

The Effect of an Empowered Mindset on
Social Anxiety in Negotiations

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Abstract

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Socially anxious individuals both struggle to progress in the workplace, and do not benefit from "power" (over others) interventions (as those with low levels of social anxiety do). This research attempted to develop an alternate, empowerment-based intervention that can reinforce the self-advocacy behaviour of those high on social anxiety (SA). An experimental design was used in this study. Participants ($n=112$) were placed into dyads to complete a negotiation task. Prior to the negotiation, dyads were primed with a randomly assigned empowerment, power, or neutral essay-writing prime. As expected, the results demonstrated that for individuals with higher SA, a power mindset decreased self-advocating behaviour. An empowerment mindset only helped to decrease avoiding behaviours for higher SA individuals. Overall, the power mindset was helpful for lower SA individuals. The findings demonstrated that a stronger empowerment prime may be needed for those with higher SA.

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The Effect of an Empowered Mindset on Social Anxiety in Negotiations

Negotiation is a large part of being an employee at a workplace. Employees have opportunities to take part in negotiations regarding salary, working hours, vacation time, benefits, and teamwork. Thus, having the skills to negotiate well is needed for success in a job (Hunter, 1986). Research demonstrates that individual differences explain objective negotiation performance (Elfenbein, Curham, Eisenkraft, Shirako, & Baccaro, 2008). For example, dispositional social anxiety impacts negotiation performance negatively (Brooks & Schweitzer, 2011; Gilin Oore & Stewart, 2017; Maner, Gailliot, Menzel, & Kunstman, 2012). In order to mitigate the negative effect of dispositional social anxiety on negotiation performance, research has used power primes (feeling power over others) and empowerment primes (feeling power over self; Gilin Oore & Stewart, 2017). What Gilin Oore and Stewart (2017) found was that empowerment and power primes operate differently for those with lower and higher levels of dispositional social anxiety. Empowerment primes compared to power primes assisted those with higher levels of dispositional social anxiety to be more positive and have higher perceptions of rewards which led to their increased risk-taking intentions (Gilin Oore & Stewart, 2017). However, the past research is preliminary, as it focused on risk-taking intentions in negotiations and social situations rather than behaviors. Specifically, individuals were asked about their willingness to take risks and self-advocate in negotiation or social situations if they were given the opportunity to participate in those situations. Since the prior research solely focused on intentions rather than behaviours, a conclusion cannot be made regarding if individuals would actually take risks and self-advocate when placed

into a real negotiation or social situation. Moreover, the findings have been somewhat inconsistent across studies (Maner et al., 2012; Gilin Oore & Stewart, 2017). Therefore, the purpose of this thesis research was to examine how power and empowerment primes improve actual negotiation performance for those with higher and lower levels of dispositional social anxiety.

Social Anxiety

Individuals with social anxiety disorder are afraid of and avoid the scrutiny of others. They are concerned that they will say or do something that would embarrass themselves. Therefore, they either avoid social encounters or take part in them with extreme discomfort (Stein & Stein, 2008). There is a difference between having a disposition for social anxiety and having a social anxiety disorder, however. Although many people may experience symptoms of social anxiety, such as fearing the scrutiny of others, this does not necessarily indicate a full-blown social anxiety disorder. Social anxiety exists on a spectrum from having no social anxiety symptoms to having increasing severity of social anxiety symptoms until the symptoms reach a level of having a social anxiety disorder (Merikangas, Avenevoli, Acharyya, Zhang, & Angst, 2002). When a person has a disorder, they experience cognitive, emotional, and/or behavioural dysfunctions, feel distressed, cannot perform their expected roles, and have atypical responses relative to cultural norms (Barlow, Durand, Stewart, & Lalumière, 2014). The *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5; 5th ed.; DSM-5; American Psychiatric Association, 2013) also includes that social anxiety symptoms must be persistent for a minimum of six months to qualify for a social anxiety disorder

diagnosis. The prevalence of social anxiety disorder for a 12-month period is 7.1% and for a lifetime is 12.1% with a slightly higher prevalence of social anxiety disorder in females (Kessler, Chiu, Demler, & Walter, 2005; Ruscio et al., 2008). In addition, social anxiety disorder is among the top 10 most impairing chronic disorders in terms of outcomes such as the amount of days of work lost due to the disorder (Alonso et al., 2004). Those with social anxiety disorder also report that their anxiety impairs their work productivity (Merikangas et al., 2002). In the present study, evidence was gathered from several lines of research that are relevant to anxiety. There is literature that focuses on individuals with low trait dominance, general dispositional anxiety, and state anxiety. These different conceptualizations of anxiety were used to inform the present study and are discussed throughout. Thus, as stated above, individuals may experience symptoms of social anxiety without experiencing a full-blown social anxiety disorder. The symptoms of social anxiety still to some degree impact how a person performs at work, regardless of whether it is classified as a disorder or not (Merikangas et al., 2002). Therefore, the present study will focus on dispositional social anxiety in which the focus is on social anxiety symptoms rather than social anxiety disorder.

Social Anxiety and Negotiation

Negotiation in the workplace is an anxiety-provoking situation due to the potential for undesirable outcomes (Brooks & Schweitzer, 2011). Therefore, negotiations at work present a situation where social anxiety can impair performance. Those who have manipulated levels of state anxiety (by watching a scary video clip) in a negotiation earn less, make lower first offers, respond more quickly, set lower expectations, and exit the

negotiation situation sooner (Brooks & Schweitzer, 2011). Those with dispositional social anxiety also demonstrate difficulties in negotiation performance. They report trying to avoid social and evaluative situations which increases their situational fear of negative evaluation and reduces their task engagement. Therefore, those with higher levels of dispositional social anxiety are more distracted and focused on their fears rather than focused on the present negotiation. This negatively impacts their negotiation performance (Gilin Oore & Stewart, 2017). Because social anxiety is reported to impact workplace productivity (Merikangas et al., 2002), and negotiations are anxiety provoking situations (Brooks & Schweitzer, 2011), it is important to understand how dispositional social anxiety operates in a negotiation situation and how it can be improved.

Behavioural Activation and Inhibition Systems and Power

As summarized above, social anxiety exists on a spectrum from individuals who have no social fear to individuals who have social anxiety disorder (Merikangas et al., 2002). Social anxiety has also demonstrated relationships to the behavioural inhibition system and the behavioural activation system (Anderson & Berdahl, 2002). These systems are related to threats and rewards, respectively (DePue, Endler, & Van Heck, 1995; Fowles, 1980; Newman, 1997; Sutton & Davidson, 1997). The behavioral activation system regulates the behaviors that are related to pursuit of rewards, for example, food, achievement, sex, safety, and social attachment. The presence of these rewards helps a person to pursue and achieve goals, through approach-related behaviours, that are associated with these kinds of rewards. The behavioral inhibition system is activated by threats or potential punishments. Therefore, this system responds with

anxiety, heightened vigilance for threats in the environment, avoidance, and response inhibition (Gray, 1982, 1987, 1991; Higgins, 1997, 1998). Each of these motivational systems tends to be more prominent for some people depending on individual differences. For example, individuals with power and trait dominance tend to have a prominent behavioural activation system (Anderson & Berdahl, 2002; Carver & White, 1994, Gray, 1982, 1987, 1991; Higgins, 1997, 1998). The behavioural inhibition system and behavioural activation system both guide behavioural, emotional, and cognitive processes. Those with high levels of trait dominance or power express their opinions honestly, experience positive mood, have greater access to material resources (financial and physical comforts) and social resources (higher esteem, praise, and positive attention) which can be seen as similar to the signs and behaviours of an active approach orientation (French & Raven, 1959; Operario & Fiske, 2001; Savin Williams, 1979; Winter & Steward, 1978). When people have low power or lower trait dominance they may experience more social and material threats because they are in competition against those with higher power, thus activating their behavioural inhibition system (Chance, 1967; Fiske 1993; Hall & Halberstadt, 1997; Steele & Aronson, 1995; Whitney & Smith, 1993). Therefore, increasing power has been studied as a way to help those with dispositional social anxiety activate their behavioural activation systems to assist with aversive situations.

Power and Anxiety

The behavioural activation system is advantageous compared to the behavioural inhibition system in situations that require approach-related behaviour to succeed. Many

behaviours that are motivated by the behavioural activation system are approach-oriented and involve a degree of risk. When a person is granted or feels a sense of power, they engage in approach behaviours that are motivated by the behavioural activation system and experience the associated rewards. However, individuals higher in dispositional anxiety are less likely to take risks and enter social situations (Maner et al., 2007; Maner & Schmidt, 2006; Stöber, 1997). Therefore, anxiety may reduce a person's ability to use and display approach-oriented behaviours (Maner et al., 2012). In addition, individuals with social anxiety are concerned about their social skills. Thus, they may see themselves as less dominant and having a lack of control in social situations (e.g., Barkow, 1975; Öhman, 1986; Maddux, Norton, & Leary, 1988). As such, individuals with high levels of behavioral inhibition system activity will inhibit their behaviour and stay away from dominant roles so as to avoid the threats that accompany dominant roles and behaviour (Öhman, 1986).

Priming individuals with a power mindset has been studied to examine how power affects those with higher and lower levels of dispositional anxiety in experiencing the rewards that accompany a feeling of power (Maner et al., 2007). In prior research, feeling power was helpful for those with lower trait anxiety such that when they were exposed to a power prime (e.g., writing a short essay about a time when feelings of power were experienced), they had increased feelings of power, increased risk seeking intentions, and increased perceptions of rewards (Maner et al., 2012). However, for those higher in anxiety, feelings of power, risk seeking intentions, and perceptions of rewards did not increase (or decrease) when they were exposed to a power prime (Maner et al., 2012).

This finding suggests that dispositional anxiety blocks the effects that power has on the behavioural activation system. In sum, individuals with higher levels of dispositional anxiety do not seem to respond positively to power interventions. This is an important finding to comprehend so as to develop other interventions that could enable individuals to override their social anxiety. Therefore, in order to further understand this finding, an investigation into the mechanisms of how those with dispositional social anxiety respond to different mindset primes needs to be undertaken.

Empowerment and Anxiety

As an alternative to a power prime, an empowerment prime has demonstrated different effects on risk-taking intentions (Gilin Oore & Stewart, 2017). The construct of empowerment refers to an internal motivational process that means “to enable” (Conger & Kanungo, 1988). Enabling implies that an individual creates conditions that increase their motivation to complete a task in order to enhance their personal efficacy. Thus, empowerment is similar to general self-efficacy (Bandura, 1986) and involves an expectancy that one’s increased motivation and effort will produce a positive outcome (Lawler, 1973). When an individual experiences empowerment, he or she feels enabled to successfully control him- or herself by coping adequately with environmental demands (Conger & Kanungo, 1988). Therefore, empowerment can be considered as having “power over the self”. Prior research has examined the effects of power and empowerment primes on emotions, the inclination to take risks and social risks, and willingness to self-advocate; however, the findings have been inconsistent (Gilin Oore & Stewart, 2017). Research that used only power primes found that dispositional anxiety

blocked the effects of power on risk-seeking intentions as described earlier (Maner et al., 2012), while research that used both power and empowerment primes found that dispositional social anxiety did not moderate the effects of either power or empowerment primes on willingness to self-advocate (Gilin Oore & Stewart, 2017).

Willingness to self-advocate can be viewed from the perspective of Dual Concern Theory (Pruitt & Rubin, 1986). Dual Concern Theory posits that conflict management is a function of a person either having high or low concern for the self and high or low concern for others (De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001). Forcing, yielding, and avoiding behaviours are conflict management strategies that are part of the Dual Concern Theory and are indicative of either successful or unsuccessful negotiation performance. Higher levels of forcing represent a successful negotiation strategy, which include strategies such as making persuasive arguments and positional commitments. Higher levels of yielding represent an unsuccessful negotiation strategy, which include strategies such as making unconditional promises and unilateral concessions. Higher levels of avoiding also represent an unsuccessful negotiation strategy, which includes strategies such as not thinking about the issues and reducing importance of the issues. Self-advocating and risk-taking behaviours are observed when a person uses higher levels of forcing and lower levels of yielding and avoiding styles within a negotiation.

In Gilin Oore and Stewart's (2017) research, participants were randomly assigned to receive either a power, empowerment, or neutral mindset prime in which they had to write a short essay about a time they felt power over another individual, felt in control of themselves, or a recent trip to a grocery store, respectively. Following the essay writing

task, participants completed measures regarding the likelihood and perceptions of risk-taking, willingness to self-advocate, state emotions, and trait social anxiety. Results demonstrated that in Study 2 an empowerment mindset prime increased positive emotions, risk-taking intentions, and self-advocating intentions for all individuals regardless of their level of social anxiety. Specifically, for individuals with higher social anxiety, the empowerment prime increased their positive emotions to be on the same level as those with lower social anxiety which demonstrated that the empowerment prime was assisting those with higher social anxiety. In addition, in both Study 2 and 3, risk-taking intentions increased with the empowerment manipulation the same amount for individuals with both higher and lower social anxiety. This suggested that empowerment affects risk-taking intentions for individuals with higher and lower social anxiety similarly. However, a specific pattern emerged in Study 3. When individuals with higher levels of social anxiety were primed with empowerment, they had increased perceptions of rewards which lead to increased risk-taking intentions. This pattern that emerged demonstrated that the empowerment prime may affect individuals with higher and lower social anxiety differently.

The Present Research

Since the findings from Gilin Oore and Stewart's (2017) research did not examine actual negotiation behavior, this study will extend this research by focusing on behavior (rather than intentions) and how empowerment and power primes impact whether individuals who vary across the range of dispositional social anxiety increase their self-advocating and risk-taking behaviour in negotiations. In order to test this, participants

wrote a short essay about a time they felt power over an individual (power prime), felt in control of themselves (empowerment prime), or a recent trip to the grocery store (neutral prime) and then negotiated with one other participant. In addition, the present study will focus on the range of dispositional social anxiety in a normal university sample, testing how it affects negotiation outcomes. Previous research demonstrated that individuals with higher levels of manipulated state anxiety are more likely to obtain worse negotiation outcomes, expect to earn less, make lower first offers, and exit the negotiation situation earlier (Brooks & Schweitzer, 2011) than individuals with lower levels of manipulated state anxiety. In addition, individuals primed with empowerment report a higher inclination to self-advocate in a negotiation (Gilin Oore & Stewart, 2017). These two prior studies demonstrate that having anxiety is not helpful in achieving good outcomes in negotiations and that being primed with empowerment may be helpful with self-advocating in a negotiation. Based on the prior research regarding mindset primes, anxiety, and social anxiety specifically, this leads to the first two hypotheses:

H1: Those primed with empowerment versus power or neutral will have higher levels of self-advocating behaviour and risk-taking in negotiation with a partner (as demonstrated by higher forcing, lower yielding, and lower avoiding styles).

H2: Those with higher dispositional social anxiety will have lower levels of self-advocating behaviour and risk-taking in negotiation with a partner (as demonstrated by lower forcing, higher yielding, and higher avoiding styles).

Despite the fact that Study 2 and 3 of Gilin Oore and Stewart's (2017) research found that only the empowerment prime impacted individuals with higher or lower social

anxiety differently, Maner et al.'s (2012) research found that power impacted individuals with higher or lower levels of anxiety differently. Specifically, Maner et al. (2012) found that a power prime was beneficial for individuals with lower dispositional anxiety but had no effect for individuals with higher dispositional anxiety. On the other hand, Study 2 of Gilin Oore and Stewart's (2017) research found that the power prime increased positive emotions for individuals with lower dispositional social anxiety and decreased positive emotions for individuals with higher dispositional social anxiety but did not impact risk taking intentions for either those with higher or lower dispositional social anxiety. Since Maner et al. (2012) only used power primes and Gilin Oore and Stewart (2017) used both power and empowerment primes and found different results, these prior findings are inconsistent. In addition, considering that a moderating effect was found when power primes were the only primes used and since prior research focused on intentions rather than behaviour, it is difficult to reach a conclusion about what behaviours occur for individuals with higher or lower dispositional social anxiety when primed with a power or empowerment mindset. Therefore, the present research aims to further understand the main and interactive effects of empowerment and power primes and the differing levels of dispositional social anxiety on self-advocating behaviour.

For individuals with higher levels of dispositional social anxiety, empowerment increases risk-taking and self-advocating intentions more than a neutral or power prime does (Gilin Oore & Stewart, 2017). In addition, for individuals with higher dispositional anxiety, power primes fail to increase risk-taking intentions (Maner et al., 2012). For individuals with lower levels of social anxiety, both an empowerment and power prime

increase risk-taking and self-advocating intentions relative to a neutral prime (Gilin Oore & Stewart, 2017; Maner et al., 2012). These findings lead to the third hypothesis:

H3: There will be an interaction between dispositional social anxiety and mindset primes. Among participants primed with power, individuals with higher levels of dispositional social anxiety will have the lowest self-advocating behaviour and individuals with lower levels of dispositional social anxiety will have higher self-advocating behaviour. Among participants primed with empowerment, individuals with higher and lower levels of dispositional social anxiety will have higher levels of self-advocating behaviour.

In Study 3 of Gilin Oore and Stewart's (2017) research, there was no overall mediating effect of perceptions of rewards between mindset prime and risk-taking intentions. However, they found moderated mediation, such that there was a significant indirect effect of the empowerment mindset prime on social risk-taking intentions through increased perceptions of the rewards of social risk-taking, but only among individuals with higher social anxiety.

Based on past research, different processes may emerge for those with higher versus lower dispositional social anxiety. Maner et al. (2012) found that participants lower in anxiety responded to power with increased perceptions of positive decision outcomes while participants higher in anxiety did not respond at all. Gilin Oore and Stewart (2017) found that there was no overall mediating effect of perceptions of rewards between mindset prime and risk-taking intentions. However, there was a moderated mediation such that this mediation was present for individuals with higher social anxiety.

Therefore, tests of overall mediation and moderated mediation may be appropriate for the present research. The mediators of self-efficacy, negotiation self-efficacy, self-esteem and mood are all of interest in the present study. Prior research demonstrates that individuals with average levels of general self-efficacy and state anxiety exit negotiation situations sooner while individuals with high levels of self-efficacy are not influenced by state anxiety (Brooks & Schweitzer, 2011). More specifically, negotiation self-efficacy has demonstrated to directly impact the choice of tactics used in a negotiation (Sullivan, O’Conner, and Burris, 2006). The difference between general self-efficacy and negotiation self-efficacy is that negotiation self-efficacy is the catalyst to behaviour in negotiations and acknowledges the interdependence of a negotiation while general self-efficacy focuses on the overall confidence an individual feels in their abilities (Sullivan et al., 2006). In addition, high levels of self-efficacy are also related to high levels of self-esteem (Luszczynska, Gutiérrez-Doña, & Schwarzer, 2005). Given the relationship between self-efficacy and self-esteem, it is possible that self-esteem and anxiety may also influence behaviour in a negotiation situation. (Luszczynska, Gutiérrez-Doña, & Schwarzer, 2005). Finally, Study 2 of Gilin Oore and Stewart’s (2017) research found that mood was impacted by social anxiety level depending on which mindset prime an individual was given. This leads to the fourth hypothesis:

H4: A moderated mediated effect is anticipated. It is expected that an interaction will emerge in a similar pattern as H3 on the proposed mediators of self-efficacy, negotiation self-efficacy, self-esteem, and mood. Individuals with higher levels of

dispositional social anxiety will have higher levels of self-efficacy, negotiation self-efficacy, self-esteem, and positive mood when in the empowerment condition followed by the power condition. Individuals with lower levels of dispositional social anxiety will have higher levels of self-efficacy, negotiation self-efficacy, self-esteem, and positive mood when in the empowerment or power condition. It is hypothesized that these effects will mediate the hypothesized interaction between mindset prime and dispositional social anxiety level on self-advocating behaviours (see Figure 1).

Methods

Participants

All participants in the study were undergraduate students from Saint Mary's University. There were 112 participants who completed the study. Fifty-six participants acted as the Academic Facilities Leader and the other 56 participants acted as the Student Finances Leader. Participants were recruited using the SONA online participant pool system, in person on the university campus, and through classroom announcements. There were two forms of compensation for study participation. If participants were eligible for SONA credits they could choose to be compensated with lunch or 0.5 bonus points for every 15 minutes participated in the study. If participants were not eligible for SONA credits, they received lunch. In addition, a \$5 gift card was given to two participants in each experimental session based on the points they earned in the negotiation. The participant with the highest amount of points in the Student Finances Leader role would receive a gift card and the participant with the highest amount of points in the Academic Facilities Leader role would also receive a gift card.

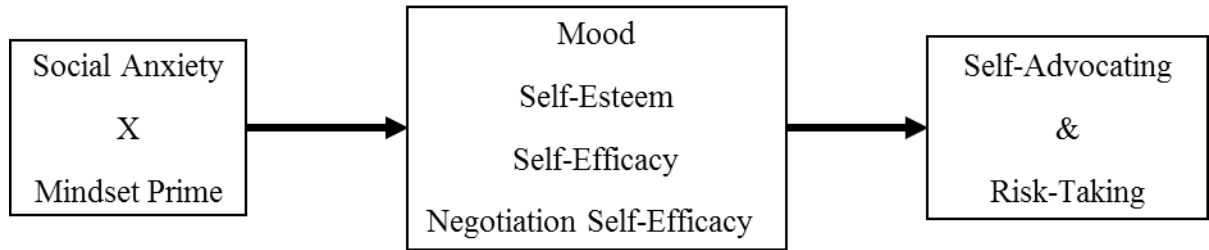


Figure 1. Visual depiction of mediated moderation for Hypothesis 4.

Design

The present study included a continuous measured factor (social anxiety) x a between subjects manipulated factor of mindset (empowerment, power, or neutral) x a between subjects manipulated factor of negotiator role (academic facilities or student finance). All participants were randomly assigned to a mindset condition and a negotiator role.

Essay Primes

The essay prime instructions were adapted from the essay primes used in Gilin Oore and Stewart's (2017) study. The changes to the original essay prime instructions included removing one sentence which stated that participants had 15 minutes to do the task. This sentence was removed because participants were given 10 minutes to complete the task and these instructions were given to participants verbally. The time to write the essay prime was reduced because there was a limited amount of time in the study for participants to complete each section and task. The instructions regarding the amount of time to complete the essay prime were given verbally to reduce the amount of time participants spent reading the instructions before beginning the essay prime task. The power essay prime stated:

Please recall a particular incident in which you had power over another individual or individuals in as much detail as possible. For example, we mean a situation in which you controlled the ability of another person or persons to get something they wanted, or were in a position to evaluate those individuals.

Please describe this situation in which you had power – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided. (p. 22)

The empowerment essay prime stated:

Please recall a particular incident in which you had power over yourself (were empowered) in as much detail as possible. By empowered, we mean a situation in which you felt free, were in control of yourself and your abilities, motivated and able to get what you wanted, “your best self,” or “in the zone”.

Please described this situation in which you were empowered – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided. (p. 22)

The neutral essay prime stated:

Please recall a particular incident in which you recently went to the grocery store in as much detail as possible. For example, recall how you got there, the items you bought, the route you took in the store, your experience with other people, etc.

Please describe this situation – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided (p. 22).

Procedure

Participants came to a classroom on the university campus to complete the study. Sessions ranged in size from 2-12 participants. If the situation arose that there was an odd number of participants, all participants were informed that the task required to complete the study must be done in pairs. Therefore, the last participant to arrive was quietly asked

to leave and a research assistant further explained the reason for this in the hallway outside of the classroom. Participants who had to leave due to an odd number of participants at the session received partial compensation and were given the opportunity to reschedule and participate in the study at a future session.

Once all the participants had arrived and there were an even number of participants, all were given a consent form (see Appendix A). The experimenter briefly explained the key points of the study. Before participants signed the consent form, they were informed that two participants would win a \$5 gift card if they had the highest negotiation points. Participants were reminded of the \$5 gift card prize throughout the study to make sure that they were motivated to take the negotiation seriously. Once all participants signed the consent form, they were given a package that contained all the materials needed to complete the study. Either a research assistant or the experimenter handed out the packages randomly. However, before handing out the packages, the experimenter asked participants if they knew anyone personally in the session so as to avoid pairing them together and providing them with an unfair advantage as well as to hold this variable constant for experimental control. Once all participants had their package they were informed that at that time, they should complete the demographics form and the first scale (50% of participants completed the Fear Questionnaire Scale and 50% of participants completed the Extraversion Scale first to counterbalance any possible order effects).

Following this, participants read through the package carefully for 10 minutes. This component of the package included the “Campus Negotiation Task” that participants

would be completing in pairs. This task consisted of participants being randomly assigned into one of two conditions: Academic Facilities Leader or Student Finance Leader. The goal of the task was to negotiate on how to allocate \$20 million to improve five issues at their university. The choice to use the university that participants attended was to maximize the relatability and involvement in the negotiation task. Therefore, the issues that were chosen were also in line with the current needs of the university. The Academic Facilities Leader and Student Finance Leader valued the issues differently. Therefore, the goal of the task was for the negotiation pairs to reach the best possible outcome. After reading through their negotiation roles, points chart, and instructions, participants completed a short quiz to ensure that they understood the task. The experimenter wrote the answers to the quiz on a white board in the classroom so that if any participant got a question wrong, the information would be clarified for all participants. All participants were given 2 minutes to ask for further clarification about the task and were able to go back to the section they misunderstood to read over the instructions. Before moving on to the next component of the study, the experimenter asked the participants if they needed further clarification on the points chart, reminded them that the points chart was confidential and should not be shown to their negotiating partner, and then reminded participants of the chance to win a gift card for the top two negotiators in each role.

Participants were then prompted to write either a power, empowerment, or neutral priming essay in their package (see Appendices B and C; Gilin Oore & Stewart, 2017). These priming essay manipulations were randomly assigned to participants. Dyads were paired so that each participant in the negotiation dyad was manipulated with the same

prime. Participants were told that the essay was a "mindset preparation task" in order to prevent participants from knowing the specific hypotheses of the study. There was approximately 10 minutes allotted to the mindset preparation task. Participants were instructed to aim to write for the whole 10 minutes or for as long as they could. Sometimes all participants finished writing earlier than 8 minutes, in this case, they were instructed to read through their essay prime once more before the study was to move on to the next task. An experimenter informed participants of when the time had passed.

Once the mindset preparation task was completed, participants filled out the Multidimensional Mood Scale, Rosenberg Self-Esteem Scale, General Self-Efficacy Scale, and Negotiation Self-Efficacy Scale (i.e., mediator variables). The responses from the scales would not be directly impacted by the negotiation task. Instead, the scales would be influenced by mindset prime and participant knowledge of the task because at this point during the study, participants knew which role they would be advocating for. After the scales were completed, the experimenters placed participants into negotiation pairs. Participants found their partners that they were to be completing the negotiation task with based on the matching numbers given on their package. Participants were randomly assigned to partners and participants who knew each other were not paired in the same negotiation dyad.

With their partners, participants worked on the campus negotiation task and were audio recorded at the same time. All participants were given 15 minutes to work on the task once the last recorder was started. Once they were finished, the experimenters stopped the recorders and looked over the deal participants agreed on to ensure that the

points were recorded properly. When the 15 minutes had passed and all deals had been looked over by an experimenter, participants completed the Dutch Test for Conflict Handling (DUTCH; self-report and partner rating) and either the Fear Questionnaire Scale or the Extraversion Scale (i.e., the one that they had not completed at the study outset). After the final scales were completed, participants read through a debriefing letter stating the purpose of the study and relevant contact information (see Appendix D). Depending on the amount of time left in a session, when at least 50% of the participants had completed the final scales, the experimenters awarded the gift cards to the top negotiator in each role. This bonus reward occurred for each session. If there was ample time left in the study, the gift cards were awarded once all participants completed the final scales.

Measures

Social anxiety. The Fear Questionnaire Scale (FQ) by Marks and Mathews (1979) was used to assess dispositional social anxiety. The scale consists of 15 items with three subscales. The three subscales are agoraphobia, blood injury phobia, and social phobia. However, only the social phobia subscale was utilized in this study. It was used to measure dispositional social anxiety and has five items (see Appendix B and C). Each item is rated on a 9-point Likert-type scale from 0 “would not avoid it” to 8 “always avoid it”. Sample items include “Eating or drinking with other people” and “Being watched or stared at”. Previous studies demonstrate that fear and avoidance were highly correlated which resulted in only measuring avoidance in the current FQ. The social phobia subscale also shows significant improvement from pre- ($M = 16$) to post-treatment

of social phobia ($M = 13$; Marks & Matthews, 1979). Internal consistency of the social anxiety subscale in the present study was acceptable ($\alpha = .72$).

Self-advocating behaviours. Task-based and observational measures were used to assess self-advocacy. Participants took part in a “Campus Negotiation Task”. The task itself was adapted from a prior study in order to make it more applicable to the university population (Bottom & Paese, 1997). The points chart was also adapted for the present study to make the points allocation an easier process for participants to understand. The original task included participants negotiating a set of options for each issue that were equivalent to a certain amount of points. In the present study, participants were negotiating the amount of money they wanted to allocate to each issue which was associated with different points. The Campus Negotiation Task involved participants taking on the role as an Academic Facilities Leader or Student Finance Leader and negotiating how to allocate \$20 million between five different issues. The more money that the participants put towards their issues of interest, the more points they received; this demonstrated distributive outcomes. Higher individual points represented greater competitive bargaining success and usually results from advocating for one’s own interest. Distributive negotiation outcomes were used to measure successful self-advocating and were determined from the individual points a participant gained in their role. Additionally, the issues that are of interest to participants involved integrative potential. Specifically, there are issues that were of interest to both parties and issues that introduced potential trade-offs that demonstrated win-win strategy. For example, the

student activities issue is of same value for both parties in the negotiation. Therefore, both parties would receive the same amount of points for whatever amount of the \$20 million they agreed to place into the student activities issue. Another example is that the Student Finance Leader highly valued reduced tuition and did not value computer access, while the Academic Facilities Leader highly valued computer access and did not value reduced tuition. Both parties could make trade-offs on their high priority issues and gain points as a group which is another win-win strategy. Integrative negotiation outcomes were also used to measure successful self-advocating. The integrative points were determined after adding the two dyad members' scores together. The higher the "joint gains", the greater the win-win performance. Win-win performance demonstrated that the dyad made trade-offs that maximized the gains of both parties (see Appendix B and C).

The Dutch Test for Conflict Handling (DUTCH) by De Dreu et al. (2001) was used to measure the extent to which participants felt they used each conflict-handling style in the negotiation task (see Appendix B and C). In addition, participants rated the extent to which their partners used each style to handle conflict in the task. The DUTCH consists of 20 items with four items on each of the yielding, compromising, forcing, problem solving, and avoiding subscales. In order to test the hypotheses of the present study, only self-ratings of the DUTCH for the yielding, forcing, and avoiding subscales were analyzed. Each item was rated on a 5-point Likert-type scale from 1 "never" to 5 "always". In the current study, the yielding subscale measured when a person had high concern for the other negotiator and low concern for themselves and accepted and incorporated the other negotiator's wishes ($\alpha = .70$). A sample item from the yielding

subscale is “I give in to the wishes of the other party”. The forcing subscale measured how imposing a negotiator was on another’s wishes; it also measured high concern for self and low concern for others ($\alpha = .81$). A sample item of forcing is “I searched for gains”. The avoiding subscale examined a lower concern for self and others where the negotiator tried to restrain from thinking about the issue ($\alpha = .77$). A sample item of avoiding is “I tried to make differences look less severe”. The internal consistency of the yielding, forcing, and avoiding subscales in the present study were acceptable. De Dreu et al. (2001) determined that each subscale separately delivers reliable information. The intercorrelations between the subscales used in this study range from $-.15$ - $.39$. Age and gender were also determined not to be related to conflict management (De Dreu et al., 2001).

Self-esteem. The Rosenberg Self-Esteem Scale by Rosenberg (1989) was used to measure if self-esteem served as a potential mediator (see Appendix B and C). The scale consists of 16 items rated on a 5-point Likert-type scale from 1 “strongly disagree” to 5 “strongly agree”. Sample items include “I am very talented” and “I genuinely like myself”. The internal consistency of the self-esteem scale in the present study was acceptable ($\alpha = .89$). The Rosenberg Self-Esteem Scale is positively related to the Cooper Smith’s Self-Esteem Inventory ($r = .61$) and negatively related to anxiety ($r = -.43$) and depression ($r = -.54$; Mohammadi, 2004).

General self-efficacy. The Generalized Self-Efficacy Scale by Schwarzer and Jerusalem (1995) was used to measure self-efficacy as a mediator (see Appendix B and

C). This scale has 10 items rated on a 4-point Likert-type scale from 1 “not at all true” to 4 “exactly true”. Sample items include “It is easy for me to stick to my aims and accomplish my goals” and “I can usually handle whatever comes my way”. The internal consistency of the general self-efficacy scale in the present study was acceptable ($\alpha = .77$). General self-efficacy is positively related to optimism, self-regulation, self-esteem, orientation towards the future, life satisfaction, and quality of social life ($r = .10 - .70$) and is negatively related to anxiety, depression, anger, and negative affect ($r = -.10 - -.40$; Luszczynska et al., 2005).

Negotiation self-efficacy. The Negotiation Self-Efficacy Scale by Sullivan et al. (2006) was used to measure negotiation self-efficacy as a mediator. This scale has eight items with two subscales (see Appendix B and C). The distributive self-efficacy subscale has four items. The internal consistency of the distributive self-efficacy scale was good ($\alpha = .84$). Distributive self-efficacy consists of how confident a negotiator is in their ability to get other parties to make concessions, collect the most resources, use persuasive arguments, and appear firm. A sample item from the distributive self-efficacy scale is “convince the other negotiator to agree with you”. The integrative self-efficacy subscale consists of four items. The internal consistency of the integrative self-efficacy scale in the present study was good as it was $> .80$. This subscale assesses how confident a negotiator is in uncovering the other parties’ hidden interests and grouping issues to create joint benefit. A sample item is “find trade-offs that benefit both parties”. Each item is rated using a number between 0 and 100 where 0 indicates no confidence in using a tactic and

100 indicates full confidence in using a negotiation tactic. Validation research determined that negotiation self-efficacy is related to but distinct from generalized self-efficacy ($r = .45$) and general negotiation self-efficacy ($r = .65$). In addition, distributive negotiation self-efficacy is positively related to the use of distributive tactics in negotiations and integrative negotiation self-efficacy is positively related to the use of integrative tactics in negotiation (Sullivan et al., 2006).

Mood. The Multidimensional Mood Questionnaire by Hinz, Daig, Petrowski, and Brähler (2012) was used to measure mood as a potential mediator. This scale has 12 items and two subscales with six items each which are rated on a 5-point Likert-type scale from 1 “definitely not” to 5 “extremely” where participants are asked to indicate how they feel at that moment. The internal consistency of the negative mood scale ($\alpha = .70$) and of the positive mood scale ($\alpha = .83$) in the present study were acceptable to good. A sample item from the negative mood scale includes “unhappy” and from the positive mood scale includes “content” (See Appendix B and C). The Multidimensional Mood Questionnaire demonstrates strong convergent validity with mood deviation (how much difference there is between state mood and trait mood) $r = .70$ and $r = .90$ for negative mood and positive mood respectively (Eid, Schneider, & Schwenkmezger, 1999).

Extraversion. Finally, the Extraversion Scale by Moghavvemi, Woosnam, Paramanathan, Musa, and Hamzah (2017) was used as a filler personality scale to counterbalance the FQ. Therefore, when participants were completing the FQ, the other participants were completing the Extraversion Scale. Counterbalancing the FQ was used

to ensure that there were no order effects, such as sensitization, that may have occurred by giving the FQ first or last. For example, participants with higher levels of dispositional social anxiety who completed the FQ first may have been reminded of their social anxiety and consequently responded more anxiously when in the negotiation task. On the other hand, if the FQ was placed last, a participant with higher levels of dispositional social anxiety who just completed the negotiation task may have responded to the questionnaire with elevated levels of social anxiety due to the elevated state social anxiety that might be presumed to be a consequence of participating in a negotiation task. There are eight items on the Extraversion scale which are rated on a 5-point Likert-type scale from 1 “disagree strongly” to 5 “agree strongly” in which participants indicated how much they agreed that extraverted characteristics applied to them ($\alpha = .83$; see Appendix B and C). Sample items include “Generated a lot of enthusiasm” and “Has an assertive personality”. Since the Extraversion Scale was used as a filler personality scale, it was not included in any of the analyses in the study.

Analyses

In order to analyze the first three hypotheses, a hierarchical linear regression was conducted. A two-level multilevel model tested all hypotheses. First-level units were the participants in the study which consisted of 112 participants. Second-level units were the dyadic units which consisted of 56 dyads. The first and second hypotheses were tested as the main effect of mindset prime and social anxiety on self-advocating behaviour. Three dummy-coded (0/1) contrast variables were created for each condition (empowerment vs

not, power vs not, and neutral vs not) and were entered as pairs of dummy variables which created the contrasts between the mindset condition and the reference category. The conditions were analyzed at the dyadic level and were entered in pairs as level 2 predictors (moderators) of the level 1 effect of social anxiety. To test Hypothesis 3, a cross-level interaction was run with mindset as the moderator. Mindset condition was entered as a dyadic level variable in the level 2 dataset as a cross level moderator of the effect of social anxiety. It was not possible to analyze Hypothesis 4 as a moderated mediation because there were no significant effects of mindset or interactions between mindset and social anxiety, on any of the proposed mediating variables (i.e., self-efficacy, negotiation self-efficacy, mood, and self-esteem). Thus, the proposed mediating variables are reported in the same way that Hypothesis 1, 2, and 3 were, showing the statistics for the effects of social anxiety, mindsets, and their interaction on each. In all analyses, gender of participants and negotiation position were controlled for. Therefore, a Null Model was tested to determine the Intra Class Correlation (ICC) which depicts how much variance is shared between the dyads. Model 1 included the control variables of gender and negotiation role. In Model 2 the main effect of social anxiety at level 1 and the pairs of dummy-coded contrast variables in level 2 were entered. In Model 3 the cross-level effects of the dummy-coded contrast variable pairs moderating the level 1 effect of social anxiety were entered. Model 3 tested a cross-level interaction between condition (level 2 dyadic variable) and SA (level 1 variable). The equations for the full model are:

Level 1 Model

$$\text{OUTCOME} = \beta_0 + \beta_1(\text{Social Anxiety}) + \beta_2(\text{Negotiation Role}) + \beta_3(\text{Gender}) + r$$

Level 2 Model

$$\beta_0 = \gamma_{00} + \gamma_{01}(\text{Power vs. Empowerment}) + \gamma_{02}(\text{Neutral vs. Empowerment}) + u_0$$

$$\beta_1 = \gamma_{10} + \gamma_{11}(\text{Power vs. Empowerment}) + \gamma_{12}(\text{Neutral vs. Empowerment}) + u_1$$

$$\beta_2 = \gamma_{20} + u_2$$

$$\beta_3 = \gamma_{30} + u_3$$

Results

Social Anxiety Prevalence

Higher levels of social anxiety were prevalent in this sample as 15% of participants had an average response between 4 “definitely avoid” and 8 “always avoid” to the social phobia subscale on the FQ. These responses correspond to levels seen among individuals who are considered clinically elevated in social anxiety and are beginning social anxiety treatment (Mörtberg, Clark, & Bejerot, 2011). This level is slightly below the social anxiety prevalence found in Gilin Oore and Stewart’s (2017) three prior studies, however, which ranged from 20%-25.5%.

Missing Data

One participant was missing data from the Negotiation Self-Efficacy measure. Data from this participant for this measure was not included in the analysis. The participant missing data was an international student and English was their second language; thus, they took longer to complete portions of the study. Therefore, the participant was not able to complete these measures due to time constraints of the study.

All data was assessed for normality, linearity, univariate and multivariate outliers, and multicollinearity. All assumptions were met (see Table 1 for descriptive statistics).

Manipulation Check

In order to determine whether the essay responses from participants corresponded to the condition they were assigned to, two research assistants, who were blind to the condition of the essay responses, served as trained coders. Specifically, the research assistants were trained to code the essay primes to determine whether they included minimal elements of the power, empowerment, or neutral prime. The research assistants used the essay prime instructions as a definition of power, empowerment, and neutral. If the essay included any element of the power, empowerment, or neutral condition, the research assistants indicated this with a 1 “Yes” 0 “No” response. Therefore, it was possible, for example, for one essay to include elements of both power and empowerment. The coding took place in three rounds. The first round included working through a set of 20 essays with the research assistants and discussing the decisions that the research assistants made to ensure that they clearly understood the task. The second round included the research assistants completing the coding of the rest of the essays independently. The third round included the research assistants meeting to reach consensus and merge their decisions together. This data was used to remove participants who did not have essays that corresponded with their condition.

Table 1.

Descriptive statistics and correlations of all variables.

	N	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Social Anxiety	106	2.33	1.46	(.72)											
2. Distributive Negotiation Gains	106	33.46	15.31	-.17											
3. Integrative Negotiation Gains	106	67.49	22.09	-.09	.71**										
4. Positive Mood	106	3.41	0.62	-.25*	-.16	-.19*	(.83)								
5. Negative Mood	106	2.29	0.60	.35**	-.03	.07	-.52**	(.70)							
6. Self-Esteem	106	3.62	0.61	-.16	.03	.00	.45*	-.40**	(.89)						
7. General Self-Efficacy	106	3.15	0.37	-.36**	-.09	-.13	.40**	-.36**	.45**	(.77)					
8. Distributive Negotiation Efficacy	105	62.86	18.88	-.36**	.06	-.07	.36**	-.43**	.51**	.60**	(.84)				
9. Integrative Negotiation Efficacy	105	71.04	17.07	-.20*	.15	.15	.22*	-.38**	.35**	.36**	.60**	(.83)			
10. Yielding	106	3.37	0.67	.22*	.06	.28**	-.07	.17	-.06	-.23*	-.21*	.08	(.70)		
11. Forcing	106	3.66	0.81	-.28**	.07	-.06	.19	-.27**	.33**	.33**	.44**	.17	-.41**	(.81)	
12. Avoiding	106	3.25	0.88	.09	-.05	-.07	.06	-.01	.06	-.08	-.01	.09	.26**	-.13	(.77)
13. Power vs. Not	32			.09	.01	.06	-.01	.02	-.16	-.11	-.19	-.23*	-.03	.00	-.05
14. Empowerment vs. Not	36			-.12	-.05	-.09	-.01	-.03	.18	.03	.09	.07	-.01	.12	.23*
15. Neutral vs. Not	38			.04	.04	.03	.01	.01	-.02	.07	.10	.15	.04	-.12	-.17

Note. ** $p < .01$, * $p < .05$. Reliabilities are on the diagonal in parentheses. There are no reliability coefficients for the integrative and distributive gains because it is a sum across issues that always sums to the \$20 million that is to be allocated within the dyad. Therefore, internal consistency would not be an appropriate reliability measure to use.

The inter-rater reliability (percent agreement) of the essay coding from the second round in which the research assistants completed the coding of the rest of the essays independently was 89%. There were four participants whose essay response did not correspond with their assigned condition and were not included in the analyses. Two participants were coded as having a power essay when they were assigned to the empowerment condition. Two participants were coded as having an empowerment essay when they were assigned to the power condition. There were 10 participants who had both elements of power and empowerment in their essay and were retained in the analyses.

Cohen's κ was run to determine if there was agreement between the two coders' judgement on whether the elements of each condition were contained in participants' essays. There was strong agreement between the two coders for which essays had elements of power ($\kappa = .83, p < .001$), elements of empowerment ($\kappa = .88, p < .001$), and elements of the neutral condition ($\kappa = .94, p < .001$).

Control Variables

Model 1 (control variables) for all the regression analyses included entering gender and negotiation role as control variables. Two participants were excluded from the analyses for simplicity due to identifying their gender as "other" which left 47 males and 59 females remaining in the analyses. A separate analysis was conducted which included those who identified their gender as "other". In order to run this analysis, males were entered as "0", females were entered as "1", and other was entered as "0.5". However, the removal of these two participants did not change the results from the main analyses. After

removal of missing data, incorrect essay responses, and those who identified gender as “other”, the final N was 106 for all analyses except for analyses which include the negotiation self-efficacy scale in which final $N = 105$. Some of the self-advocating behaviours were impacted by the control variables. Participants’ role in the negotiation trended towards an effect on their forcing behaviours ($B = .31, p = .05$). Participants in the Student Finances Role had higher levels of forcing than participants in the Academic Facilities Role. Gender also had an effect on participants’ avoiding behaviours ($B = .40, p = .018$). Females had higher avoiding levels than males.

Distributive Negotiation Outcomes

The null model for distributive negotiation outcomes consisted of an ICC of .02. Thus, 2% of the variance in distributive negotiation outcomes was between the dyads. Model 2 (main effects) accounted for 0% of the variance in distributive negotiation outcomes and demonstrated no effect of the mindset conditions on distributive negotiation outcomes which does not support Hypothesis 1. There was also no effect of social anxiety on distributive negotiation outcomes which does not support Hypothesis 2. Model 3 (interactions) accounted for 2% of the variance in distributive negotiation outcomes. Given that there is increased power needed to detect an interaction compared to a main effect, and since the interaction was predicted a priori, the marginally significant interaction between social anxiety level and mindset on distributive negotiation outcomes was further probed. There was a trending interaction for the power prime (compared to neutral) and social anxiety on distributive negotiation outcomes ($B =$

-4.60, $p = .054$). This finding partially supports Hypothesis 3 because social anxiety had a negative effect on distributive outcomes under the power prime, such that those higher on social anxiety showed lower distributive gains, but this relationship did not exist under the neutral prime (see Figure 2). However, there was no difference found for the effect of social anxiety under the empowerment prime compared to neutral ($B = 2.06$, $p = .274$) and the empowerment prime compared to power ($B = -2.54$, $p = .180$; see Table 2 for summary of analysis).

Integrative Negotiation Outcomes

Integrative negotiation outcomes are a sum of the points earned by each person in the negotiation dyad. Therefore, each person in the negotiation dyad had the same integrative score which makes integrative negotiation outcomes a level 2 variable. This poses a dilemma in modelling integrative negotiation as an outcome because hierarchical linear modelling cannot analyze level 2 variables as an outcome. In addition, when analyzing integrative negotiation outcomes as a level 2 variable, each dyad would receive one social anxiety score that represents the sum of the anxiety scores of the two participants in the dyad. The present research is focused on mindset prime and individual social anxiety levels as a predictor, rather than the dyad's level of social anxiety, on the individual integrative score. Therefore, the dyadic value for both participants in a dyad were used for integrative negotiation outcomes and an individual (non-nested) analysis was conducted. This type of analysis violated independence of the integrative scores but it retained the individual score. Since the individual score is retained, this means that each

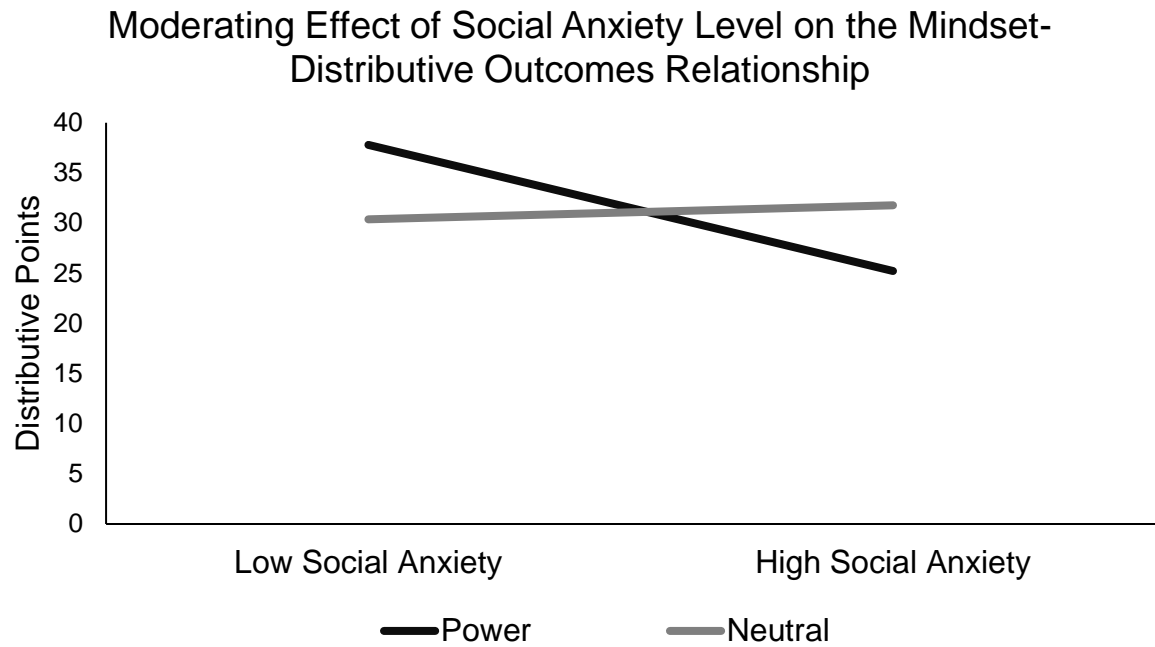


Figure 2. Moderating effect of social anxiety level and mindset prime on distributive points earned from the negotiation.

Table 2.

Summary of fixed effects models predicting distributive negotiation gains from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	-4.02	2.96	-3.27	2.70	-3.20	2.50
Negotiation Role	-2.20	2.72	-2.95	2.90	-3.14	2.86
Power vs. Empowerment			2.53	3.37	8.78*	5.21
Neutral vs. Empowerment			1.86	3.52	-3.20	6.83
Power vs. Neutral			.67	3.26	11.98	7.20
Social Anxiety			-1.83	.92	-.06	1.68
Power vs. Empowerment X Social Anxiety					-2.54	1.87
Neutral vs. Empowerment X Social Anxiety					2.06	1.86
Power vs. Neutral X Social Anxiety					-4.60	2.32
R^2	.00		.00		.02	

Note. Coefficients are unstandardized.

* $p < .05$

integrative negotiation score is double counted (two scores for each dyad). When an outcome is a level 2 variable, there is no perfect modelling solution. However, a robust $p < .025$ was used for all analyses including integrative negotiation outcomes to avoid any type I errors.

The main effect of mindset condition and social anxiety on integrative negotiation outcomes was not significant ($R^2_{change} = .04$, $F_{change}(3, 100) = 0.93$, $p = .430$). Thus, Hypothesis 1 and 2 were not supported. Model 3 (interactions) was not significant ($R^2_{change} = .06$, $F_{change}(2, 98) = 3.07$, $p = .05$) however, there was a significant contrast between the power (versus neutral) prime and social anxiety ($\beta = -.35$, $p = .016$). Similarly to distributive negotiation outcomes, the interaction of social anxiety levels and mindset prime on integrative negotiation outcomes was probed due to the increased power needed to detect an interaction effect. The significant contrast indicated that the higher the participants' social anxiety was in the power mindset (compared to neutral mindset) the lower their integrative negotiation outcomes. Based on this finding, Hypothesis 3 was partially supported because social anxiety had a negative effect on integrative outcomes under the power prime, such that those higher on social anxiety showed lower distributive gains, but this relationship did not exist under the neutral prime (see Figure 3). However, there was no difference found for the effect of social anxiety under the empowerment prime compared to neutral ($\beta = .21$, $p = .108$) and the empowerment prime compared to power ($\beta = -.12$, $p = .373$; see Table 3 for summary of analysis).

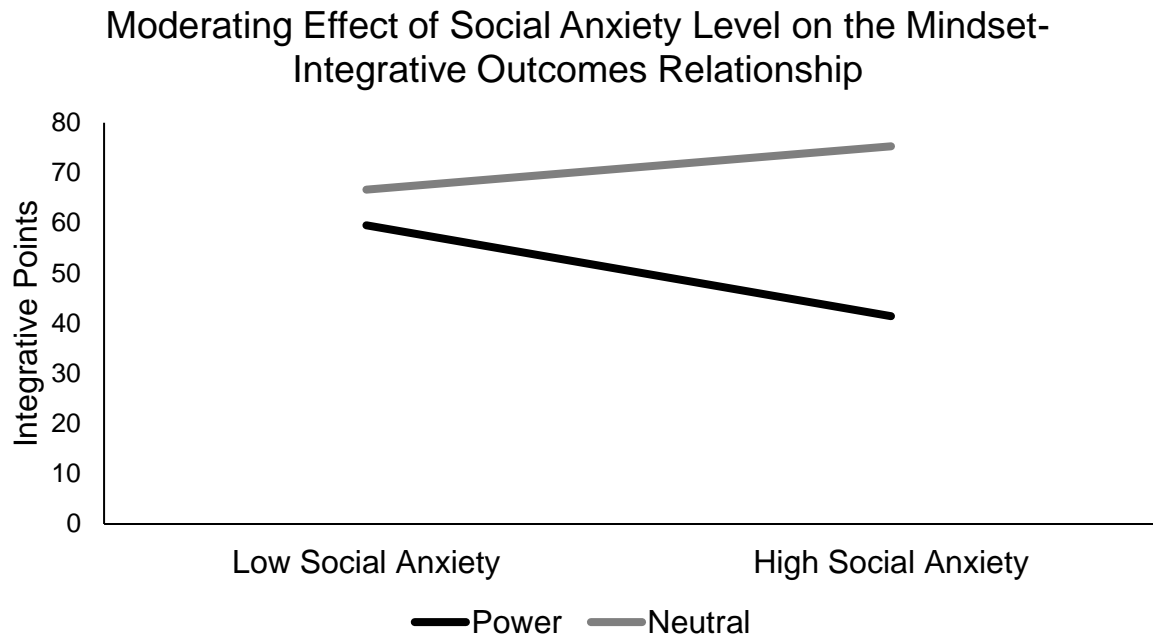


Figure 3. Moderating effect of social anxiety level and mindset prime on integrative points earned from the negotiation.

Table 3.

Summary of regression analysis predicting integrative negotiation gains from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	β	SE	β	SE	β	SE
Gender	-.10	4.34	.13	4.44	.14	4.42
Negotiation Role	-.02	4.32	-.04	4.35	-.04	4.29
Power vs. Empowerment			.13	5.47	.15	5.38
Neutral Vs. Empowerment			.11	5.24	.11	5.14
Power vs. Neutral			.02	5.34	-.35	3.74
Social Anxiety			-.13	1.53	-.18	2.44
Power vs. Empowerment X Social Anxiety					-.12	3.57
Neutral vs. Empowerment X Social Anxiety					.21	3.67
Power vs. Neutral X Social Anxiety					-.25*	2.57
R^2		.10		.04		.09

Note. * $p < .025$

Forcing

The null model for forcing had an ICC of .02 which indicated that 2% of the variance in forcing is shared between dyads. Model 2 accounted for 19% of the variance in forcing behaviours and did not support Hypothesis 1 as there was no main effect of Participants with higher levels of anxiety had mindset prime on forcing. However, Hypothesis 2 was supported. Participants with higher levels of anxiety had lower levels of self-advocating behaviour as demonstrated through lower levels of forcing behaviour ($B = -.14, p = .022$). Model 3 accounted for 22% of the variance in forcing behaviours. Hypothesis 3 was not supported as there was no significant interaction effect between mindset prime and social anxiety (see Table 4 for summary of regression analysis).

Avoiding

The ICC was .22, indicating that 22% of the variance in avoiding was between dyads. Model 2 accounted for 9% of the variance in avoiding behaviours. There was no significant main effect of mindset prime on avoiding behaviour which does not support Hypothesis 1. There was also no significant main effect of social anxiety which does not support Hypothesis 2. Model 3 accounted for 10% of the variance in avoiding behaviours. There was a significant interaction between the power condition compared to the empowerment condition and social anxiety ($B = .32, p = .005$) as well as between the power condition compared to the neutral condition and social anxiety ($B = .29, p = .035$) on avoiding behaviours. This finding partially supported Hypothesis 3 (see Figure 4). Social anxiety had a positive effect on avoiding behaviours under the power prime such

Table 4.

Summary of fixed effects models predicting forcing behaviour from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	.06	.16	.08	.16	.10	.15
Negotiation Role	.31	.16	.22	.15	.21	.15
Power vs. Empowerment			-.03	.18	.03	.35
Neutral Vs. Empowerment			-.21	.18	.03	.37
Power vs. Neutral			.19	.18	.00	.38
Social Anxiety			-.14*	.06	-.10	.09
Power vs. Empowerment X Social Anxiety					-.03	.14
Neutral vs. Empowerment X Social Anxiety					-.11	.15
Power vs. Neutral X Social Anxiety					.08	.15
R^2		.08		.19		.22

Note. Coefficients are unstandardized

* $p < .05$

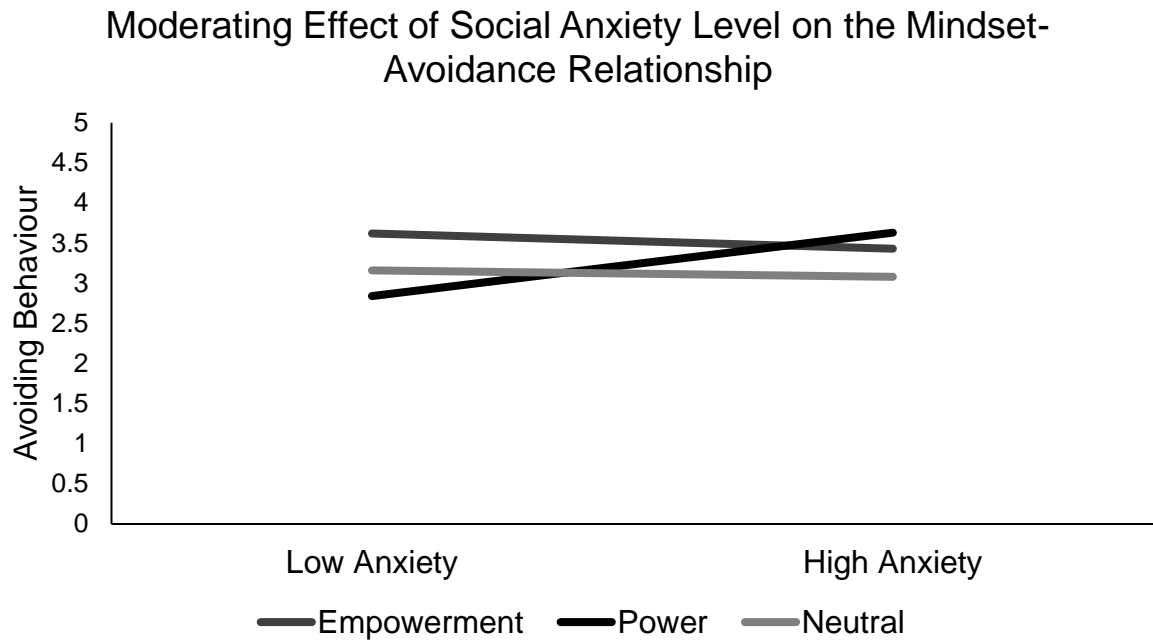


Figure 4. Moderating effect of social anxiety level and mindset prime on avoiding behaviours during the negotiation.

that those higher on social anxiety had higher levels of avoiding behaviour, but the relationship did not exist under the neutral prime or empowerment prime. There was no difference found for the effect of social anxiety under the empowerment prime compared to neutral ($B = -.03, p = .839$; see Table 5 for summary of analysis).

Yielding

The ICC was .004 which indicated that .4% of the variance in yielding was between dyads. Model 2 accounted for 3% of the variance in yielding behaviour. Hypothesis 1 was not supported, the mindset primes did not affect yielding behaviour. Hypothesis 2 was supported, participants with higher levels of anxiety had higher levels of yielding ($B = .10, p = .017$). Model 3 (interactions) accounted for 2% of the variance in yielding behaviour and was not significant and does not support Hypothesis 3 which indicated that there was no interaction between mindset prime and social anxiety on yielding (see Table 6 for summary of regression analysis).

Mood

Positive Mood. The ICC was .001 which indicated that .1% of the variance in positive mood was between dyads. Model 2 accounted for 3% of the variance in positive mood. Mindset primes did not influence positive mood. However, participants with higher levels of social anxiety reported lower levels of positive mood ($B = -.10, p = .02$). Model 3 accounted for 5% of the variance in positive mood. There was a significant interaction between the power prime (versus neutral) and social anxiety level on positive mood ($B = .21, p = .028$) and a trending interaction between the power prime (versus

Table 5.

Summary of fixed effects models predicting avoiding behaviour from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	.40*	.16	.34*	.16	-.28	.16
Negotiation Role	-.25	.15	-.25	.15	-.23	.14
Power vs. Empowerment			-.31	.21	-1.07**	.35
Neutral Vs. Empowerment			-.42	.22	-.46	.41
Power vs. Neutral			.11	.17	-.61	.32
Social Anxiety			-.06	.05	-.06	.10
Power vs. Empowerment X Social Anxiety					.32**	.11
Neutral vs. Empowerment X Social Anxiety					.03	.16
Power vs. Neutral X Social Anxiety					.29	.13
R^2		.01		.06		.04

Note. Coefficients are unstandardized

* $p < .05$, ** $p < .01$

Table 6.

Summary of fixed effects models predicting yielding behaviour from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	.03	.11	.00	.11	-.01	.11
Negotiation Role	-.19	.12	-.14	.12	-.14	.12
Power vs. Empowerment			-.08	.15	.03	.28
Neutral Vs. Empowerment			-.03	.16	-.29	.28
Power vs. Neutral			-.05	.14	.32	.28
Social Anxiety			.10*	.04	.08	.05
Power vs. Empowerment X Social Anxiety					-.04	.09
Neutral vs. Empowerment X Social Anxiety					.11	.12
Power vs. Neutral X Social Anxiety					-.15	.09
R^2	.01		.03		.02	

Note. Coefficients are unstandardized

* $p < .05$

empowerment) and social anxiety level on positive mood ($B = .18, p = .06$; see Figure 5). Social anxiety had a positive effect on positive mood under the power prime. Individuals with higher levels of social anxiety reported higher levels of positive mood. This relationship did not exist under the neutral or power prime. There was no difference found for the effect of social anxiety under the empowerment prime compared to neutral ($B = -.03, p = .726$; see Table 7 for summary of regression analysis). These findings were in the opposite direction of what was hypothesized which did not support Hypothesis 4.

The moderating effect of social anxiety level and the power prime (versus neutral) prime was tested in a mediated moderation analysis for the avoiding behaviours and integrative negotiation outcomes. The reason for only testing the power (versus neutral) prime with avoiding behaviours and integrative outcomes was because they were the only outcomes that were significant (as opposed to trending).

To demonstrate mediated moderation on integrative negotiation outcomes, a mediated moderation regression was conducted. Since integrative negotiation outcomes are a level 2 variable, the outcomes were counted twice (2 for each dyad). Thus a robust $p < .025$ was used for the analysis. Neither of the two patterns required to demonstrate a mediated moderation were present. Therefore, there was also no evidence of mediated moderation.

Negative Mood. The ICC was .001, indicating that .1% of the variance in negative mood was shared between dyads. Model 2 accounted for 8% of the variance in negative mood. There was no main effect of mindset on negative mood but there was a

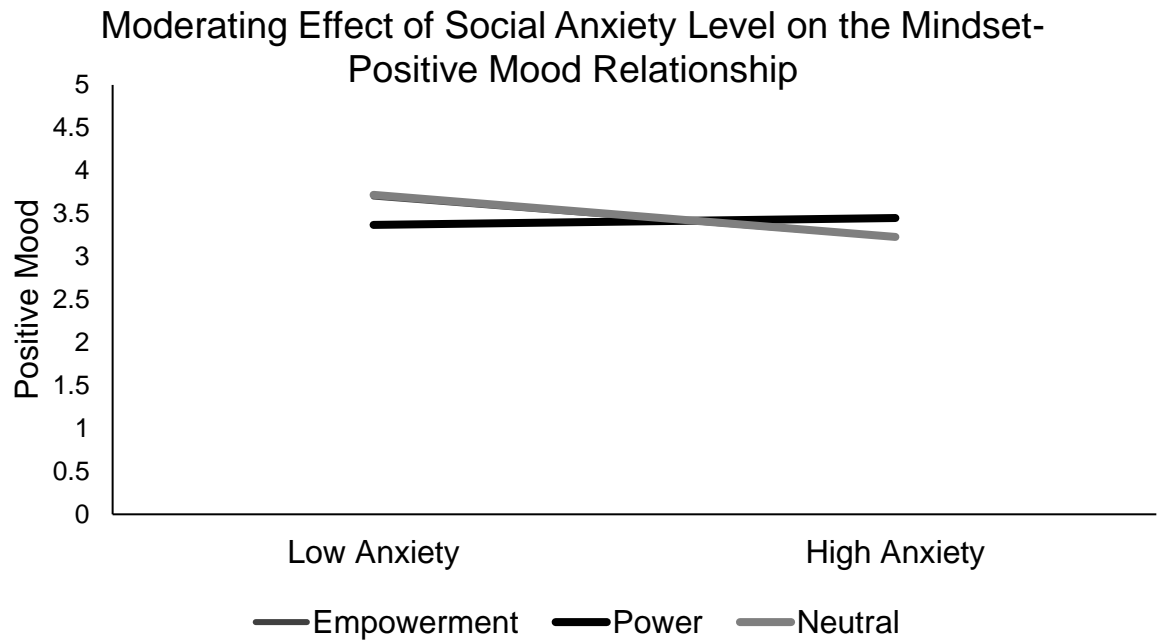


Figure 5. Moderating effect of social anxiety level and mindset primes on positive mood prior to negotiation.

Table 7.

Summary of fixed effects model predicting positive mood from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	-.01	.12	.01	.12	-.01	.11
Negotiation Role	.18	.12	.14	.12	.16	.12
Power vs. Empowerment			-.01	.15	-.44	.30
Neutral Vs. Empowerment			.05	.13	-.14	.27
Power vs. Neutral			-.05	.14	11.98	7.20
Social Anxiety			-.10*	.04	-.15*	.06
Power vs. Empowerment X Social Anxiety					.18	.09
Neutral vs. Empowerment X Social Anxiety					-.03	.09
Power vs. Neutral X Social Anxiety					.21*	.09
R^2		.01		.03		.05

Note. Coefficients are unstandardized

* $p < .05$

main effect of social anxiety on negative mood, participants with higher levels of dispositional social anxiety reported higher levels of state negative mood ($B = .15, p < .001$). Model 3 accounted for 9% of the variance in negative mood. The interaction of mindset prime condition and social anxiety level was not significant which does not.726; see Table 8 for summary of analysis).

Self-Esteem

The ICC was .002 which indicated that .2% of the variance in self-esteem was between dyads. Model 2 accounted for 1% of the variance in self-esteem. There was a significant main effect of the power (versus empowerment) prime on self-esteem ($B = -.34, p = .029$). Participants in the power condition had lower levels of self-esteem ($M_{\text{Power}} = 3.48, SD = .54$) compared to participants in the empowerment condition ($M_{\text{Empowerment}} = 3.77, SD = .64$). Model 3 (interactions) accounted for 1% of the variance in self-esteem and was not significant which does not support Hypothesis 4. Participant's self-esteem was equally influenced when they were primed with power (versus empowerment) regardless of their social anxiety levels (see Table 9 for summary of analysis).

General Self-Efficacy

The ICC was .001, indicating that .1% of the variance in general self-efficacy was between dyads. Model 2 accounted for 9% of the variance in general self-efficacy. There was a significant main effect on general self-efficacy. Overall, participants with higher levels of social anxiety also reported having lower levels of general self-efficacy ($B = -.09, p = .001$). Model 3 accounted for 10% of the variance in self-efficacy. There was a

Table 8.

Summary of fixed effects models predicting negative mood from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	-.08***	.11	-.12	.11	-.09	.12
Negotiation Role	-.04	.11	.03	.11	.02	.11
Power vs. Empowerment			.01	.14	.36	.33
Neutral Vs. Empowerment			-.01	.11	-.03	.27
Power vs. Neutral			.02	.14	.39	.27
Social Anxiety			.15***	.04	.20**	.07
Power vs. Empowerment X Social Anxiety					-.15	.11
Neutral vs. Empowerment X Social Anxiety					.00	.09
Power vs. Neutral X Social Anxiety					-.15	.09
R^2	.03		.08		.09	

Note. Coefficients are unstandardized

** $p < .01$, *** $p < .001$

Table 9.

Summary of fixed effects models predicting self-esteem from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	-.08	.11	-.11	.12	-.14	.12
Negotiation Role	.00	.12	-.03	.11	-.02	.11
Power vs. Empowerment			-.34*	.15	-.49	.29
Neutral Vs. Empowerment			-.18	.14	-.47	.30
Power vs. Neutral			-.16	.14	-.02	.31
Social Anxiety			-.05	.04	-.11	.06
Power vs. Empowerment X Social Anxiety					.07	.09
Neutral vs. Empowerment X Social Anxiety					.13	.10
Power vs. Neutral X Social Anxiety					-.06	.10
R^2		.03		.01		.01

Note. Coefficients are unstandardized

* $p < .05$

trending interaction between the power prime (versus empowerment) and social anxiety on self-efficacy ($B = .11, p = .068$; see Figure 6). Social anxiety had a positive effect on general self-efficacy under the power prime, such that those higher on social anxiety reported higher levels of general self-efficacy. This relationship did not exist under the empowerment prime. However, there was no difference found for the effect of social anxiety under the empowerment prime compared to neutral ($B = -.03, p = .621$) and the power prime compared to neutral ($B = .08, p = .102$; see Table 10 for summary of regression analysis).

Negotiation Self-Efficacy

Distributive Negotiation Self-Efficacy. The ICC was .001 which indicated that .1% of the variance in distributive negotiation self-efficacy was between dyads. Model 2 accounted for 13% of the variance in distributive negotiation self-efficacy. There was a significant main effect of social anxiety on distributive negotiation self-efficacy such that, as participants levels of social anxiety increased, they reported having lower levels of distributive negotiation self-efficacy ($B = -4.78, p = .001$). Model 3 (interactions) accounted for 12% of the variance in distributive negotiation self-efficacy and was not significant which indicated that participants' distributive negotiation self-efficacy was equally effected by their level of social anxiety regardless of the mindset prime they were assigned and did not support Hypothesis 4 (see Table 11 for summary of regression analysis).

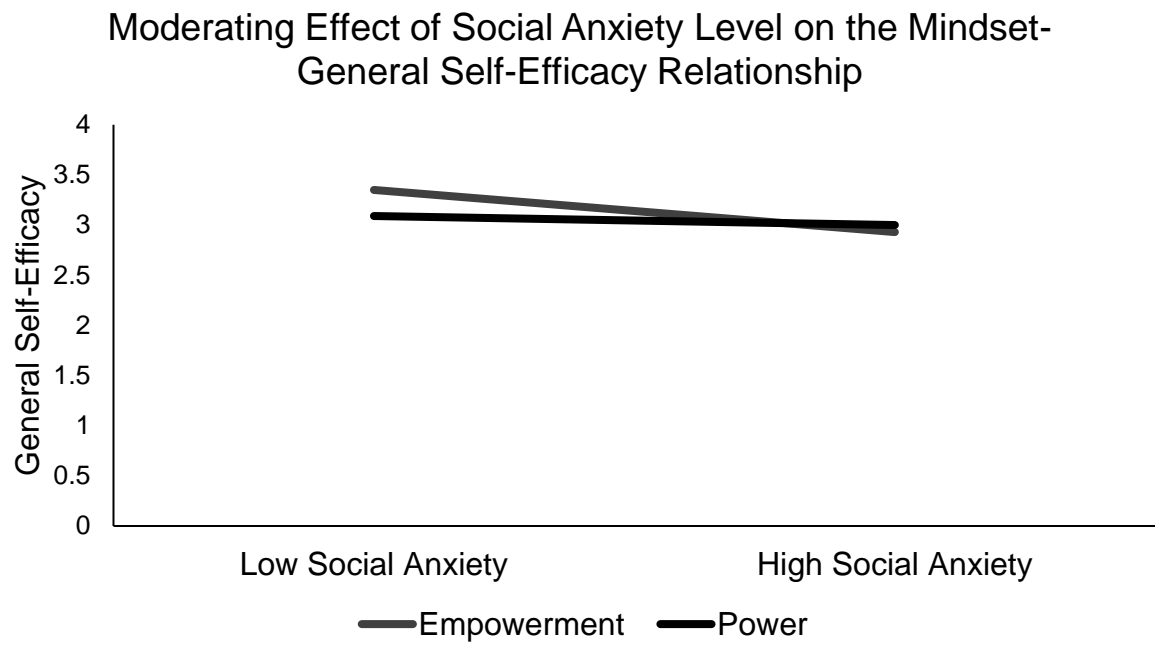


Figure 6. Moderating effect of social anxiety level and mindset primes on general self-efficacy before the negotiation.

Table 10.

Summary of regression analysis predicting general self-efficacy from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	-.04	.07	-.02	.07	-.04	.07
Negotiation Role	.00	.06	-.04	.06	-.03	.06
Power vs. Empowerment			-.05	.10	-.30*	.13
Neutral Vs. Empowerment			.03	.08	-.03	.13
Power vs. Neutral			-.08	.08	-.27*	.13
Social Anxiety			-.09**	.03	-.13**	.05
Power vs. Empowerment X Social Anxiety					.11	.06
Neutral vs. Empowerment X Social Anxiety					.03	.06
Power vs. Neutral X Social Anxiety					.08	.05
R^2	.02		.09		.10	

Note. Coefficients are unstandardized

* $p < .05$, ** $p < .01$

Table 11.

Summary of regression analysis predicting distributive negotiation efficacy from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	1.12	3.24	2.04	3.30	.95	3.31
Negotiation Role	-2.17	3.68	-4.16	2.77	-3.91	2.72
Power vs. Empowerment			-4.61	4.25	-11.10	8.58
Neutral Vs. Empowerment			.18	3.73	-7.90	6.55
Power vs. Neutral			-4.79	3.84	-3.20	7.86
Social Anxiety			-4.78**	1.41	-6.72**	2.28
Power vs. Empowerment X Social Anxiety					2.86	3.62
Neutral vs. Empowerment X Social Anxiety					3.61	2.90
Power vs. Neutral X Social Anxiety					-.76	3.13
R^2	0.008		.13		.12	

Note. Coefficients are unstandardized.

** $p < .01$

Integrative Negotiation Self-Efficacy. The ICC was .07, indicating that 7% of the variance in integrative negotiation self-efficacy was between dyads. Model 2 accounted for 9% of the variance in integrative negotiation self-efficacy. There was a significant main effect of social anxiety on integrative negotiation self-efficacy ($B = -2.50, p = .040$). Participants with higher levels of social anxiety reported lower levels of integrative negotiation self-efficacy. Model 3 accounted for 12% of the variance in integrative negotiation self-efficacy. There were no significant interactions between mindset and social anxiety level on integrative negotiation self-efficacy. Therefore, Hypothesis 4 was not supported (see Table 12 for summary of regression analysis).

Order Effects of Fear Questionnaire Scale

A hierarchical linear regression was completed to test whether the placement of the Fear Questionnaire Scale, as either first or last in the study, impacted participant's responses on any of the outcome or proposed mediator variables. Model 1 included both gender of participants and placement of the FQ (first or last). In Model 2 the main effect of social anxiety at level 1 and the pairs of dummy-coded contrast variables in level 2 were entered. In Model 3 the cross-level effects of the dummy-coded contrast variable pairs moderating the level 1 effect of social anxiety were entered. Model 3 tested a cross-level interaction between condition (level 2 dyadic variable) and SA (level 1 variable). For integrative negotiation outcomes Model 1 included both gender of participants and placement of the FQ (first or last). Model 2 had the dummy-coded contrast variables. Model 3 included the dummy-coded contrast variables X social anxiety interaction terms.

Table 12.

Summary of regression analysis predicting integrative negotiation efficacy from gender, negotiation role, condition, and social anxiety.

	Model 1		Model 2		Model 3	
	B	SE	B	SE	B	SE
Gender	3.69	3.71	3.84	3.58	2.04	3.26
Negotiation Role	-4.47	3.69	-5.20	3.41	-4.58	3.14
Power vs. Empowerment			-6.44	4.06	-18.95**	8.50
Neutral Vs. Empowerment			2.01	3.50	-8.62	7.35
Power vs. Neutral			-8.45	4.23	-10.33	8.90
Social Anxiety			-2.50*	1.18	-5.62**	2.05
Power vs. Empowerment X Social Anxiety					5.42	3.00
Neutral vs. Empowerment X Social Anxiety					4.79	2.83
Power vs. Neutral X Social Anxiety					.63	2.96
R^2		.02		.09		.12

Note. Coefficients are unstandardized.

* $p < .05$, ** $p < .01$

The placement of the FQ did change some of the results. The trending interaction of social anxiety and power (versus empowerment) on positive mood was no longer significant ($B = .17, p = .09$). This finding was examined further by analyzing the interaction of social anxiety and power (versus empowerment) on positive mood for those who wrote the FQ first or last. There was no significant moderating effect of social anxiety and power (versus empowerment) on positive mood. The significant main effect of social anxiety on integrative negotiation self-efficacy was also no longer significant ($B = -2.20, p = .086$). This finding was also explored further by examining the main effect of social anxiety on integrative negotiation self-efficacy for those who completed the FQ first or last. There was a main effect of social anxiety on integrative negotiation self-efficacy for those who completed the FQ first ($\beta = -.31, p = .028$). As social anxiety increased, participants who completed the FQ first reported lower levels of integrative negotiation self-efficacy.

Discussion

The purpose of this research was to determine if an empowerment or power mindset prime would help or hinder negotiation outcomes for individuals with higher or lower levels of dispositional social anxiety. Past studies which examined how mindset and dispositional social anxiety influence risk-taking and self-advocating intentions have produced inconsistent results. Gilin Oore and Stewart (2017) found significant main effects such that empowerment (compared to power and neutral) increased risk-taking and self-advocating intentions and that the power and neutral primes did not differ from

one another. In addition, Gilin Oore and Stewart (2017) found that higher levels of social anxiety decreased risk-taking and self-advocating intentions. This led to Hypothesis 1 and 2 which also focused on self-advocating behaviours (rather than solely intentions) to determine whether Gilin Oore and Stewart's (2017) findings translated to actual negotiation behaviours (see Table 13 for a summary of what results were in line with the hypotheses).

The results of the current study did not resolve the inconsistencies of prior research. Instead, a new pattern of results emerged. Firstly, neither integrative negotiation outcomes, distributive negotiation outcomes, forcing behaviours, yielding behaviours, nor avoiding behaviours were influenced by mindset prime which failed to support Hypothesis 1.

These findings are in contrast to what Gilin Oore and Stewart (2017) found. In the prior research, the empowerment condition was demonstrated to increase participants' inclination to take risks and use forcing strategies and decrease participants' inclination to use avoiding and yielding strategies. Therefore, participants in the empowerment condition reported overall that they would be able to perform well in a negotiation. However, the prior research did not find any evidence for an interaction between social anxiety and mindset prime on self-advocating intentions whereas the present study did. This discrepancy between the prior research and the present study may demonstrate how intentions are different when compared to behaviours. Specifically, mindset seemed to impact participants' intentions in the prior research but mindset did not impact behaviours in the present study. On the other hand, social anxiety and mindset did not interact to

Table 13.

Summary of which independent variables supported the outcome variables of the hypotheses.

Independent Variables	Distributive	Integrative	Forcing	Avoiding	Yielding
	Outcomes	Outcomes			
Hypothesis 1					
Power vs. Empowerment	X	X	X	X	X
Power vs. Neutral Empowerment vs. Neutral	X	X	X	X	X
Hypothesis 2					
Social Anxiety	X	X	✓	X	✓
Hypothesis 3					
Social Anxiety X Power vs. Empowerment	X	X	X	✓	X
Social Anxiety X Power vs. Neutral	✓	✓	X	✓	X
Social Anxiety X Empowerment vs. Neutral	X	X	X	X	X

Note. The symbols indicate whether the finding supported the hypotheses. ✓ indicates that the finding supported the hypotheses. X indicates that the finding did not support the hypotheses.

produce an impact on intentions in the prior research but did impact behaviours in the present research.

Only forcing and yielding supported Hypothesis 2. Participants who had higher levels of dispositional social anxiety reported using less forcing behaviours and more yielding behaviours. Unexpectedly, integrative and distributive negotiation outcomes and avoiding behaviours were not affected by participants' social anxiety level. The reason why integrative and distributive outcomes were not related to social anxiety may be because social anxiety was measured as a disposition in the present study. Prior research which found that those with anxiety earn less in a negotiation manipulated participants' levels of anxiety by having them watch a frightening video clip (Brooks & Schweitzer, 2011). Therefore, in the present study, the social anxiety level that participants may have been feeling could have been weaker compared to if social anxiety were to be induced which is why there were no effects found for social anxiety and negotiation outcomes. The relationship between social anxiety and forcing and yielding behaviours are in line with previous research (Gilin Oore & Stewart, 2017). However, social anxiety did not have a relationship with avoiding which does not support prior research. This is another example of how intentions may not translate to behaviours. Participants with high anxiety in the prior research reported that they were more inclined to avoid if they were to participate in a negotiation. Moreover in the present study, participants' avoiding levels were not influenced by their social anxiety when they took part in a real negotiation. Research has demonstrated that individuals' primary conflict management strategy can change depending on the situation (Callanan, Benzing, & Perri, 2006). Callanan et al.

(20016) measured participants' dominant conflict-handling approach using the Thomas-Kilmann Conflict Mode Instrument (TKI; Thomas & Kilmann, 1974). However, when those participants took part in a conflict scenario, the dominant conflict-handling approach that they indicated in the TKI was not used. This demonstrates that how individuals may intend to manage conflict in a negotiation is not always the same conflict management style used in actuality.

Gilin Oore and Stewart (2017) also examined whether a power, empowerment, or neutral prime and social anxiety would interact to influence self-advocating and risk-taking intentions and found no significant interactions. However, Maner et al. (2012) specifically looked at power primes and found a significant interaction between power and dispositional anxiety such that risk-seeking and perceptions of rewards increased for individuals with lower levels of anxiety when primed with power. For individuals with higher levels of anxiety, power primes had no effect. Since Maner et al.'s (2012) research only used power primes and found a significant interaction while Gilin Oore and Stewart's (2017) research used power, empowerment, and neutral primes and found no significant interaction, it was difficult to determine whether there would be an interaction when examining effects on behaviour. This led to Hypothesis 3 which stated that there would be an interaction between mindset (power, empowerment, and neutral) and dispositional social anxiety on self-advocating behaviour (see Table 13 for a summary of what results were in line with the hypotheses).

There was a moderating effect of dispositional social anxiety and mindset prime on avoiding behaviours and integrative negotiation outcomes as well as a trending effect

on distributive negotiation outcomes. However, the patterns of the moderating effects showed only partial support for specific Hypotheses 3. Hypothesis 3 predicted that individuals with higher levels of social anxiety would have the lowest level of self-advocating behaviours in the power prime, followed by the empowerment prime.

Participants in the power prime who had higher levels of social anxiety did have higher levels of avoiding behaviour, as expected, but this relationship was not found for the empowerment prime. However, there was no evidence found for the effect of social anxiety in the empowerment prime compared to neutral, which did not support Hypothesis 3. In addition, in the power condition, those with higher levels of social anxiety had lower integrative and distributive negotiation outcomes compared to those in the neutral condition. However, there was no difference found for participants in the empowerment condition compared to the power condition or neutral condition which also did not support Hypothesis 3. Thus, Hypothesis 3 was only partially supported.

Hypothesis 3 also predicted that individuals with lower levels of social anxiety would have equally high levels of self-advocating behaviour in the power or empowerment mindset conditions. For avoiding behaviours and integrative and distributive negotiation gains, Hypothesis 3 was partially supported. Individuals in the power prime with lower levels of anxiety had higher distributive and integrative outcomes. There was no difference between the empowerment prime compared to neutral or power for distributive and integrative outcomes which is not in line with Hypothesis 3. Individuals in the power prime with lower levels of dispositional social anxiety had lower avoiding behaviours and

this relationship was not found for the neutral or empowerment prime. There was no difference between the empowerment prime compared to neutral.

Mindset prime and social anxiety had a significant interaction for avoiding behaviours but not for yielding or forcing behaviours. One explanation for this is that avoiding coincides the most with social anxiety. Brooks and Schweitzer (2011) found that participants with high dispositional anxiety made lower first offers and exited the negotiation earlier than non-anxious participants which demonstrated that those with dispositional anxiety are more eager to avoid negotiations. In addition, one of the main symptoms of social phobia in the DSM-5 is avoiding situations which cause social anxiety (5th ed.; *DSM-5*; American Psychiatric Association, 2013). Since avoidance is a large part of social anxiety and the Fear Questionnaire used in this study assesses the degree of avoidance in social situations, it may explain why avoiding was the only behaviour from the DUTCH that was impacted by the interaction between mindset and social anxiety.

One possible explanation for why mindset and social anxiety produced an interaction only for avoiding and integrative and distributive negotiation gains could be due to the sample consisting of inexperienced negotiators. All the participants in the study were completing their undergraduate degree, more than 50% of participants were in their first two years of their undergraduate degree, and more than 50% of participants ranged in age from 18-20 years old. Therefore, it is likely that the study was the first formal negotiation experience for majority of participants. Prior research did not measure actual risk-taking and self-advocating behaviours but demonstrated that when primed with a

power or empowerment mindset, participants' intentions were influenced. In the present study, avoiding behaviours and integrative and distributive outcomes were affected by the interaction between mindset primes and social anxiety but not in a similar way that was determined with intentions in previous research. Therefore, it is likely that an inexperienced negotiators' self-advocating intentions may not translate to self-advocating behaviours. On the other hand, it is possible that inexperienced negotiators would be more impacted by their social anxiety compared to experienced negotiators. In contrast, experienced negotiators may have developed coping mechanisms that still allow them to perform well in the negotiation even if they have higher levels of social anxiety.

For both integrative and distributive negotiation outcomes, participants in the power prime condition who had higher levels of social anxiety performed worse, and this was not the case for the neutral prime. For avoiding behaviour, participants in the power prime condition who had higher levels of social anxiety performed worse, but this did not exist for the neutral or empowerment prime. Since the difference only exists for participants primed with power compared to the other mindsets, this shows that power is not helpful for those with social anxiety. There is a multitude of previous research which has examined power and power primes and how it increases behavioural activation. Lammers, Dubois, Rucker, and Galinsky (2013) found that when applicants were asked to remember a personal experience of power, they were more successful in simulated interviews for job and academic admissions. Van Kleef, De Dreu, Pietroni, and Manstead (2006) examined how different operationalisations of power and emotion interacted to influence negotiation outcomes. The participants who were in high power conditions were

less impacted by emotions of their negotiation partner and less likely to concede than participants who were in low power conditions. However, Keltner, Gruenfeld, and Anderson (2003) theorized that individual differences related to approach and avoidance behaviours would impact how a person experiences power. Specifically, individuals who are more avoidance oriented may not be as likely to move from behavioural inhibition to behavioural activation because they do not respond to the pattern of power related cognitions, affect, and behaviour similarly to those who are approach oriented. Although the research examining that anxious individuals respond differently to power is small, there is research that does support Keltner et al.'s (2003) theory. Research has looked at hormones such as testosterone and cortisol and how they interact to influence dominance. Higher levels of testosterone are related to higher levels of dominance. Joseph, Sellers, and Newman (2006) found that competitive performance is impacted negatively when a person with low testosterone (i.e., a low dominance individual) is placed in a high-status position. A similar finding from Maner, Miller, Schmidt, and Eckel (2008) demonstrated that individuals with dispositional social anxiety responded to a competition, which is a social-dominance threat, with decreased levels of testosterone which depicts social submission. Furthermore, Mehta and Josephs (2010) examined how testosterone and cortisol interact during participation in a competition. Cortisol is a hormone that is associated with stress and social avoidance (Brown et al., 1996). When individuals who had high levels of cortisol participated in a competition, the relationship between testosterone and dominance was blocked or reversed. Overall, this research demonstrates that individuals who are more anxious and inhibited, due to low levels of testosterone and

high levels of cortisol, do not respond positively to dominance. Therefore, they do not experience dominance and instead experience decreased performance when in competitive situations and high power positions. Since individuals with dispositional social anxiety have higher levels of cortisol and social avoidance (Brown et al., 1996), they likely saw having power in the present study as a social-dominance threat and thus responded with greater avoidance and worse self-advocating behaviours during the negotiation.

Although the empowerment manipulation increased self-advocating intentions for those with higher dispositional social anxiety in prior research (Gilin Oore & Stewart, 2017), the empowerment manipulation used in this and the Gilin Oore and Stewart (2017) study may not have been strong enough to give individuals with high social anxiety the extra push to self-advocate in a negotiation. Given the confrontational and social nature of negotiations, social anxiety may be more pervasive during the enactment of negotiation scenarios, and thus higher social anxiety individuals may need a more in depth empowerment manipulation in order for it to allow individuals to overcome their social anxiety enough for them to self-advocate. There were two possibilities in the present study that may explain why the empowerment manipulation was not enough to help participants with social anxiety self-advocate in the negotiation. Firstly, the empowerment manipulation in the present study lasted 10 minutes and not all participants wrote for the full 10 minutes and the quality of the essays were different. Some participants took the full 10 minutes but only wrote one small paragraph, while other participants took less time and wrote an entire page. In addition, there was a substantial amount of time in

between the empowerment manipulation and negotiation task where participants were filling out other surveys. For individuals with social anxiety, the break in between the mindset manipulation and the negotiation task could have been enough time for them to begin to feel anxious about the negotiation situation they were going to enter. In order to make the empowerment manipulation stronger, there should be more time allotted to writing the empowerment essay and quality of the essay should be measured and controlled for. It would also be beneficial to have participants complete the negotiation directly after the mindset prime so that there is no opportunity for their mindset to become less salient. Alternatively, if it is not possible to complete the negotiation directly after the mindset prime, including reminders about participants' mindset essay throughout the study might also help maintain the strength of the mindset manipulation.

Although Gilin Oore and Stewart (2017) found no significant interaction between mindset prime and dispositional social anxiety, there was evidence for moderated mediation. The moderated mediation analysis found that for individuals with higher levels of social anxiety, there was an indirect effect of empowerment (compared to power) through perceptions of rewards on risk-taking intentions. In addition, Maner et al.'s (2012) finding that power increased risk-seeking for those lower in dispositional anxiety and had no effect for those higher in dispositional anxiety demonstrated that there may be different processes emerging for those with differing levels of dispositional anxiety. Therefore, Hypothesis 4 of the present study intended to explore evidence for moderated mediation with mood, self-efficacy, negotiation self-efficacy, and self-esteem as the proposed mediators of the hypothesized interaction between mindset condition and

dispositional social anxiety level on the negotiation outcomes (see Table 14 for a summary of what results were in line with the hypotheses).

There was no association between all the independent variables of interest and the proposed mediators which is one of the requirements to run a moderated mediation analysis for this study. Therefore, Hypothesis 4 was not supported and instead the hypothesized mediators were analyzed using moderation analysis. Some of the results supported past research. Participants with higher levels of dispositional social anxiety reported having increased negative mood and decreased positive mood which is in line with previous research which established that social anxiety is marked by a pattern of negative affect and low positive affect (Bar-Haim, Lamy, & Glickman, 2005; Gao & Huang, 2008). Participants with higher levels of dispositional social anxiety also reported lower levels of general self-efficacy, distributive negotiation self-efficacy, and integrative negotiation self-efficacy which builds on previous research that demonstrated dispositional social anxiety lowers negotiator's self-efficacy (Brooks & Schweitzer, 2011). There was a relationship between mindset and self-esteem. Participants in the power condition reported lower levels of self-esteem compared to participants in the empowerment condition. This finding builds on Gilin Oore and Stewart's (2017) study which found that the power mindset was not as helpful as the empowerment mindset. There was a significant interaction between social anxiety level and mindset on positive mood which did not support some of Gilin Oore and Stewart's (2017) findings. Specifically, Gilin Oore and Stewart (2017) found that there was a significant interaction between mindset and social anxiety on positive mood such that those higher in social

Table 14.

Summary of which mediating variables supported the expected findings of the outcome variables.

Independent Variables	Positive Mood	Negative Mood	Self- Esteem	General	Distributive	Integrative
				Self- Efficacy	Negotiation Self- Efficacy	Negotiation Self- Efficacy
Main Effect of Prime						
Power vs. Empowerment	X	X	✓	X	X	X
Power vs. Neutral	X	X	X	X	X	X
Empowerment vs. Neutral	X	X	X	X	X	X
Main Effect of Social Anxiety						
Social Anxiety	✓	✓	X	✓	✓	✓
Interaction of Social Anxiety X Prime						
Social Anxiety X Power vs. Empowerment	≠	X	X	≠	X	X
Social Anxiety X Power vs. Neutral	≠	X	X	X	X	X
Social Anxiety X Empowerment vs. Neutral	X	X	X	X	X	X

Note. The symbols indicate whether the finding supported what would have been expected. ✓ indicates that the finding did support what would have been expected. X indicates the finding did not support what would have been expected. ≠ indicates that the finding was opposite to what would have been expected.

anxiety had higher levels of positive mood when primed with empowerment compared to power. The interaction between mindset and social anxiety on positive mood was found in the present study but only for the power (versus neutral) and power (versus empowerment) condition and the pattern of the interaction was that individuals higher in social anxiety experienced more positive mood when primed with power compared to neutral or empowerment. Another finding in the present study in which the pattern of the interaction was not in line with previous research is that participants with higher dispositional anxiety primed with power reported higher levels of general self-efficacy than participants primed with empowerment. In sum, the patterns demonstrated for general self-efficacy and positive mood are in contrast to what was expected and are also in contrast to how well participants did in the negotiation.

The differences between the general self-efficacy and positive mood with the avoiding, integrative and distributive negotiation outcomes are similar to how self-advocating intentions in Gilin Oore and Stewart's (2017) research did not equate to self-advocating behaviours in the present study. Thus, how efficacious and positive participants felt did not correspond to how well they did in the negotiation. The discrepancy between general self-efficacy and positive mood with the negotiation outcomes is in contrast to Bandura's (1986) theory. The expectancy of increased motivation contributing to positive outcomes did not occur in this study. This suggests that the avoiding, integrative, and distributive performance outcomes cannot solely be due to the manipulation having an effect on positive mood and general self-efficacy.

Practical Implications

From the findings in this research, one important aspect is that power is not helpful for individuals who have higher levels of dispositional social anxiety in regard to actual behaviours. Thinking about a situation in which one has power over another person's choices or outcomes may be viewed as more threatening for someone with social anxiety and thus, activates the behavioural inhibition system which would further instigate the negative effects that social anxiety has on self-advocating behaviour. This supports the idea that using power in negotiations is not a "one size fits all" strategy and other strategies should be considered for higher social anxiety individuals when designing any type of negotiation training. Furthermore, this goes to show that a more personalized strategical approach to negotiation may be the best way to help individuals with many dispositional differences succeed. When preparing for a negotiation or learning negotiating skills and strategies, it would be beneficial to ask what strategies work and what strategies do not work for a specific person. In line with this, future research should also aim to measure qualitative responses to what strategies individuals with social anxiety would use to help them in a negotiation. By collecting more specific strategies, it will help to determine whether empowerment training would be useful and thus further develop empowerment training that is as holistic and accommodating as possible.

Given the findings from Gilin Oore and Stewart's (2017) study compared to the present study and the findings of self-efficacy and mood with negotiation outcomes, one's intentions or feelings towards how they think they would do in a negotiation does not directly translate to how they behave. This goes to show that additional practice and

development of negotiation skills may be an added benefit because negotiation skills are more likely to be reliable in an actual negotiation situation rather than what previous intentions or feelings stated. Additional practice and development of negotiation skills could also be more helpful for those with higher levels of dispositional social anxiety as it would be similar to exposure therapy. Exposure therapy is one of the most effective strategies to treat anxiety disorders (Barlow, 2002). In exposure therapy, a patient is repeatedly exposed to a situation or object that they fear. When being exposed to the fear, a therapist is also present and provides support which gradually lowers the aversive feeling that a patient experiences when exposed to that fear (Davis, Ressler, Rothbaum, & Richardson, 2006). It is also important that the patient modifies the behavioural and emotional responses to their fears rather than just the cognitive aspects in order for the therapy to be effective (Hofmann, 2008). Different types of exposure therapy such as exposure group therapy (EGT) and virtual reality exposure therapy (VRE) are used to help individuals with social anxiety overcome their fears. Individuals who participated in eight treatment sessions of learning about social anxiety and being exposed to increasingly fearful situations through EGT or VRE experienced a significant decrease in social anxiety 12-months after the treatment and 4-6 years after the treatment (Anderson et al., 2013; Anderson, Edwards, & Goodnight, 2017). Therefore, individuals who have social anxiety should slowly expose themselves to negotiation situations so that they can develop their skills and behaviours for the long-term. In the present study, only 15% of participants reported social anxiety levels that would be considered a social anxiety disorder. Therefore, these recommendations are speculative. It is suggested that more

research be conducted that uses exposure therapy in a non-clinical setting to determine whether exposure therapy would be helpful for all participants with either dispositional social anxiety and/or social anxiety disorder.

Research Implications

The research regarding how different mindset primes impact individuals with dispositional social anxiety remains to be inconsistent. This suggests the need for additional research. Firstly, it is likely that individuals with higher levels of dispositional social anxiety need more assistance when it comes to actual negotiation behaviours and strategies. Although higher social anxiety individuals report that they would be able to self-advocate in a negotiation when given a short essay empowerment prime (Gilin Oore & Stewart, 2017), that does not seem to translate to their actual improved negotiation behaviours following an empowerment prime in the present study. Previous research has found that expectations partially mediate the relationship between anxiety and negotiation profits. Individuals with anxiety, expect to earn less, and end up earning less in a negotiation (Brooks & Schweitzer, 2011). However, based on Callanan et al.'s (2006) study, when context is taken into consideration, how individuals say they will negotiate does not equate to an actual negotiation scenario.

As stated previously, negotiations pose a threat for those with dispositional social anxiety (Brooks & Schwietzer, 2011) and these individuals may instead need a stronger empowerment prime in order to see behavioural change. There is evidence that ongoing negotiation training leads to better negotiation outcomes. Stevens, Bavetta, and Gist (1993) used a two-stage negotiation training program to help participants better negotiate

their salary. In the first stage, participants were given content training on basic negotiation skills and emphasis was placed on tactics that would help in achieving a higher negotiated salary. Once participants completed content training, they participated in a negotiation. The second stage of negotiation training consisted of goal-setting or self-management training. In goal-setting training, participants learned about how to create and use effective self-set goals to improve salary outcomes. In self-management training, participants learned self-management principles such as identifying performance obstacles and self-monitoring progress. Once the second stage of negotiation training was complete, participants completed another negotiation. Participants who took part in the goal-setting or self-management training all had better negotiation outcomes in the second negotiation compared to the first negotiation. Based on Stevens et al.'s (1993) findings, future research should examine empowerment training over multiple sessions as it is possible that it would benefit individuals with higher dispositional social anxiety. This would allow higher social anxiety individuals to slowly expose themselves to negotiations and be able to practice using empowerment to assist them in negotiations.

Future research should also look to recruit individuals who have negotiating experience. The sample in this study likely did not have much negotiating experience. For those with higher dispositional social anxiety, the lack of experience may have influenced their negotiating behaviours and outcomes beyond what the mindset primes influenced. This is because a person who has social anxiety with no negotiation experience may be more nervous than a person with social anxiety who has negotiation experience. Thus, the participants in this study with social anxiety likely had had a difficult time allowing the

mindset to become more salient than their nervousness which would explain why not all the self-advocating behaviours were significant. Additionally, the inexperienced negotiators in this study may have introduced a restriction in range which would decrease the variance of self-advocating behaviours and can also explain why not all self-advocating behaviours were significant. Using an experienced negotiator sample may demonstrate more consistent results in all measures of self-advocating behaviour as these individuals would already know how to use these strategies, and would thus be able to change them in order to help them negotiate based on the mindset prime they are given.

Limitations

Although this study presents valid findings as it was a true experiment in which participants completed negotiations in person, it does come with some limitations. One of the main limitations of the study is that the negotiation was a role play. Due to the negotiation being fictional, the scenario may have seemed unimportant to participants. Indeed, while anecdotally most participants during the study did take the negotiation very seriously, some others found the quickest way to come to an agreement regardless of whether they were achieving what their role demanded. There is also the possibility that participants did not care about the issues for which they were negotiating. Some participants did indicate that they did not agree with the role for which they were advocating. For example, after completing the study, participants indicated that their role did not have the priorities that they personally agreed with and instead the other role was more in line with their personal value/priorities. Due to this, they had a difficult time advocating for their role. However, the negotiation scenario was specifically tailored to

the study sample. All of the issues were based on current issues occurring at the university where the study took place which means participants could theoretically relate to all the issues in some way and build arguments to advocate for them. Since this negotiation role play was specifically created for the study sample, that means it had not been tested extensively. Therefore, it is difficult to determine whether the \$20 million that was allocated between negotiation partners provided enough variability for their points gained to cover a large enough range which would demonstrate better or worse self-advocating behaviour, especially since the sample in this study was likely inexperienced in negotiating. In addition, there was an effect of negotiation role such that participants who acted as the Student Finance Leader reported higher levels of forcing than participants who acted as the Academic Facilities Leader. This effect may be because the Student Finance issues were more relatable and therefore more motivating to advocate for. The discrepancies between the roles were pointed out during pilot testing when research assistants indicated that Student Finance was easier to negotiate for than Academic Facilities. Adjustments were made to the Academic Facilities negotiation task information so that the role would be easier to negotiate for. However, it does seem that more adjustments may be needed for the different roles to be of equal strength. It is suggested that future research aim to make the associated adjustments and test this negotiation role play with different populations to eliminate these limitations or use a confederate trained in negotiation to play the role of Academic Facilities Leader. Despite that the negotiation role play in this study comes with inherent limitations, it is important to note that majority of negotiation research uses fictional negotiation scenarios which

forms the basis of empirical knowledge on negotiations and the results of these fictional scenarios do tend to replicate.

Since the experiment was done in person with sessions ranging from 2-12 participants, some sessions had participants sitting next to each other. Although effort was made to prevent participants from talking to one another about what their survey packages included, it was difficult to directly prevent participants from seeing the content of the packages of the participants sitting next to them. Therefore, it is possible that participants knew that there were different conditions. However, anecdotally, there were no instances that would indicate any of the participants going out of their way to look at the package of the participant sitting next to them. In addition, the range of participants in each session could have produced different effects on the negotiation. For example, the sessions that included two or four participants could have impacted the negotiations differently than the sessions that included 10 or 12 participants. It is possible that the different sizes of the sessions could have amplified the negative effect of social anxiety which would have reduced the effect of mindset primes. The small sessions could have amplified social anxiety because the room was relatively quiet and it was easier to hear the negotiations between dyads. On the other hand, the larger sessions could have amplified social anxiety because there were more people in the room all talking simultaneously which made the negotiation more of a social experience.

In addition, since the study was conducted in person, all participants were completing the measures and tasks at the same time. All sections in the study were timed in order to keep each session standardized. However, participants took different amounts

of time to complete each section. Some participants took longer to complete certain sections, and the participants who completed their sections quickly ended up waiting for other participants to catch up. During this waiting time, participants could have grown fatigued and frustrated as they had to sit quietly and wait for other participants or wait for the time allotted in each section to conclude. The potential fatigue and feelings of frustration that participants experienced from waiting could have also decreased the salience of the mindset primes.

Finally, the sample of this study comes from an undergraduate university population which may decrease the generalizability of the results, especially since it is likely that the participants had little negotiation experience. In line with this, no information was collected regarding how much negotiation experience the participants in this study had. Future research would benefit from measuring this in order to use negotiation experience as a control variable in further analyses. In addition, the sample size of the current study provides the minimum amount of power to analyze the present data. If this study were replicated with a larger sample size, it is possible that the self-advocating behaviours that were measured would become significant. A post-hoc power analysis in G*Power was conducted to determine the probability of finding an effect when there was an effect ($1 - \beta$). The R^2 effect sizes, sample size, and seven predictors from the interaction model were entered into the power analysis for each dependent variable. The likelihood of finding an effect ranged from 9% - 99%. Therefore,

replication of the present study with a larger sample is recommended because there were some effects in the present study that may not have been detected due to low power.

All in all, the present study demonstrated that prior research (i.e. Gilin Oore & Stewart, 2017) which found that those with higher dispositional social anxiety or primed with empowerment who reported self-advocating intentions in negotiations did not equate to overall self-advocating behaviours. The empowerment mindset in this study did not negatively or positively impact the negotiation outcomes for those with higher social anxiety. This finding may show how higher levels social anxiety remains to negatively affect negotiation outcomes when primed with empowerment. However, this study confirms that for individuals with higher social anxiety, power is not beneficial, which validates the importance of further research in this field in order to understand how individuals with higher social anxiety negotiate and how to help these individuals improve their negotiation outcomes.

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WHO IS ELIGIBLE TO TAKE PART?

In order to participate, you must be over the age of 18 and a student at Saint Mary's University.

WHAT DOES PARTICIPATING MEAN?

The study will take place on the Saint Mary's University campus. The study will begin with a short demographics questionnaire followed by surveys regarding personality. You will then read instructions on how to complete the Campus Negotiation Task and complete a mindset preparation task. Once the mindset preparation task is completed, you will be placed into groups of two to complete the Campus Negotiation Task. After the task is finished, you will be completing additional surveys regarding personality. Throughout the negotiation task you will also be audio recorded.

INFORMED CONSENT FORM

HOW LONG DOES THE STUDY TAKE TO COMPLETE?

The entire study will take around 45 minutes to complete.

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Psychology

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INTRODUCTION

As part of my master's thesis, I am conducting research under the supervision of Dr. Debra Gilin Oore. The principal investigator does not have any financial interest in conducting this research. You are being invited to participate in this voluntary research study. You may withdraw with no consequences at any time throughout the study by leaving your incomplete materials on the table and leaving the room. Your name, student identification number, and any other identifying information will not be attached to your responses to ensure that your responses remain confidential. If you are a student registered with the SONA system at Saint Mary's University, you will also have the opportunity to gain between .50 to 2.5 SONA bonus points. If you are a participant volunteering for the study but are not registered with SONA, you will be offered two slices of free pizza upon completion of the study. Alternatively, those who are registered with SONA may opt to receive two slices of pizza as well, rather than the 2.5 bonus point rewards. In addition, the negotiation team with the highest number of points will receive a \$5 gift card.

PURPOSE OF THIS RESEARCH

The purpose of this study is to understand how individual personalities impact negotiation outcomes about a hypothetical campus issue.

WHO IS ELIGIBLE TO TAKE PART?

In order to participate, you must be over the age of 18 and a student at Saint Mary's University.

WHAT DOES PARTICIPATING MEAN?

The study will take place on the Saint Mary's University campus. The study will begin with a short demographics questionnaire followed by surveys regarding personality. You will then read instructions on how to complete the Campus Negotiation Task and complete a mindset preparation task. Once the mindset preparation task is completed, you will be placed into groups of two to complete the Campus Negotiation Task. After the task is finished, you will be completing additional surveys regarding personality. Throughout the negotiation task you will also be audio recorded.

HOW LONG DOES THE STUDY TAKE TO COMPLETE?

The entire study will take around 70 minutes to complete.

WHAT ARE THE POTENTIAL BENEFITS OF THIS RESEARCH?

The study includes completing a negotiation task. Therefore, the negotiation task may be beneficial to you as you will get an opportunity to practice and potentially improve your negotiation skills. In addition, your participation will contribute to expanding the research regarding personality and negotiation.

WHAT ARE THE POTENTIAL RISKS FOR PARTICIPANTS?

Please be aware that some of you may find the negotiation situation uncomfortable as it requires interacting with an individual who may not share the same interests as you and includes a competitive element. This may also be the first time that you are participating in a negotiation situation. Therefore, you may experience feelings of nervousness, disappointment or frustration with the task, yourself, or your partner. Because the task involves interacting with another participant in a competitive task, there is also the possibility of interpersonal hostilities emerging.

You may skip any questions that you wish not to answer. All new information that may arise during the study will be communicated with you so that you can reassess your continued participation in the study.

If you experienced significant discomfort during this study, you may wish to consider seeking some resources which could help you learn alternative coping strategies in future social situations. You may wish to contact either of the resources below to explore such options:

Morneau Shepell offers free, confidential phone counselling to Saint Mary's students, 24/7.

If you are in an emergency or crisis after hours, please contact Morneau Shepell at 1-855-649-8641 and tell them you need immediate assistance.

SMU Counselling Centre
(902) 420-5615
counselling@smu.ca
Fourth floor of Student Centre at SMU

WHAT WILL BE DONE WITH MY INFORMATION?

All data collected will be anonymous. As mentioned, we hope to collect information about your age, gender, nationality, and perceptions on several measures; however, no identifying information will be collected at any point during the study.

WILL THE DATA BE KEPT CONFIDENTIAL?

All questionnaires and hand-written documents will be stored in a lockable filing cabinet within Dr. Debra Gilin Oore's research lab (MM315) which will only be accessible to Dr. Gilin Oore and Kayla Brown. Data that is transferred into electronic format (excel, word, and SPSS files) will be stored on a password protected computer in the secure research lab. Data will be retained for five years after the study is complete or published, whichever happens later.

DISSEMINATION OF RESEARCH RESULTS

Once all the data are collected and analyzed for this study, we plan to share the information, in the form of grouped data only, with the research community through conferences, presentations, and journal articles. We will not identify individuals in any way in our research findings.

WHAT TYPE OF COMPENSATION IS AVAILABLE FOR PARTICIPATION?

For those registered with the SONA system at Saint Mary's University, you will be credited 2.5 bonus points for your participation in the full study. If you decide to withdraw from the study you will be given partial points based on the time completed or one slice of pizza. These partial points will be based on 15 minute intervals completed. For example, if you decide to withdraw from the study after 15 minutes you will receive a half of a bonus point. If you are not registered with the SONA system, you will be offered two free slices of pizza upon completion. Alternatively, those who are registered with SONA may opt to receive two slices of pizza as well, rather than the 2.5 bonus point rewards. The negotiation team with the highest number of points will receive a \$5 gift card.

HOW CAN I WITHDRAW FROM THIS STUDY?

You are able to withdraw from the research study at any time without penalty. You are also able to withdraw from the research study at any time during the negotiation task. You may also discontinue your participation at any point throughout the study by simply leaving the materials on the desk and exiting the lab. If you withdraw from the study without fully completing it, your data will be destroyed. If you wish to withdraw after your data has been provided, it will be impossible to eliminate that data because it is completely anonymous. If you do not feel comfortable with having us audio recording the study, please notify a researcher at the end of the session and the audio recording will be destroyed.

HOW CAN I FIND OUT MORE ABOUT THIS STUDY?

If you wish to further discuss this research or obtain a summary of results after the data has been collected and analyzed, you may contact Dr. Debra Gilin Oore or Kayla Brown. They will answer questions and be available during the course of the study.

Certification:

The Saint Mary's University Research Ethics Board has reviewed this research. If you have any questions or concerns about ethical matters or would like to discuss your rights as a research participant, you may contact the Chair of the Research Ethics Board at ethics@smu.ca or 420-5728.

Signature of Agreement:

Personality and Negotiation

I understand what this study is about, appreciate the risks and benefits, and that by consenting I agree to take part in this research study and do not waive any rights to legal recourse in the event of research-related harm.

I understand that my participation is voluntary and that I can end my participation at any time without penalty.

I have had adequate time to think about the research study and have had the opportunity to ask questions.

Participant

Signature : _____ Name (Printed) : _____

Date : _____

(Day/Month/Year)

Principal Investigator

Signature : _____ Name (Printed) : _____

Date : _____

(Day/Month/Year)

Appendix B

Personality and Negotiation Study

Campus Donation Task

Winter 2018

Demographic Questionnaire

Please answer the following questions:

How old are you? (Please answer in years) _____

What is your year of study? (Please circle your answer)

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

What is your major? _____

What is your cumulative GPA at SMU? _____

What is your gender?

- Male
- Female
- Other

What best describes your ethnicity (please circle all that apply to you)?

- White
- Hispanic or Latino
- Black or African Canadian
- Aboriginal
- Asian/Pacific Islander
- Other _____

Circle a number from the list below that reflects how much you avoid each of the situations listed because of fear or other unpleasant feelings.

0	1	2	3	4	5	6	7	8
Would not avoid it		Slightly avoid it		Definitely avoid it		Markedly avoid it		Always Avoid it

1. Travelling alone by bus or coach.	0	1	2	3	4	5	6	7	8
2. Walking alone in busy streets.	0	1	2	3	4	5	6	7	8
3. Going into crowded shops.	0	1	2	3	4	5	6	7	8
4. Going alone far from home.	0	1	2	3	4	5	6	7	8
5. Large open spaces.	0	1	2	3	4	5	6	7	8
6. Eating or drinking with other people.	0	1	2	3	4	5	6	7	8
7. Being watched or stared at.	0	1	2	3	4	5	6	7	8
8. Talking to people in authority.	0	1	2	3	4	5	6	7	8
9. Being criticized.	0	1	2	3	4	5	6	7	8
10. Speaking or acting to an audience.	0	1	2	3	4	5	6	7	8
11. Injections or minor surgery.	0	1	2	3	4	5	6	7	8
12. Hospitals.	0	1	2	3	4	5	6	7	8
13. Sight of blood.	0	1	2	3	4	5	6	7	8
14. Thought of injury or illness.	0	1	2	3	4	5	6	7	8
15. Thought of going to the dentist.	0	1	2	3	4	5	6	7	8

STOP

Please pause at this point in the study and wait for instructions to continue

*Campus Donation Exercise**Background information*

- Imagine Scotia Bank donated \$20 million to Saint Mary's University to improve the size, quality of education, campus life, and to attract more students.
- Scotia Bank asked the president of SMU to determine the campus's most important interests to put the money into.
- The top two areas to put the donation towards was: academic facilities and student finance.
- The leader of Student Finances and the leader of Academic Facilities will be deciding where the \$20 million will go.
- If the leaders don't come to an agreement they will receive none of the donation. The president will put the money towards other interest groups.

Your role: Academic Facilities Leader

- You are the Academic Facilities Leader.
- You will negotiate with the Student Finances Leader about how to divide the \$20 million donation to the SMU campus.
- You believe the most important investment at SMU is to make the university a cutting edge institution with a more accessible, comfortable, and high tech campus, library and classrooms.
- You believe SMU could compete with other universities by offering an exceptional education with better technology and facilities.

- You believe SMU could become a leading university for individuals who want a more modern university experience (such as single parents and older adults).
- This would create a more varied and exciting learning environment than competing universities.
- You want to get as much of the \$20 million dollar donation to improve the academic facilities at Saint Mary's University.

Priorities for Academic Facilities interest group

- You must prepare to negotiate with the Student Finance leader to negotiate for the options which meet your group's interests.
- There are five negotiation issues that you can put the donation towards.
 1. updated computers and wireless internet,
 2. student scholarships and bursaries,
 3. classroom renovations and upgrades,
 4. student activities,
 5. and reducing tuition.
- These are your top three priorities for which you want the donation to go towards:
 1. First priority: updated computers and wireless internet,
 2. Second priority: classroom renovations and upgrades,
 3. Third priority: student activities.
- You do not believe that any of the \$20 million should be wasted on the other lower priority issues.

- You will earn “points” for putting the donation towards your priority interests.

Issue 1: Computer access!!

- This is the highest priority issue for your group.
- You believe that all IT resources need to be updated so that they are much faster.
- The current computers at SMU are outdated and slow. The computers prevent students from getting their work done well.
- The wireless internet is often not working or the signal is very weak. If the wireless internet isn't working or is very slow, students have to use the outdated and slow campus computers.
- You believe that none of these technological adjustments would be possible without some of the donation going towards having a strong IT team. More IT employees would lead to faster updates to the school's technology.
- Funding could also go to providing advanced computer programs at no cost for student's personal use (for example, Adobe Photoshop) and to more online courses.
- You feel that students should be able to have a modern, high tech experience that prepares them for a fast-paced high tech work force. This is how SMU should distinguish itself-as a university of the future.
- The points you receive for this issue will be calculated from the money you agree to divide up times a bonus factor of 5. For example, you will get 100 points for

putting \$20 million towards this issue (\$20 X 5). You will earn 0 points if you do not put any of the \$20 million towards this issue (\$0 X 5).

Issue 2: Scholarships/ Bursaries.

- This is a low priority issue.
- Increasing scholarships and bursaries will take donation money away from the more important initiative of improving SMU's learning facilities.
- You will not receive any points in this issue, regardless of how much money you put towards it. For example, you will receive 0 points for putting \$20 million towards this issue (\$20 X 0). You would also receive 0 points for putting \$5 million towards this issue (\$5 X 0).

Issue 3: Renovations/ Upgrades!

- This issue is your second priority.
- The money you put towards this issue would go into renovating and upgrading classrooms, study spaces, and the library.
- Renovations will include more natural light, modern ergonomically correct furniture, smart boards, large projection screens and computer plugs for every desk. You could use the 's-drive' on personal laptops while seated in the new classrooms.
- International students pay much more in tuition every year than a domestic student. That means scholarships and bursaries don't financially assist international students.

- You believe that beautiful campus facilities is what will make SMU a top-notch university that attracts students from all over the world.
- Updating current facilities and building innovates ones that promote learning is what will distinguish SMU as a world-class university.
- The points you receive for this issue will be calculated from the money you agree to allocate multiplied by 2. For example, you will get 40 points for putting \$20 million towards this issue ($\$20 \times 2$). You will get 0 points if you do not put any of the \$20 million towards this issue ($\$0 \times 2$).

Issue 4: Student Activities.

- This is your third priority issue.
- You believe it is important to increase the number of student activities on campus.
- You believe that this will create a stronger community on campus that will motivate students to get involved in building a better academic experience at SMU.
- You believe that there should be more activities such as organized social events, intramural sports, fitness classes and community service activities.
- The points you receive for this issue will be calculated from the money you agree to allocate multiplied by 1. For example, you will get 20 points for putting \$20 million towards this issue ($\$20 \times 1$). You will earn 0 points if you do not put any of the \$20 million towards this issue ($\$0 \times 1$).

Issue 5: Reduce tuition.

- This is a low priority issue.
- You believe that the tuition levels do need to improve, but this is the job of the government. SMU is better off than many universities—just ask people at larger schools what they are paying each year.
- You will not receive any points in this issue, regardless of how much money you put towards it. For example, you will receive 0 points for putting \$20 million towards this issue ($\$20 \times 0$). You would also receive 0 points for putting \$5 million towards this issue ($\$5 \times 0$).

Profits, points, and prize money.

- There will be a \$5 gift card awarded to the academic facilities leader who has the highest points.
- You must record your points by the end of the 20 minute negotiation period.
- The greater the point total of your agreement, the more likely you are to get the \$5 reward.
- The more points you earn in your deals, the better you are negotiating.
- One person in each role in this lab section will win, and the better you negotiate, the better the chance that it will be you.

Keeping your points confidential.

- The points table on the following page is a summary of all the issues to be negotiated, all options available, and your points for each option.
- Keep this schedule out to help you as you try to negotiate an agreement on the five issues.
- You must not show this schedule to your opponent or discuss exact numbers of point payoffs at any time. This is one of the only “rules” of the negotiation, and it is very important.
- Negotiators each have their own priorities and payoffs.
- It is against the rules to discuss the exact points you would win for a particular option with your negotiation opponent.

Summary of Issues and Point Payoffs for Academic Facilities Leader

Campus Donation Negotiation Exercise

INSTRUCTIONS:

If you agree on a deal with your opponent, please fill in the millions of dollars you agreed to put towards each of the five issues below. It needs to add up to \$20 million exactly across the five issues, but you can agree to giving zero dollars toward any issue as well. *If you ran out of time without coming to a deal, you should both put 'zero dollars' for all five issues.*

Then, calculate your points for each issue by multiplying the millions of dollars by the bonus weight (which indicates how much benefit YOUR GROUP would get out of the money!).

For example, if you put the entire \$20 million towards Issue 4 (Student Activities), then in the Issue 4 column you would write: _____

20 Million Dollars X(times) 1 = 20 points

Issue 1: Computer access: \$5 million will upgrade approximately 1000 desktop computers with a dual screen and new keyboard and mouse and each student would receive \$400 to go towards a laptop.	Issue 2: Scholarships/ Bursaries: If 800 students received a scholarship of \$6000 that would equal around \$5 million.	Issue 3: Classroom Renovations/ upgrades—If 20 classrooms that fit 150 people are completely renovated (Smart boards, better chairs, table tops with plugs & bigger projection screens, etc.) that would equal \$5 million	Issue 4: Student Activities—If 40 more FREE social events or community events on campus are added, this would equal around \$5 million.	Issue 5: Reduce Tuition—If every student received a tuition reduction of approximately \$750, this would equal around \$5 million.
<p>_____ Million Dollars</p> <p><i>x (times) 5 =</i></p> <p>_____ points</p>	<p>_____ Million Dollars</p> <p><i>x (times) 0 =</i></p> <p>_____ points</p>	<p>_____ Million Dollars</p> <p><i>x (times) 2 =</i></p> <p>_____ points</p>	<p>_____ Million Dollars</p> <p><i>x (times) 1 =</i></p> <p>_____ points</p>	<p>_____ Million Dollars</p> <p><i>x (times) 0 =</i></p> <p>_____ points</p>
<p>Total points I earned, added across all five issues = _____</p>				

Reminders

- ✓ Do not show this page to the Student Finance Leader or discuss exact point values.
- ✓ You will have 20 minutes to negotiate; we will give you warnings when there are 10, 5, and 2 minutes left.
 - You must agree on an option for each of the five issues in order to reach a deal. If you do not reach a deal by the end of the negotiation period, none of the donation will go towards any of these 5 initiatives. The president will give the decision power to two other interest groups and they will not allocate money to your causes.
- ✓ Fill out your agreement form to show the deal that you made, if you come to agreement in the negotiation period.

Quiz for Academic Facilities Leader

Instructions: Answer each of the following questions on this page by circling the answer or answers you believe to be correct. You may look back to the instructions to help you.

1. Circle the areas that the Academic Facilities group wants to see the Scotia Bank donation allocated to:
 - a. Computer technology
 - b. Scholarships/ bursaries
 - c. Classroom renovations/ upgrades
 - d. Student activities
 - e. Reduce tuition

2. In this scenario, what will happen if you and the Student Finance leader do not agree on each option within the 20 minute period? (circle one)
 - a. No points will be awarded
 - b. No money will go to any of these initiatives
 - c. The donated money will go to two other groups to be used toward their interests
 - d. All of the above

3. How many points would you get if you negotiated the following deal for the donated money in this exercise: \$10 million towards computer access, \$0 million towards new scholarship awards, \$5 million towards classroom renovations, \$5 million towards student activities, and \$0 million towards tuition reduction? (circle one)
 - a. 0 points
 - b. 16 points
 - c. 65 points
 - d. 100 points

When you have finished the quiz, please **STOP HERE** and put down your pencil. Wait for the instructor to give you the next directions.

STOP

Please pause at this point in the study and wait for instructions to continue.

Answers to the Quiz for Academic Facilities Leader

1. A, C, and D
2. D
3. C

Please mark any questions you had wrong. Now we will take 3 minutes to look up the instructions to clarify any answers you had wrong. If you had all questions correct, please spend the 3 minutes reviewing the rules.

STOP

Please pause at this point in the study and wait for instructions to continue.

EMPOWERMENT PRIME

Please recall a particular incident in which you had power over yourself (were empowered) in as much detail as possible. By empowered, we mean a situation in which you felt free, were in control of yourself and your abilities, motivated and able to get what you wanted, “your best self,” or “in the zone.”

Please describe this situation in which you were empowered—what happened, how you felt, etc—in 3 paragraphs or more on the paper provided.

POWER PRIME

Please recall a particular incident in which you had power over another individual or individuals in as much detail as possible. For example, we mean a situation in which you controlled the ability of another person or persons to get something they wanted, or were in a position to evaluate those individuals.

Please describe this situation in which you had power – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided. (p. 22)

NEUTRAL PRIME

Please recall a particular incident in which you recently went to the grocery store in as much detail as possible. For example, recall how you got there, the items you bought, the route you took in the store, your experience with other people, etc.

Please describe this situation – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided (p. 22).

STOP

Please pause at this point in the study and wait for instructions to continue.

Please indicate how fitting each of the following items are in the following sentence
 “Right now I feel...” by using the scale below.

1	2	3	4	5
Definitely Not	Not	Not Really	Very Much	Extremely

1. Relaxed	1	2	3	4	5
2. Unhappy	1	2	3	4	5
3. Composed	1	2	3	4	5
4. Content	1	2	3	4	5
5. Bad	1	2	3	4	5
6. Uneasy	1	2	3	4	5
7. Calm	1	2	3	4	5
8. Uncomfortable	1	2	3	4	5
9. Nervous	1	2	3	4	5
10. Happy	1	2	3	4	5
11. Restless	1	2	3	4	5
12. Superb	1	2	3	4	5

Please indicate how much you agree with each of the 16 statements below *at this moment*. Indicate your responses by circling the number that best corresponds to your rating, from (1) strongly disagree to (5) strongly agree.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree

1. I am very comfortable with myself.	1	2	3	4	5
2. I do not succeed at many things.	1	2	3	4	5
3. I have a negative attitude toward myself.	1	2	3	4	5
4. I feel that I have done very well in life so far.	1	2	3	4	5
5. It is sometimes unpleasant for me to think about myself.	1	2	3	4	5
6. I tend to devalue myself.	1	2	3	4	5
7. I am a highly capable person.	1	2	3	4	5
8. I do not have a lot to be proud of.	1	2	3	4	5
9. I am secure in my sense of self-worth.	1	2	3	4	5
10. I genuinely like myself.	1	2	3	4	5
11. I do not have enough respect for myself.	1	2	3	4	5
12. I am very talented.	1	2	3	4	5
13. I feel great about who I am.	1	2	3	4	5
14. I am not very competent.	1	2	3	4	5
15. I sometimes deal poorly with challenges.	1	2	3	4	5
16. I perform very well at many things.	1	2	3	4	5

Please indicate how true you feel these statements are *at the moment*. Indicate your responses by circling the number that best corresponds to your rating, from (1) not at all true to (4) exactly true.

1	2	3	4	
Not at all true	Hardly true	Moderately true	Exactly true	
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in trouble, I can usually think of a solution.	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

Please indicate how confident you feel you could use each tactic successfully in a negotiation situation right now. Indicate your responses by using a number between 0 to 100 where 0 indicates no confidence and 100 indicates full confidence.

Right at this moment, how much do you feel you could...

Answer 0 (no confidence) to 100 (full confidence) in the column below.	
	Persuade the other negotiator to make most of the concessions.
	Convince the other negotiator to agree with you.
	Gain the upper hand against the other negotiator.
	Prevent the other negotiator from exploiting your weaknesses.
	Find tradeoffs that benefit both parties.
	Exchange concessions.
	Look for an agreement that maximizes both negotiators' interests.
	Establish a high level of rapport with the other negotiator.

STOP

Please pause at this point in the study and wait for instructions to continue.

Please respond to the following questions regarding your tendency to manage conflict in the negotiation task. Indicate your responses by circling the number that best corresponds to your rating, from (1) never to (5) always.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

When I had a conflict in the negotiation task, I did the following:

1. I gave in to the wishes of the other party.	1	2	3	4	5
2. I concurred with the other party.	1	2	3	4	5
3. I tried to accommodate the other party.	1	2	3	4	5
4. I adapted to the other parties' goals and interests.	1	2	3	4	5
5. I tried to realize a middle-of-the-road solution.	1	2	3	4	5
6. I emphasized that we had to find a compromise solution.	1	2	3	4	5
7. I insisted we both give in a little.	1	2	3	4	5
8. I strived whenever possible towards a fifty-fifty compromise.	1	2	3	4	5
9. I pushed my own point of view.	1	2	3	4	5
10. I searched for gains.	1	2	3	4	5
11. I fought for a good outcome for myself.	1	2	3	4	5
12. I did everything to win.	1	2	3	4	5
13. I examined issues until I found a solution that really satisfied me and the other party.	1	2	3	4	5
14. I stood for my own and other's goals and interests.	1	2	3	4	5
15. I examined ideas from both sides to find a mutually optimal solution.	1	2	3	4	5
16. I worked out a solution that serves my own as well other's interests as well as possible.	1	2	3	4	5
17. I avoided a confrontation about our differences.	1	2	3	4	5
18. I avoided differences of opinion as much as possible.	1	2	3	4	5
19. I tried to make differences look less severe.	1	2	3	4	5
20. I tried to avoid a confrontation with the other party.	1	2	3	4	5

Please respond to the following questions regarding your partner's tendency to manage conflict with you in the negotiation task. Indicate your responses by circling the number that best corresponds to your rating, from (1) never to (5) always.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

When my partner had a conflict in the negotiation task, they did the following:

1. They gave in to my wishes.	1	2	3	4	5
2. They concurred with me.	1	2	3	4	5
3. They tried to accommodate me.	1	2	3	4	5
4. They adapted to my goals and interests.	1	2	3	4	5
5. They tried to realize a middle-of-the-road solution.	1	2	3	4	5
6. They emphasized that we had to find a compromise solution.	1	2	3	4	5
7. They insisted we both give in a little.	1	2	3	4	5
8. They strived whenever possible towards a fifty-fifty compromise.	1	2	3	4	5
9. They pushed their own point of view.	1	2	3	4	5
10. They searched for gains.	1	2	3	4	5
11. They fought for a good outcome for themselves.	1	2	3	4	5
12. They did everything to win.	1	2	3	4	5
13. They examined issues until they found a solution that really satisfied them and myself.	1	2	3	4	5
14. They stood for their own and my goals and interests.	1	2	3	4	5
15. They examined ideas from both sides to find a mutually optimal solution.	1	2	3	4	5
16. They worked out a solution that serves their own as well my interests as well as possible.	1	2	3	4	5
17. They avoided a confrontation about our differences.	1	2	3	4	5
18. They avoided differences of opinion as much as possible.	1	2	3	4	5
19. They tried to make differences look less severe.	1	2	3	4	5
20. They tried to avoid a confrontation with me.	1	2	3	4	5

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please circle a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1	2	3	4	5
Disagree Strongly	Disagree a Little	Neither Agree nor Disagree	Agree a Little	Agree Strongly

I see myself as someone who...

1. Is talkative.	1	2	3	4	5
2. Is reserved.	1	2	3	4	5
3. Is full of energy.	1	2	3	4	5
4. Generates a lot of enthusiasm.	1	2	3	4	5
5. Tends to be quiet.	1	2	3	4	5
6. Has an assertive personality.	1	2	3	4	5
7. Is sometimes shy, inhibited.	1	2	3	4	5
8. Is outgoing, sociable.	1	2	3	4	5

Appendix C

Personality and Negotiation Study

Campus Donation Task

Winter 2018

Demographic Questionnaire

Please answer the following questions:

How old are you? (Please answer in years) _____

What is your year of study? (Please circle your answer)

- First year
- Second year
- Third year
- Fourth year
- Fifth year or more

What is your major? _____

What is your cumulative GPA at SMU? _____

What is your gender?

- Male
- Female
- Other

What best describes your ethnicity (please circle all that apply to you)?

- White
- Hispanic or Latino
- Black or African Canadian
- Aboriginal
- Asian/Pacific Islander
- Other _____

Circle a number from the list below that reflects how much you avoid each of the situations listed because of fear or other unpleasant feelings.

0	1	2	3	4	5	6	7	8
Would not avoid it		Slightly avoid it		Definitely avoid it		Markedly avoid it		Always Avoid it

1. Travelling alone by bus or coach.	0	1	2	3	4	5	6	7	8
2. Walking alone in busy streets.	0	1	2	3	4	5	6	7	8
3. Going into crowded shops.	0	1	2	3	4	5	6	7	8
4. Going alone far from home.	0	1	2	3	4	5	6	7	8
5. Large open spaces.	0	1	2	3	4	5	6	7	8
6. Eating or drinking with other people.	0	1	2	3	4	5	6	7	8
7. Being watched or stared at.	0	1	2	3	4	5	6	7	8
8. Talking to people in authority.	0	1	2	3	4	5	6	7	8
9. Being criticized.	0	1	2	3	4	5	6	7	8
10. Speaking or acting to an audience.	0	1	2	3	4	5	6	7	8
11. Injections or minor surgery.	0	1	2	3	4	5	6	7	8
12. Hospitals.	0	1	2	3	4	5	6	7	8
13. Sight of blood.	0	1	2	3	4	5	6	7	8
14. Thought of injury or illness.	0	1	2	3	4	5	6	7	8
15. Thought of going to the dentist.	0	1	2	3	4	5	6	7	8

STOP

Please pause at this point in the study and wait for instructions to continue

*Campus Donation Exercise**Background information*

- Imagine Scotia Bank donated \$20 million to Saint Mary's University to improve the size, quality of education, campus life, and to attract more students.
- Scotia Bank asked the president of SMU to determine the campus's most important interests to put the money into.
- The top two areas to put the donation towards was: academic facilities and student finance.
- The leader of Student Finances and the leader of Academic Facilities will be deciding where the \$20 million will go.
- If the leaders don't come to an agreement they will receive none of the donation. The president will put the money towards other interest groups.

Your role: Student Finances Leader

- You are the Student Finances Leader.
- You will negotiate with the Academic Facilities Leader about how to divide the \$20 million donation to the SMU campus.
- You believe the most important investment at SMU is to make the university more affordable for the current and future students.
- You believe SMU could compete with other universities by offering an exceptional education for a reduced cost compared to other universities.

- You believe SMU could become a leading university for bright individuals with fewer resources, such as single parents, older adults, students living at home, and students of diverse backgrounds.
- This would create a more varied and exciting student population than competing universities.
- *You want to get as much of the \$20 million dollar donation improve the financial situation for students attending Saint Mary's University.*

Priorities for Student Finance interest group

- You must prepare to negotiate with the Academic Facilities leader to negotiate for the options which meet your group's interests.
- There are five negotiation issues that you can put the donation towards.
 1. updated computers and wireless internet,
 2. student scholarships and bursaries,
 3. classroom renovations and upgrades,
 4. student activities,
 5. and reducing tuition.
- These are your top three priorities for which you want the donation to go towards:
 1. First priority: reducing tuition,
 2. Second priority: student scholarships and bursaries,
 3. Third priority: student activities.

- You do not believe that any of the \$20 million should be wasted on the other lower priority issues.
- You will earn “points” for putting the donation towards your priority interests.

Issue 1: Computer access.

- This is a low priority issue.
- You believe that the technology on campus does indeed need improvement. However, SMU is better off than many universities—just look at the atrium and all of the computer labs.
- You will not receive any points in this issue, regardless of how much money you put towards it. For example, you will receive 0 points for putting \$20 million towards this issue ($\$20 \times 0$). You would also receive 0 points for putting \$5 million towards this issue ($\$5 \times 0$).

Issue 2: Scholarships/ Bursaries!

- This issue is your second priority.
- The money you put towards this issue would go to need-based awards (based on financial need) and merit-based awards (based on academic or service performance).
- The points you receive for this issue will be calculated from the money you agree to allocate multiplied by 2. For example, you will get 40 points for putting \$20 million towards this issue ($\$20 \times 2$). You will earn 0 points if you do not put any of the \$20 million towards this issue ($\$0 \times 1$).

Issue 3: Classroom Renovations/ Upgrades.

- This is a low priority issue.
- You believe that classrooms at SMU are suitable for now.
- You will not receive any points in this issue, regardless of how much money you put towards it. For example, you will receive 0 points for putting \$20 million towards this issue ($\$20 \times 0$). You would also receive 0 points for putting \$5 million towards this issue ($\$5 \times 0$).

Issue 4: Student Activities.

- This is your third priority issue.
- You believe it is important to increase the number of student activities on campus.
- This will give students an opportunity to take part in events and classes that would be outside of a student budget.
- Students can build on other skills not used in the classroom, meet new people, and network.
- You believe that there should be more activities such as organized social events, intramural sports, fitness classes and community service activities.
- The points you receive for this issue will be calculated from the money you agree to allocate multiplied by 1. For example, you will get 20 points for putting \$20 million towards this issue ($\$20 \times 1$). You will earn 0 points if you do not put any of the \$20 million towards this issue ($\$0 \times 1$).

Issue 5: Reduce tuition!!

- This is the highest priority issue for your group.
- Tuition for a full year credit hour is \$1300! You believe that all students should receive some financial relief immediately.
- Reducing tuition is an investment in all SMU students and their futures.
- The less debt that students graduate with, the more opportunity they have to advance in their lives after graduation.
- You also know many students working part-time or even full-time while attending university. This takes away from their ability to fully take part in and learn at university.
- You believe that when students are accepted to SMU, they should be able to have an affordable education. This is how SMU should distinguish itself as a university of equal opportunity for all.
- The points you receive for this issue will be calculated from the money you agree to allocate multiplied by 5. For example, you will get 100 points for putting \$20 million towards this issue ($\$20 \times 5$). You will earn 0 points if you do not put any of the \$20 million towards this issue ($\$0 \times 5$).

Profits, points, and prize money.

- There will be a \$5 gift card awarded to the student finance leader who has the highest points.
- You must record your points by the end of the 20 minute negotiation period.
- The greater the point total of your agreement, the more likely you are to get the \$5 reward.
- The more points you earn in your deals, the better you are negotiating.
- One person in each role in this lab section will win, and the better you negotiate, the better the chance that it will be you.

Keeping your points confidential.

- The points table on the following page is a summary of all the issues to be negotiated, all options available, and your points for each option.
- Keep this schedule out to help you as you try to negotiate an agreement on the five issues.
- You must not show this schedule to your opponent or discuss exact numbers of point payoffs at any time. This is one of the only “rules” of the negotiation, and it is very important.
- Negotiators each have their own priorities and payoffs
- It is against the rules to discuss the exact points you would win for a particular option with your negotiation opponent.

Summary of Priorities and Points for Student Finances Leader

Campus Donation Negotiation Exercise

INSTRUCTIONS:

If you agree on a deal with your opponent, please fill in the millions of dollars you agreed to put towards each of the five issues below. It needs to add up to \$20 million exactly across the five issues, but you can agree to giving zero dollars toward any issue as well. *If you ran out of time without coming to a deal, you should both put 'zero dollars' for all five issues.*

Then, calculate your points for each issue by multiplying the millions of dollars by the bonus weight (which indicates how much benefit YOUR GROUP would get out of the money!).

For example, if you put the entire \$20 million towards Issue 4 (Student Activities), then in the Issue 4 column you would write: _____

_____ 20 Million Dollars X(times) 1 = _____ 20 points

<p>Issue 1: Computer access: \$5 million will upgrade approximately 1000 desktop computers with a dual screen and new keyboard and mouse and each student would receive \$400 to go towards a laptop.</p>	<p>Issue 2: Scholarships/ Bursaries: If 800 students received a scholarship of \$6000 that would equal around \$5 million.</p>	<p>Issue 3: Classroom Renovations/ upgrades—If 20 classrooms that fit 150 people are completely renovated (Smart boards, better chairs, table tops with plugs & bigger projection screens, etc.) that would equal \$5 million</p>	<p>Issue 4: Student Activities—If 40 more FREE social events or community events on campus are added, this would equal around \$5 million.</p>	<p>Issue 5: Reduce Tuition—If every student received a tuition reduction of approximately \$750, this would equal around \$5 million.</p>
<p>_____ Million Dollars <i>x (times) 0 =</i> _____ points</p>	<p>_____ Million Dollars <i>x (times) 2 =</i> _____ points</p>	<p>_____ Million Dollars <i>x (times) 0 =</i> _____ points</p>	<p>_____ Million Dollars <i>x (times) 1 =</i> _____ points</p>	<p>_____ Million Dollars <i>x (times) 5 =</i> _____ points</p>
<p>Total points I earned, added across all five issues = _____</p>				

Reminders

- ✓ Do not show this page to the Academic Facilities Leader or discuss exact point values.
- ✓ You will have 20 minutes to negotiate; we will give you warnings when there are 10, 5, and 2 minutes left.
 - You must agree on an option for each of the five issues in order to reach a deal. If you do not reach a deal by the end of the negotiation period, none of the donation will go towards any of these 5 initiatives. The president will give the decision power to two other interest groups and they will not allocate money to your causes.
- ✓ Fill out your agreement form to show the deal that you made, if you come to agreement in the negotiation period.

Quiz for Student Finances Leader

Instructions: Answer each of the following questions on this page by circling the answer or answers you believe to be correct. You may look back to the instructions to help you.

1. Circle the areas that the Student Finance group wants to see the Scotia Bank donation allocated to:
 - a. Scholarship/bursaries
 - b. Computer technology
 - c. Reduce tuition
 - d. Student activities
 - e. Classroom renovations/ upgrades
2. In this scenario, what will happen if you and the Academic Facilities leader do not agree on each option within the 20 minute period? (circle one)
 - a. No points will be awarded
 - b. No money will go to any of these initiatives
 - c. The donated money will go to two other groups to be used toward their interests
 - d. All of the above
3. How many points would you get if you negotiated the following deal for the donated money in this exercise: \$0 million towards computer access, \$5 million towards new scholarship awards, \$0 million towards classroom renovations, \$5 million towards student activities, and \$10 million towards tuition reduction? (circle one)
 - a. 0 points
 - b. 16 points
 - c. 65 points
 - d. 100 points

When you have finished the quiz, please STOP HERE and put down your pencil. Wait for the instructor to give you the next directions.

STOP

Please pause at this point in the study and wait for instructions to continue.

Answers to the Quiz for Student Finances Leader

4. A, C, and D

5. D

6. C

Please mark any questions you had wrong. Now we will take 3 minutes to look up the instructions to clarify any answers you had wrong. If you had all questions correct, please spend the 3 minutes reviewing the rules.

STOP

Please pause at this point in the study and wait for instructions to continue.

EMPOWERMENT PRIME

Please recall a particular incident in which you had power over yourself (were empowered) in as much detail as possible. By empowered, we mean a situation in which you felt free, were in control of yourself and your abilities, motivated and able to get what you wanted, “your best self,” or “in the zone.”

Please describe this situation in which you were empowered—what happened, how you felt, etc—in 3 paragraphs or more on the paper provided.

POWER PRIME

Please recall a particular incident in which you had power over another individual or individuals in as much detail as possible. For example, we mean a situation in which you controlled the ability of another person or persons to get something they wanted, or were in a position to evaluate those individuals.

Please describe this situation in which you had power – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided. (p. 22)

NEUTRAL PRIME

Please recall a particular incident in which you recently went to the grocery store in as much detail as possible. For example, recall how you got there, the items you bought, the route you took in the store, your experience with other people, etc.

Please describe this situation – what happened, how you felt, etc. – in 3 paragraphs or more on the paper provided (p. 22).

STOP

Please pause at this point in the study and wait for instructions to continue

Please indicate how fitting each of the following items are in the following sentence
 “Right now I feel...” by using the scale below.

1	2	3	4	5
Definitely Not	Not	Not Really	Very Much	Extremely

1. Relaxed	1	2	3	4	5
2. Unhappy	1	2	3	4	5
3. Composed	1	2	3	4	5
4. Content	1	2	3	4	5
5. Bad	1	2	3	4	5
6. Uneasy	1	2	3	4	5
7. Calm	1	2	3	4	5
8. Uncomfortable	1	2	3	4	5
9. Nervous	1	2	3	4	5
10. Happy	1	2	3	4	5
11. Restless	1	2	3	4	5
12. Superb	1	2	3	4	5

Please indicate how much you agree with each of the 16 statements below *at this moment*. Indicate your responses by circling the number that best corresponds to your rating, from (1) strongly disagree to (5) strongly agree.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree

1. I am very comfortable with myself.	1	2	3	4	5
2. I do not succeed at many things.	1	2	3	4	5
3. I have a negative attitude toward myself.	1	2	3	4	5
4. I feel that I have done very well in life so far.	1	2	3	4	5
5. It is sometimes unpleasant for me to think about myself.	1	2	3	4	5
6. I tend to devalue myself.	1	2	3	4	5
7. I am a highly capable person.	1	2	3	4	5
8. I do not have a lot to be proud of.	1	2	3	4	5
9. I am secure in my sense of self-worth.	1	2	3	4	5
10. I genuinely like myself.	1	2	3	4	5
11. I do not have enough respect for myself.	1	2	3	4	5
12. I am very talented.	1	2	3	4	5
13. I feel great about who I am.	1	2	3	4	5
14. I am not very competent.	1	2	3	4	5
15. I sometimes deal poorly with challenges.	1	2	3	4	5
16. I perform very well at many things.	1	2	3	4	5

Please indicate how true you feel these statements are *at the moment*. Indicate your responses by circling the number that best corresponds to your rating, from (1) not at all true to (4) exactly true.

1	2	3	4	
Not at all true	Hardly true	Moderately true	Exactly true	
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in trouble, I can usually think of a solution.	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

Please indicate how confident you feel you could use each tactic successfully in a negotiation situation right now. Indicate your responses by using a number between 0 to 100 where 0 indicates no confidence and 100 indicates full confidence.

Right at this moment, how much do you feel you could...

Answer 0 (no confidence) to 100 (full confidence) in the column below.	
	Persuade the other negotiator to make most of the concessions.
	Convince the other negotiator to agree with you.
	Gain the upper hand against the other negotiator.
	Prevent the other negotiator from exploiting your weaknesses.
	Find tradeoffs that benefit both parties.
	Exchange concessions.
	Look for an agreement that maximizes both negotiators' interests.
	Establish a high level of rapport with the other negotiator.

STOP

Please pause at this point in the study and wait for instructions to continue.

Please respond to the following questions regarding your tendency to manage conflict in the negotiation task. Indicate your responses by circling the number that best corresponds to your rating, from (1) never to (5) always.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

When I had a conflict in the negotiation task, I did the following:

1. I gave in to the wishes of the other party.	1	2	3	4	5
2. I concurred with the other party.	1	2	3	4	5
3. I tried to accommodate the other party.	1	2	3	4	5
4. I adapted to the other parties' goals and interests.	1	2	3	4	5
5. I tried to realize a middle-of-the-road solution.	1	2	3	4	5
6. I emphasized that we had to find a compromise solution.	1	2	3	4	5
7. I insisted we both give in a little.	1	2	3	4	5
8. I strived whenever possible towards a fifty-fifty compromise.	1	2	3	4	5
9. I pushed my own point of view.	1	2	3	4	5
10. I searched for gains.	1	2	3	4	5
11. I fought for a good outcome for myself.	1	2	3	4	5
12. I did everything to win.	1	2	3	4	5
13. I examined issues until I found a solution that really satisfied me and the other party.	1	2	3	4	5
14. I stood for my own and other's goals and interests.	1	2	3	4	5
15. I examined ideas from both sides to find a mutually optimal solution.	1	2	3	4	5
16. I worked out a solution that serves my own as well other's interests as well as possible.	1	2	3	4	5
17. I avoided a confrontation about our differences.	1	2	3	4	5
18. I avoided differences of opinion as much as possible.	1	2	3	4	5
19. I tried to make differences look less severe.	1	2	3	4	5
20. I tried to avoid a confrontation with the other party.	1	2	3	4	5

Please respond to the following questions regarding your partner's tendency to manage conflict with you in the negotiation task. Indicate your responses by circling the number that best corresponds to your rating, from (1) never to (5) always.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

When my partner had a conflict in the negotiation task, they did the following:

1. They gave in to my wishes.	1	2	3	4	5
2. They concurred with me.	1	2	3	4	5
3. They tried to accommodate me.	1	2	3	4	5
4. They adapted to my goals and interests.	1	2	3	4	5
5. They tried to realize a middle-of-the-road solution.	1	2	3	4	5
6. They emphasized that we had to find a compromise solution.	1	2	3	4	5
7. They insisted we both give in a little.	1	2	3	4	5
8. They strived whenever possible towards a fifty-fifty compromise.	1	2	3	4	5
9. They pushed their own point of view.	1	2	3	4	5
10. They searched for gains.	1	2	3	4	5
11. They fought for a good outcome for themselves.	1	2	3	4	5
12. They did everything to win.	1	2	3	4	5
13. They examined issues until they found a solution that really satisfied them and myself.	1	2	3	4	5
14. They stood for their own and my goals and interests.	1	2	3	4	5
15. They examined ideas from both sides to find a mutually optimal solution.	1	2	3	4	5
16. They worked out a solution that serves their own as well my interests as well as possible.	1	2	3	4	5
17. They avoided a confrontation about our differences.	1	2	3	4	5
18. They avoided differences of opinion as much as possible.	1	2	3	4	5
19. They tried to make differences look less severe.	1	2	3	4	5
20. They tried to avoid a confrontation with me.	1	2	3	4	5

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please circle a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1	2	3	4	5
Disagree Strongly	Disagree a Little	Neither Agree nor Disagree	Agree a Little	Agree Strongly

I see myself as someone who...

1. Is talkative.	1	2	3	4	5
2. Is reserved.	1	2	3	4	5
3. Is full of energy.	1	2	3	4	5
4. Generates a lot of enthusiasm.	1	2	3	4	5
5. Tends to be quiet.	1	2	3	4	5
6. Has an assertive personality.	1	2	3	4	5
7. Is sometimes shy, inhibited.	1	2	3	4	5
8. Is outgoing, sociable.	1	2	3	4	5

Appendix D

FEEDBACK LETTER
Personality and Negotiation
SMU REB File # 17-490

Kayla Brown, B.S., M.Sc Candidate
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Dear Participant,

We would like to thank you for your participation in this study.

As a reminder, the purpose of this study is to examine the relationship between various personality characteristics and negotiation performance. We are particularly interested in the effects social anxiety might have on negotiation success after being primed with an empowerment, power, or neutral essay prime. We expect that those higher and lower in social anxiety will respond differently to the power and possibly the empowerment prime.

If you signed up for this study using SONA, you will be compensated 2.5 bonus points. If you withdrew from the study, you will be compensated partial points for every 15 minutes of participation. If you did not sign up for this study using SONA, you will be compensated with 2 slices of pizza or 1 slice of pizza if you withdrew from the study. In addition, each negotiation team with highest number of points will receive a \$5 gift card.

The risks of the study are the same as indicated in the informed consent letter. If you feel uncomfortable with the audio recordings being used, please inform a researcher and your audio recording data will be destroyed. You may have feelings of frustration after the negotiation task. These feelings are due to the competitive nature of the task and not your abilities or your negotiating partner's abilities. Please refer to the contact information below if you are experiencing any adverse reactions to the negotiation task.

Please remember that any data pertaining to you as an individual participant will be kept confidential and will not be traceable to you as an individual. Once all the data are collected and analyzed for this project, I plan on sharing this information with the research community via conferences, presentations and journal articles.

If you are interested in receiving more information regarding the results of this study, or if you have any questions or concerns, please contact me at either the phone number or email address listed at the top of the page.

If you would like a summary of the results, please let me know by providing Dr. Gilin Oore at the email address at the top of the page. When the study is completed, results will be emailed to those who have requested them. It is our responsibility as researchers to provide feedback to those who express interest. The study is expected to be completed by April 2018.

In the event that you experience anything adverse as a result of this study, please contact Kayla Brown via the contact information at the top of this page. The SMU Counseling Centre is available to all students. To book an appointment, call 420-5615, email at counselling@smu.ca, book online at <http://www.smu.ca/campus-life/counselling-centre-book-an-appointment.html> or drop by their office, located on the 4th floor of the Student Centre. Additionally available 24/7 to Saint Mary's students is Morneau Shepell's free, confidential phone counseling. If you are in an emergency or crisis after hours, please contact Morneau Shepell at 1-855-649-8641 and tell them that you need immediate assistance.

As with all Saint Mary's University projects involving human participants, this project was reviewed by the Saint Mary's University Research Ethics Board. Should you have any comments or concerns about ethical matters or would like to discuss your rights as a research participant, please contact the Chair of the Research Ethics Board at 902-420-5728 or ethics@smu.ca.

If you have any further questions or concerns, please contact either Kayla Brown or Dr. Debra Gilin Oore at the phone numbers or email addresses listed at the top of the page.