

With mindset in mind

A quantitative study of the impact of implicit beliefs on negotiation performance

Abstract

Negotiation is a subject of increasing interest, both within the managerial field and in business education. Though it historically has been believed that negotiation ability is a fixed trait, the last thirty years of research has shown that this is not the case. Interestingly, it seems as if one's implicit belief about the malleability of performance in negotiation is a factor determining the negotiation outcome. We dedicated our thesis to analyse how adolescents' implicit negotiation beliefs affected their negotiation outcome. We constructed four main hypotheses, developed to answer our purpose. To achieve a deeper understanding and a clearer picture of our target study group we conducted a personality test and a practical classroom experiment where the students were divided into pairs and placed in a negotiation situation. The experiment showed that implicit negotiation beliefs somewhat has an effect on the negotiation performance. The report as a whole provides an increased knowledge on the effect of implicit negotiation beliefs in negotiation situations.

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1. Introduction

The first chapter presents an overview of the field of research and the report as a whole. Initially the background and problem definition are introduced, leading to the purpose of the thesis and its focus of research. A discussion of expected contributions to previous studies is followed by delimitations and clarification of frequently used concepts in the study. The chapter ends with an illustration of the structure and disposition of the thesis.

1.1 Background

Negotiations take place daily, both in our private life and at the work place (Fisher, Patton & Ury, 2003). They are not only expressed as interactions between buyers and sellers but also as an exchange process between several kinds of parties such as colleagues, executives, spouses, children, neighbors and strangers (Neale & Bazerman, 1992). Within conventional wisdom and literature the term is defined as a decision-making process among interdependent parties with non-identical preferences who share information in order to finally arrive at a possible solution (Banas & McLean Parks, 2002). Thus, being a good negotiator can open many doors within both the private and working life.

It has long been believed that the variability of people's negotiation ability is fixed, that you are either born as a skilled negotiator or not (Thompson, 2005). However, the last thirty years of research has shown that this is not the case. Negotiation performance is now widely considered to be a skill that can be developed (Kray & Haselhuhn, 2007).

There are though psychological forces that can either limit or create opportunities for the negotiator's success in negotiations (Neale & Bazerman, 1992). Some people has a fixed theory of the self (entity theorists) and believe that their qualities, is a fixed trait. Other people have a malleable theory of the self (incremental theorists) and believe that their qualities can be changed and developed (Dweck, 2008). Studies have shown that the negotiators' belief about the malleability of performance in negotiations has a clear correlation with their negotiation outcome (Kray, 2007).

A negotiation situation typically consists of two or more counterparts and issues on which they are to agree upon. There are issues where both parties share preferences, issues where the parties have somewhat different preferences on and issues where the preferences are the exact opposite. The challenge in a negotiation is to overcome the opposed opinions and reach an agreement.

1.2 Problem definition

Implicit beliefs have a large impact on how an individual handle obstacles, though they are seldom discussed or articulated (Dweck & Leggett, 1988).

Past research has tested peoples' implicit theories when it comes to the malleability of intelligence (Dweck et al., 1995; Burns & Isbell, 2007). Dweck and Leggett (1998) showed that students' theories of intelligence shaped their responses to an academic challenge. Their study revealed that students who endorse an entity theory of intelligence, i.e. intelligence is a fixed trait and you either have a high or a low level of it, give up effort when facing a hard task. On the other hand, the students who endorse an incremental theory of intelligence, i.e. intelligence is malleable, thrive under challenge and use effort to overcome difficulties.

Kray & Haselhuhn (2007) showed that “negotiators' beliefs about the malleability of negotiation ability have powerful and predictable effects on how resources are claimed and created at the bargaining table”. However, relatively few studies have examined the relationship between mindset and negotiations. When studying mindset the factor negotiations have been overlooked for others, such as intelligence (Dweck & Leggett, 1988) and human traits and personality (Plaks, Grant, & Dweck, 2005; Chiu, Hong, & Dweck, 1997; Plaks, Stroessner, Dweck, & Sherman, 2001). Also, past research on mindset is mainly focused on the individuals in the negotiation and has paid little attention to the complex dyadic relationship that characterizes a negotiation (Neale et al, 2010).

In the past decade negotiation as a field has grown larger and larger (Fisher, Patton & Ury, 2003). Negotiations have shown to be of greater importance on the managerial market (Neale & Bazerman, 1992), and courses within the area are nowadays commonly offered in business schools. Various professors have identified a range of aspects that can develop performance in negotiations (Lowenstein & Thompson, 2004). Recent research has specifically targeted the

early adolescent years as a critical point of development (Blackwell, Trzsniewski & Dweck, 2007). If you give students, at this stage of life, a framework for approaching negotiations, their confidence and performance in these situations improve (Lowenstein & Thompson, 2004). Despite this, there are few negotiation studies that target a younger age group.

In light of this gap of knowledge we need to increase the understanding and awareness of how different mindsets affect the dyadic relationship between two counterparts in a negotiation and how different mindsets affect the negotiation outcome for adolescents.

1.3 Purpose

The purpose of the thesis was to further investigating the influence a person's mindset has on her negotiation performance, both individually and within the dyad. Our focus was to study the mindsets of adolescents and how it affects their negotiation outcome.

1.4 Expected contributions

Examining the relationship between psychology and economy and why people behave in a certain way is essential for the society. In order to have a stable economy it is necessary to have the ability to predict the outcome based on how you and other people behave. If you understand your own behaviour in a situation it may be easier to predict how others will behave. Negotiations can be seen as an example of a dependent situation where you base your actions on what you believe that your counterpart will do. The understanding of the basic concept of negotiations is important. It is vital when acting on the financial market, perhaps most importantly when constructing a deal with a client within business to business, but also with a potential customer within business to consumer or conducting an employment contract. Negotiations have in the last years had increased importance in the managerial arena (Neale, 1992).

Unlike previous research we focused on studying the mindsets of adolescents and how it affect their negotiation outcome. We hope that these new angles of mindsets in negotiations will further increase the knowledge within this quite unknown area of research.

1.5 Delimitations

Due to the time and the scope for the bachelor thesis our field of study was limited to high school students located in the central Stockholm and wealthy suburbs to Stockholm. Further, the concept “success in negotiations” can have several possible meanings. We chose to delimit the definition of “success in negotiations” as getting as much as possible out of the bargaining pie, based on one’s individual preferences. In our study, this meant aiming for the highest possible score in the negotiation exercise.

Concerning the many factors and research approaches that can affect the negotiation outcome we had to delimit our test variables to mindsets, strategic skills, gender and intelligence. For the same reason we have focused on a specific type of negotiation, the recruitment negotiation.

1.5 Terminology and definitions

To facilitate the understanding of the thesis content and purpose, and thereby avoid any possible misunderstandings, some key concepts are presented below.

Implicit theories – People’s basic assumptions about the malleability of human attributes, such as negotiation performance, personality, intelligence or moral character (Dweck, 1996).

Domain beliefs – An implicit theory about a specific human attribute. People may have different beliefs in different domains, for example that negotiation performance is fixed but social skills is something that can be developed. (Dweck, 1996).

Mindset- Mindset is a set of assumptions, methods, or notations held by a person. When we refer to mindset we mean implicit beliefs, either the manipulated or naturally occurring ones.

Entity theorist – A person holding the implicit belief that a human attribute is a fixed and stable quality (Dweck, 1996).

Incremental theorist – A person holding the implicit belief that a human attribute is a dynamic and malleable quality (Dweck, 1996).

Distributive issue – An issue where the preferences of the counterparts are opposed (Kray & Haselhuhn, 2007). The parties want the exact opposite of each other.

Compatible issue – An issue where the preferences of the counterparts are identical (Kray & Haselhuhn, 2007). Both parties want the same thing.

Integrative issue – An issue where one party cares more about Issue A and the other party cares more about Issue B (Kray & Haselhuhn, 2007).

1.6 Disposition

The thesis is divided into five chapters. The first chapter, the introduction, serves to clarify the problem and the purpose of the thesis. The second chapter describes the theoretical framework and hypothesis development. In the third chapter the method of the study and analysis are explained. The fourth chapter presents the results of the study, followed by a concluding discussion in chapter five.

2. Theory

In this chapter the theoretical framework of the thesis will be presented. The concepts of entity and incremental theorists, which constitute the basis for our first hypothesis, will be presented. Thereafter theories of achievements goals, response patterns and the dyadic relationship between negotiators are treated and lead us to the second hypothesis. Our third hypothesis is based on what are described before reaching the fourth and final hypothesis, which is a result of theories about distributive, compatible and integrative issues. The chapter ends with an over-looking compilation of the hypotheses generated for the study.

2.1 Theoretical framework

The fundamental theoretical approach to this thesis is negotiations, but in order to answer the purpose, i.e. investigating the influence of a person's mindset on her negotiation performance, we focus on theories regarding implicit beliefs and malleability.

2.2 Incremental vs. entity theorists

Dweck and Legget's (1988) social-cognitive theory distinguish between individuals with a malleable view of abilities, ***incremental theorists***, and individuals with a fixed view of abilities, ***entity theorists***. The theory represents an approach to personality that identifies individual differences in beliefs and values that generates differences in behaviour. Implicit

beliefs may be domain-specific and have different theories about different attributes (Dweck, 1996). One may for example have an incremental view in the domain intelligence but an entity view in the domain social skills. Kray and Haselhuhn (2007) tested if the theory also was applicable on the domain negotiation skills, and found proof for this. In exploring the relationship between implicit negotiation beliefs and individual negotiation effectiveness Kray and Haselhuhn (2007) conducted two studies:

Study I: The first study was based on the authors' hypothesis that people who believe negotiating ability is malleable will outperform those who believe that it is fixed. The participants consisted of 40 undergraduate students enrolled in an introductory business course. The researchers manipulated the participants' implicit negotiating beliefs by letting them read a fictitious article that advocated either the incremental theory or the entity theory. Thereafter the 20 dyads, which comprised one male and one female, made a well-known multi-issue negotiation task called the "New recruit" (Neale, 1997). In this task they were supposed to obtain as high score as possible, individually. In line with the authors' hypothesis, the result showed that the negotiator who held an incremental theory earned considerably more points than the negotiator with the entity theory. The maximum amount of points in their experiment was 13,200.

Study II: By finding evidence that implicit negotiation beliefs can be manipulated and that these beliefs affect the performance in negotiations, the authors carried out another study. This study aimed to investigate the effect of implicit negotiation beliefs that were not manipulated, i.e. naturally occurring implicit negotiation beliefs. Seventy-two MBA students that enrolled in a negotiation course had to do a personality test, in order for the researchers to know their implicit beliefs. Two weeks later the students did the same negotiation task as described above in Study I, and here it also turned out that those who held a stronger belief that negotiating ability is malleable performed better than those who believed that it is fixed.

With consideration to the studies made by Kray and Haselhuhn (2007), we aimed to conduct two tests, one studying the effect a manipulation of mindset has on the negotiation performance and another one that tested the effect of naturally occurring implicit negotiation beliefs on negotiation performance. We wanted to test the hypothesis that incremental theorists outperform entity theorist in negotiation situations.

H1A: Manipulated incremental theorists outperform entity theorists in negotiation situations

H1B: Non-manipulated incremental theorists outperform entity theorists in negotiation situations

2.3 Achievement goals, response patterns and the dyadic relationship

One of the reasons why implicit beliefs are so powerful in negotiation situations is that they have a strong impact on what motivates people in an achievement context. In other words, implicit beliefs influence what individuals try to achieve on given tasks (Kray & Haselhuhn, 2007). Two different types of underlying goals can be identified, performance goals and learning goals. While entity theorists favor performance goals, which emphasize the outcome of looking competent, incremental theorists are concerned with increasing their competence by learning or mastering new tasks (Dweck, 1990; Kray & Haselhuhn, 2007).

Studies have shown that achievement goals, as a consequence of implicit beliefs, affect peoples' reactions to obstacles and challenges (Diener & Dweck, 1978; Elliott & Dweck, 1988). Therefore this theory can be linked to something called helpless and mastery-oriented responses. (Dweck, 1996) These two types of response patterns differ in the cognitions, affect, and behaviour that characterize each. The theory argues that if an individual holds an entity theory, she is more likely to view negative outcome as a reflection of her abilities and thereby follows the helpless pattern. On the contrary, an individual who holds an incremental theory is more likely to view setbacks as hints on where to put effort, and follow the mastery-oriented pattern (Dweck, 1996).

The helpless pattern is characterized by avoidance of challenges and a weak performance in the face of obstacles. This characterizes the entity theorists when facing seemingly insurmountable challenges. However, as long as they believe that the probability of mastering the obstacles is high, accomplishing the challenge and thereby achieve their performance goal to appear competent, they will not give up when facing challenges (Elliott & Dweck, 1988). Hence, under these circumstances they follow the mastery-response pattern. Moreover, the mastery-oriented pattern involves the seeking of challenging tasks and the maintenance of striving under failure (Dweck & Leggett, 1988). In contrast to entity theorists who are more

likely to see effort as lack of inherent ability (Hong, Chiu, Dweck, Lin, & Wan, 1999), incremental theorists tend to believe that hard work leads to success (Kray & Haselhuhn, 2007). Even if the perceived chance to succeed is small when facing challenges, they tend to be persistent (Elliott & Dweck, 1988).

Figure 1. Theories, goals and behavior patterns in achievement situations

Theory	Goal orientation	Perceived present ability	Behavior Pattern
Entity	Performance	High	Mastery-oriented
		Low	Helpless
Incremental	Learning	High or Low	Mastery-oriented

One-on-one negotiations involve two interaction parties, both of whom influence the negotiation outcome. The dyadic effect refers to the relationship between the two negotiators and how they perform individually paired with a certain counterpart. (Curhan, Neale, Ross & Rosencranz-Engelmann, 2008).

The more individuals endorse an entity viewpoint, the more likely they are to believe that conflicts almost always ends with a winner and a loser in a dyadic relationship context, such as negotiations. Unlike incremental theorists, entity theorists tend to believe that cooperation is nearly impossible when the counterparts have conflicting interests. The entity theorists believe that self-interest is the driving force behind the success in negotiations and are not as creative in a conflict situation as the incremental theorists (Kray & Haselhuhn, 2007).

As a further development of our first hypothesis that manipulated and non-manipulated incremental theorists outperform entity theorist in negotiation situations, and with consideration to the theory described above, we suggest that negotiating dyads consisting of two incremental theorists will come to an agreement easier than entity theorists. To test our hypothesis, we aimed to conduct two tests where one studied the effect a manipulation of mindset has on the ability to come to an agreement quickly and another one that tested the same effect for naturally occurring negotiation beliefs. We believe that the factor negotiation

time is a good estimator for how easily the negotiators reach an agreement.

H2A: Manipulated dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

H2B: Non-manipulated occurring dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

We also believe, based on the same arguments as above, that incremental theorists will outperform the entity theorists in the negotiation situation. That is, if both counterparts hold the belief that the negotiation does not have to end up with a winner and a loser, they will make an effort to overcome barriers such as different preferences and the dyad will have a higher joint negotiation outcome. To test our hypothesis, we aimed to conduct a test where one studied the effect a manipulation on mindset within the dyad had on the negotiation outcome and another one that tested the dyadic effect of naturally occurring implicit negotiation beliefs on the negotiation outcome.

H3A: Manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

H3B: Non-manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

2.4 Distributive, Compatible and Integrative Issues

Negotiations involve a tension between creating and claiming value (Lax & Sebenius, 1986). Value creation involves sharing information and making mutually beneficial deals, and value claiming involves concealing information and holding on to one's demands. All negotiators must confront challenges to construct agreements that are suitable for both parties (Kray & Haselhuhn, 2007).

In negotiations there may be distributive, compatible and integrative issues to settle. Distributive issues means that the preferences of the two parties are opposed. Compatible issues means that the preferences of the two parties are identical. Integrative issues means that

one party cares more about Issue A and the other party cares more about Issue B (Kray & Haselhuhn, 2007).

Based on the definition of value creation and information sharing we believe that incremental theorists will be better at finding the compatible and integrative issues. Since they are more sharing-oriented and creative in negotiations we believe that they are more likely to identify the issues in which they have the similar preferences.

Based on hypothesis 1, 2 and 3, together with theory described above, we believe that negotiating dyads consisting of two incremental theorists come to an agreement easier regarding compatible and integrative issues than negotiating dyads consisting of two entity theorists. Since they do not think that a negotiation necessarily must end with a winner and a loser they understand that in some cases they can compromise on the issues that are not as important and in some cases the two counterparts even have the same preferences.

With consideration to the studies made by Kray and Haselhuhn (2007), we aimed to conduct two tests, one studying the effect a manipulation of mindset has on the compatible and integrative issues and another one that tests the effect of naturally occurring implicit negotiation beliefs on the compatible and integrative issues. We wanted to test the hypothesis that incremental theorists are better at identifying and agree upon compatible and integrative issues.

H4A: Manipulated incremental theorists outperform entity theorists in compatible and integrative issues

H4B: Non-manipulated incremental theorists outperform entity theorists in compatible and integrative issues

2.5 Other factors

We also tested for other factors that may influence the negotiation outcome. These are gender, where earlier research has found that negotiations occurring between females resulted in lower joint outcome than negotiations occurring between males, (Curhan, Neale, Ross & Rosencranz-Engelmann, 2008) strategic skills and grades.

These variables are treated like control variables due to their scattered theoretical distribution, but they may still have important bearing to the analysis.

2.6 Compilation of hypotheses

Based on the theories and previous research described in this chapter, the following hypotheses have been formulated for our study in order to answer the overall purpose

H1A: Manipulated incremental theorists outperform entity theorists in negotiation situations

H1B: Non-manipulated incremental theorists outperform entity theorists in negotiation situations

H2A: Manipulated dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

H2B: Non-manipulated dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

H3A: Manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

H3B: Non-manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

H4A: Manipulated incremental theorists outperform entity theorists in compatible and integrative issues

H4B: Non-manipulated incremental theorists outperform entity theorists in compatible and integrative issues

3. Method

In the following chapter the choice of methods and experimental design are presented and motivated. A description of the pre-test is followed by a detailed description of the theory selection and procedure of data collection. Advantages and disadvantages of chosen methods are discussed in terms of reliability and validity. In conclusion we describe the methods of analysis that has been chosen.

3.1 Experimental design

The thesis takes on a deductive approach since its purpose and hypotheses are based on our findings from existing theory (Alvesson & Sköldbberg, 2008). We conducted a causal quantitative study using classroom experiments to see how students' mindset affects their negotiation performance.

The experiments were executed at five public high schools in Stockholm. The advantage of doing such an experiment in this type of environment is that it is convenient for the context of negotiations, with respect to the focus on learning. However, students do not only associate this environment with motivation to learn, but also with motivation to perform, something that increases our chances of achieving relevant and reliable results (Kray & Haselhuhn, 2007). The classroom setting was also essential for our study in the sense that it facilitated our control and allowed us to ensure that the participants did not cheat. Moreover, we could thoroughly explain every step in the process and describe if something was perceived as unclear. Also, we observed which students did not commit to the exercise and removed them later when analysing the results.

The total number of participating classes was eight, with about 15-30 students in each class. We conducted four groups of different pairs in every class, three experimental groups (The Incremental dyads, The Entity dyads, The Mixed dyads) and one control group (The Control dyads). The control group was created in order to look at naturally occurring factors and compare the results on the experimental groups with the results on the control group. We tested all four groups in every experiment to minimize the possible effect of confounding factors.

Before our visit the participants had been informed by their teacher, on our request, that they were to participate in a study regarding the functions of the brain and how these functions affect people's behaviour in different situations. The reason for this "false information" is that we did not want the students to be prepared for a negotiation exercise, since it might affect the negotiation outcome.

3.2 Pre-test and translation

Before doing the real experiment we performed a pre-test with 10 university students at the Stockholm School of Economics to ensure that the questions and exercises were understandable. One finding was that people had difficulties understanding the concept of the two strategic tests. With this in mind we decided to make a more thorough explanation of these tests in the classrooms.

Since some of the questions in the experiment were originally in English we translated them into Swedish to facilitate the participants' understanding of the material. After doing so, we made a back-translation where the original sentences were compared with the transformed ones. This was made in order to capture the right meaning of each sentence in Swedish.

3.3 Procedure

To give the reader a visual picture of the experiment's procedure, and thus facilitate the understanding and reasoning behind each step, the following model has been designed.

Figure 2. The experimental process

Appendix	Content	Purpose
1	Personality test	Implicit beliefs
2 & 3	Strategic test	Strategic skills
4&5	Manipulation: Articles + Recapitulation	Implicit negotiation beliefs
6	Negotiation game	Negotiation performance
7	Recapitulation + Demographics	Control factors

Upon arrival, each participant received a number from 1-30 and was instructed to sit at the desk that had the envelope with their number on it. Person number 1 was paired with person number 2, 3 with 4, 5 with 6 and so on. In this way we were able to control the dyads and what mindset every person should be manipulated into. This in turn would simplify the process of data collection and analysis. Moreover, if students were allowed to pair up with anyone they wanted, they would most likely choose to sit with a friend or the person most close to them relationally. If this would be the case it would be a problem since people's acquaintanceship might affect the negotiation process.

Figure 3. Mindset distribution

Mindset	Numbers	Number of dyads	Number of participants
Entity dyads	1-6, 25-26	22	44
Mixed dyads	7-12, 27-28	21	42
Incremental dyads	13-18, 29-30	22	44
Control group	19-24	17	34

The envelope contained seven appendices, one for each step in the experimental process. All participants were strictly instructed to pick up the appendices in a certain order, when told, and not to show their appendices to anyone else. These instructions were repeated after each step in the process. This was necessary for two reasons: first, we did not want people to understand that they had read three different articles since we believed that it might affect the negotiation process and second, the context of the negotiation game demanded it. Before the participants began with a new appendix, we gave instructions to the upcoming task and information about the time they had to complete it. The seven steps in the process were drawn at the board and erased as each step was finished, in order to give the students an overview of the process and perhaps motivate them.

3.3.1 Appendix 1 – Implicit beliefs

The first appendix aimed to measure participants' **implicit beliefs** and therefore contained 13 questions, adopted from previous research, regarding their view on malleability of human attributes as well as other statements that characterize either entity or incremental theorists. The reason why we did not only use malleability-questions was that we thought that high school students would understand the context better if some questions were linked to concrete everyday situations and thus provide a clearer reference point.

The participants were informed that they had five minutes to answer the questions. The first three questions were questions regarding their implicit beliefs about the malleability of themselves. They were constructed as statements, formulated as follows:

1. *To what extent can your personal traits change over time?*
2. *To what extent can your values and opinions change over time?*
3. *To what extent can your actions and behaviors change over time?*

The respondents got to mark their standpoint on a 6-point Likert- scale were 1 represented “Very little” and 6 represented “Extremely”. The Likert-scale is classified as an interval scale where every distance on the scale represents an equal change of value of the facts being measured (Malhotra, 2010). The following three questions were formulated the same way but focused on their implicit beliefs about the malleability of the people in their immediate surroundings (see appendix). The first six questions were adopted from Hedberg, P. H., Tong, J., Iyengar, S. S., and Dweck, C. (2002). Questions 7-9 were adopted from another method that also has been developed to measure individuals’ view on malleability of human attributes (Higgins, E. T. 1997). They were formulated as follows:

7. *People can do things differently, but the important parts of who they are can't really be changed.*
8. *Everyone is a certain kind of person, and there is not much that they can do to really change that.*
9. *The kind of person someone is, is something basic about them, and it can't be changed very much.*

The respondents got to mark their standpoint on the 6-point Likert- scale were 1 represented “Strongly disagree” and 6 represented “Strongly agree”.

Based on the traits that characterizes the incremental and entity mindset, according to theory and with inspiration from previous experiments made by Kray & Haselhuhn (2007), question 10-13 (see appendix) asked how participants react to situations where the probability of failing is high. The questions also involved if they prefer performance or learning tasks, their view of hard work, and whether they are affected by negative criticism. Each of these

questions except number 10 were constructed as two opposing statements where the respondents got to mark their standpoint between these statements.

The reason for the overall construction of the questionnaire is because pre specified response alternatives make the data preparation and analysis easier (Malhotra, 2010). Moreover, interval scales are most suited for measuring abstract dimensions such as beliefs and perceptions (Söderlund, 2005). The even 6-point scale was set in order to separate the incremental theorists from the entity theorists, by forcing them to consider their opinion and take a position in every question. Otherwise, we believe that many students might choose the middle option of pure laziness. Furthermore, the Likert's scale 6 points has shown a higher trend of reliability than Likert's scale 5 points (Chomeya, 2010).

3.3.2 Appendix 2 & 3 – Strategic skills

The second appendix contained two **strategic tests** in order to test the participant's strategic and social skills. Since we wanted to exclusively test the effect that mindset have on negotiation skills, we wanted to make sure that the negotiation outcome was not just an effect on how skilled the participants were strategically. A better performance in these particular strategic tests has in earlier experiments predicted better performance in structured negotiations (Hedberg, 2011).

One part of being strategic means predicting other people's behaviour, in a quite accurate way (McMillan, 1992). The concept of being strategically skilled means not only being smart but also understanding one's opponents. To measure strategic abilities, researchers often use dominance-solvable games (Camerer, 2003). Dominance-solvable games are games that can be solved by step-by-step calculated reasoning (Kuo, et al., 2009). The principle of dominance suggests that rational decision-makers would never choose strategies that are dominated by another player. (Plous, 1993). The two dominance-solvable strategic tests we used are developed based on the standard game "2/3 Beauty-contest" (Hedberg, & Gabrielsson, 2009). In this game the participants gets to choose a number between 0-100 and the person that comes closest to 2/3 of the average number of all the submitted numbers wins the competition (Camerer, Hong, Chong, 2004). Since we believed that the beauty-contest game might be too abstract for high-school students we chose the two developed versions of the game, which we found to be intuitive and easier to understand. The first strategic test was a contest where the

participants are said to be part of an audience that is about to enter a movie theatre. You win the contest by placing yourself one row ahead of the average visitor. In the second test the participants were asked to choose a number between 0-100. The person whose number was 1/2 of the average number of all submitted numbers was the winner of the competition. The two strategic tests are developed by Hedberg, P. H., & Gabrielsson, M. (2009).

Before the participants begun with the strategic tests, we gave them a relatively detailed instruction in which we explained the rules to ensure that they understood the task.

In the third appendix the participants got to answer control questions regarding how much effort they put into the strategic tests. By doing this we were able to sort out the persons who did not take the task seriously and thereby get a more accurate result in the data analysis.

3.3.3 Appendix 4 & 5 – Manipulation and domain beliefs

Our main purpose of the study was to examine what effects mindset have on the negotiation outcome. A person may operate in both systems of learning and performance goals and both goals can be manipulated experimentally (Dweck, 1990). Furthermore, implicit beliefs have shown to be shaped even through a brief experimental manipulation (e.g., Kray & Haselhuhn, 2007). Therefore, we wanted to manipulate the participants' mindsets to certain implicit beliefs, in order to increase our control of the experimental process and facilitate the analysis.

Our fourth appendix contained the **manipulation** were the participants got to read different articles depending on what we wanted to manipulate (Bergen, 1992). Participants that we wanted to manipulate into incremental theorists read the article "Negotiation Ability Is Changeable and Can Be Developed." (Kray & Hasselhuhn, 2007). The article stated, "While it used to be believed that negotiating was a fixed skill that people were either born with or not, experts in the field now believe that negotiating is a dynamic skill that can be cultivated and developed over a lifetime".

Participants in the entity theory condition read an article titled "Negotiation Ability, Like Plaster, Is Pretty Stable Over Time." (Kray & Hasselhuhn, 2007). This article stated, "While it used to be believed that negotiating ability was a bundle of potentialities, each of which could be developed, experts in the field now believe that people possess a finite set of rather fixed negotiating skills".

The students in the control group read an article about seals titled “Whiskers give seals a sixth sense”(Illustrerad vetenskap nr. 6/2002 p. 25). The article stated, ”A German research team discovered that the seals whiskers are so sensitive they can detect a fish's movements in the water up to 180 meters away”. In contrast to the other two articles, this one did not intend to manipulate the mindsets of the participants in the group. Still we wanted them to read an article as well to prevent any possible suspicions about the setting that could affect their answers and negotiation outcome.

The fifth appendix was a questionnaire about the article and questions regarding the participants’ implicit beliefs about the domain of negotiation skills. In the first section the participants got to answer questions with true or false alternatives about the article they had just read. All questions, except question 1, 3 and 6, were adopted from the so called “Implicit negotiation belief scale” (Chiu, Hong & Dweck, 1997). The remaining questions were made up in order to divert any suspicions that the experiment was about something else than the functions of the brain. The control group answered the same questions as the manipulated groups but instead of the headline “What do you remember from the article?” the headline was “What do you think?”

The second section was the same for both the manipulated groups and the control group. It was a questionnaire regarding their **implicit negotiation beliefs**. Based on the traits that characterize the incremental and entity mindset according to theory, we asked the respondents the following questions:

- 1. If negotiators have conflicting beliefs, cooperation is nearly impossible.*
- 2. Conflict almost always ends with a winner and a loser.*
- 3. Self-interest is the driving force behind negotiation success.*

They got to mark their standpoint on a 6-point Likert- scale were 1 represented “Strongly disagree” and 6 represented “Strongly agree”.

3.3.4 Appendix 6 – Negotiation task

The sixth appendix was a **negotiation task** that aimed to clarify the participants' negotiation skills. This task is a standard negotiation exercise called "The New Recruit" (Neale, 1997; transl. Hedberg, P.H.) and has been used in several studies before (Curhan & Pentland, 2007; Kray & Haselhuhn, 2007; Thompson, 1990). All participants received a set of written confidential instructions describing their role, what to negotiate, and points reflecting how to prioritize the issues. In each dyad, one person got the role as a recruiter and the other person the role as a job candidate. Their task was to try to agree upon a contract of employment regarding eight issues relevant to both parties (location, vacation, salary, insurance, division, start date, bonus, and moving expenses). Negotiators' preferences for the different alternatives in each issue were based on the number of points assigned to that issue (the higher score the more attractive). Two of the issues were distributive, two were compatible, and four were integrative. The participants had five minutes to read the instructions and fifteen minutes to negotiate. We noted the time it took for each pair to complete the negotiation exercise.

3.3.5 Appendix 7 – Post-negotiation questionnaire

The seventh and last appendix was a **post-negotiation questionnaire** about how the participants perceived their performance in the negotiation task. We asked them about which of the parties had the upper hand during the negotiation, if it was difficult to come to an agreement when they had different opinions, which of the parties that came up with creative solutions, the importance of winning and how honest they were. The respondents got to mark their standpoint on a 6-point Likert- scale where 1 represented "Strongly disagree" and 6 represented "Strongly agree".

Question 8 was a more intuitive question regarding how the participants perceived their performance in relation to their counterpart. They were to choose the two circles that symbolized their relationship during the negotiation task. This question was set in order to control the answers for the questions 1 and 2.

Questions 9 and 10 were questions regarding their gender and average high school grades since they are other factors we wanted to test. On the gender question they were to answer "male" or "female". On the questions regarding their grades they were to mark their average

grades from IG (lowest possible grade) to MVG (highest possible grade) on a scale. We chose to have these two questions as the last ones because we did not want either of them affecting the negotiation outcome though we wanted to see whether they had any affect on it.

3.4 Validity and reliability

The validity measurement is if, and to what extent the results of the study measures the fundamental phenomena. The two primary types of validity are external and internal. Reliability shows how much the value measured differs from the real value because of random measurement errors. (Malhotra et al. 2007, Söderlund 2005).

3.4.1 Internal validity

Internal validity confirms if there is a causal relationship between a dependent variable and an independent variable. The control for establishing internal validity is to see if the observed effects are influenced by any external variables (Malhotra, 2010). In order to minimize the effect of confounding factors we followed a manuscript to ensure that we gave the exact same information to all of the classes. To further make the groups as alike as possible we chose schools that had a similar student composition, large schools in the suburbs of Stockholm who studied social science courses in areas with a high median income. However we did not have the same control over the participants as if the experiment had been constructed in a laboratory.

3.4.2 External validity

External validity concerns the applicability for the results outside of the designed experiment environment (Söderlund, 2010). A common critique for experiments is whether the results of the experiments can be generalized outside in the “real world.” (Söderlund, 2010). The negotiation task regarded a contract of employment, something that most of the high school students probably have been in contact with before. However, in this case they only got 15 minutes to reach an agreement, while in the real world there is maybe not a time limit. This raises the question whether the negotiation exercise can be applied to real life negotiations. The answer is that while this exercise is not perfectly similar to a real life negotiation, it can still give us information and tendencies for how the participants handle negotiation in a less controlled environment.

3.4.3 Reliability

Reliability refers to the extent a study can be carried out repeatedly and still obtain the same results (Yin, 2009). The objective is to minimize the presence of random errors and biases (Malhotra, 2004). There are three possible ways for assessing reliability; test-retest, alternative forms and internal consistency. Since we conducted a practical experiment in a classroom we had limited opportunity revisiting the same class so we used the internal consistency reliability measure, where we use different questions to measure the same fact. The majority of the questions we selected are known from earlier studies, which further increases, the probability of an internal consistency (Söderlund, 2005). The internal consistency variable was secured both regarding implicit beliefs and implicit negotiation beliefs. We tested the Cronbach's alpha for the questions, which was over 0,6 predicting an internal consistency among the questions.

3.5 Methods of analysis

To analyse our data we entered it into "Microsoft Office Excel" 2007 manually. Thereafter we adjusted it and exported it to "IBS SPSS Statistics" 20. We conducted several independent t-tests to test if the mean values were significantly separated between groups as well as correlation and regression tests. We also did Anova-tests on the groups consisting of more than two groups. We set the significance level to 0.10.

4. Results

The first result section will provide a base where we discuss our handling of attrition and control variables. In the second section the results of the previously presented hypotheses will be presented.

In total, 164 high school students participated in the experiments. The experiments were gender balanced containing 75 females (45.73%) 81 (49.4%) males and 8 unknowns. This meant a total of 83 dyads.

4.1 Manipulation

Our first step was to test the understanding of the manipulation articles. The participants who had at least four rights out of six when recapitulating the article were considered to have understood the manipulation material. This would mean a higher probability for the article to impact that persons mindset since that person had clearly processed the information in the article. 7.03% of the attempted manipulations were not qualified and was not treated as a manipulated group. The rest of the 119 persons were tested when we correlated the manipulation with the implicit negotiation beliefs. The connection was confirmed with a positive correlation ($\text{corr}=0.174$) and a significance level of 0,054 (<10%).

4.2 Strategic skills

Our second step was to test the participant's strategic ability. The first strategic test was the movie theatre where, to win, the participant had to place herself one row ahead from the average participant. In every class we calculated the average and subtracted this number by one. The person/persons that had this number was the winner of the contest. The winners of the contest had the number 2 or 3 depending on class. We coded that person/persons number to 0. We then coded the other participant's numbers. If the winner number for example was 3 both the person that had answered 4 and the person that had answered 2 was coded a 1. Thus, a higher score meant less strategically skilled. The second strategic test was the number game where, to win, the participant had chose a number that was half of the chosen by the average participant. In every class we calculated the average and divided this number by two. The person/persons that had this number was the winner of the contest. The winners of the contest

had numbers from 10-30 depending on class. We coded that person/persons number to 0. We then coded the other participant's numbers. If the winner number for example was 20 both the person that had answered 21 and the person that had answered 19 was coded a 1. Thus, a higher score meant less strategically skilled. We chose to ignore the questions regarding how much effort they had put into the tests, since we noticed that some students found the strategic tests to be very easy and that was the reason that they had not put in much effort in choosing a good number.

The strategic skills for the second strategic game were positively correlated with their implicit beliefs, implying that the entity theorists was more strategically skilled than the incremental theorists (corr= 0.132 N=158, sig=0.099, M: 13.497); they were however not significantly correlated with the negotiation outcome. Neither were the factors gender (Nmale=68 M=2054.41, Nfemale=68, M=2241.18, sig=0,437) or grades (N=157, 5.23 (max=7), sig=0.332). We found that the students were high-achievers with an average grade on 5.23 (VG=5).

4.3 Implicit negotiation beliefs

The Implicit Negotiation Beliefs was tested through three 6-scaled questions regarding their opinion of different negotiation situations. We tested the three questions' reliability regarding the implicit negotiation beliefs and got a Cronbach's alpha of 0.828. The Implicit Beliefs were tested through thirteen 6-scaled questions regarding their opinion of the malleability about themselves, the people in their immediate surroundings and different statements they had to consider. We also tested these thirteen questions' reliability regarding measuring implicit beliefs and got an acceptable Cronbach's alpha of 0.683.

4.4. Non-manipulated incremental theorists perform better in the negotiation, manipulated incremental theorists do not

In this study we tested whether implicit negotiation beliefs affected the negotiation outcome. We tested the hypothesis for the both the Manipulated groups and the Control group.

4.4.1. The manipulated group

To answer the question we tested if the individual implicit negotiation beliefs were correlated with the individual negotiation outcome. Below is a table for the results showing the correlation for the variable.

Dependent variable: Negotiation Outcome

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	0.008	0.928

The result shows no empirical evidence for the hypothesis. The independent variable Implicit Negotiation Beliefs has a very high significance level and is not significant on a 10% significance level.

4.4.2 The control group

To answer the question we tested if the naturally occurring implicit negotiation beliefs were correlated with the individual negotiation outcome. Below is a table for the results showing the correlation for the variable.

Dependent variable: Negotiation Outcome

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	0.335	0.070*

Notes: * Denotes significance at a 10% level.

The result shows empirical evidence for the hypothesis. The independent variable Naturally Occurring Implicit Negotiation Beliefs have a low significance level and are significant on a 10% significance level.

H1A: Manipulated incremental theorists outperform entity theorists in negotiation situations

No empirical evidence

H1B: Non-manipulated incremental theorists outperform entity theorists in negotiation situations

Empirical evidence

4.5 Dyads of incremental theorists do not outperform entity theorists in the negotiation

In this study we tested whether the dyadic implicit negotiation beliefs affected the negotiation outcome. We tested the hypothesis for the both the Manipulated groups and the Control group.

4.5.1 The manipulated group

In this study we tested the dyadic effect on the negotiation outcome by correlating the shared implicit negotiation beliefs with the joint negotiation outcome. To get the variable “Implicit Negotiation Beliefs – Pair” we summarized the negotiators’ individual points from the second section of appendix 5 and divided the sum by two.

Dependent variable: Negotiation Outcome

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs - Pair	-0.028	0.762

The result shows no empirical evidence for the hypothesis. The two independent variables, Implicit Negotiation Beliefs – Pair and Implicit Beliefs - Pair have a very high significance level and are not significant on a 10% significance level.

4.5.2 The control group

In this study we tested the dyadic effect on the negotiation outcome by correlating the naturally occurring implicit negotiation beliefs with the joint negotiation outcome. To get the variable “Implicit Negotiation Beliefs – Pair” we summarized the negotiators’ individual points from the second section of appendix 5 and divided the sum by two.

Dependent variable: Negotiation Outcome

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs - Pair	-0.039	0.838

The result shows no empirical evidence for the hypothesis. The two independent variables, Implicit Negotiation Beliefs – Pair and Implicit Beliefs - Pair have a very high significance level and are not significant on a 10% significance level.

H2A: Manipulated dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

No empirical evidence

H2B: Non-manipulated dyads consisting of two incremental theorists come to a negotiation agreement easier than dyads consisting of two entity theorists

No empirical evidence

4.6 Negotiating dyads of two incremental theorists reaches an agreement easier

4.6.1 The manipulated group

We wanted to examine whether a conjunctive higher score on the implicit negotiation beliefs scale meant that the pair were more likely to reach an agreement quickly. This would imply that they are better at handling the inevitable obstacles of the negotiation game. To answer this question we tested if the shared implicit negotiation beliefs were correlated with the variable “Time”.

Dependent variable: Time

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs – Pair	0.117	0.064*

Notes: * Denotes significance at a 10% level.

The independent variable, Implicit Negotiation Beliefs – Pair are significant on a 10% significance level. However, the dyads that failed to reach an agreement in time were almost exactly the same, (Mincremental=26.7%, Mententity=26.8%).

4.6.2 *The control group*

In this study we tested if a conjunctional higher score on the implicit negotiation beliefs scale meant that the pair was more likely to reach an agreement quickly. To answer this question we tested if the variable naturally occurring implicit negotiation beliefs were correlated with the variable “Time”.

Dependent variable: Time

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs – Pair	0.387	0.028*

Notes: * Denotes significance at a 10% level.

The independent variable, Implicit Negotiation Beliefs – Pair are significant on a 10% significance level.

H3A: Manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

Empirical evidence

H3B: Non-manipulated dyads consisting of two incremental theorists outperform dyads consisting of two entity theorists in negotiation situations

Empirical evidence

4.7 *Non-manipulated incremental theorists are better at finding and agreeing upon integrative issues*

4.7.1 *Compatible issues*

4.7.1.1 *The manipulated group*

Compatible issues in the negotiation game means issues where the two negotiators have the same interest. Since one of the traits that characterizes an entity theorist are the belief that a negotiation consists of a winner and a loser, as opposed to the incremental theorists who sees the counterparts underlying interest and thinks creatively when negotiating (Kray, 2007) we

wanted to test whether their implicit negotiation beliefs was correlated with their performance in the compatible issues. In this test we examined whether a higher score on the implicit negotiation beliefs scale meant a higher probability of finding the two compatible issues.

Dependent variable: Compatible issues

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	-0.139	0.083*
Implicit Negotiation Beliefs – Pair	-0.195	0.017*

Notes: * Denotes significance at a 10% level.

The independent variable, Implicit Negotiation Beliefs, and Implicit Negotiation Beliefs – Pair are significant on a 10% significance level. The Implicit Negotiation Beliefs seems to be negatively correlated with the scores on the compatible issues, meaning the exact opposite of our hypothesis - the entity theorists were better at finding the compatible issues. Another finding was that the participants that found the compatible issues had a much higher negotiation outcome in total (Correlation=0.222, sig=0.008).

4.7.1.2 The control group

In this test we examined whether a higher score on the naturally occurring implicit negotiation beliefs scale meant a higher probability of finding the two compatible issues.

Dependent variable: Compatible issues

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	0.139	0.455
Implicit Negotiation Beliefs – Pair	0.186	0.293

The result shows no empirical evidence for the hypothesis. The two independent variables, Implicit Negotiation Beliefs and Implicit Negotiation Beliefs - Pair have a very high significance level and are not significant on a 10% significance level.

4.7.2 Integrative issues

Integrative issues in the negotiation game mean issues in which one party cares more about some issues and the other party cares more about other issues. In this test we examined whether a higher score on the implicit negotiation beliefs scale meant a higher probability of agreeing upon the four integrative issues.

4.7.2.1 The manipulated group

Dependent variable: Integrative issues

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	0.007	0.937
Implicit Negotiation Beliefs – Pair	0.029	0.758

The result shows no empirical evidence for the hypothesis. The two independent variables, Implicit Negotiation Beliefs and Implicit Negotiation Beliefs - Pair have a very high significance level and are not significant on a 10% significance level.

4.7.2.1 The control group

In this test we examined whether a higher score on the naturally occurring implicit negotiation beliefs meant a higher probability of agreeing upon the four integrative issues.

Dependent variable: Integrative issues

Independent variable	Correlation	Significance level
Implicit Negotiation Beliefs	0.892	0.000*
Implicit Negotiation Beliefs – Pair	0.440	0.009*

Notes: * Denotes significance at a 10% level.

The result shows empirical evidence for the hypothesis. The two independent variables, Implicit Negotiation Beliefs and Implicit Negotiation Beliefs - Pair are significant on a 10% significance level.

H4A: Manipulated incremental theorists outperform entity theorists in compatible and integrative issues

Compatible issues: No empirical evidence

Distributive issues: No empirical evidence

H4B: Non-manipulated incremental theorists outperform entity theorists in compatible and integrative issues

Compatible issues: No empirical evidence

Distributive issues: Empirical evidence

5. Discussion and implications

Mindset in negotiations is an area of research that is relatively unexplored. Before the present study, no Swedish study has quantitatively examined the relationship between mindset and performance in negotiations. The purpose of this study was to further investigate the dependence between the two variables, with focus on high-school students.

5.1 Incremental vs. entity theorists

The main findings of the present study are that the manipulation of mindsets of adolescents seems to have a small impact on their negotiation performance. We correlated the manipulated persons with the negotiation outcome, expecting to find the manipulated incremental theorists outperforming the manipulated entity theorists. Though, we found no empirical evidence for this. On the other hand, the participants in the non-manipulated control group, where the students held a naturally occurring incremental mindset regarding negotiation performance, performed significantly better in the negotiations than the non-manipulated entity theorists. Our results appear somewhat inconsistent with the ones reported by Kray & Haselhuhn (2007). They found proof for both their hypotheses: that students who held a naturally incurring incremental theory perform better in negotiations and that students who were manipulated into incremental theorists performed better in the negotiations. This may seem odd considering the fact that our manipulation model also showed to have an effect on mindset. The article showed empirical evidence to have had an impact on the participant's belief about negotiation skills, because the manipulated incremental theorists rated their

negotiation ability to be more malleable. How is it then possible that our results differed from the findings of Kray and Haselhuhn?

A lot of researches challenge the hypothesis that it is possible to measure one's negotiations skills based on one negotiation occasion (Thompson, 1990). Since we only executed the negotiation experiment once per class, there are a lot of things that might have impacted the negotiation outcome; the participant's emotional state that day, the mood of his or her classmates, our mood as moderators, the interior design of the classroom, what time a day it was, etc. Recent work on specific individual factors in negotiations such as gender (e.g., Bowles, Babcock, & McGinn, 2005; Kray & Thompson, 2005), positive expectations (Ames, 2007; Sullivan, O'Connor, & Burris, 2006), and motivational styles (e.g., Carnevale & De Dreu, 2006) has also been found increasingly important. It is possible that implicit mindset had an impact in every area of the present study, even on the manipulated groups. However, other factors might in this case have played an even bigger role. Also, the fact that we only had three control questions after the manipulation, made it hard to tell if they really adopted the desired mindset. That said, the results of the study regarding implicit negotiation beliefs should be carefully considered when drawing conclusions.

Another difference from the earlier studies is the study group. Previous tests concerning mindsets in negotiations have only been performed on students in America. It is highly likely that the Swedish context is different than the American one. If the Swedish students are acting differently than the American students when facing a negotiation task this may affect the study results. Cultural differences can be an explanation of why people fail to reach a consensus in negotiations (Bazerman, 1983). The fact that our sample was high-school students may also have affected the results of the study, as they might be less experienced in the negotiating field. For example, many novice negotiators typically assume that the recruiter is more powerful than the candidate (Neale et. al). The fact that the majority of the participants were third-year high-school students, who probably knew each other quite well, may also have had an affect on the study. A possible improvement of the questionnaire could be to add the question "how well do you know your counterpart?". We tried to control the acquaintainship-factor by randomizing the dyads.

The most important difference of the present study compared with earlier studies is that there was a large overweight of incremental theorists in our study. There may be at least two

possible explanations for this:

1. Younger people have a more incremental point of view in general, and in this case we believe that our scale has been shifted, since only 20.73% of our participants had an initial entity mindset. Kray and Haselhuhn (2007) found that the article that advocated the incremental mindset was rated as significantly more useful than the entity article, implying that it had a larger power in affecting mindsets. In our study, the entity mindset of the manipulated participants may have had an affect when the students answered the implicit negotiation beliefs questions but forgotten once they started negotiating.
2. The second explanation is that the incremental point of view can be regarded as a more attractive one to embrace. At this age, students might want to have the same incremental view as they think that their peers would have.

In strategic games it is important to predict how others will behave, and make decisions based on that behavior. In our study the students who endorsed an implicit entity theory performed better in one of the strategic games. Their skills in the area of strategy might have compensated for their lack of incremental negotiation belief in the negotiation situation. Alternatively, since entity theorists are performance-oriented, they got confidence from their performance in the strategic test and brought this confidence to the negotiation table.

5.2 Achievement goals, response patterns and the dyadic relationship

Our belief was that the incremental dyads would perform better than the entity dyads because of their achievement goals and following response-patterns. We thought that the entity theorists would lose motivation when facing obstacles in terms of different preferences than the counterparts in the negotiation. To answer this we correlated the dyadic implicit score with the negotiation outcome. Though, we did not find empirical evidence for the hypothesis that if the joint incremental view is higher, both of the participants in the dyad were more likely to get a higher score in the negotiation.

Since the students who endorsed an initial entity view were few and that the entity article is not as powerful in affecting the students' mindset as the incremental article there were few

entity theorists performing the negotiation task and even fewer dyads consisting of two entity theorists. Considering that incremental theorists are more persistent in negotiation situations (Kray & Haselhuhn, 2007) we believe that their persistency and mastery-oriented response to challenge in the negotiation situation with a person with an entity mindset might have pushed the entity theorists into action in this dyads consisting of one entity theorist and one incremental theorist

We found that two parties who endorsed an incremental viewpoint were more likely to come to an agreement faster. It seems as by believing that the negotiation ability is malleable the parties are more orientated toward finding the core problem and solving it.

5.3 Distributive, Compatible and Integrative Issues

We wanted to see whether mindset could be an important factor when agreeing upon the compatible and integrative issue. We believed, that since entity theorists believe that a conflict almost always ends with a winner and a loser (Kray and Haselhuhn, 2007) and believe that cooperation is nearly impossible when the parties have different preferences we believed that they would be worse than the entity theorists in finding and agreeing upon the compatible and integrative issues, We tested both issues for the manipulated groups and the control group. The compatible issues were negatively correlated with the manipulated group, meaning that the entity theorists had been more successful in finding the compatible issues. The compatible issues were not statistically correlated with the control group. In the distributive issue, the manipulated group showed no significant correlation with the negotiation outcome but the control group did. The incremental theorists in the control group were revealed to be much better at agreeing upon the integrative issues. Kray and Haselhuhn (2007) found that the correlation between the dyadic-level implicit theories and integrativeness was statistically significant, the more negotiators collectively endorsed the belief that negotiation performance is a skill that can be developed, the more likely they were to construct a deal that addressed their underlying interest.

5.4 Limitations and critique

The sample in this study was not representative of the population of the adolescents in Sweden since we only studied 15-19 year old persons in wealthy parts of Stockholm. This can

be a weakness in the study from a generalization point of view (Malhotra 2010). However, many advocate using a homogeneous study group in experiments since there are clear advantages (Lynch 1982). For example, one can draw firm conclusions about the group that is examined and also, studying a homogenous group reduces the risk of other factors affecting the outcome of the study.

We did not have the same control of possible confounding factors that we would have had if the experiment had been done in a laboratory environment. We did though have pretty much control, considering that we conducted the study in a classroom setting under controlled forms. This meant that we could control the maximum amount of time to negotiate and information they could reveal to each other. However, the experimental environment may have caused the participants to act differently than they would have done in real life. In negotiations where much is at stake and their performance in negotiations can lead to real consequences they might be more involved and focused.

Another important thing to consider is how “success” in negotiations is defined. Due to limit of time and scope of the bachelor thesis, we chose to view success as getting as much points as possible in the negotiation task. However, in some areas or situations in life it might be preferable to maintain a good relationship with the other negotiation party and not focus on getting as much as possible out of the negotiation pie. Another possible approach would be examining how well the negotiation strengthened the relationship between the two counterparts or how “fair” they were in terms of dividing the total amount of the bargaining pie. Typically, it is important for both parties to feel content after a negotiation and that they both feel that they got something good out of it.

Our study differed in some aspects compared to earlier studies. We constructed our own mindset model where we had a strategic test before the manipulation, and mixed the questions from different studies. It might be possible that our model made the participants act and think differently than if we had used the exact same models as the other researchers. The fact that we tested the participants’ strategic skills before the manipulation might have shown in the results as well, since the participants are prepared to think strategically.

5.5 Conclusions

- A higher score on the naturally occurring implicit negotiation beliefs scale predicts a higher negotiation outcome
- Although a manipulation has changes a person's implicit beliefs, this effect do not seem as sustainable as a naturally occurring implicit negotiation belief
- There are no empirical evidence that a dyad consisting of two incremental theorists perform better than a dyad consisting of two entity theorists

5.6 Suggestions for further research

Our theoretical framework serves to answer our purpose of the thesis, however we believe that further research should be made in the study of naturally occurring implicit negotiation beliefs versus manipulated implicit negotiation beliefs. It would be interesting to explore more in how effectual reading an article about negotiation beliefs is. Are there any other short experiments, like the one in the present study, that have a more sustainable and distinct effect in manipulating a persons' mindset?

Another thing that would be interesting to study is other measurement of negotiations skills than getting as much as possible out of the bargaining pie, for example who are best in dividing the bargaining pie equally or managing to keep both parties content. What possible effect does these other skills entail?

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Appendix 1

Vad tycker du?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med din åsikt.

<p>1. I vilken utsträckning kan dina personliga karaktärsdrag förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>2. I vilken utsträckning kan dina värden och åsikter förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>3. I vilken utsträckning kan dina handlingar och ditt beteende förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>4. I vilken utsträckning kan handlingarna och beteendet hos människorna i din omgivning förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>5. I vilken utsträckning kan värdena och åsikterna hos människorna i din omgivning förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>6. I vilken utsträckning kan de personliga karaktärsdragen hos människorna i din omgivning förändras över tiden?</p> <p><i>Inte alls</i> 1. 2. 3. 4. 5. <i>Extremt mycket</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>
<p>7. Alla är en viss typ av person, och det finns inte mycket de kan göra för att verkligen ändra på det.</p> <p><i>Stämmer inte alls</i> 1. 2. 3. 4. 5. <i>Stämmer verkligen</i></p> <p style="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </p>

<p>8. Människor kan göra saker olika, men de viktigaste delarna av vilka de är kan inte riktigt ändras.</p> <p><i>Stämmer inte alls</i> <i>Stämmer verkligen</i></p> <p>1. <input type="radio"/> 2. <input type="radio"/> 3. <input type="radio"/> 4. <input type="radio"/> 5. <input type="radio"/> 6. <input type="radio"/></p>					
<p>9. Den typ av person någon är, är grundläggande för dem och kan inte ändras särskilt mycket.</p> <p><i>Stämmer inte alls</i> <i>Stämmer verkligen</i></p> <p>1. <input type="radio"/> 2. <input type="radio"/> 3. <input type="radio"/> 4. <input type="radio"/> 5. <input type="radio"/> 6. <input type="radio"/></p>					
<p>10. Om sannolikheten är stor för att misslyckas i en situation drar jag mig oftast ur den.</p> <p><i>Stämmer inte alls</i> <i>Stämmer verkligen</i></p> <p>1. <input type="radio"/> 2. <input type="radio"/> 3. <input type="radio"/> 4. <input type="radio"/> 5. <input type="radio"/> 6. <input type="radio"/></p>					
<p>11. Jag föredrar situationer där jag visa min förmåga och inte riskerar att göra bort mig</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>			<p>Jag föredrar situationer där jag kan skaffa erfarenhet, även fast jag kanske råkar göra bort mig</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/></p>		
<p>12. Hårt arbete leder till framgång</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>			<p>Hårt arbete signalerar brist på förmåga</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/></p>		
<p>13. Jag blir osäker när jag möter kritik</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>			<p>Jag påverkas inte negativt av kritik</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/></p>		

Appendix II

Valsituation

Biosalongen

Du och de andra deltagarna ska gå på en teaterföreställning och väntar på att få gå in i salongen. Organisatörerna förklarar nu följande för er alla. Ljudet i salongen varierar beroende på var i salongen i förhållande till övriga besökare som man sitter. Allra bäst kommer ljudet att vara om man sitter på platsen som är 1 rad framför genomsnittet av besökarna vid tillfället. Den optimala raden är alltså en rad framför den rad som besökarna i genomsnitt sätter sig på.

Denna kväll har organisatörerna ordnat en tävling där man kommer att utse den person som sätter sig mest optimalt, det vill säga där ljudet är som allra bäst.

Samtliga deltagare har samma information som du, och alla vet att alla andra har samma information.

Vilken rad väljer du att sätta dig på för att vinna denna tävling (1-9):

[SCENEN]	Rad
<input type="text"/>	1
<input type="text"/>	2
<input type="text"/>	3
<input type="text"/>	4
<input type="text"/>	5
<input type="text"/>	6
<input type="text"/>	7
<input type="text"/>	8
<input type="text"/>	9

[BORT FRÅN SCENEN]

Nummerleken

Du och de andra deltagarna ska delta i en och samma valsituation. Ni ska alla välja ett tal, vilket ni vill, mellan 0 och 100. Vinnaren i denna tävling utses på följande sätt. Experimentledaren kommer att räkna ut genomsnittet av alla de tal som deltagarna väljer. Vinnaren är den person vars tal är hälften så stort som det uträknade genomsnittet. Det vill säga vinnaren är den person som lämnat in ett tal som är hälften så stort som det uträknade genomsnittet av alla inlämnade siffror.

Samtliga deltagare har samma information som du, och alla vet att alla andra har samma information.

Vad väljer du för tal för att vinna tävlingen? _____

Frågor efter valsituationerna

Jag ansträngde mig för att ha chansen att vinna "Biosalongen"

Stämmer inte alls

1.

2.

3.

4.

5.

Stämmer verkligen

6.

Jag ansträngde mig för att ha chansen att vinna "Nummerleken"

Stämmer inte alls

1.

2.

3.

4.

5.

Stämmer verkligen

6.

Appendix IV

Förhandlingsförmågan är föränderlig och kan utvecklas

Förhandlingar är av personlig betydelse för högskolestuderande när de en dag blir intervjuade för ett jobb. De flesta människor tänker på förhandlingar som någonting som bara sker inom affärsvärlden medan det i själva verket är något som sker under många vardagliga aktiviteter. Förhandlingsskicklighet är en viktig färdighet som sträcker sig långt utanför affärsvärlden till olika former av sociala samspel. Exempelvis kan två vänner som tycker helt olika om mat och film förhandla innan de bestämmer sig för att äta middag och gå på bio en fredagskväll. Eftersom det finns så många tillfällen där konflikter kan uppstå, är förståelsen för hur en skicklig förhandling går till en kunskap för livet.

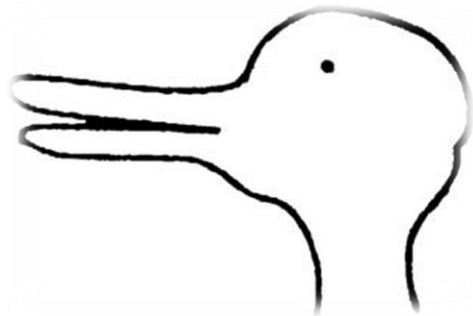
Eftersom förhandlingar är en så viktig del av det dagliga livet, är det kanske inte så förvånande att det har gjorts en hel del forskning och undersökning för att identifiera nyckelfaktorer för förmågan att förhandla. Förr trodde man att förhandlingsförmågan var en färdighet som vissa människor föddes med och andra inte, men nu tror experter inom området att det är en dynamisk förmåga som kan förfinas och utvecklas under livet.

I en nyligen gjord rapport (Smith & Wilson, 2001) summeras ett stort antal studier i detta ämne som gjorts i långitudinella observationsstudier. Där fastställdes att den största delen av förhandlingsförmågan hos en person beror på miljöfaktorer som kan förändras över tid. Exempelvis fastställdes att bemödande, möjligheter och utbildning avgör upp till 88 % av vad en person kan prestera vid förhandlingar. Omkring 10 % av förhandlingsförmågan förefaller vara påverkad av informella samspel mellan familjen, vänner och kollegor.

Detta innebär att endast omkring 2 % av en persons förhandlingsförmåga kunde hänföras till bestående personliga egenskaper.

Denna uppfattning stämmer också överens med en presentation som hölls i juli 2002 vid International Negotiation Research Forum (INRF) i Washington D.C. av

Dr. Terry Batter, en professor från Harvard Business School som specialiserat sig på forskning kring förhandling. I sitt anförande hävdade Dr. Batter att "ingen persons förhandlingsegenskaper är så låsta att de inte kan förändras. Men en del personer kanske måste anstränga sig mer och öka sin beslutsamhet för att åstadkomma en förändring." Han rapporterade om ett stort antal långitudinella observationsstudier som visar att människan kan mogna och förändra sin förhandlingsförmåga. Han rapporterade även om forskningsresultat som visar att människans förhandlingsförmåga kan förändras även fram mot sjuttioårsåldern. Ett exempel är en nyligen gjort studie av äldre beslutsfattare från stora globala bolag som har deltagit i en intensiv förhandlingsutbildning. Där förbättrade 95 % sin förmåga att förhandla fram ett betydande antal avtal under tvåårsperioden som följde efter utbildningen. Omfattande belägg indikerar att det sätt som en person närmar sig konfliktsituationer är möjligt att förändra.



Förhandlingsförmågan är som ett gips, ganska stabilt över tiden

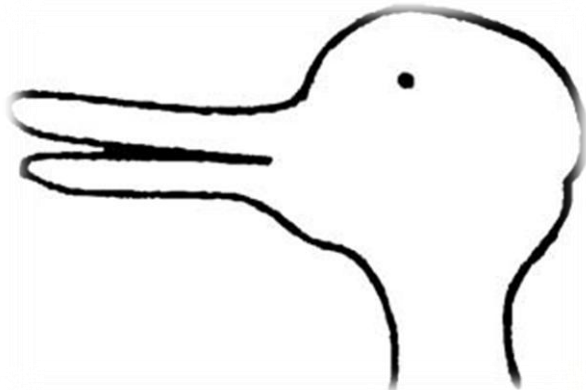
Förhandlingar är av personlig betydelse för högskolestuderande när de en dag blir intervjuade för ett jobb. De flesta människor tänker på förhandlingar som någonting som bara sker inom affärsvärlden medan det i själva verket är något som sker under många vardagliga aktiviteter. Förhandlingsskicklighet är en viktig färdighet som sträcker sig långt utanför affärsvärlden till olika former av sociala samspel. Exempelvis kan två vänner som tycker helt olika om mat och film förhandla innan de bestämmer sig för att äta middag och gå på bio en fredagskväll. Eftersom det finns så många tillfällen där konflikter kan uppstå, är förståelsen för hur en skicklig förhandling går till en kunskap för livet.

Eftersom förhandlingar är en så viktig del av det dagliga livet, är det kanske inte så förvånande att det har gjorts en hel del forskning och undersökning för att identifiera nyckelfaktorer för förmågan att förhandla. Emedan man förr trodde att förhandlingsförmågan var ett antal möjligheter, vilka var och en kunde utvecklas, tror experterna inom området numera att människor äger en begränsad uppsättning ganska låsta förhandlingsförmågor.

I en nyligen gjord rapport (Smith & Wilson, 2001) summeras ett stort antal studier i detta ämne som gjorts i långitudinella observationsstudier. Där fastställdes att den största delen av förhandlingsförmågan hos en person beror på personliga faktorer som inte förändras under personens livstid. Exempelvis visade det sig att intelligens, egen motivering och typen av konflikt utgjorde upp till 88 % av vad en person kan prestera vid förhandlingar. Omkring 10 % av förhandlingsförmågan förefaller att avgöras redan under tidigt inlärd interaktionsmönster inom familjen.

Detta innebär att förhandlingsförmågan kan ökas eller minskas med endast omkring 2 % under större delen av en persons vuxna liv.

Denna uppfattning stämmer också överens med en presentation som hölls i juli 2002 vid International Negotiation Research Forum (INRF) i Washington D.C. av Dr. Terry Batter, en professor från Harvard Business School som specialiserat sig på forskning kring förhandling. I sitt anförande hävdade Dr. Batter att "för de flesta av oss har vår förhandlingsförmåga redan kring tioårsåldern stelnat som ett gips och kan inte längre förändras." Han rapporterade om ett stort antal långitudinella observationsstudier som visar att människor "får mer erfarenhet och utvecklar förhandlingsförmågan men detta sker med utgångspunkt från de bestående anlagen." Ett exempel är en nyligen gjord studie av äldre beslutsfattare från stora globala bolag som har deltagit i en intensiv förhandlingsutbildning. Där visade det sig att 95 % inte förbättrade sin förmåga att förhandla fram ett betydande antal avtal under tvåårsperioden som följde efter utbildningen. Omfattande belägg indikerar att det sätt som en person närmar sig konfliktsituationer inte är möjligt att förändra.



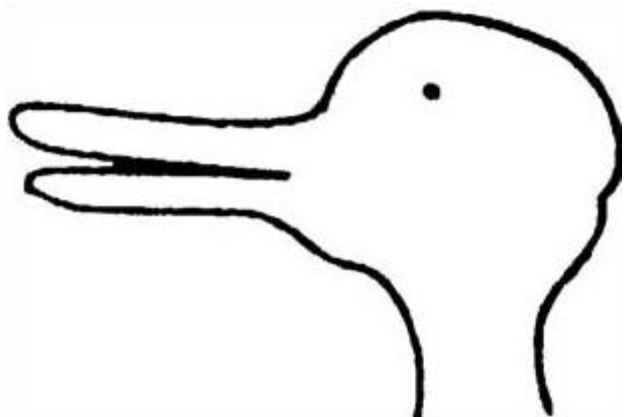
Morrhår ger sälar ett sjätte sinne

Sälar kan varken se, lukta eller höra särskilt bra under vatten – därför har det länge varit ett mysterium hur de kan hitta de snabbsimmande fiskar, bläckfiskar och räkor som de lever på. Nu har emellertid ett tyskt forskarlag upptäckt att sälars morrhår är så känsliga att de kan upptäcka en fisks rörelser i vattnet upp till 180 meter bort. Morrhåren uppfattar de så kallade hydrodynamiska spår som en simmande fisk lämnar efter sig i vattnet.

Sälar navigerar med smaklöckarna

Knubbsälen kan utan problem simma fyra mil ut till havs och dyka 200 meter efter föda. Det har länge varit en gåta för forskarna, hur sälarna kan navigera på så långa resor – de har nämligen ingen naturlig ekolokalisering på samma sätt som delfiner. Nu ser det emellertid ut som om man har hittat svaret.

I ett försök täckte man för öronen och ögonen på sälarna. Under försöket upptäckte forskarna att sälarna var oerhört känsliga för havsvattnets saltinnehåll. De kunde till exempel känna skillnad på en lösning med 30 promille salt och en annan med 31 promille. Knubbsälen har därför världsrekord i känsliga smaklökar bland däggdjuren – och forskarna anser att det även gör att sälarna kan orientera sig. Havsvattnets salthalt minskar nämligen i regel, när man närmar sig kusten, och det betyder att en säl kan ta reda på hur långt den är från land, genom att helt enkelt smaka på vattnet.



Appendix V

Bilaga 5

Vad minns du av artikeln?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med innehållet i den artikel du precis har läst.

1. En människas hjärnkapacitet är inte begränsad.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
2. Alla personer kan förändra sina mest grundläggande förhandlingsegenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
3. En människas hjärna förändras under individens livstid men denna förändring följer ett bestämt mönster.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
4. Den typ av förhandlare som en person är, är mycket grundläggande och kan inte ändras nämnvärt.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
5. Bra förhandlare är födda med dessa egenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
6. Bilden längst ned på artikeln föreställde en:	Kanin <input type="checkbox"/>	Anka <input type="checkbox"/>
7. Personer kan göra saker på olika sätt men den viktiga delen som avser hantering av konflikter går inte att förändra.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
8. Man föds inte som en viss typ av förhandlare utan det finns mycket man kan göra för att förändra det.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
9. Var och en, oavsett vilka de är, kan på ett avgörande sätt ändra sina grundläggande förhandlingsegenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>

Vad tycker du stämmer bäst?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med din uppfattning.

1. Om parterna har motstridiga uppfattningar är samarbete nästintill omöjligt					
<i>Stämmer inte alls</i>			<i>Stämmer verkligen</i>		
1. <input type="radio"/>	2. <input type="radio"/>	3. <input type="radio"/>	4. <input type="radio"/>	5. <input type="radio"/>	6. <input type="radio"/>
2. Konflikter avslutas nästan alltid med en vinnare och en förlorare					
<i>Stämmer inte alls</i>			<i>Stämmer verkligen</i>		
1. <input type="radio"/>	2. <input type="radio"/>	3. <input type="radio"/>	4. <input type="radio"/>	5. <input type="radio"/>	6. <input type="radio"/>
3. Egennyttan är drivkraften bakom framgång vid förhandlingar					
<i>Stämmer inte alls</i>			<i>Stämmer verkligen</i>		
1. <input type="radio"/>	2. <input type="radio"/>	3. <input type="radio"/>	4. <input type="radio"/>	5. <input type="radio"/>	6. <input type="radio"/>

Vad stämmer bäst?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med din åsikt.

En människas hjärnkapacitet är inte begränsad.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Alla personer kan förändra sina mest grundläggande förhandlingsegenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
En människas hjärna förändras under individens livstid men denna förändring följer ett bestämt mönster.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Den typ av förhandlare som en person är, är mycket grundläggande och kan inte ändras nämnvärt.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Bra förhandlare är födda med dessa egenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Bilden längst ned på artikeln föreställde en:	Kanin <input type="checkbox"/>	Anka <input type="checkbox"/>
Personer kan göra saker på olika sätt men den viktiga delen som avser hantering av konflikter går inte att förändra.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Man föds inte som en viss typ av förhandlare utan det finns mycket man kan göra för att förändra det.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>
Var och en, oavsett vilka de är, kan på ett avgörande sätt ändra sina grundläggande förhandlingsegenskaper.	Sant <input type="checkbox"/>	Falskt <input type="checkbox"/>

Vad tycker du stämmer bäst?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med din åsikt.

Om parterna har motstridiga uppfattningar är samarbete nästintill omöjligt						
<i>Stämmer inte alls</i>					<i>Stämmer verkligen</i>	
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Konflikter avslutas nästan alltid med en vinnare och en förlorare						
<i>Stämmer inte alls</i>					<i>Stämmer verkligen</i>	
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Vilken typ av uppgift skulle du helst välja?						
En där jag kan prestera och visa min förmåga					En där jag har möjlighet att lära mig nya saker	
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Egennyttan är drivkraften bakom framgång vid förhandlingar						
<i>Stämmer inte alls</i>					<i>Stämmer verkligen</i>	
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix VI

Roll: Arbetsgivare

Detta är en förhandling mellan en arbetsgivare och en arbetssökande. Din roll är att vara arbetsgivaren. Förhandlingen kommer att beröra åtta frågor:

- Bonus
- Företagsdivision
- Semesterlängd
- Arbetets startdatum
- Flyttkostnader
- Försäkringsomfattning
- Lön
- Geografisk placering

Ditt mål som arbetsgivare är att nå en överenskommelse med den arbetssökande som är så bra som möjligt för dig. Ju fler poäng du får, desto bättre. Vilka uppgörelser som är bäst för dig framgår på nästa sidas poängöversikt, Arbetsgivarens Poängfördelning.

De åtta frågorna redovisas separat. Det finns fem olika utfall för var och en av de åtta frågorna. Text kan lönen variera mellan 720 TKR och 800 TKR. Notera antalet poäng som du får för varje typ av uppgörelse. Som förhandlare är du fri att komma överens om vilket du vill av de fem alternativen för var och en av de åtta frågorna. Det finns alltså ett stort antal möjliga utfall.

Du bör notera att frågorna är olika viktiga för dig. Detta framgår av antalet poäng som du kan få eller förlora. Du har 5 minuter på dig att läsa in dig på din information och har därefter 20 minuter på dig att nå en överenskommelse om samtliga åtta frågor. För att avtalet skall vara bindande krävs att uppgörelsen med den arbetssökande gäller alla åtta frågor.

OBS! Du får aldrig berätta för den andra personen hur många poäng du får. Du får heller inte låta den andra personen se din poängtabell. Denna information är endast för dig.

Bekanta dig med din poängtabell. Gör gärna anteckningar på den ifall du vill. Det högsta antalet poäng som du kan få är 6600 och det lägsta antalet poäng du kan få är minus 4200. Dessa totalpoäng får man fram om man lägger ihop det högsta (respektive lägsta) antalet poäng du kan få på var och en av frågorna (enligt nedan).

Poängöversikt

	Lägsta	Högsta
Bonus	0	800
Division	-1200	0
Semesterlängd	0	2000
Startdatum	0	1200
Flyttkostnadstäckning	0	400
Försäkringsomfattning	0	1600
Lön	-3000	0
Geografisk placering	0	600
Total	-4200	6600

Låt inte den andra personen se din poängtabell.

Arbetsgivarens poängfördelning

Fråga	Alternativ	Poäng
Bonus	20%	0
	16%	200
	12%	400
	8%	600
	4%	800
Division	Alfa	-1200
	Beta	-900
	Gamma	-600
	Delta	-300
	Ypsilon	0
Semesterlängd	45 dagar	0
	40 dagar	500
	35 dagar	1000
	30 dagar	1500
	25 dagar	2000
Startdatum	1 aug	0
	15 aug	300
	1 september	600
	15 september	900
	1 oktober	1200
Flyttkostnader	100%	0
	90%	100
	80%	200
	70%	300
	60%	400
Försäkringskostnader	Plan i	0
	Plan ii	400
	Plan iii	800
	Plan iv	1200
	Plan v	1600
Lön	800 TKR	-3000
	780 TKR	-2250
	760 TKR	-1500
	740 TKR	-750
	720 TKR	0
Geografisk placering	London	0
	New York	150
	Los Angeles	300
	Sydney	450
	Melbourne	600

Den andra personen får inte se din poängtabell!

KONTRAKT

Ringa in villkoren i er överenskommelse.

Vi har kommit överens om följande villkor:

Bonus:	20	16	12	8	4
Division (enhet):	Alfa	Beta	Gamma	Delta	Ypsilon
Semesterlängd:	45	40	35	30	25 (dagar)
Startdatum:	1 aug	15 aug	1 sept	15 sept	1 okt (datum)
Flyttkostnader:	100	90	80	70	60 (%)
Försäkringskostnader:	i	ii	iii	iv	v
Lön:	800	780	760	740	720 (TKR)
Geografisk placering:	London	NYC	Los Angeles	Sydney	Melbourne

Roll: Arbetsökande

Detta är en förhandling mellan en arbetsgivare och en arbetsökande. Din roll är att vara den arbetsökande. Förhandlingen kommer att beröra åtta frågor:

- Bonus
- Företagsdivision
- Semesterlängd
- Arbetets startdatum
- Flyttkostnader
- Försäkring
- Lön
- Geografisk placering

Ditt mål som arbetsökande är att nå en överenskommelse med arbetsgivaren som är så bra som möjligt för dig. Ju fler poäng du får, desto bättre. Vilka uppgörelser som är bäst för dig framgår på nästa sidas poängöversikt, Arbetsökandes Poängfördelning.

De åtta frågorna redovisas separat. Det finns fem olika utfall för var och en av de åtta frågorna. Tex kan lönen variera mellan 720 TKR och 800 TKR. Notera antalet poäng som du får för varje typ av uppgörelse. Som förhandlare är du fri att komma överens om vilket du vill av de fem alternativen för var och en av de åtta frågorna. Det finns alltså ett stort antal möjliga utfall.

Du bör notera att frågorna är olika viktiga för dig. Detta framgår av antalet poäng som du kan få eller förlora. Du har 5 minuter på dig att läsa in dig på din information och har därefter 20 minuter på dig att nå en överenskommelse om samtliga åtta frågor. För att avtalet skall vara bindande krävs att uppgörelsen med arbetsgivaren gäller alla åtta frågor.

OBS! Du får aldrig berätta för den andra personen hur många poäng du får. Du får heller inte låta den andra personen se din poängtabell. Denna information är endast för dig.

Bekanta dig med din poängtabell. Gör gärna anteckningar på den ifall du vill. Det högsta antalet poäng som du kan få är 6600 och det lägsta antalet poäng du kan få är minus 4200. Dessa totalpoäng får man fram om man lägger ihop det högsta (respektive lägsta) antalet poäng du kan få på var och en av frågorna (enligt nedan).

Poängöversikt

	Lägsta	Högsta
Bonus	0	2000
Division	-1200	0
Semesterlängd	0	800
Startdatum	0	1200
Flyttkostnadstäckning	0	1600
Försäkringsomfattning	0	400
Lön	-3000	0
Geografisk placering	0	600
Total	-4200	6600

Låt inte den andra personen se din poängtabell.

Arbetssökandes poängfördelning

Fråga	Alternativ	Poäng
Bonus	20%	2000
	16%	1500
	12%	1000
	8%	500
	4%	0
Division	Ypsilon	0
	Delta	-300
	Gamma	-600
	Beta	-900
	Alfa	-1200
Semesterlängd	45 dagar	800
	40 dagar	600
	35 dagar	400
	30 dagar	200
	25 dagar	0
Startdatum	1 aug	1200
	15 aug	900
	1 september	600
	15 september	300
	1 oktober	0
Flyttkostnader	100%	1600
	90%	1200
	80%	800
	70%	400
	60%	0
Försäkringskostnader	Plan i	400
	Plan ii	300
	Plan iii	200
	Plan iv	100
	Plan v	0
Lön	800 TKR	0
	780 TKR	-750
	760 TKR	-1500
	740 TKR	-2250
	720 TKR	-3000
Geografisk placering	Melbourne	600
	Sydney	450
	Los Angeles	300
	New York City	150
	London	0

Den andra personen får inte se din poängtabell!

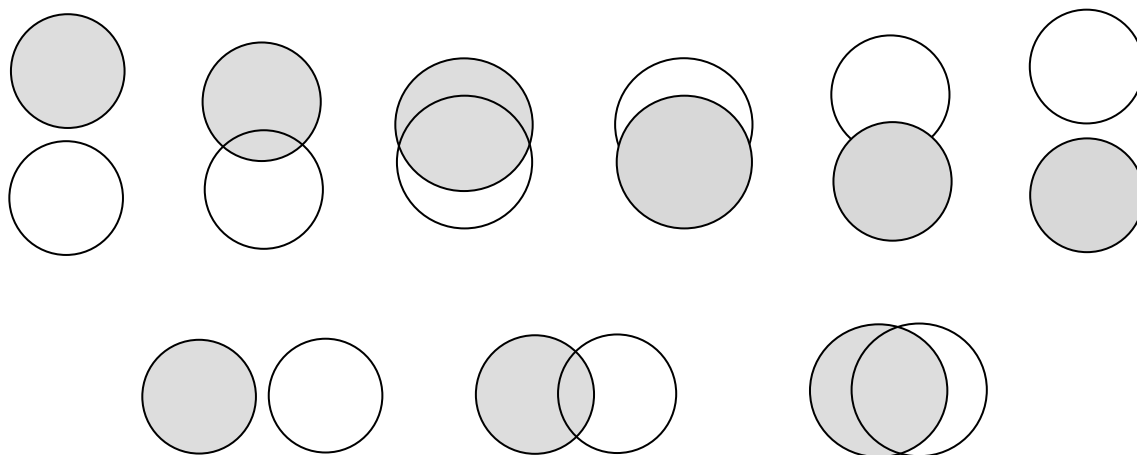
Appendix VII

Hur gick förhandlingen?

Uppgift: Kryssa i det svarsalternativ som bäst överensstämmer med påståendena nedan.

1. Min motpart hade övertaget under förhandlingen						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Jag hade övertaget under förhandlingen						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Det var svårt att komma överens när vi hade olika åsikter						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Jag kom med kreativa lösningar						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Min motpart kom med kreativa lösningar						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. För mig var det viktigaste att vinna						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Jag var inte alltid helt ärlig						
<i>Stämmer inte alls</i>						<i>Stämmer verkligen</i>
1.	2.	3.	4.	5.	6.	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

9. Ringa in det par av cirklar som bäst beskriver din relation till din förhandlingspart.



10. Jag är: Kvinna Man

11. Mitt genomsnittsbetyg är:

IG IG/G G G/VG VG VG/MVG MVG