, the cases were realistic but still simulations nonetheless. People may not truly display the same level of skills in simulations as they do in “real life” situations where the stakes may be higher. People may not be quite as aggressive in real negotiation situations, and conversely, people may not be nearly as cooperative when actual resources are at stake.

Despite these limitations, this study’s findings indicate that observational learning is not necessarily an effective tool for developing negotiation skills. Watching others may simply reinforce similar skills we already have. Further investigation of the role of feedback paired with observational learning (i.e., watching someone and then receiving feedback as to which behaviors were effective for that person’s outcome) may prove beneficial to training and negotiation literatures. The results of this study indicate that skills tend to be consistent and further honed with experience, so future research could investigate if negotiators can truly learn skills or if their baseline skill set is relatively stable. Can we “typecast” negotiators such that our

effective distributive negotiators will always be best at distributive negotiations, and our integrative negotiators will always be effective at integrative situations?

This study is an initial attempt at starting a line of research to determine if and how we can best train negotiators to be effective in certain negotiation contexts. Not all negotiations are the same in terms of objectives, so skills will differ in accomplishing those goals. From an organizational perspective, an employer will want to put the best negotiator at the table to achieve its desired outcomes. This may mean that two different people are best suited for the situations at hand---one for the pie expanding, integrative negotiation where a long-term outlook is warranted, and one for the pie dividing, distributive negotiation where a short-term perspective is taken.

By testing various ways people learn and develop negotiation skills, researchers are investigating the black box of how and why people become effective negotiators. We begin to uncover how people are able to achieve the outcomes they do. This study contributes to the negotiation and the learning and development literatures. Based on the theory of cooperation and competition (Deutsch, 1973), people have an egoistic or a prosocial motivation. Results from this study support that someone with an egoistic motivation is likely to display distributive skills that are representative of negotiating primarily for personal gain. Furthermore, the dual concerns theory of negotiation (Pruitt & Rubin, 1986) posits that people fall along a continuum for concern for self and concern for others. The interaction between observational learning and performance orientation on acquisition of integrative skills indicates that when one's concern is for self and proving his or her ability is high, then attempts to teach that person concern-for-other integrative skills via observational learning is not effective. Results also indicate that though vicarious or observational learning can be extremely effective (Bandura, 1977), not all

skills can be obtained that way. More specifically, simply watching someone negotiate does not lead to acquiring a different or effective skill set, but could simply reinforce the narrow range of existing skills someone already possesses. In summary, this study is an initial step towards investigating how and why people become effective negotiators. Future research will further contribute to a very important, relevant, but under studied area of negotiation and training and development.

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**Table 1**  
Descriptives and Correlations for Study Variables

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Control or observational learn (0,1)	.50	.50	1.00																
2 Case type (0=distrib., 1=integ.)	.51	.50	.00	1.00															
3 Training video (0=distrib, 1=integ.)	.50	.50	.00	.00	1.00														
4 Agreeableness	3.83	.83	.10	.05	.00	1.00													
5 Prosocial motivation	3.16	.92	-.04	.34**	-.08	.09	1.00												
6 Egoistic motivation	3.95	.74	-.16*	-.15	.01	.16	-.28**	1.00											
7 Learning goal	4.70	.72	-.05	-.11	.07	.05	-.01	.10	1.00										
8 Perform prove	4.24	1.07	.01	-.14	.03	.09	-.09	.17*	.08	1.00									
9 Perform avoid	3.00	.96	.00	-.12	-.06	-.06	.01	-.05	-.38**	.23**	1.00								
10 T1 distributive skills	3.67	.73	-.05	.09	.01	.08	-.10	.17*	.21**	.11	-.10	1.00							
11 T1 integrative skills	3.01	.67	-.05	.02	.10	.20*	.01	.03	.21**	.00	-.04	.25**	1.00						
12 T2 distributive skills	3.75	.85	-.05	.24**	-.03	.13	-.10	.23**	.00	.04	.04	.23**	-.03	1.00					
13 T2 integrative skills	3.06	.71	.02	.32**	.08	.08	.20*	.03	.08	.04	.05	.05	.40**	.33**	1.00				
14 T1distributive outcome	.50	.09	-.16*	.00	.00	-.02	-.08	.06	.14	-.07	-.20*	.37**	.11	.06	-.02	1.00			
15 T1 integrative outcome	.43	.08	-.14	-.09	-.02	.02	-.16	.10	.21*	-.05	-.20*	.37**	.14	.02	-.08	.92**	1.00		
16 T2 distributive outcome (N=72)	.50	.22	.08	. <sup>a</sup>	.00	-.04	-.27*	.18	.07	-.13	-.22	.16	.09	.02	-.03	.41**	.39**	1.00	
17 T2 integrative outcome (N=76)	.41	.07	-.04	. <sup>a</sup>	.04	-.09	-.07	.01	.25*	.06	-.03	.18	.20	.19	.24*	.50**	.56**	. <sup>a</sup>	1.00

N= 148 unless otherwise noted for second case

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

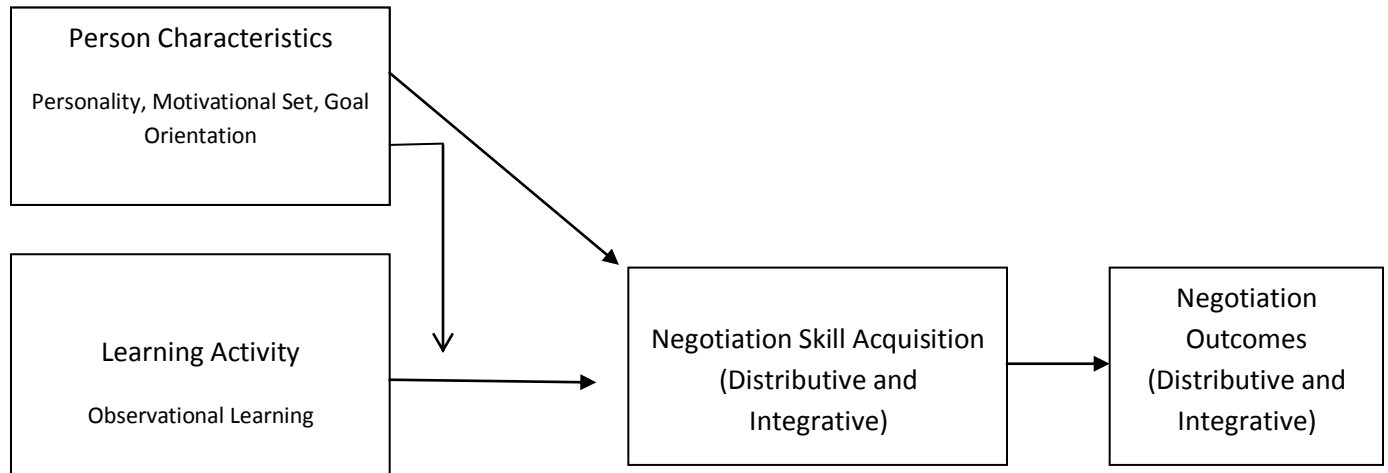
**Table 2**  
Regression Results for Study Variables

VARIABLES	Distributive Skill Acquisition	Integrative Skill Acquisition	Distributive Outcome (Time 2)	Integrative Outcome (Time 2)
	$\beta$	$\beta$	$\beta$	$\beta$
<b>Controls</b>				
Case type (0=distrib., 1=integ.)	.19*	.29**	<i>a</i>	<i>a</i>
Training video (0=distrib., 1=integ.)	-.03	.03	-.01	-.01
T1 distributive skills	.25**	-.07	-.12	.04
T1 integrative skills	-.08	.42**	.08	.09
T1 distributive outcome	.13	.25	.39	-.06
T1 integrative outcome	-.17	-.32	.08	.59*
<b>R<sup>2</sup></b>	<b>.11**</b>	<b>.28**</b>	<b>.18*</b>	<b>.32**</b>
<b>Focal variables</b>				
Control or observational learn (0,1)	-.03	.08	.12	.19
Agreeableness	.13	-.04	-.05	-.11
Prosocial motivation	-.17	.10	-.15	-.12
Egoistic motivation	0.19*	.14	.19	.00
Learning goal	.07	.12	-.05	.20
Perform prove	-.03	.05	-.06	.00
Perform avoid	.13	.12	-.08	.08
<b>Change in R<sup>2</sup></b>	<b>.10*</b>	<b>.05</b>	<b>.08</b>	<b>.07</b>
<b>R</b>	<b>.46**</b>	<b>.57**</b>	<b>.51</b>	<b>.63**</b>
<b>R<sup>2</sup></b>	<b>.21**</b>	<b>.33**</b>	<b>.26</b>	<b>.39**</b>
<b>Adjusted R<sup>2</sup></b>	<b>.13</b>	<b>.26</b>	<b>.10</b>	<b>.27</b>

*a.* not applicable as case type is constant for distributive outcome (distributive case at T2) and integrative outcome (integrative case at T2)

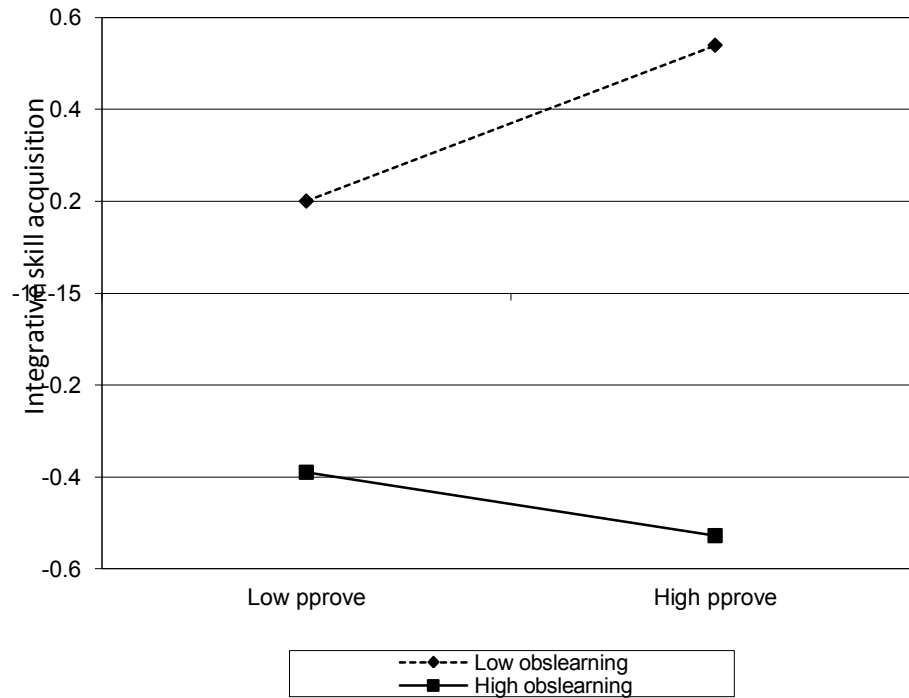
**Figure 1**

## Negotiation Skill Development Model for Experiment



**Figure 2**

Interaction of Observational Learning and Perform Prove Orientation on Integrative Skill Acquisition



### **Overall Conclusion**

Negotiation is a skill that people use nearly every day; however, there has been very limited research about how people learn effective negotiation skills. The goal of this dissertation was to present a holistic model of negotiation skill development and empirically test relationships within this model. While negotiation outcomes are important, understanding how people develop the skills to obtain those outcomes is also very important, but up until this point, only one published study had investigated how people learn to negotiate. Much like great leaders, effective negotiators are believed to have both natural and nurtured abilities. However, like leaders, negotiators are not necessarily effective in every situation and may be best suited for particular contexts. The results of the two empirical studies have provided insight into some of the factors that contribute to an individual's acquisition of negotiation skills. By recognizing that negotiation skill sets and learning activities differ in complexity, we can begin to uncover how and why people become great negotiators.

Results from the field study indicate that person factors interact with specific learning activities in their association with negotiation skill acquisition. Specifically, individuals who are mentored and have a high learning goal orientation are more likely to develop integrative skills. Integrative situations are characterized by creative, problem-solving tactics to increase the pie for the benefit of both parties. This is an ideal platform for individuals who have a desire to learn, especially when they are mentored by someone else in obtaining integrative skills. Observational learning interacted with perform avoid orientation to predict the acquisition of all three skill sets. Individuals who learn by watching others but avoid situations where they may fail are likely to increase their negotiation abilities.

The experimental study indicated that individuals who learn vicariously by watching

others but have a perform prove orientation are less likely to develop integrative skills. This helps explain why distributive negotiators who believe they are effective are actually only good in distributive negotiations, but they tend to avoid integrative situations or only use distributive tactics regardless of the situation. Possessing a perform prove orientation makes someone seek out opportunities to show their superior abilities, and these opportunities are typically distributive, so integrative skills are less likely to be developed. However, possessing a perform avoid orientation motivates negotiators to avoid opportunities for failure, which actually increases their negotiation skills.

Having an egoistic motivation has an association with developing distributive negotiation skills—naturally. This tendency lends support to Weingart et al.'s empirical finding that distributive tactics are the default or natural approach to negotiation (Weingart, Hyder, & Prietula, 1996). Many untrained negotiators assume most negotiations are zero-sum, competitive situations, and they are motivated to obtain the maximum outcome for themselves. Based on their results, Weingart et al. (1996) argued that distributive tactics are best suited for situations that focus on dividing resources, and the current research found that having an egoistic, self-directed motivation has a direct association with the acquisition of distributive skills. Thus, being egoistically motivated can lead to the skills that are in line with claiming value.

To summarize the results, observational learning teamed with a perform prove or perform avoid orientation has significant associations with negotiation skill acquisition. Perform avoid has a positive association while perform prove has a negative association with negotiation skills. Mentoring is advantageous in acquiring integrative skills for those who have a desire to learn. Thus, greater emphasis on observational learning and mentoring can be beneficial to organizations as long as the individual has a perform avoid or learning goal orientation.

Identifying these achievement goals in an individual can prove beneficial in terms of training time and dollars spent. By customizing the training method based on the individual's achievement goal orientation, an organization can increase the likelihood of negotiation skill acquisition.

This dissertation has opened avenues for additional research in an area we have known very little about in the past—how people learn to be great negotiators. In this dissertation, there were several limitations and potential methodological issues that need to be investigated via future research. Results from the field study indicate that there are potential multicollinearity issues among the individual learning activities. In general, these activities (didactic, observational, mentoring, experiential, and feedback) have bivariate correlations among them that range from  $r=.42$  to  $r=.74$ . These are relatively strong correlations. However, collinearity statistics were not highly indicative of collinearity problems among these variables. Tolerance statistics were above .5 for all of these variables, and the general rule of thumb is that a tolerance less than .2 is an indication of potential collinearity issues.

Nonetheless, the bivariate correlations seem to indicate that there is not a large difference in the various learning activities, so it may be beneficial to focus on only two activities—didactic and observational learning. These two variables had the lowest correlations among the activities,  $r=.42$ , and logically they seem distinct enough to make a good case for inclusion of only those two activities. Furthermore, the current regression results indicate that observational learning emerged as a significant interaction with performance orientation to predict skill acquisition. Thus, greater testing of observational learning in absence of some of the other activities that are highly correlated with it may reveal a clearer picture of the effect of that particular learning activity.

Another issue worth investigating from the field study is the control variable of “extent to which person negotiates in job.” This variable measured the degree to which a respondent reported having to negotiate with customers, clients, suppliers or other parties as a normal part of his/her job. I controlled for this since those negotiating more would perhaps have a greater acquisition of skills, thus, obscuring learning activities as focal predictors of skill acquisition. Interestingly, this particular variable was significant for all three skill sets as well as economic and combined (economic and relational) negotiation effectiveness. This variable’s role in skill acquisition warrants further investigation as a potential exogenous variable. I ran a post hoc regression analysis in which I eliminated the “extent to which person negotiates in job” variable from the variable list completely, and the results did not change in terms of significance of the focal variables. Nonetheless, future research should consider the possibility that this variable predicts the participation in negotiation learning activities such that the more one is required to negotiate in his/her job, the more he/she participates in negotiation learning activities in an effort to increase skills.

The experiment also contained methodological issues worth exploring. First, there was a strong bivariate correlation between Time 1 distributive and integrative outcome ( $r=.92$ ). While it is true that integrative, pie-expanding negotiations still require a distributive, pie-slicing element in the end, the strong relationship between these outcomes suggests that perhaps the way the specific outcomes were operationalized needs to be examined. While the distributive outcome is commonly calculated as a percentage of the zone of possible agreements an individual gets compared to his or her counterpart (both parties’ outcomes combined equals 100%), integrative outcomes are typically a function of the dyad, whereby the “integrativeness” is a function of both parties creating mutual gains. Thus, while individual behaviors can be



classified as distributive or integrative, outcomes in integrative situations may be more difficult to measure at the individual level compared to distributive outcomes at the individual level.

Prior research has typically measured integrative outcomes at the dyad level. Nadler, Thompson, and Boven (2003) calculated joint outcome scores and tradeoff scores by calculating the sums of all issues and specific issues, respectively, among the negotiating pairs. Maddux, Mullen, and Galinsky (2008) also calculated integrative outcomes at the dyad level, summing total points across negotiating pairs. Overall, previous research suggests that integrative outcomes are usually measured at the dyad level, not the individual level. However, the aim of the current field study was to identify individual behaviors as related to individual outcomes; thus, I calculated integrative outcomes at the individual level in terms of individual percent of actual and potential outcomes. While I used multiple regression for analyses based on the data I collected, future research may benefit by using hierarchical linear modeling to account for nested data effects of dyad-level data predicted by individual-level data.

The manipulations in the experiment consisted of five-minute videos. As mentioned in the third essay, the *t*-tests used to determine if the behaviors observed were significantly different for both videos did confirm that more distributive behaviors were observed in the distributive video, and more integrative behaviors were observed in the integrative video. However, five minutes may not be sufficient time to observe behaviors and process them enough to imitate them two minutes later in a second negotiation. Additionally, I did not explicitly point out that the behaviors the participants witnessed were ideal or correct behaviors for obtaining optimal outcomes in the negotiation. Thus, a follow-up study may use a similar approach by Nadler et al. (2003) by creating two, 20-minute videos of individuals correctly negotiating an integrative negotiation and another video on distributive negotiation. By creating videos specifically for the

experiment, one could ensure that more of the correct behaviors are displayed in the videos for a longer period of time. Furthermore, providing explicit direction prior to participants negotiating that they should attempt to exhibit the effective behaviors that they witnessed in the video could increase the likelihood of effective skill display. Having a longer video and more explicit directions prior to negotiating could increase the likelihood that effective skills will be identified and imitated in subsequent negotiations.

Many of the hypotheses in both empirical papers were not supported. As mentioned previously, multicollinearity of some of the focal variables could have contributed to this. Reducing the number of variables as guided by theory could aid in non-significant findings becoming significant when multicollinearity is reduced. Reduction of multicollinearity will reveal if particular focal variables are true predictors of skill acquisition and negotiation outcomes, while not being obscured by additional “noise.” Additionally, the regression results revealed several significant interactions for the performance-oriented achievement goals, but the hypotheses focused narrowly on perform prove orientations. The perform avoid orientation was a significant moderator and was explained theoretically within the papers, but I only hypothesized perform prove while perform avoid explains a similar logic as perform prove. Since learning goal orientation is a broader construct, the performance orientation should be treated similarly as a broader construct. Furthermore, for the field study, a larger sample size could allow for greater detection of small effects.

Another issue that emerged as a potential opportunity for future research is the adaptable negotiation skill construct. This dissertation presented the concept in the theoretical piece and tested it in the two empirical pieces as the sum of integrative and distributive skills. This reflects one’s ability to possess both skill sets, but it does not tell us if the individual is actually using the

correct skill set based on the negotiation situation. Therefore, a better measurement of adaptable negotiation skills is warranted. Another current project that I am pursuing with my co-authors uses specific negotiation scenarios and asks the respondent to choose his or her likely approach to the specific negotiation context. The results should reveal if an individual has one specific skill set that is used consistently across scenarios or if an individual possesses both skill sets and chooses the correct one based on the situation. This measure of adaptable skills is likely to provide a more accurate assessment of a true adaptable negotiator.

While there were limitations with the studies in this dissertation, what did emerge out of this current research is that person factors interact with specific learning activities in predicting negotiation skills; thus, organizations cannot assume everyone will absorb negotiation skills equally or effectively. Not all negotiators are effective in every situation, and not all negotiation training is going to be effective with all employees. This dissertation is aimed at beginning a new line of research on negotiation skill acquisition; thus, despite its limitations, the current research has opened a new avenue of literature that uncovers how and why people become effective negotiators.

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**Appendix A**

**NEGOTIATION FIELD STUDY QUESTIONNAIRE PACKET**  
(Employees)

Your Name \_\_\_\_\_  
First Last

E-mail \_\_\_\_\_

Your participation in this survey is greatly appreciated. Please answer the questions to the best of your ability.

1. To what extent are you experienced in negotiating in work related matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

2. How effective do you consider yourself to be as a negotiator in work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

3. To what extent are you experienced in negotiating in non-work matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

4. How effective do you consider yourself to be as a negotiator in non-work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

Please continue to the next page...

Listed below are several **activities people sometimes do in order to learn something about negotiation or to improve their negotiation skills**. Please indicate below the extent to which you have done each activity for the purpose of learning or improving your negotiation skills. Think about the time you've been employed with your company. Use the scale to the right of each item to respond by circling the correct response. **WHILE YOU'VE BEEN EMPLOYED WITH YOUR CURRENT EMPLOYER,**

**Focusing just on negotiation skills, to learn or improve my negotiation skills, I have...**

- 0 = Not at all**  
**1 = To a small extent**  
**2 = To some extent**  
**3 = To a moderate extent**  
**4 = To a great extent**  
**5 = To a very great extent**

5.	Taken a college or continuing education course required for my job and aimed at improving my negotiation skills.	0	1	2	3	4	5
6.	Taken an optional college or continuing education course aimed at improving my negotiation skills.	0	1	2	3	4	5
7.	Used pre-recorded audio/video related to negotiation that was required for my job.	0	1	2	3	4	5
8.	Used pre-recorded audio/video related to negotiation that was optional (not required for my job).	0	1	2	3	4	5
9.	Taken a negotiation-related training class, workshop, or seminar that was required for my job.	0	1	2	3	4	5
10.	Taken an optional/voluntary negotiation-related training class, workshop, or seminar.	0	1	2	3	4	5
11.	Read a book related to negotiation that was required for my job.	0	1	2	3	4	5
12.	Read a book related to negotiation that was optional/voluntary reading.	0	1	2	3	4	5
13.	Observed my supervisor negotiate as part of his/her job.	0	1	2	3	4	5
14.	Observed my coworkers negotiate as part of their job.	0	1	2	3	4	5
15.	Observed customers/clients/suppliers negotiate with someone other than myself.	0	1	2	3	4	5
16.	Worked on or practiced a specific negotiation skill "on the job."	0	1	2	3	4	5
17.	Worked to learn a new negotiation skill on the job.	0	1	2	3	4	5
18.	Tried to improve a specific attribute of myself relating to negotiation while I was doing the work required of my job.	0	1	2	3	4	5

19.	Asked for feedback and input from coworkers about my negotiation skills.	0	1	2	3	4	5
20.	Asked for feedback and input from a supervisor at work about my negotiation skills.	0	1	2	3	4	5
21.	Asked for feedback and input from customers/clients/suppliers about my negotiation skills.	0	1	2	3	4	5
22.	Participated in a special project, task, or committee assignment related to negotiation that was required of me.	0	1	2	3	4	5
23.	Voluntarily participated in a special project, task, or committee assignment related to negotiation.	0	1	2	3	4	5
24.	Received optional/voluntary negotiation coaching from a supervisor at work.	0	1	2	3	4	5
25.	Received mandatory negotiation coaching from a supervisor at work.	0	1	2	3	4	5
26.	Received optional/voluntary negotiation coaching from a coworker at work.	0	1	2	3	4	5
27.	Received mandatory negotiation coaching from a coworker at work.	0	1	2	3	4	5
28.	Taken a different job assignment that involved negotiation on a temporary basis that was required of me.	0	1	2	3	4	5
29.	Voluntarily taken a different job assignment that involved negotiation on a temporary basis.	0	1	2	3	4	5
30.	Worked on a negotiation development plan.	0	1	2	3	4	5
31.	Participated in a mandatory assessment at work which provided formal feedback on my negotiation strengths, weaknesses, or style.	0	1	2	3	4	5
32.	Participated in an optional/voluntary assessment at work which provided formal feedback on my negotiation strengths, weaknesses, or style.	0	1	2	3	4	5
33.	Relied on a special or close relationship of some kind to get negotiation-related advice or suggestions.	0	1	2	3	4	5



34.	Acted as a negotiation-related coach, mentor, or teacher to someone else.	0	1	2	3	4	5
35.	Attended an organized event which focused on negotiation issues.	0	1	2	3	4	5
36.	Taken a required online or web-based negotiation training course.	0	1	2	3	4	5
37.	Voluntarily taken an online or web-based negotiation training course.	0	1	2	3	4	5
38.	Searched for negotiation information on the internet.	0	1	2	3	4	5

39. To what extent have you been formally trained in making you a more effective negotiator?

1                      2                      3                      4                      5                      6                      7  
 Not                                                                Moderately                                                                                     Extensively  
 training at                                                                trained                                                                                     trained  
 all

40. To what extent do you receive feedback on your negotiation tactics or behaviors?

1                      2                      3                      4                      5                      6                      7  
 None                                                                Moderately                                                                                     Extensively

41. To what extent do you receive feedback on the outcomes and agreements of your negotiations at work?

1                      2                      3                      4                      5                      6                      7  
 None                                                                Moderately                                                                                     Extensively

42. To what extent have you been trained on negotiation by your personal non-work related negotiation experiences?

1                      2                      3                      4                      5                      6                      7  
 None                                                                Moderately                                                                                     Extensively

43. To what extent do you have to negotiate with customers, clients, suppliers, or other parties as a normal part of your job?

1	2	3	4	5	6	7
None			Moderately			Extensively

44. Estimate the percentage of your time, during a normal workday, you spend negotiating with customers, clients, suppliers, or other parties?

\_\_\_\_\_ %

45. To what extent does your supervisor make clear the tactics or behaviors he or she expects you to use during your work negotiations?

1	2	3	4	5	6	7
Not at all			Moderately			Extensively

46. To what extent does your supervisor make clear the agreements or outcomes he or she expects you to obtain from your work negotiations?

1	2	3	4	5	6	7
Not at all			Moderately			Extensively

47. Overall, how effective do you believe you are at using the supervisor's desired tactics or behaviors in negotiations?

1	2	3	4	5	6	7
Not at all			Moderately			Extensively

48. Overall, how effective do you believe you are at obtaining the agreements or outcomes desired by your supervisor in negotiations?

1	2	3	4	5	6	7
Not at all			Moderately			Extensively

Please continue to the next page...

Please rate your negotiation **effectiveness** on the following three areas of negotiation—**one relational** (effectiveness at considering the *other party's* interests and ensuring they are satisfied with the negotiated outcomes), **one economic** (effectiveness at obtaining maximum outcomes that most benefit *your organization*), and **one overall** (in general and as a whole, your effectiveness in work negotiations).

	Not at all effective		Moderately effective			Extremely effective	
49. Relational	1	2	3	4	5	6	7
50. Economic	1	2	3	4	5	6	7
51. Overall	1	2	3	4	5	6	7

Considering your negotiations for work, to what extent have you **developed** the following negotiation skills/behaviors.

- 1= Not at all developed**  
**2= Slightly developed**  
**3= Moderately developed**  
**4= To some extent developed**  
**5= To a great extent developed**

52.	Defend your position against the other party's arguments.	1	2	3	4	5
53.	Try to gain the upper hand against the other party.	1	2	3	4	5
54.	Persuade the other party to make most of the concessions.	1	2	3	4	5
55.	Ask questions about the other party's interests and priorities among issues.	1	2	3	4	5
56.	Make creative suggestions for making tradeoffs.	1	2	3	4	5
57.	Reveal confidential information.	1	2	3	4	5
58.	Develop trust and goodwill.	1	2	3	4	5
59.	Focus on similarities rather than differences.	1	2	3	4	5
60.	Reveal your own interests and priorities.	1	2	3	4	5
61.	Make the first offer in the negotiation.	1	2	3	4	5
62.	Anchor the bargaining range closer to your desired outcome for the negotiation.	1	2	3	4	5
63.	Justify reasons why your offer is reasonable.	1	2	3	4	5
64.	Challenge the other party's justification for his/her offers.	1	2	3	4	5
65.	Avoid making concessions to the other party.	1	2	3	4	5
66.	Emphasize the advantages you have over the other party in the negotiation.	1	2	3	4	5

Regarding how **you** feel about the negotiations you engage in for work:

- 1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

67.	I am very concerned with the welfare and interests of the other party.	1	2	3	4	5
68.	I am very concerned with the outcomes of the other party.	1	2	3	4	5
69.	I am very concerned with preserving the relationship with the other party.	1	2	3	4	5
70.	I am very concerned with maintaining a long-term relationship with the other party.	1	2	3	4	5
71.	I am very concerned that the other party walk away from the negotiation feeling satisfied.	1	2	3	4	5
72.	I am very concerned that I maximize our company's outcomes in a negotiation.	1	2	3	4	5
73.	I am very concerned that I walk away with greater outcomes than the other party.	1	2	3	4	5
74.	I am very concerned that the decisions I make during a negotiation are aimed at maximizing our company's economic payoff.	1	2	3	4	5

Please continue to the next page...

Respond to the following items from the point of view of when **YOU** take on tasks or challenges, either at work or in your personal time. This is not referring to negotiation contexts specifically, but more general tasks or challenges you take on.

**1=Strongly disagree**

**2=Disagree**

**3=Mostly disagree**

**4=Mostly agree**

**5=Agree**

**6=Strongly agree**

75.	I am willing to select a challenging assignment that I can learn a lot from.	1	2	3	4	5	6
76.	I often look for opportunities to develop new skills and knowledge.	1	2	3	4	5	6
77.	I enjoy challenging and difficult tasks at where I'll learn new skills.	1	2	3	4	5	6
78.	For me, development of my abilities is important enough to take risks.	1	2	3	4	5	6
79.	I prefer to engage in situations that require a high level of ability and talent.	1	2	3	4	5	6
80.	I'm concerned with showing that I can perform better than other people.	1	2	3	4	5	6
81.	I try to figure out what it takes to prove my ability to others.	1	2	3	4	5	6
82.	I enjoy it when others are aware of how well I am doing.	1	2	3	4	5	6
83.	I prefer to work on projects where I can prove my ability to others.	1	2	3	4	5	6
84.	I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.	1	2	3	4	5	6
85.	Avoiding a show of low ability is more important to me than learning a new skill.	1	2	3	4	5	6
86.	I'm concerned about taking on a task if my performance would reveal that I had low ability.	1	2	3	4	5	6
87.	I prefer to avoid situations where I might perform poorly.	1	2	3	4	5	6
88.	You have a certain ability to do something and you really can't do much to change it.	1	2	3	4	5	6
89.	You can learn new skills, but you really can't change your basic abilities.	1	2	3	4	5	6
90.	Your basic abilities are something about you that you can't change very much.	1	2	3	4	5	6

Please continue to the next page...

Below are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes **YOU** in general, not specifically in a negotiation context. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same gender as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in confidence. Please read each statement carefully, and select your choice based on the following scale:

- 1=Very inaccurate**  
**2=Moderately inaccurate**  
**3=Neither inaccurate nor accurate**  
**4=Moderately accurate**  
**5=Very accurate**

91.	I am the life of the party	1	2	3	4	5
92.	I sympathize with others' feelings	1	2	3	4	5
93.	I get chores done right away	1	2	3	4	5
94.	I have frequent mood swings	1	2	3	4	5
95.	I have a vivid imagination	1	2	3	4	5
96.	I don't talk a lot	1	2	3	4	5
97.	I am not interested in other people's problems	1	2	3	4	5
98.	I often forget to put things back in their proper place	1	2	3	4	5
99.	I am relaxed most of the time	1	2	3	4	5
100.	I am not interested in abstract ideas	1	2	3	4	5
101.	I talk to a lot of different people at parties	1	2	3	4	5
102.	I feel other's emotions	1	2	3	4	5
103.	I like order	1	2	3	4	5
104.	I get upset easily	1	2	3	4	5
105.	I have difficulty understanding abstract ideas	1	2	3	4	5
106.	I keep in the background	1	2	3	4	5
107.	I am not really interested in others	1	2	3	4	5
108.	I make a mess of things	1	2	3	4	5
109.	I seldom feel blue	1	2	3	4	5
110.	I do not have a good imagination	1	2	3	4	5

111. All things considered, are you satisfied with your current job?

1. No            2. Yes

112. How satisfied are you with your current job in general? (Circle one)

<u>Very Dissatisfied</u>					<u>Very Satisfied</u>
1	2	3	4	5	

113. Please enter the percent of time you are happy, neutral, and unhappy with your current job on average. The percentages must add to 100%

Happy \_\_\_\_\_ %

Neutral \_\_\_\_\_ %

Unhappy \_\_\_\_\_ %

**Total =            100 %**

114. What is your current age in years? \_\_\_\_\_

115. Gender

1. Male  
2. Female

116. Ethnic group membership:

- |                     |                    |
|---------------------|--------------------|
| 1. African-American | 4. Hispanic        |
| 2. Asian            | 5. Native American |
| 3. Caucasian        | 6. Other           |

117. Marital Status:

1. Single  
2. Married  
3. Divorced/Separated  
4. Widowed

Please continue to the last page...



118. Currently, are you employed (circle one):

1. Full-time
2. Part-time
3. Part-time and partially retired
4. Other

119. What is the name of your company/organization? \_\_\_\_\_

120. What is your current job title? \_\_\_\_\_

121. How long have you been in this job? \_\_\_\_\_ years \_\_\_\_\_ months

122. How long have you been with your current company? \_\_\_\_\_ years \_\_\_\_\_ months

**This is the end of the survey. Thank you very much for your time!**

**Appendix B**

**NEGOTIATION FIELD STUDY QUESTIONNAIRE PACKET  
(Supervisor)**

Your Name \_\_\_\_\_  
First Last

E-mail \_\_\_\_\_

We greatly appreciate your participation in this survey. Please answer the questions to the best of your ability.

Regarding the negotiations your employee who emailed you this survey link engages in with another party, to what extent do *you as his/her supervisor* feel about the following. Use the following scale:

- 1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

1.	My employee should be very concerned with the welfare and interests of the other party.	1	2	3	4	5
2.	My employee should be very concerned with the outcomes of the other party.	1	2	3	4	5
3.	My employee should be very concerned with preserving the relationship with the other party.	1	2	3	4	5
4.	My employee should be very concerned with maintaining a long-term relationship with the other party.	1	2	3	4	5
5.	My employee should be very concerned that the other party walk away from the negotiation feeling satisfied.	1	2	3	4	5
6.	My employee should maximize our company's outcomes in a negotiation.	1	2	3	4	5
7.	My employee should walk away with greater outcomes than the other party.	1	2	3	4	5
8.	The decisions my employee makes during a negotiation should be aimed at maximizing our company's economic payoff.	1	2	3	4	5

9. Please list the name of the employee who emailed you this survey link and assess his/her effectiveness in negotiations at work. Please provide three ratings for this individual employee—**one relational** (effectiveness at considering the other party’s interests and ensuring the other party is satisfied with the negotiated outcomes), **one economic** (effectiveness at obtaining maximum outcomes that most benefit your organization), and **one overall** (in general and as a whole, effectiveness of this employee in work negotiations).

Please be very honest in this assessment. Your employee will not see this!

Employee First Name	Employee Last Name	Not at all effective			Moderately effective			Extremely effective	
		Relational	1	2	3	4	5	6	7
		Economic	1	2	3	4	5	6	7
		Overall	1	2	3	4	5	6	7

**Below are demographic questions. If you have already answered these questions in a survey sent to you by another one of your employees, you do not have to answer them again. However, if you’ve not answered these questions, please do so at this time.**

10. What is your current age in years? \_\_\_\_\_

11. Gender
- 1. Male
  - 2. Female

12. Ethnic group membership:
- 1. African-American
  - 2. Asian
  - 3. Caucasian
  - 4. Hispanic
  - 5. Native American
  - 6. Other

13. Marital Status:
- 1. Single
  - 2. Married
  - 3. Divorced/Separated
  - 4. Widowed

14. Currently, are you employed (circle one):

1. Full-time
2. Part-time
3. Part-time and partially retired
4. Other

15. What is the name of your company/organization? \_\_\_\_\_

16. What is your current job title? \_\_\_\_\_

17. How long have you been in this job? \_\_\_\_\_ years \_\_\_\_\_ months

18. How long have you been with your current company? \_\_\_\_\_ years \_\_\_\_\_ months

**This is the end of the survey. Thank you very much for your time!**

**Appendix C**

**NEGOTIATION STUDY 1 QUESTIONNAIRE  
PACKET**

(D)

Your participation in this survey is greatly appreciated. Please answer the questions to the best of your ability. Please listen to the instructor on when to complete each section of the survey. **Please DO NOT move ahead and answer sections before instructed.**

1. To what extent are you experienced in negotiating in work related matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

2. How effective do you consider yourself to be as a negotiator in work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

3. To what extent are you experienced in negotiating in non-work matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

4. How effective do you consider yourself to be as a negotiator in non-work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

5. Have you ever received training specifically aimed at making you a more effective negotiator?

Circle one: 1. No 2. Yes

6. To what extent have you been formally trained in making you a more effective negotiator?

1	2	3	4	5	6	7
Not at all trained			Moderately Trained			Extensively trained

**Please continue to the next page...**

7. To what extent do you have to negotiate as a normal part of your job?

1            2            3            4            5            6            7            8  
 Never                            Moderately                            Extensively    N/A

8. To what extent do you have to negotiate as a normal part of your personal life?

1            2            3            4            5            6            7            8  
 Never                            Moderately                            Extensively    N/A

Respond to the following items from the point of view of when you take on tasks or challenges, either at work or in your personal time. This is not referring to negotiation contexts specifically, but more general tasks or challenges you take on. Use the following scale:

**1=Strongly disagree**

**2=Disagree**

**3=Mostly disagree**

**4=Mostly agree**

**5=Agree**

**6=Strongly agree**

9.	I am willing to select a challenging assignment that I can learn a lot from.	1	2	3	4	5	6
10.	I often look for opportunities to develop new skills and knowledge.	1	2	3	4	5	6
11.	I enjoy challenging and difficult tasks at where I'll learn new skills.	1	2	3	4	5	6
12.	For me, development of my abilities is important enough to take risks.	1	2	3	4	5	6
13.	I prefer to engage in situations that require a high level of ability and talent.	1	2	3	4	5	6
14.	I'm concerned with showing that I can perform better than other people.	1	2	3	4	5	6
15.	I try to figure out what it takes to prove my ability to others.	1	2	3	4	5	6
16.	I enjoy it when others are aware of how well I am doing.	1	2	3	4	5	6
17.	I prefer to work on projects where I can prove my ability to others.	1	2	3	4	5	6
18.	I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.	1	2	3	4	5	6
19.	Avoiding a show of low ability is more important to me than learning a new skill.	1	2	3	4	5	6
20.	I'm concerned about taking on a task if my performance would reveal that I had low ability.	1	2	3	4	5	6
21.	I prefer to avoid situations where I might perform poorly.	1	2	3	4	5	6

**Please continue to the next page...**



Below are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes you in general, not specifically in a negotiation context. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same gender as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in confidence. Please read each statement carefully, and select your choice based on the following scale:

- 1=Very inaccurate**  
**2=Moderately inaccurate**  
**3=Neither inaccurate nor accurate**  
**4=Moderately accurate**  
**5=Very accurate**

22.	I am the life of the party	1	2	3	4	5
23.	I sympathize with others' feelings	1	2	3	4	5
24.	I get chores done right away	1	2	3	4	5
25.	I have frequent mood swings	1	2	3	4	5
26.	I have a vivid imagination	1	2	3	4	5
27.	I don't talk a lot	1	2	3	4	5
28.	I am not interested in other people's problems	1	2	3	4	5
29.	I often forget to put things back in their proper place	1	2	3	4	5
30.	I am relaxed most of the time	1	2	3	4	5
31.	I am not interested in abstract ideas	1	2	3	4	5
32.	I talk to a lot of different people at parties	1	2	3	4	5
33.	I feel other's emotions	1	2	3	4	5
34.	I like order	1	2	3	4	5
35.	I get upset easily	1	2	3	4	5
36.	I have difficulty understanding abstract ideas	1	2	3	4	5
37.	I keep in the background	1	2	3	4	5
38.	I am not really interested in others	1	2	3	4	5
39.	I make a mess of things	1	2	3	4	5
40.	I seldom feel blue	1	2	3	4	5
41.	I do not have a good imagination	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

Now read your role for the first negotiation. After reading your role, please answer the following questions. Please answer each question as accurately and honestly as you can, using the scale provided below:

- 1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

42.	I am very concerned with the welfare and interests of the other party.	1	2	3	4	5
43.	I am very concerned with the outcomes of the other party.	1	2	3	4	5
44.	It is important that I earn the maximum points for myself.	1	2	3	4	5
45.	It is important that I earn more points than the other party in the negotiation.	1	2	3	4	5
46.	I feel confident in my ability to perform this task effectively.	1	2	3	4	5
47.	I think I can reach a high level of performance in this task.	1	2	3	4	5
48.	I am sure I can learn how to perform this task in a relatively short period of time.	1	2	3	4	5
49.	I don't feel that I am as capable of performing this task as other people.	1	2	3	4	5
50.	On the average, other people are probably much more capable of performing this task than I am.	1	2	3	4	5
51.	I am a fast learner for these types of tasks, in comparison to other people.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have just completed your first negotiation in this study. Please answer the following questions regarding your first negotiation:

52. What was your role in this first negotiation? Gator the celebrity or Director Zeyer

53. If you came to an agreement on all six issues, what was your final agreement on the six issues below? Please circle your agreement for each of the **six** issues or circle "No agreement" if you didn't come to an agreement on **all** six issues.

**Fee**

10,000 Euros      20,000 Euros      30,000 Euros      40,000 Euros      50,000 Euros

**Public Appearance**

No appearance      ½ day      1 day      1 ½ days      2 days

**Begin Filming**

8 weeks      6 weeks      4 weeks      2 weeks      1 week

**Percent of Filming in Exotic Locations**

10%      20%      30%      40%      50%

**Length of Filming Schedule**

2 weeks      2 ½ weeks      3 weeks      3 ½ weeks      4 weeks

**Number of Dangerous Animals Wrestled**

6      5      4      3      2

**No Agreement; we did not come to an agreement in this case (Please circle if you did NOT come to an agreement on all six issues)**

**Please continue to the next page...**

During the negotiation you just completed, to what extent did **YOU** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

54.	Defended your position against the other party's arguments.	1	2	3	4	5
55.	Tried to gain the upper hand against the other party.	1	2	3	4	5
56.	Persuaded the other party to make most of the concessions.	1	2	3	4	5
57.	Asked questions about the other party's interests and priorities among issues.	1	2	3	4	5
58.	Made creative suggestions for making tradeoffs.	1	2	3	4	5
59.	Revealed confidential information.	1	2	3	4	5
60.	Developed trust and goodwill.	1	2	3	4	5
61.	Focused on similarities rather than differences.	1	2	3	4	5
62.	Revealed your own interests and priorities.	1	2	3	4	5
63.	Made the first offer in the negotiation.	1	2	3	4	5
64.	Anchored the bargaining range closer to your desired outcome for the negotiation.	1	2	3	4	5
65.	Justified reasons why your offer was reasonable.	1	2	3	4	5
66.	Challenged the other party's justification for his/her offers.	1	2	3	4	5
67.	Avoided making concessions to the other party.	1	2	3	4	5
68.	Emphasized the advantages you had over the other party in the negotiation.	1	2	3	4	5

**Please continue to the next page...**

During the negotiation you just completed, to what extent did your negotiating **PARTNER** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

69.	Defended their position against your arguments.	1	2	3	4	5
70.	Tried to gain the upper hand against you.	1	2	3	4	5
71.	Persuaded you to make most of the concessions.	1	2	3	4	5
72.	Asked questions about your interests and priorities.	1	2	3	4	5
73.	Made creative suggestions for making a deal.	1	2	3	4	5
74.	Revealed confidential information.	1	2	3	4	5
75.	Developed trust and good will.	1	2	3	4	5
76.	Focused on similarities, rather than differences.	1	2	3	4	5
77.	Revealed their own interests and priorities.	1	2	3	4	5
78.	Made the first offer in the negotiation.	1	2	3	4	5
79.	Anchored the bargaining range closer to their desired outcome for the negotiation.	1	2	3	4	5
80.	Justified reasons why their offer was reasonable.	1	2	3	4	5
81.	Challenged your justification for your offers.	1	2	3	4	5
82.	Avoided making concessions to you.	1	2	3	4	5
83.	Emphasized the advantages they had over you in the negotiation.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have now been given your role for the second negotiation. Please read it and answer the following questions:

84. Did you receive any type of training after the first negotiation?(Circle one): No Yes

85. What type of training did you receive after the first negotiation? (Circle one):

1. Watched video
2. I did not receive any training after the negotiation

After reading your role for the second case, please answer each question as accurately and honestly as you can using the scale below. Regarding the upcoming second negotiation...

**1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

86.	I am very concerned with the welfare and interests of the other party.	1	2	3	4	5
87.	I am very concerned with the outcomes of the other party.	1	2	3	4	5
88.	It is important that I earn the best price per unit for myself.	1	2	3	4	5
89.	It is important that I earn a better price per unit than the other party in the negotiation.	1	2	3	4	5
90.	I feel confident in my ability to perform this task effectively.	1	2	3	4	5
91.	I think I can reach a high level of performance in this task.	1	2	3	4	5
92.	I am sure I can learn how to perform this task in a relatively short period of time.	1	2	3	4	5
93.	I don't feel that I am as capable of performing this task as other people.	1	2	3	4	5
94.	On the average, other people are probably much more capable of performing this task than I am.	1	2	3	4	5
95.	I am a fast learner for these types of tasks, in comparison to other people.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have just completed your second negotiation in this study. Please answer the following questions regarding your second negotiation:

96. What was your role in the second case? Band Manager or Movie Producer

97. What was your final percentage agreed upon? \_\_\_\_\_ or No Agreement

During the negotiation you just completed, to what extent did **YOU** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

98.	Defended your position against the other party's arguments.	1	2	3	4	5
99.	Tried to gain the upper hand against the other party.	1	2	3	4	5
100.	Persuaded the other party to make most of the concessions.	1	2	3	4	5
101.	Asked questions about the other party's interests and priorities among issues.	1	2	3	4	5
102.	Made creative suggestions for making tradeoffs.	1	2	3	4	5
103.	Revealed confidential information.	1	2	3	4	5
104.	Developed trust and goodwill.	1	2	3	4	5
105.	Focused on similarities rather than differences.	1	2	3	4	5
106.	Revealed your own interests and priorities.	1	2	3	4	5
107.	Made the first offer in the negotiation.	1	2	3	4	5
108.	Anchored the bargaining range closer to your desired outcome for the negotiation.	1	2	3	4	5
109.	Justified reasons why your offer was reasonable.	1	2	3	4	5
110.	Challenged the other party's justification for his/her offers.	1	2	3	4	5
111.	Avoided making concessions to the other party.	1	2	3	4	5
112.	Emphasized the advantages you had over the other party in the negotiation.	1	2	3	4	5

**Please continue to the next page...**

During the negotiation you just completed, to what extent did your negotiating **PARTNER** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

113.	Defended their position against your arguments.	1	2	3	4	5
114.	Tried to gain the upper hand against you.	1	2	3	4	5
115.	Persuaded you to make most of the concessions.	1	2	3	4	5
116.	Asked questions about your interests and priorities.	1	2	3	4	5
117.	Made creative suggestions for making a deal.	1	2	3	4	5
118.	Revealed confidential information.	1	2	3	4	5
119.	Developed trust and good will.	1	2	3	4	5
120.	Focused on similarities, rather than differences.	1	2	3	4	5
121.	Revealed their own interests and priorities.	1	2	3	4	5
122.	Made the first offer in the negotiation.	1	2	3	4	5
123.	Anchored the bargaining range closer to their desired outcome for the negotiation.	1	2	3	4	5
124.	Justified reasons why their offer was reasonable.	1	2	3	4	5
125.	Challenged your justification for your offers.	1	2	3	4	5
126.	Avoided making concessions to you.	1	2	3	4	5
127.	Emphasized the advantages they had over you in the negotiation.	1	2	3	4	5

**Please continue to the next page...**



128. What is your current age in years? \_\_\_\_\_
129. Gender
1. Male
  2. Female
130. Ethnic group membership:
1. African-American
  2. Asian
  3. Caucasian
  4. Hispanic
  5. Native American
  6. Other
131. What is your current classification as a college student?
1. Undegraduate- Freshman
  2. Undergraduate—Sophomore
  3. Undegraduate—Junior
  4. Undergraduate-- Senior
  5. Master's or MBA student
  6. PhD student
132. Marital Status:
1. Single
  2. Married
  3. Divorced/Separated
  4. Widowed
133. Are you currently employed (circle one):
1. Full-time
  2. Part-time
  3. Part-time and partially retired
  4. Fully retired
  5. Unemployed
  6. Other

**This is the end of the survey. Thank you very much for you time!**

**Appendix D**

**NEGOTIATION STUDY 1 QUESTIONNAIRE  
PACKET**

(I)

Your participation in this survey is greatly appreciated. Please answer the questions to the best of your ability. Please listen to the instructor on when to complete each section of the survey. **Please DO NOT move ahead and answer sections before instructed.**

1. To what extent are you experienced in negotiating in work related matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

2. How effective do you consider yourself to be as a negotiator in work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

3. To what extent are you experienced in negotiating in non-work matters?

1	2	3	4	5	6	7
Not at all experienced			Moderately experienced			Extremely experienced

4. How effective do you consider yourself to be as a negotiator in non-work related matters?

1	2	3	4	5	6	7
Not at all effective			Moderately effective			Extremely effective

5. Have you ever received training specifically aimed at making you a more effective negotiator?

Circle one: 1. No 2. Yes

6. To what extent have you been formally trained in making you a more effective negotiator?

1	2	3	4	5	6	7
Not at all trained			Moderately trained			Extensively trained

**Please continue to the next page...**

7. To what extent do you have to negotiate as a normal part of your job?

1                2                3                4                5                6                7                8  
 Never                                Moderately                                Extensively        N/A

8. To what extent do you have to negotiate as a normal part of your personal life?

1                2                3                4                5                6                7                8  
 Never                                Moderately                                Extensively        N/A

Respond to the following items from the point of view of when you take on tasks or challenges, either at work or in your personal time. This is not referring to negotiation contexts specifically, but more general tasks or challenges you take on. Use the following scale:

- 1=Strongly disagree**  
**2=Disagree**  
**3=Mostly disagree**  
**4=Mostly agree**  
**5=Agree**  
**6=Strongly agree**

9.	I am willing to select a challenging assignment that I can learn a lot from.	1	2	3	4	5	6
10.	I often look for opportunities to develop new skills and knowledge.	1	2	3	4	5	6
11.	I enjoy challenging and difficult tasks at where I'll learn new skills.	1	2	3	4	5	6
12.	For me, development of my abilities is important enough to take risks.	1	2	3	4	5	6
13.	I prefer to engage in situations that require a high level of ability and talent.	1	2	3	4	5	6
14.	I'm concerned with showing that I can perform better than other people.	1	2	3	4	5	6
15.	I try to figure out what it takes to prove my ability to others.	1	2	3	4	5	6
16.	I enjoy it when others are aware of how well I am doing.	1	2	3	4	5	6
17.	I prefer to work on projects where I can prove my ability to others.	1	2	3	4	5	6
18.	I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.	1	2	3	4	5	6
19.	Avoiding a show of low ability is more important to me than learning a new skill.	1	2	3	4	5	6
20.	I'm concerned about taking on a task if my performance would reveal that I had low ability.	1	2	3	4	5	6
21.	I prefer to avoid situations where I might perform poorly.	1	2	3	4	5	6

**Please continue to the next page...**

Below are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes you in general, not specifically in a negotiation context. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same gender as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in confidence. Please read each statement carefully, and select your choice based on the following scale:

- 1=Very inaccurate**  
**2=Moderately inaccurate**  
**3=Neither inaccurate nor accurate**  
**4=Moderately accurate**  
**5=Very accurate**

22.	I am the life of the party	1	2	3	4	5
23.	I sympathize with others' feelings	1	2	3	4	5
24.	I get chores done right away	1	2	3	4	5
25.	I have frequent mood swings	1	2	3	4	5
26.	I have a vivid imagination	1	2	3	4	5
27.	I don't talk a lot	1	2	3	4	5
28.	I am not interested in other people's problems	1	2	3	4	5
29.	I often forget to put things back in their proper place	1	2	3	4	5
30.	I am relaxed most of the time	1	2	3	4	5
31.	I am not interested in abstract ideas	1	2	3	4	5
32.	I talk to a lot of different people at parties	1	2	3	4	5
33.	I feel other's emotions	1	2	3	4	5
34.	I like order	1	2	3	4	5
35.	I get upset easily	1	2	3	4	5
36.	I have difficulty understanding abstract ideas	1	2	3	4	5
37.	I keep in the background	1	2	3	4	5
38.	I am not really interested in others	1	2	3	4	5
39.	I make a mess of things	1	2	3	4	5
40.	I seldom feel blue	1	2	3	4	5
41.	I do not have a good imagination	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

Now read your role for the first negotiation. After reading your role, please answer the following questions. Please answer each question as accurately and honestly as you can, using the scale provided below:

- 1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

42.	I am very concerned with the welfare and interests of the other party.	1	2	3	4	5
43.	I am very concerned with the outcomes of the other party.	1	2	3	4	5
44.	It is important that I earn the maximum points for myself.	1	2	3	4	5
45.	It is important that I earn more points than the other party in the negotiation.	1	2	3	4	5
46.	I feel confident in my ability to perform this task effectively.	1	2	3	4	5
47.	I think I can reach a high level of performance in this task.	1	2	3	4	5
48.	I am sure I can learn how to perform this task in a relatively short period of time.	1	2	3	4	5
49.	I don't feel that I am as capable of performing this task as other people.	1	2	3	4	5
50.	On the average, other people are probably much more capable of performing this task than I am.	1	2	3	4	5
51.	I am a fast learner for these types of tasks, in comparison to other people.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have just completed your first negotiation in this study. Please answer the following questions regarding your first negotiation:

52. What was your role in this first negotiation? Gator the celebrity or Director Zeyer

53. If you came to an agreement on all six issues, what was your final agreement on the six issues below? Please circle your agreement for each of the six issues or circle "No agreement" if you didn't come to an agreement on all six issues.

**Fee**

10,000 Euros      20,000 Euros      30,000 Euros      40,000 Euros      50,000 Euros

**Public Appearance**

No appearance      ½ day      1 day      1 ½ days      2 days

**Begin Filming**

8 weeks      6 weeks      4 weeks      2 weeks      1 week

**Percent of Filming in Exotic Locations**

10%      20%      30%      40%      50%

**Length of Filming Schedule**

2 weeks      2 ½ weeks      3 weeks      3 ½ weeks      4 weeks

**Number of Dangerous Animals Wrestled**

6      5      4      3      2

**No Agreement; we did not come to an agreement in this case (Please circle if you did NOT come to an agreement on all six issues)**

**Please continue to the next page...**

During the negotiation you just completed, to what extent did **YOU** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

54.	Defended your position against the other party's arguments.	1	2	3	4	5
55.	Tried to gain the upper hand against the other party.	1	2	3	4	5
56.	Persuaded the other party to make most of the concessions.	1	2	3	4	5
57.	Asked questions about the other party's interests and priorities among issues.	1	2	3	4	5
58.	Made creative suggestions for making tradeoffs.	1	2	3	4	5
59.	Revealed confidential information.	1	2	3	4	5
60.	Developed trust and goodwill.	1	2	3	4	5
61.	Focused on similarities rather than differences.	1	2	3	4	5
62.	Revealed your own interests and priorities.	1	2	3	4	5
63.	Made the first offer in the negotiation.	1	2	3	4	5
64.	Anchored the bargaining range closer to your desired outcome for the negotiation.	1	2	3	4	5
65.	Justified reasons why your offer was reasonable.	1	2	3	4	5
66.	Challenged the other party's justification for his/her offers.	1	2	3	4	5
67.	Avoided making concessions to the other party.	1	2	3	4	5
68.	Emphasized the advantages you had over the other party in the negotiation.	1	2	3	4	5

**Please continue to the next page...**



During the negotiation you just completed, to what extent did your negotiating **PARTNER** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

69.	Defended their position against your arguments.	1	2	3	4	5
70.	Tried to gain the upper hand against you.	1	2	3	4	5
71.	Persuaded you to make most of the concessions.	1	2	3	4	5
72.	Asked questions about your interests and priorities.	1	2	3	4	5
73.	Made creative suggestions for making a deal.	1	2	3	4	5
74.	Revealed confidential information.	1	2	3	4	5
75.	Developed trust and good will.	1	2	3	4	5
76.	Focused on similarities, rather than differences.	1	2	3	4	5
77.	Revealed their own interests and priorities.	1	2	3	4	5
78.	Made the first offer in the negotiation.	1	2	3	4	5
79.	Anchored the bargaining range closer to their desired outcome for the negotiation.	1	2	3	4	5
80.	Justified reasons why their offer was reasonable.	1	2	3	4	5
81.	Challenged your justification for your offers.	1	2	3	4	5
82.	Avoided making concessions to you.	1	2	3	4	5
83.	Emphasized the advantages they had over you in the negotiation.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have now been given your role for the second negotiation. Please read it and answer the following questions:

84. Did you receive any type of training after the first negotiation?(Circle one): No Yes

85. What type of training did you receive after the first negotiation? (Circle one):

1. Watched video
2. I did not receive any training after the negotiation

After reading your role for the second case, please answer each question as accurately and honestly as you can using the scale below. Regarding the upcoming second negotiation...

**1= Strongly disagree**  
**2= Disagree**  
**3= Neutral**  
**4= Agree**  
**5= Strongly agree**

86.	I am very concerned with the welfare and interests of the other party.	1	2	3	4	5
87.	I am very concerned with the outcomes of the other party.	1	2	3	4	5
88.	It is important that I earn the best price per unit for myself.	1	2	3	4	5
89.	It is important that I earn a better price per unit than the other party in the negotiation.	1	2	3	4	5
90.	I feel confident in my ability to perform this task effectively.	1	2	3	4	5
91.	I think I can reach a high level of performance in this task.	1	2	3	4	5
92.	I am sure I can learn how to perform this task in a relatively short period of time.	1	2	3	4	5
93.	I don't feel that I am as capable of performing this task as other people.	1	2	3	4	5
94.	On the average, other people are probably much more capable of performing this task than I am.	1	2	3	4	5
95.	I am a fast learner for these types of tasks, in comparison to other people.	1	2	3	4	5

**STOP HERE. DO NOT MOVE ON UNTIL INSTRUCTED**

You have just completed your second negotiation in this study. Please answer the following questions regarding your second negotiation:

96. What was your role in the second case? Kelly (Attorney) or Dominique (Babysitter)

97. If you reach an agreement, circle your set of chosen alternatives. If you do not reach an agreement on all six issues, circle No Agreement at the bottom of this page.

**Hourly Rate**

\$8.00      \$9.00      \$10.00      \$11.00      \$12.00

**Vancouver Trip**

8 days      6 days      4 days      3 days      no trip

**Begin Work**

1 week      2 weeks      3 weeks      4 weeks      5 weeks

**Percent at Dominique's House**

10%      20%      30%      40%      50%

**Number of Days per Week**

5 days      4 days      3 days      2 days      1 day

**Number of Outings per Month**

1      2      3      4      5

**No Agreement; we did not come to an agreement in this case (Please circle if you did NOT come to an agreement on all six issues)**

**Please continue to the next page...**

During the negotiation you just completed, to what extent did **YOU** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

98.	Defended your position against the other party's arguments.	1	2	3	4	5
99.	Tried to gain the upper hand against the other party.	1	2	3	4	5
100.	Persuaded the other party to make most of the concessions.	1	2	3	4	5
101.	Asked questions about the other party's interests and priorities among issues.	1	2	3	4	5
102.	Made creative suggestions for making tradeoffs.	1	2	3	4	5
103.	Revealed confidential information.	1	2	3	4	5
104.	Developed trust and goodwill.	1	2	3	4	5
105.	Focused on similarities rather than differences.	1	2	3	4	5
106.	Revealed your own interests and priorities.	1	2	3	4	5
107.	Made the first offer in the negotiation.	1	2	3	4	5
108.	Anchored the bargaining range closer to your desired outcome for the negotiation.	1	2	3	4	5
109.	Justified reasons why your offer was reasonable.	1	2	3	4	5
110.	Challenged the other party's justification for his/her offers.	1	2	3	4	5
111.	Avoided making concessions to the other party.	1	2	3	4	5
112.	Emphasized the advantages you had over the other party in the negotiation.	1	2	3	4	5

**Please continue to the next page...**

During the negotiation you just completed, to what extent did your negotiating **PARTNER** demonstrate the following behaviors:

- 1= Not at all**  
**2= Slightly**  
**3= Moderately**  
**4= To some extent**  
**5= To a great extent**

113.	Defended their position against your arguments.	1	2	3	4	5
114.	Tried to gain the upper hand against you.	1	2	3	4	5
115.	Persuaded you to make most of the concessions.	1	2	3	4	5
116.	Asked questions about your interests and priorities.	1	2	3	4	5
117.	Made creative suggestions for making a deal.	1	2	3	4	5
118.	Revealed confidential information.	1	2	3	4	5
119.	Developed trust and good will.	1	2	3	4	5
120.	Focused on similarities, rather than differences.	1	2	3	4	5
121.	Revealed their own interests and priorities.	1	2	3	4	5
122.	Made the first offer in the negotiation.	1	2	3	4	5
123.	Anchored the bargaining range closer to their desired outcome for the negotiation.	1	2	3	4	5
124.	Justified reasons why their offer was reasonable.	1	2	3	4	5
125.	Challenged your justification for your offers.	1	2	3	4	5
126.	Avoided making concessions to you.	1	2	3	4	5
127.	Emphasized the advantages they had over you in the negotiation.	1	2	3	4	5

**Please continue to the next page...**

128. What is your current age in years? \_\_\_\_ \_\_\_\_
129. Gender
1. Male
  2. Female
130. Ethnic group membership:
1. African-American
  2. Asian
  3. Caucasian
  4. Hispanic
  5. Native American
  6. Other
131. What is your current classification as a college student?
1. Undegraduate- Freshman
  2. Undergraduate—Sophomore
  3. Undegraduate—Junior
  4. Undergraduate-- Senior
  5. Master's or MBA student
  6. PhD student
132. Marital Status:
1. Single
  2. Married
  3. Divorced/Separated
  4. Widowed
133. Are you currently employed (circle one):
1. Full-time
  2. Part-time
  3. Part-time and partially retired
  4. Fully retired
  5. Unemployed
  6. Other

**This is the end of the survey. Thank you very much for you time!**