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The Impact of Emotional Intelligence in a Negotiation Process

The Impact of Emotional Intelligence in a Negotiation Process

by

LESLIE ARIDAI SALINAS PENA

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FACULTY OF LAW
INDEPENDENT COLLEGE DUBLIN

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ABSTRACT

Negotiation is essential in all aspects of life. Every day, from the moment one gets up until the moment one goes to sleep, we are negotiating. Even when one decides to stay to read the next page of the book, or catch the episode of their favourite series, they are negotiating the pros and cons internally. Negotiation is a part of life, and gives the opportunity to reach to a mutual beneficial to all. It considers everyone's own interests, and assists them in reaching a common conclusion. (Junega, 2015). Effective negotiators must take account of emotions that arise during the process, and the need of those emotions to be understood and addressed. This research aims to understand the impact of emotional intelligence in a negotiation process. Specifically, the mechanisms and elements to address emotional intelligence in a negotiation process, in order to get a desirable outcomes for everybody.

This research, through a mixed research methodology: qualitative and quantitative data, investigates the impact of emotional intelligence in negotiation, in a sample taken from 116 participants. The respondents were requested to answer a survey. The findings revealed that one's own, and others' emotions, can influence the path of a negotiation, and that understanding them can offer one an advantage in the process.

These results suggest that there is a broad understanding about the effects of emotions in negotiations. However, there is not proof of that understanding always being applied in negotiations.

Keywords: Negotiation, Emotional Intelligence, Awareness, Collaborative Relationships.

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INTRODUCTION

Background of the research.

Negotiations happen on a daily basis. However, many of them are frustrated because of the "inability" to negotiate. Developing new techniques in a negotiation process does not guarantee a successful outcome. There are thousands of books with best practices to negotiate, but there are still many failed outcomes for the negotiators, even with that knowledge on practice.

In *Getting to Yes* (Ury, 2011) introduces the idea of separating people from the problem in a negotiation process. Unfortunately, it is easier said than done. Especially because in many disputes, people are the main reason for the problem that can arise.

What makes a great negotiator a great negotiator? The ability to negotiate is something that can be developed through years and experiences. For many years, it was thought that negotiation was a dynamic where parties need to take advantage over the other, seen each other as adversaries. Nowadays, negotiation demands the use of strategies and techniques to create value among all parties. These strategies and techniques require the ability to manage emotions. (Vemuri, 2021)

Emotions can play a crucial role in the outcome of a negotiation process, but in many cases, they are not recognized, understood, or addressed in a proper way in which to reach a win-win outcome for the parties involved. It can be impossible to separate people from their emotions, even in negotiation process. It is particularly important to recognize the influence of emotions, and how to deal with them constructively in our negotiations. (Kaminskiene, 2016)

The results of a negotiation study in 2015, showed that emotional intelligence could promote trust and long-term partnership, but when it brings excessive concessions due to a sense of empathy, emotional intelligence may erode one sides interests. (Shonk, 2020).

Research objectives

This research aims to understand how to use emotional intelligence in a negotiation process to get a win-win outcome. The specific research question is What is the impact of emotional intelligence in a negotiation process? Moreover, this research attempts to provide insights to create value among the parties, into levels of emotional intelligence in their negotiations. While there is a lot of studies about the impact of positive emotions on the outcomes of a negotiation, there is still not enough evidence that proves the impact of emotional intelligence in a negotiation. The following are the objectives for this research:

- 1.- To define emotional intelligence and its role in a negotiation process.
- 2.- To identify the main elements of developing emotional intelligence as part of the negotiation process.
- 3.- To analyse the mechanisms for addressing emotional intelligence in a negotiation process.

Significance of the research

This research attempts to identify how emotional intelligence interferes in a negotiation process. The potential utility of this research is to help to create value among negotiations that could conduct a win-win outcome for the parties in the process, by better recognizing the parties involved interests and necessities, and application of the emotional intelligence in future negotiations.

Structure of the dissertation

This research is organised into five chapters along with introduction, conclusions, and reflection:

Introduction: Outline the background of the research, the research objectives, significance of the research, and structure of the dissertation, scopes and limitations.

Chapter one: Literature Review: Key literature around the basic concepts of negotiation and emotional intelligence and its role in a negotiation. It will then look at the elements of developing emotional intelligence and mechanisms to address it in a negotiation process.

Chapter two: Research Methodology: Offers an overview of the research techniques used in this dissertation.

Chapter three: Presentation of the Data: Presents the findings of the data that has been gathered by using methods described in chapter two.

Chapter four: Data Analysis and Findings: It presents and illustrates the findings that has been collected from the questionnaire.

Chapter five: Discussion: It will discuss the relevance of the findings. Focus on explaining and evaluating the findings, and how they are related to the literature review and research questions in order to draw conclusions and recommendations, along with highlighting the limitations that were discovered through the research.

Conclusion: It will outline what has been presented and prospective development path for the research

Reflection: A self-reflection about the experience of doing this dissertation.

CHAPTER I LITERATURE REVIEW

1.1 Definition of emotional intelligence and its role in a negotiation process.

Negotiation has a substantial impact on people's feelings and emotions, even when it has been thought that emotions and feelings do not have a place in negotiations. Emotions can change our behaviour and thoughts, even those unrelated to the negotiation can have effects on the negotiation process. (Staff, 2021). Wasynczuk illustrates this with the following example. After a stressful day at work because of the storm, Kate feels so annoyed after waiting three hours for Peter, the repairman. He responds brusquely, implying that she is being unreasonable about the price that she wants to pay for the repairs and the timeline, she feels so offended. They start to yell at each other, and Peter marches out the door. What she does not know about Peter, is that he has been working eighteen hours straight since the storm, and dealing with many customers, who have been making similar demands. What Peter does not know is that Kate had a very stressful day at work, because of the lack of access to Internet, due to the storm. (Blanding, 2014)

Many emotions can arise and might impact the outcome of the process. (Gavin, 2019). Effective negotiations require many different skills, such as effective verbal communication, listening, reducing misunderstandings, building rapport, problem-solving, decision-making, assertiveness, and dealing with difficult situations (Skills you need, 2017). However, those skills are meaningless, without a high degree of emotional intelligence. It is crucial to develop a high sense of emotional intelligence in a negotiation process.

Negotiations can be affected by positive or negative emotions. Positive emotions tend to lead to positive outcomes in the negotiation process. Positive emotions promote and encourage cooperative working relationships between the parties, allowing an open communication (two-way). Positive emotions, are more likely to lead parties to listening

and learning about each other's concerns and wants, creating many possible options. These options can accommodate mutual interests for each using objective criteria, developing the sense of fairness in the outcome of the negotiation, leaving parties feeling happy and satisfied with the results. Positive emotions tend to create positive attitude towards the other side, helping to seek best options for all the parties involved in the negotiation process. (Gordon, 2021)

Oppositely, negative emotions generally tend to impact adversely on the outcomes of the negotiation. They might lead parties to tense their relationships filled with distrust. Hence, the communication can be limited and confrontational. Moreover, negative emotions tend to foster narrow minded interests, with parties clinging to extreme demands that cannot be achieved, cultivating doubts that mutual gain is not possible. Negative emotions are likely a battle of imposing ones position, to determinate who is right or who is wrong, escalating the conflict and eroding the negotiator's ability to analyse accurately. (Gordon, 2021)

1.1.1 What is Emotional Intelligence?

Emotions are a way to make us put special attention towards something that is happening at a certain point. A lot of information can be collected through emotions. As Wasynczuk says "Emotions are an expression of how people are processing information and can give a strong signal of how the mind is internalizing the discussion." (Kaftan, 2014). The concept of emotional intelligence has been popular over the last few years, many types of research have been done on this topic. To make the concept short and simple, it can be defined to be intelligent about either someone's emotions. However, emotional intelligence as a psychological theory, was developed by Peter and John Mayer, and they define this as:

"Emotional intelligence is the ability to perceive emotions, to access and generate

emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.” (Mayer, 1997).

A wide understanding of people's behaviour based on emotions give us the opportunity to respond more thoughtfully, and consideration to them. (Kaftan, 2014) Emotions cannot be ignored, in fact, completely the opposite. They must be addressed and factored in, this would be the first step in realizing the true potential of the affects. It is crucial to understand how well someone manages themselves, how humans work towards goals despite their emotions, and its ultimate affect on the outcome. Moreover, it is critical to notice other's people emotions in order to understand them better, and get the results that one is looking for. Emotional intelligence plays a meaningful role in mental and physical health, as well as in professional success.

Joseph LeDoux discovered that information entering through eyes and ears goes first to the thalamus, which it is the responsible part of the brain, to process the information. If the information is emotional, the thalamus sends two signals: the first one to the amygdala, and the second one to the neocortex. (Gabriel, 2018). Overall, it may be said that we have two brains: the emotional brain and the rational brain. However, the emotional brain receives the information before the rational brain (Stangor & Walinga, 2012). For that reason in many circumstances, we act without thinking about the consequences. With the information above, emotional intelligence can be considered as an area of the brain. Nevertheless this area is flexible and responsive to change. In summary, it is crucial to work on emotional intelligence. The neurons will branch out to each other and increase the flow of information between the rational and emotional brains. (Verweij, et al., 2015).

1.1.2 Understanding what negotiation is.

According to Rubin and Brown, (Rubin Jeffrey Z., 2013) negotiation is a process in which individuals collaborate to reach agreements on problems that are in disagreement. The parties participating in this process must be willing to communicate and generate proposals, counter-offers, or both.

Negotiation is a preeminent mode of dispute resolution. And one of the best alternatives when a disagreement comes up. (Goldenberg, et al., 2012). Negotiation is all about broadening of cooperation, and finding creative solutions to different positions to reach an agreement. It is the creation of diverse solutions and agreements through the development and cooperation between/among parties, and connecting with people on a human level. Negotiation can be defined as the skill to find a compromise between the parties. (Indeed Editorial Team, 2021)

There are no right and wrong ways to organize ideas, but some strategies work better than others. A framework should be set up to help achieve goals, and prepare for effective negotiation, identifying opportunities to get win-win outcomes. The Harvard Negotiation Project developed a seven-elements framework to analyse and understand negotiation in a different level. (Patton, 2005)

- *Interests*: can often be defined by the wants, hopes, and fears that drive actions and motivation in a negotiation. In every negotiation parties expect that their interests are met and satisfied. Listening and learning about each other's concerns and wants, would help to identify interests in the negotiation. This would create more value to the process, because parties will express the motivation for the negotiation, and the needs they want to be fulfilled creating more satisfactory agreements. (Winkeler, 2017)

- *Legitimacy*: negotiations can fail because stakeholders do not present the feeling of fairness or legitimacy. If parties feel that the counterpart is taking advantage, it becomes a battle of wills to determinate who is right or wrong. It is highly probable that any idea would be rejected. It is crucial to use objective criteria to make a proposal that all parties involved, will view as fair and legitimate. (Shonk, 2020)

- *Relationship*: A relationship in negotiation is a personal, economic, politic, or psychological connection, that would foster collaborative work between the parties in the process. (Salacuse, 2021). The relationship between the parties in the negotiation can be a decisive factor, that often affect the negotiation, positively or negatively. Establishing a good relationship in the negotiation would make it easier to convey views, and get more satisfactory agreements for both parties, due to the cooperative work. When the relationship can be hostile and stressed, this would foster distrust between the parties increasing the possibilities that any agreement would be rejected (Patton, 2005)

- *BATNA (Best Alternative To A Negotiation Agreement)*: When a negotiator is unable to reach an agreement, he/she will have to evaluate their alternative options, that might satisfy their counterparts concerns. These alternatives mean that negotiators have a range of choices available, and have the possibility to choose what will serve best. A negotiator always has to have a BATNA. The best alternative is the one that it is factored into the negotiation analysis. It is crucial to continue seeking the best option for both parties, instead of walking away (Chen, 2021)

- *Options*: Creating multiple possibilities that accommodate the interest of each party in the negotiation, could guarantee a win-win outcome. Options can be small pieces of possible agreements, that help explore interests of each party.

Moreover, having options when entering into a negotiation would be beneficial, as it allows the opportunity to satisfy each party's interests and mutual gain. (Patton, 2005)

- *Commitments:* Patton defines commitments as possible demands, offers or promises made by parties in a negotiation (Patton, 2005). By making commitments, negotiators' intentions are demonstrated, encouraging motivation to reach beneficial agreements for parties involved. When the commitment is acceptable, this would have a powerful effect on the other party to continue with the negotiation and seek mutual gains. Commitments can even be a minor procedural point to achieve an agreement, and genuinely help to remove ambiguity about the negotiator's intentions course of actions. (Cohen, 2008).

- *Communication:* It has been said that communication is the base of every relationship, and negotiation is no exception. A negotiation process requires problem solving skills but also communication skills. The role that communication plays in negotiation, is to link power and reward strategies, to outcomes or results. However, the way that communication operates in a negotiation can be different from other areas. The parties in the process can negotiate face to face, via phone and online. But the success of the communication resides in the way that ideas, brainstorming, demands, and suggestions are presented, with the considered feedback from the other side, and creating value from every idea that is presented during the negotiation process. (Roloff, 1992)

Negotiation allows individuals to seek their interests, by agreeing on a desired action jointly with one or more individuals. There are many negotiation strategies, many of which approaches are suitable for multiple scenarios. Nowadays, negotiation gives the opportunity to create value through interacting with other individuals, in order to get outcomes that could satisfy necessities. Moreover, negotiation gives the opportunity to be

creative about a range of possibilities in the process.

1.1.3 Influence of emotional intelligence on a negotiation.

Emotions can be obstacles or assets in negotiation. They can make it easier to meet substantive agreements and enhance a relationship. On the other hand, they can be obstacles driving attention from substantive matters, and damage relationships. An emotion is an experience of personal significance. It is typically experienced with a physical feeling, thought, or action tendency. Emotions are not thoughts; they are something that is felt. Positive emotions are those emotions that can be uplifting, whereas negative emotions can be more distressing. In negotiation positive emotions can help to build rapport, add good will, create an understanding between/among the parties, and give the feeling that parties are in sync with each other. Conversely, negative emotions do exactly the opposite, they can create feelings of anger and frustration. Those emotions almost certainly would destroy rapport and good will, and understanding between/among parties. It is crucial to understand how one can use and create positive emotions to reach beneficial agreements, that meet as many needs as possible of everyone involved in the negotiation. (Hill, 2007)

Emotional intelligence is an ability that can be learned and developed by training and practicing. This ability to channel emotions to understand, use, and manage them in a negotiation is a key point of effective negotiations, where both parties can get a win-win outcome. “Listen between the lines”, pick up what it is implied rather than what is said, can help guide through the decision-making process. (Voss, 2016). Addressing emotions effectively can transform negotiations from an unproductive unpleasant process, into successful problem-solving. (Fisher, 2005)

“In business, you don’t get what you deserve, you get what you negotiate.” (Karrass, 1996). Smart negotiators must be aware of the emotions that are involved, and work to

emphasize the positive ones that would help in the process, and de-emphasize those negative emotions that might spoil an agreement. Positive attitudes when entering in a negotiation process, tend to lead better outcomes. It is easy to make agreements if the parties like each other. This positive frame of mind would put the negotiators in a better mood, allowing for better quality ideas to be brought to the table, and agreements reached which are convenient for all the parties involved (Blanding, 2014). This could seem difficult, but as a matter of fact, feelings can be transmitted unintentionally through body language, facial expressions, speech patterns and so on. Suppose that one party in the negotiation process smiles at the counterpart, the counterpart is more like to smile too, which would trigger them to be happier and willing to agree on the proposals on the table. (Staff, 2021)

Business is about long-term relationships, and what successful negotiations look for. Hence, negotiations are not always just about money. Agreements can also be reached through emotional intelligence. For instances, in a negotiation, currency value plays a role during the process, however that price is meaningless if there is not value to the parties in another way: through emotional recognition.

Criss Voss expresses that the most important thing when entering in a negotiation room, is the recognition of the emotions. Looking for emotions at the first instance, it would give the opportunity for the negotiators to identify their limits and passions, and what is the driving force on the negotiation table. To illustrate, it is important to identify the difference between someone who attacks because they are defensive and afraid to be hurt, or someone who attacks because they are competitive and likes to compete. (Voss, 2016).

1.2 Identification of the main elements of developing emotional intelligence as part of the negotiation process.

In every negotiation, it is essential to develop a high sense of emotional intelligence, in order to get favourable outcomes for all parties involved, or as is more commonly known as a win-win agreement. Negotiations involve passion and thinking; reasoning and emotions. (Shapiro, 2005) When entering in a negotiation, it is beneficial to identify and label emotions present on the negotiation table. Fear, anxiety, stress are some of the more common feelings. Moreover, the ability to read emotions involved in the negotiation, and the capability to manage the relationships and the interaction, is of significant importance. Being a good communicator and listener can direct the negotiation in a different path, showing understanding in the process would open endless opportunities to get a desirable outcome. However, the lack of emotional intelligence in the negotiation process can frustrate the outcomes, and affect the relationship between/among the parties. (Roche Martin, 2017)

It has been discussed previously that emotional intelligence can be developed through a systematic learning plan to re-train your mind, which has some foundations such as self-awareness, self-regulation, motivation, empathy, and social skills. (Shapiro, 2005) These elements take control of the management of emotional intelligence in a negotiation process. This can generate positive feelings for parties of the negotiation, reaching mutual satisfying agreements while sustaining a good relationship.

1.2.1 Self-awareness

Being conscious about what is felt, why it is felt and what is the impact of certain actions and words, will conduct a better management of the negotiation process. This will create an understanding about how the counterpart might perceive things, and adjust the communication style based on reactions. (Voss, 2018).

Self-awareness is a key component of emotional intelligence. It is the ability to recognise and understand one's own character, emotions, moods and triggers and the effects that those could have on others. While also knowing the perceptions of others over us. Being aware about strengths and weaknesses would determinate what we are capable to do with them, and which tasks could take more time to be achieved. As human beings, we have developed the ability to examine our emotions and feelings, and see from the other person's perspective. (Eurich, 2017)

In her research, Tasha Eurich shows that self-awareness is the foundation for high performance, smart accurate choices, and helps build stronger lasting relationships. It is a skill which one can develop. On the other hand, she expresses that in many cases the overconfidence could spoil the self-awareness. For the purpose to understand better self-awareness, she classified in two categories:

Internal Self-awareness: It is the perception and inward understanding of ourselves in relation to our emotions, values, strengths, weakness, aspirations and environment, as well impact on others. (Eurich, 2017)

External Self-awareness; Expresses the way in which others view us in relation to our emotions, values, strengths, weakness, aspirations and environment. (Eurich, 2017) View oneself, in the same way in which others do. (Simon, 2021)

However, there is no relationship between internal and external self-awareness. People can be internal self-awareness without a sense of the external self-awareness. Eurich illustrates this by her acquaintance, who has been on therapy and often meditates to work on himself. But his friends see him as someone insensitive, and he has no idea about that. (Eurich, 2017)

1.2.2 Self-regulation

In order to become an effective negotiator and get a win-win outcome, once a person has

achieved self- awareness of the emotions during the negotiation process, the self-regulations is about to consciously control those emotions. Thereby resisting emotional impulses and reactions and directing the attention towards the goals. (Voss, 2018).

Emotions are foremost a self-regulating process, that permit rapid responses and adaptations to situations of personal concern. (Kappas, 2011)

“Take a deep breath and count until 5” is a phrase that it has being said in a way for self-regulation. That specific moment to calm yourself and think before acting, is a marvellous way to picture how self-regulations works. When people can manage their disruptive emotions and impulses, it will help to find a way to adapt and bounce back after a disappointment. Self-regulation gives the opportunity to act according to ones values and expressing appropriately. (Cuncic, 2020)

On the other hand, people with lower levels of self-regulation, tend to have problems with self-confidence and self-esteem, resulting in poor control of anxiety, frustration, and anger. (Ackerman, 2021)

Self-regulation brings exceptional benefits for ones life, and for negotiation tactics, such as:

- Congruence in actions with values
- Tranquillize when getting upset
- Inspirit when feeling down
- Open communication
- Flexible or adaptable to changes
- Challenges can seem like opportunities
- More open to being honest about intentions. (Cuncic, 2020)

Kappas (Kappas, 2011) argues that the nature of the emotions implies regulation by itself, and emotions are a intra and interpersonal process. These are regulated because of a desire

to return to an unemotional baseline. Moreover, the social environment can lead the auto-regulation of the emotion. In a tough negotiation emotions can rise, and a lack of control of them, could represent a challenge for negotiators.

Jager, Loschelder and Frise (Andreas Jäger, 2015) expressed that self-regulation helps to master negotiation challenges. They introduced three self-regulation techniques to help master those challenges:

- 1) Specifying goals: Improve the task performance of the teams, because they develop and encourage persistence towards strategy development
- 2) Forming if and then plans: Reacting to expected or unexpected behaviour. When and how to react in negotiations, if certain behaviour arises. If my counterpart acts like X, then I will do Y.
- 3) Mental contrasting: Creating a picture of the desirable goal with view of the present reality. This helps to master challenges in negotiation, focusing on the goals and avoiding stalemates. (Andreas Jäger, 2015)

1.2.3 Motivation

Money, material things, and status are primarily external reward. But finding passion about what you do, is far more beneficial by far, for emotional intelligence. This boosts motivation for the goals and the drive to achieve them. (Goleman, 1995).

Carsten describes motivation as central to negotiation. The intended results in a negotiation process work as a motivation, even though when they are conscious or unconscious. The desirable goals motivate negotiators to engage in the process, and find out strategies that would help them achieve these. (Dreu, 2004). The power of motivation in the negotiation has a strong impact on the outcomes. The interests which motivate the negotiation vary from each negotiator, and whether they meet their necessities and objectives.

Carsten (Dreu, 2004) has classified motivation, that influence on the negotiation process, into three categories.

- 1) *Social motivation*: It is defined as preference for a particular distribution of outcomes, between oneself and the counterpart. It is crucial for settling agreements in negotiations. This social motivation is a combination between positive or negative concerns, about one's own motivation and their counterpart's. When both outcomes are valued and there is cooperation between the negotiators, the outcomes can be easily reached. (Dreu, 2004). Qingwang Wei and Xiaolu Luo conducted a research which proves that social motivation adds positive effects, and helps to reach high-quality agreements in a negotiation process. (Luo, 2012).
- 2) *Epistemic motivation*: Can be described as the willingness to develop a rich understanding of the world and the negotiation itself. (Femke S. Ten Velden, 2010). Epistemic motivation develops negotiators to less influenced by inaccurate information, and instead focus more on accurate post negotiation understanding. This leads to more integrative and high-quality agreements. (Femke S. Ten Velden, 2010). A negotiator with a high level of epistemic motivation would take the time to understand a complex task, and explore possibilities to get a win-win outcome. (Job Van Der Schalk, 2009).
- 3) *Impression motivation*: It is the necessity to create or maintain certain image of oneself from the other persons point of view. For instance, a negotiator can convey the image of a tough negotiator, when they know that their counterpart is also a tough negotiator. They do this in order to not appear weak, or someone who gives a lot of concessions. Another example, would be a negotiator who is dealing with terrorists activity, who conveys an image of someone who cares about their demands. This impression varies from each negotiator's differences or as a

function of the situation. (Dreu, 2004).

1.2.4 Empathy

In a negotiation process, it is vital to understand one's own emotions, and the reaction to those emotions, as well as understand the emotional makeup of the counterpart. This skill allows developing relationships between the parties in the process. (Goleman, 1995). Empathy can be defined as the intellectual or imaginative understanding of another's condition or state of mind, without actually experiencing that person's feelings. (Hogan, 1969)

When there is a negotiation, it is important that the parties involved build and maintain a rapport between/among them. This means showing empathy for what is important to the other side. Successful negotiations happen, when the parties feel that their necessities and goals have been negotiated through effective communication between parties. Besides, empathy is a process in which negotiators verify, confirm and reconfirm the legitimacy of their experiences, values and attitudes. Being able to take the role of the "empathizer" and the "empathy" is essential, for the development of empathic communication between the parties in the negotiation (Bilyana Martinovski, 2007). Empathy resides in the emergence of changed needs, goals and outcomes, that would satisfy the parties involved in the negotiation process. (Toris, 1994).

Mirroring other people's feelings, gives the opportunity to create intricate connections in a negotiation process. It is not necessary to have a crystal ball to recognize another person's feelings and desires, but putting attention to the details can give a new insight about how the other person is feeling.

In a negotiation this ability can be developed by listening carefully, putting attention to emotional reactions, and conveying understanding. In his master class Chris Voss makes

some recommendations for how to employ empathy in negotiations.

Listen carefully: Practicing active listening in a negotiation process would provide valuable information about the goals, interests, and desires of the counterpart, as well as understand their expectations and experience. Interrupting while the other person is talking, shows complete lack of empathy. On the other hand, allowing them to speak freely, can build trust in the process. (Voss, 2016)

Body language: Adapting a neutral face expression, and a relaxed body posture may bring more comfort to the counterpart. For instance, most people tend to cross arms and legs during a negotiation as an unconscious protection. Being aware of this, and uncrossing them before the negotiation, can send signals to the counterpart that the person is comfortable and confident, and they should feel the same way. (Fisher-Yoshida, 2018)

Responding directly: When the counterpart receives a relevant response that makes them feel, that their words are being understood and not falling on deaf ears. This would improve the experience, and the process of the negotiation itself. (Voss, 2020).

Build a bridge: Finding a common ground in the dialogue, and involving the counterpart in the creation of the solution to the obstacles, can help develop a mutually favourable outcome for both parties. That would make the process of negotiation more agreeable, and easier for everybody. (Roger Fisher, 2011)

Showing empathy in a negotiation creates better outcomes and clearer understanding of the decision-making process, leading towards better negotiations. Some negotiators are afraid to be too empathetic, that they forget their own needs or goals. Hence, it is important to take a step back, and remind oneself of their own objectives and necessities, while considering the opposite side position. This would allow both sides to build trust and a willingness to understand, making it easier to reach a suitable agreement for parties involved.

1.2.5 Social Skills

Goleman describes social skills as "friendliness with purpose" (Goleman, 2000). Developing understanding while comprehending the social network, and being aware of the environment, can help one influence perceptions and actions of the parties involved. Social skills create healthier relationships between the parties and, subsequently, better outcomes. (Voss, 2018).

Understanding other's emotions based on the social environment that surround them, gives the opportunity to develop social awareness. This starts by exercising active listening, making the counterpart feel that their emotions are being validated, and creating an environment of trust and safety from the beginning of the negotiation. Social awareness is a quality focus on "the other". It is crucial to understand, and know oneself and the counterpart, to guarantee a better cooperation between the parties in the process. Being conscious about the social environment that influences both sides, could excel the collaboration between the parties ending in positive outcomes that achieve both sides interests. (Kaminskiene, 2016).

1.3 Analysis of the mechanisms for addressing emotional intelligence in a negotiation process.

Negotiations are the perfect setting to study the effects of emotions and their impact, their consequences, and the ability that they provide to interact with others. When a partner cannot regulate/control his/her emotions, the negotiations can deteriorate, leaving the parties dissatisfied with the eventual outcomes. (Der Foo, 2004).

Creating value and claiming value is crucial in every negotiation. To illustrate this, there is the story of the two sisters arguing over an orange. They decided to cut the orange in half. After the orange is cut in half, one of them eats the orange and throws the peel away.

While the other sister throws the orange away and uses the peel (Cramaswamy, 2010). Both interests are not in opposition, however, the lack of communication gave them a “fair outcome”, while they could have achieved more, without compromising the other’s interests. Discovering other’s people interest and desires, allows the parties involved, the vast possibility to create solutions, and explore new alternatives to get better outcomes. Understanding subtle cues, observing the other’s reactions, and regulating emotions, would facilitate the negotiation process and determine the optimal offer satisfying all interest groups goals. Emotions can often lead to an impasse during the negotiation process. (Hunt, 2002)

Often, negotiators work on theirs and others' emotions, but it is essential to address the concern that caused those emotions, and how those concerns motivate decisions. (Fisher, 2005) Roger Shapiro and Daniel Fisher identified these core concerns, about what and how negotiators are expected to be treated in the negotiation process. These concerns are not emotions; however, they can stimulate positive emotions that may have an impact. Moreover, they would help to diagnose, and improve a situation during the process. (Crawford, 2006). They can help to understand some causes of negative emotions, and assist to take action to foster positive ones. This can give the opportunity to the parties, of conducting interest-based negotiations, and having better interactions in the process. These core concerns are useful not just for negotiations but also for daily interactions in most circumstances. (Riskin, 2013).

1.3.1 Appreciation

Negotiators need to feel valued, and this can be met when their thoughts, feelings, and actions are recognized. (Fisher, 2005)

It is crucial that the parties in the negotiation acknowledge the counterparts perspective, and recognise the merit in their position. However, that does not mean that they must

make all the concessions, but implies that they respect the other persons perspective.

When in a negotiation, the parties will listen to each other's perspective, and when there is a genuine show of respect, the negotiation can lead in a favourable direction, towards collaboration and finding creative ideas to reach an agreement. (Dachis, 2013)

A sense of value and recognition in a negotiation can foster the trust among the parties in a negotiation. It is significant to find the merit in the counterpart about their thoughts, feelings and actions, and help them to find oneself. It is emotionally rewarding when there is a sense of appreciation about who we are, and what we do. Better agreements can often be accomplished at the end of the process. (McMullin, 2020).

Appreciation in negotiation does not mean one gives into the demands of the other side, it refers to the desire to be honestly valued and understood. Understanding each other's point and finding recognition in both parties beliefs, thoughts, and actions. Even if parties disagree with their viewpoints, they can still find merit in their counterparts reasoning. (Charoensap, 2019) Collaboration and cooperation are promoted when there is a genuine feeling of mutual appreciation between the parties. To develop a sense of appreciation, it is crucial that parties listen to what the other side wants to say, and acknowledge the emotional response. And as Chris Voss says, "Read between the lines", means going further and identifying the real meaning behind those words. This is important, as it can help develop a tailored response that the other side would look more favourable towards. (Shapiro, 2005)

1.3.2 Affiliation

Interested groups are treated with respect, and they are not seen as enemies or adversaries. Instead of that, they work on cooperation, build bridges, improve relationship and cooperate to work on a win-win outcome. (Fisher, 2005),

Affiliation in the negotiation, is the desire to establish warm relationships. In every

process, it is important to have a sense of connectiveness with the person(s) who one is negotiating with. This would allow parties to work together, help to build loyalty and motivation to find mutual satisfying agreements. If there is no sense of affiliation during the negotiation process, and the parties are treated as adversaries, with no affiliation among them, desires, goals and interests are rarely met at the end of the negotiation process. (Kehr, 2015)

It is completely normal to have some differences when we are negotiation, and the point to bargain with those differences, is to find a solution together that works for all parties, without wasting valuable time, energy, and resources. When parties feel close to each other, it becomes easier to work together and achieve mutual gains. Seeing the other as someone you connect with in the negotiation table, and not as an enemy, develops an affiliation sense. This brings positive feelings to the process, because it can create less resistance to the other persons ideas. (Shapiro, 2005)

The purpose of affiliation in negotiation is to humanize the parties in the process, creating a genuine connection among them, that they can jointly find a win-win outcome. That connection would allow the parties to create links that may help them in a constructive manner, when it seems difficult to reach an agreement due the differences, by combining brainpower and insight during the negotiation process. That does not mean that the counterpart in the negotiation would be your best friend, but it can help one to build a bridge between the parties, and work to be more productive. (Shapiro, 2005)

1.3.3 Autonomy

Negotiators require to have the freedom to make decisions, and feel respected about decisions made. In a negotiation process, it is common to feel the limit of autonomy is compromised or attacked. Especially with hard negotiators that is why it is important not to excessively limit autonomy (Fisher, 2005)

Nussbaum defines autonomy as the characteristic of an individual who can act solely to shape their own circumstances (Nussbaum, 2000). It is the freedom to make decisions without the imposition of others. This autonomy can be ignored, when that freedom to make decisions is impinged upon, and met when that freedom is respected. If someone comes to say “*do not do that*” or “*you should do that!*”, this can stimulate negative emotions, than may affect the performance in the process, impacting the outcome of the negotiation. However, if the parties offer advice and make an invitation to share perspective, the desire outcome can be met for all parties. Impinging on another’s autonomy can reduce the trust, and naturally lead to rejection of ideas. Although they can be good for the negotiation, and nullify any efforts to reach an agreement. (Shapiro, 2005) It is critical to manage autonomy well. Tailoring the message during the negotiation would help exercise autonomy, and create cooperation between the parties to gain mutual results, and explore together options toward commitment. (Wessel, 2020)

The power of autonomy in based on the ability to affect decisions. If a party feels powerless due to the limitation of autonomy, especially if they are not the final decision-making power, this may affect their performance during the negotiation. However, it is not necessarily an obstacle to exercise autonomy. Making recommendations, creating alternatives and contributing new options, can boost the trust between the parties, and generate a different sense of autonomy in the outcome of a negotiation (Shapiro, 2005).

In every negotiation it is important to have an appropriate degree of autonomy. Hence, parties should expand their own autonomy, and avoid to impinging upon the other’s person autonomy. That does not mean that parties must consent to other’s demands, but consulting others may have positive effects for the negotiation because this may allow the parties to feel included in the decision-making process, and work together creatively to address problems that may arise during the negotiation. (Shapiro, 2005).

1.3.4 Status

Status refers to understanding the negotiator's position comparing to their counterparts position. This can have an impact on the self-esteem of the negotiator. Leading to competition over status, which can result in negative outcomes, due to the lack of collaborative work. (Fisher, 2005)

Status is an important motivator for negotiators because they are willing to adjust their negotiating behaviour in response to their opponent's status. Status is a high rank on social dimension that is held by society to be important. (Eckel, 1996). Status elevates self-esteem because everybody wants to be recognized as "someone", and that their words have more weight than others. It is common to see in a negotiation, a certain level of competitive status. Negotiators compete for higher status, due to the assumption that this gives them more power on the negotiation table. However, this competition can just add negative emotions to the process. Seeing negotiators among them as superior or lower, can demotivate them to work collaboratively.

It is necessary to treat with courtesy, honesty and respect all negotiators, whatever their status. Rather than competing over status, it is more beneficial to communicate the point of view, of the parties involved in the process. This would create an environment with a wide variety of options to reach possible outcomes. One negotiator may be a specialist in certain field, pertinent to the subject of the negotiation, and another negotiator an expert for a separate area. With some collaboration amongst the parties, common ground can be found in areas where both interests, trumps gaining higher status over the other.

Status is ignored when the corresponding persons standing is treated as inferior to the other person in the negotiation, and is met when that standing is fully recognized. Every person has a status, regardless of family background, job, position and so on. This status comes from strengths that has been developed in areas of knowledge. Every negotiator

has the possibility to develop new areas of knowledge, in order to get confidence and support in their negotiations. It is vital to treat everybody in the negotiation table with a level of respect, and recognise that status brings value to the process that can create harmony and a better contribution between the parties.

1.3.5 Role

For a negotiator is important to feel that their role is fulfilling and part of their duties and actions, can make a difference in the process. Once the negotiators identify their own, and the counterparts role in the process, they can become more comfortable with it This can lead to establishing a more positive environment. (Kaminskiene, 2016)

In any negotiation it is vital that parties play a personal meaningful and fulfilling role, which allows them to work together. This can typically be temporary roles for the purpose of the negotiation such as listener, collaborator, problem solver, brainstormer and so on. When entering a negotiation, parties can help the process by fulfilling roles for each negotiator.

Sometimes unconsciously, parties can play a role in the negotiation when it comes to the roles set by the opposing parties. For instances, if one of the parties is being demanding, the counterpart would make demands too. If one is friendly, the other can be too. However, this is very risky because this can take the actions away that make the role fulfilling to oneself. Shaping the roles to be fulfilling, can help to foster collaboration for mutual gains. But it is important to keep in mind that to make a role fulfilling, this has to have purpose, and be meaningful to oneself, because playing that role will incorporate ones skills, abilities, values and beliefs. Pretending to be someone else it does not matter as long as it is defined who the negotiator believes they really are. (Shapiro, 2005)

These concerns can be used as a guide for dealing with emotions in a negotiation process. The effectiveness of every concern, is proportional to the use of itself. The success of the

negotiation depends on many factors. However, if concerns are correctly addressed, this would help to develop more collaborative relationships among the parties and subsequent desirable outcomes. Shapiro expresses that these concerns are universal motives driving behaviour, cognition, and emotion. (Shapiro, 2005)

The five concerns (Appreciation, Affiliation, Autonomy, Status and Role), can be seen as a tactical guidance for cooperative negotiations. Thus, allowing to maintain a healthy relationships amongst parties, even if there is not final agreement. They would help to build trust and confidence thereby giving the possibility of further negotiations and even help alleviate the tension of the negotiation itself.

1.4 Summary

The above information provides a clear view of the importance of emotional intelligence in a negotiation process, and the impact of the elements to achieve better outcomes, and how those elements can be developed through practice and self-evaluation.

“You must accept the reality of other people. You think that reality is up for negotiation, that we think it’s whatever you say it is. You must accept that we are as real as you are; you must accept that you are not God.” (Rowling, 2012)

Even the hardest of negotiators, deep down is a human being who has emotions. Emotions are part of our nature, and they cannot be eliminated from the negotiation, even if they are not seen on the surface. However, to succeed in negotiation, it is crucial to be aware of ours and other parties’ emotions in the process, to negotiate more effectively. (Newall, 2021)

Emotions can be a tactic to support desired outcomes. They can convey what is important for parties in the negotiation. Neglecting emotions can have a corrosive effect on the outcome. Frequently, emotions in negotiations are associated with weakness, vulnerability, and obstacles for rational thinking. Nevertheless, it cannot be denied that

every negotiation, demands a relationship between parties in the search to get their interests met. Daniel Shapiro proposes three main ideas about emotions, and their impacts on negotiation: (Shapiro, 2002)

Emotions affect the ability to reach negotiation goals and interests: Emotions are part of DNA, it is impossible to separate them from negotiations. Hence, their impact on negotiation can lead the outcomes of the process, making the negotiation itself satisfactory, or much more difficult. (Shapiro, 2002)

Emotions are a means to communicate relational identity concerns: It is clear communication about parties' desires in the negotiation table. Parties should communicate what they expect from the negotiation and the interests that they want to be met. (Shapiro, 2002)

Parties can further their negotiations goals through explicit negotiation of emotions and relational identity concerns: Showing emotions in negotiations is not a problem while they can be controlled. Reading between the lines of what is being said from ones counterpart, active listening and understanding, can increase chances of a negotiation. (Shapiro, 2002)

Cashdan expresses that in negotiations, emotions occur within the context of a relationship between the parties in the process. (Cashdan, 1988) . Emotions' function help convey an important signal about desires, concerns, interests, or goal in a inter and intrapersonal relationship.

It has been discussed that negotiations are present in our daily life; the same emotions carry weight in all aspects of life. Negotiators are always feeling emotions, and those emotions influence information processing. Emotions can move a negotiation forward or backward, and can help or hinder progress. Several studies on negotiation have showed the importance of emotions (Olekalns, 2007). Positive emotions have beneficial effects

on the bargaining method, often boosting the confidence in one's judgements, developing creative approaches, and integrative gains. While negative emotions might be detrimental to the negotiation process and outcome, often leaving parties frustrated with outcomes. (Shirli Kopelman, 2002).

CHAPTER II RESEARCH METHODOLOGY

2.1 Introduction

Methodology is a research plan of action which guides how research should be undertaken. The purpose of this chapter is to highlight how Research Methodology conducts through a systematic way to understand, or get a possible solution to the investigation presented. This research aims to know the impact of emotional intelligence in a negotiation process in order to get effective negotiations for the parties involved, and better outcomes through objectivity, validity and reliable information. The research methodology is a crucial part of this dissertation because it would help to have effective progression through research, and understand which decisions need to be take in terms of the research design. (Jansen, 2021)

For this dissertation the research methodology is based on theoretical concept of “research onion”, proposed by Saunders, (Saunders, 2016). This will help to identify what data is needed and what method, tools and techniques should be used, and the underlying philosophy. Working from the outside of the onion inwards, this model provides a exhausting description about the main philosophy, choosing which approaches, methods and strategies, and define time horizons, which would take the research logic to the research design. Moreover, it would provide the main techniques and procedures of the data collection and analysis.

In the following information, it will describe the philosophy, approaches to theory development, methodological choices, strategies, time horizons and techniques and procedures used for the purpose of this research. Moreover, it will detail every element in order to understand the selected choice.

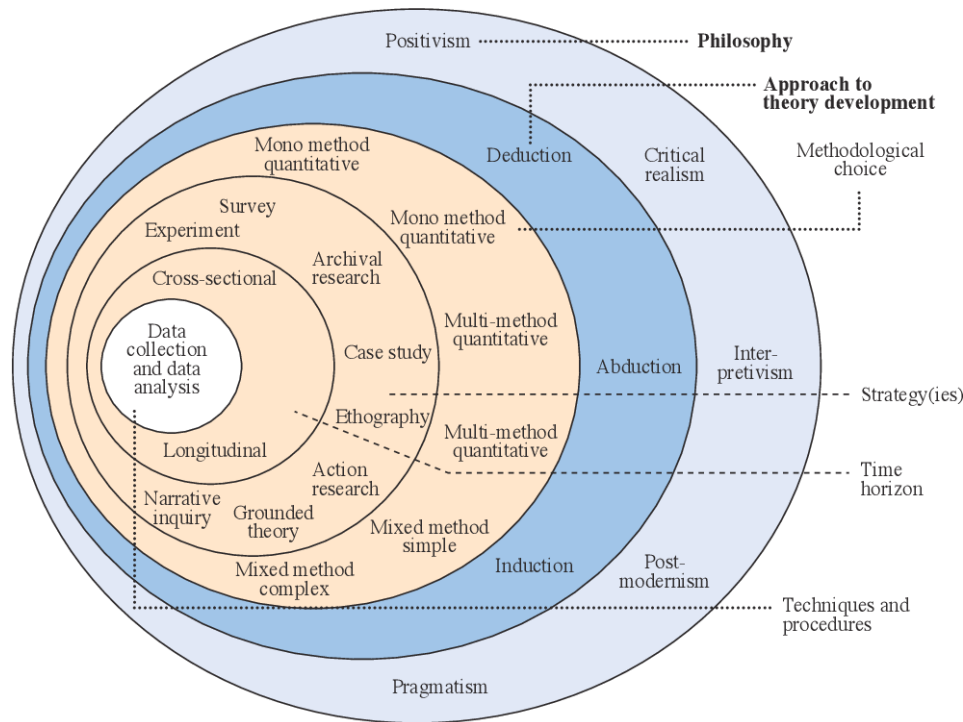


Figure 1: The Research Onion

Source: (Saunders, 2016)

2.2 Research philosophies

Firstly, it is important to understand what research philosophy is and why it is important in every study. Saunders highlights this, explaining that it is a system of beliefs and assumptions about the development of knowledge (Saunders, 2016). This dissertation would develop and shape knowledge on the field of the impact of emotional intelligence in negotiation.

In every research it is almost impossible not to make assumptions, some of them are based on previous knowledge on the topic (epistemological assumptions), and facts that are encountered through the research (ontological assumptions). Along with own values and background, which allow to interpret the information in a different way (axiological assumptions).

Ontology refers to assumptions about the nature of reality, based on facts and recent information. Assumptions that concern the essence of the events through the research (Morgan, 1979). This type of assumptions would shape the research, resulting in a new strand of research (Saunders, 2016). There are ontologies of Realism and Relativism. Ontological realism is based on reality and facts, while ontological relativism accepts perception and the consequent actions of social actors. (Bryman, 2012).

While *epistemology* refers to assumptions about the grounds of knowledge, which is considered valid, reliable and legitimate theories, including the way that it is transmitted and communicated to others (Morgan, 1979). In epistemology there are mainly two ways to gather knowledge: realistic and interpretivism. The realistic known as an ETIC approach, which attempts to achieve an objective measurable without disturbing the reality studied. In this type of investigation, the researcher stands back from the research in order to find the truth. While in the interpretivism epistemology known as EMIC approach, the researcher can influence the research, and this is acknowledged. Moreover, it demands interaction with people to determinate truth (Given, 2008).

In the research the third group of assumption is the axiological assumption, which concerns about the relationship between human beings and their environment, determined how human beings respond in certain situations, and how their experiences rely on the environment that surround them (Morgan, 1979).

We have five major philosophies, which it can be appreciated in the research onion: Positivism, Critical Realism, Interpretivism, Postmodernism and Pragmatism.

- *Positivism*

This philosophy promises accurate knowledge, observable and measurable facts and is based on natural science to get precise data, without the human interpretation and assumes the predictability and controllability of future (Melnikovas, December, 2018). This

philosophy is formed on a strictly scientific method using universal rules and laws to explain and predict behaviour. It demands to use existing theory and create hypothesis, which should be tested and confirmed. Moreover, the positivism researcher should maintain neutrality, and detachment from the research in order to avoid any type of influence in the findings (Saunders, 2016).

- *Critical Realism*

This philosophy spotlights the understanding between what is seen and what is experience, in terms of reality that shapes those experiences. This philosophy assumes the flexibility of future (Melnikovas, December, 2018). Reality is considered external and autonomous. This philosophy proposes that in order to understand the world, there are experienced sensations, events and the mental process, that goes on sometime after those sensations and experiences shapes the reality that might cause them. A critical realism researcher should be aware about backgrounds and experiences that might influence in the findings, and try to be as objective as possible (Saunders, 2016).

- *Interpretivism*

Assumes the unpredictable nature of future (Melnikovas, December, 2018). This philosophy emphasizes that human beings and their surroundings, cannot be examined in the same way than physical phenomena. This philosophy argues than there is not a universal law that can be applied to everyone, as people have different cultural backgrounds, under different circumstances at different times. Thus, their experiences are different. The purpose of this philosophy is to create a new and vast understanding and the interpretation of social words and contexts (Saunders, 2016).

- *Postmodernism*

This philosophy underlines the importance of language and of power relations. Seeking to expose and question the power relations that sustain dominant realities, allowing

changes to the establish ways of thinking and knowing, giving voice and legitimacy to other ways that have been excluded. (Saunders, 2016)

- *Pragmatism*

This philosophy highlights concepts that are validated just when they are supported by actions. This philosophy assumes that within the research it is possible to adapt positivism and interpretivism (Melnikovas, December, 2018). In pragmatism research, the knowledge is valued for enable actions that support that knowledge. This type of investigations aims to contribute practical solutions and outcomes. Pragmatism research recognise that there are many ways to interpretate the world, however they prefer to use reliable methods that allow them to support their investigations (Saunders, 2016).

For the purpose of this research, relativism ontology has been chosen due to the basis of the investigation are parties' emotions, and their impact on the negotiation process. Thus, EMIC epistemology would be used because of the interaction with the negotiators in carrying out the research.

Ontology (nature of reality or being)	Epistemology (what constitutes acceptable knowledge)	Axiology (role of values)	Typical methods
Positivism			
Real, external, independent One true reality (universalism) Granular (things) Ordered	Scientific method Observable and measurable facts Law-like generalisations Numbers Causal explanation and prediction as contribution	Value-free research Researcher is detached, neutral and independent of what is researched Researcher maintains objective stance	Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed
Critical realism			
Stratified/layered (the empirical, the actual and the real) External, independent Intransient Objective structures Causal mechanisms	Epistemological relativism Knowledge historically situated and transient Facts are social constructions Historical causal explanation as contribution	Value-laden research Researcher acknowledges bias by world views, cultural experience and upbringing Researcher tries to minimise bias and errors Researcher is as objective as possible	Retroductive, in-depth historically situated analysis of pre-existing structures and emerging agency. Range of methods and data types to fit subject matter
Interpretivism			
Complex, rich Socially constructed through culture and language Multiple meanings, interpretations, realities Flux of processes, experiences, practices	Theories and concepts too simplistic Focus on narratives, stories, perceptions and interpretations New understandings and worldviews as contribution	Value-bound research Researchers are part of what is researched, subjective Researcher interpretations key to contribution Researcher reflexive	Typically inductive. Small samples, in-depth investigations, qualitative methods of analysis, but a range of data can be interpreted
Postmodernism			
Nominal Complex, rich Socially constructed through power relations Some meanings, interpretations, realities are dominated and silenced by others Flux of processes, experiences, practices	What counts as 'truth' and 'knowledge' is decided by dominant ideologies Focus on absences, silences and oppressed/ repressed meanings, interpretations and voices Exposure of power relations and challenge of dominant views as contribution	Value-constituted research Researcher and research embedded in power relations Some research narratives are repressed and silenced at the expense of others Researcher radically reflexive	Typically deconstructive – reading texts and realities against themselves In-depth investigations of anomalies, silences and absences Range of data types, typically qualitative methods of analysis
Pragmatism			
Complex, rich, external 'Reality' is the practical consequences of ideas Flux of processes, experiences and practices	Practical meaning of knowledge in specific contexts 'True' theories and knowledge are those that enable successful action Focus on problems, practices and relevance Problem solving and informed future practice as contribution	Value-driven research Research initiated and sustained by researcher's doubts and beliefs Researcher reflexive	Following research problem and research question Range of methods: mixed, multiple, qualitative, quantitative, action research Emphasis on practical solutions and outcomes

Figure 2 Research Philosophies

Source: (Saunders, 2016)

2.3 Research Approach

Every research demands the use of a theory. But the relationship between a theory and research differs from each approach. It is vital that since the beginning, the researcher determines what is the purpose of the research and what approach would suit better the goals of the investigation (Blackstone, 2012).

According to Saunders, (Saunders, 2016) there are three main approaches, deductive, inductive and abductive.

- *Deductive*

Aims to direct knowledge and functions of control, including the physical argumentation. (Melnikovas, December, 2018) This approach involves the development of theories on scientific research. Starts with the collection of the data, after that the researcher would look for patterns in the collection of the data in order to develop a theory to explain those patterns. A deductive researcher moves from data to theory, going from the specific to general. (Blackstone, 2012).

- *Inductive*

This approach allows alternative explanations and accepts that there is more than one truth and aims to control information including the use of argumentation (Melnikovas, December, 2018). A inductive researcher would take social theory, and then tests its implication with data, moving from general to specific level.

- *Abductive*

This approach is the mix between deductive and inductive approach. Its aim is to identify structures, context, contrasts, and connections using cognitive argumentation (Melnikovas, December, 2018). In this approach, the research starts with ‘surprising facts and puzzles’ and seeks to choose for the best explanation to them, through numerical and cognitive reasoning (Dudovskiy, John Dudovskiy).

This investigation will use the inductive approach. Trying to find a pattern, which could be helpful for negotiators, but cannot be generalized due to the nature of the research, emotions, and perceptions. Gathering as much information as possible to arrive at findings, going from the general to the specific. The goals of the research lead one to find many alternatives accepting that there is not just one truth. Due to the nature of the research, this approach will be more accurate because experiences, and feelings vary by person.

2.4 Methodological choices

Either if the nature of the research is exploratory, descriptive, explanatory, evaluative or a combination of all of the above, it will be required to choose between mono methods based on qualitative or quantitative research, or a mixed or multi-method choice (Morse, 1991). Quantitative choice is data collection techniques or analysis that generates or use numerical data. While qualitative is data collection techniques, or analysis that generates or use non-numerical data (Saunders, 2016). Mono method is used when the research is focused on qualitative or quantitative data. Mixed method is used when the research is focused on qualitative and quantitative data. Multi-method uses both qualitative and quantitative data, however, the research is based on one of them and the other is used as complementary (Melnikovas, December, 2018).

For the aims of this research, mixed method will be used as methodological choice. Questionnaires among negotiators will be carried out to collect qualitative and quantitative information, that will serve the purpose and the goals of this research. This would give the opportunity to find information about emotions and feelings during the negotiation, and measure relevant information that can lead us to find patterns in the negotiations. Moreover, it will provide more flexibility in the collection of data, gathering numerical data and techniques or analysis that do not generate numerical data such as the

role of emotional intelligence in negotiation. Identification of the main elements of developing emotional intelligence as part of the negotiation process and the analysis of mechanisms for addressing emotional intelligence in a negotiation process.

2.5 Research Strategies

Research strategy is the plan of action that researchers will follow to answer their research questions. Consequently, they are linked with the philosophy, the approach and the research methods chosen. (Saunders, 2016) To carry out research, there are several strategies such as

- *Experiment:* It is a type of natural science research, incorporating elements of psychological and social science research. Instead of research questions, experiments utilize hypotheses. Its goal is to figure out how likely it is for a change in one variable, to cause a change in another (Saunders, 2016).
- *Survey:* Survey research is used to find answers to questions. Solve problems that have been posed or observed, assess needs, set goals, and determine whether or not specific objectives have been met. This allows analysing trends over time, and describe what exists, in what amount, and in what context (Michael, 1997). A survey is where data is collected from a sample to understand experiences, opinions on a specific matter (Difference Between.Com, 2016)
- *Archival and Documentary Research:* The archival documentary research method entails examining papers that contain information about the phenomena under investigation. This research strategy is used to investigate and classify physical sources, the most common of which are written documents. However, with the digitalisation of the data is getting easier to get access to sources around the world (Ahmed, 2010).

- *Case Study*: A case study is a type of research in which one or a few examples of a phenomenon are investigated in depth. A case study technique can create insights from rigorous and in-depth investigation, into the study of a phenomenon in its real-world setting (Given, 2008).

- *Ethnography*: Ethnography is a method of social science research. It is largely reliant on up-close, personal experience and possible participation, rather than merely observing by researchers. Extensive language and cultural learning, intensive study of a single subject or domain, and a combination of historical, observational, and interview methodologies may all be part of the ethnographic focus point. This strategy tends to research on humans' areas (Genzuk, 1999).

- *Action Research*: This strategy promotes change, fostering development, combining social research with exploratory actions. One of its main characteristics is the fact that the research is carried out in collaboration between the participants, who are inside of the situation. Thus, it is considered that findings could be influenced due to the participation of researcher in the research, questioning about objectivity of the outcomes (Given, 2008).

- *Grounded Theory*: This research strategy consists of a set of systematic, but flexible principles, for undertaking inductive qualitative inquiry with the goal of theory creation. This strategy guide researchers to make systematic comparisons and actively engage the data and emergent theory, throughout the research process. Frequently, researchers do not set objectives or goals at the start of the research and the theory is built up as data is gathered. (Given, 2008)

- *Narrative Inquiry*: This strategy is used to understand experiences. It is a phenomenon of people's experiences and a narrative inquiring into experience,

allowing a close examination of the participants' experiences over time and context. The emphasis of this strategy is emphasized on the relational engagement between researcher and participants and aims to understand and making meaning of experiences of research participants (Given, 2008).

With all the information above and the aims of this research, it will use survey as research the strategy in its form of questionnaires, in order to achieve the objectives of the research. This strategy has been chosen because it will gather a considerable amount of information among the population chosen, instead of being focused on a limited number of situations. Moreover, it would give the possibility to collect qualitative and quantitative data to follow the methodological choice that has been selected. Besides the use of questionnaires, it is connected with the inductive as approach, accepting that there are many alternatives from person to person.

2.6 Research Time Horizons

To answer research questions, a study can be conducted in which data could be collected only once, perhaps over a period of weeks, months, or years. Cross-sectional studies or longitudinal studies are the terms used to describe these types of investigations (Chat, 2016).

Longitudinal: This type of studies usually involve observation in nature and the collection of data over an extend period of time, which can be more than 25 years (Cherry, 2020).

Cross-sectional: This type of studies involves the collection of data at a single point in time (Cherry, 2020).

Due to the circumstances of this research, the whole process limit was restricted to twelve weeks, in order to achieve the proposed goals at the beginning. The collection of data will be a specific point in time, which means that the time horizons chosen is Cross-sectional.

2.7 Research Population and Sampling

For this research the population is restricted to people whose role at work and daily lives involve the use of negotiation, mainly in Ireland but also in other parts of the world. The method of sampling applied in this research is non-probability sampling, which means that elements of the population are included with unknown probabilities, or that the probabilities can be zero. It is also a random selection (Vasja Vehovar, 2016). Around three hundred questionnaires have been applied as a convenient sample, getting one hundred and sixteen responses, with most of them being applied to directors of purchasing in different sectors. Reassuring the use of non-probability sampling due the fact that it would be almost impossible to identify every member of the population.

2.8 Data Collection and Analysis

The collection of the data was done by a questionnaire through an online survey with twenty-one questions. The questionnaire was made considering questions related with emotions, reactions, and styles at the moment of negotiation. The questionnaire consisted of five demographic questions: Age, Gender, Location, Education, Employment. Seven rating questions, eight multiple choice questions and one open-ended question. The rating and multiple-choice questions were made due to the quantitative approach, allowing to quantify those answer in order to get an analysis of the impact of the emotional intelligence in negotiation. Moreover, the use of open-ended questions gave the opportunity to get a scope about the experiences and opinions of the factors that might impact the outcome in a negotiation process for the population selected. These questions were created with the purpose to answer the objectives of this research and find some patterns that could help for future negotiations.

In order to help the survey population understand all of the terminology with some concepts that they might not be familiar with, in two of the multiple-choice questions, it

was clarified the terminology in case that they might not be sure about it. Consequently, they would have had the opportunity to clear up any doubts that they might have and understand better the proceeding questions.

Questionnaire:

1.- What age bracket do you associate with

- Under 20
- 20-35
- 35-44
- 45-54
- 55-65
- Over 65

2.- Please specify your gender

- Female
- Male
- Transgender
- Prefer to not answer

3.- What is the highest level of education you have completed?

- Less than high school certificate
- High school certificate or equivalent
- Some college but not degree
- Bachelor's degree
- Master's degree
- Other: (please specify)

4.- Do you presently live in Ireland?

- Yes
- No
- If you answered no, please indicate which Country you are presently living in?

5.- Are you presently working?

- Yes
- No

6.-Do you know what the term "negotiation" is?

- Yes
- No
- I have an idea, but it is not very clear
- If you answered no or your idea is not very clear. Negotiation is where two or more parties find creative solutions to different positions to reach an agreement.

7.- For how long have you been involved in negotiations in your area of work?

- Less than three years
- Between three and five years
- More than five years

8.- Do you know what the term “emotional intelligence” is?

- Yes
- No
- I have an idea, but it is not very clear

If you answered no or your idea it is not very clear. *Emotional intelligence the capacity to be aware of, control, and express ones emotion. And to handle interpersonal relationships judiciously and empathetically.*

9.- Which of the following statements describes better your style to negotiate?

- Analyst: Realistic, prepared, smart.
- Accommodator: Personable, conversational, relationship focused.
- Assertive: Honest, logical and direct.
- Mixture of all of the above

10.- Have you ever felt anxiety, stress, or fear, before during or at the end of a negotiation?

- Always
- Usually
- Sometimes
- Rarely
- Never

11.- Do you recognise when your counterpart in a negotiation is feeling anxious, stressed, or fearful?

- Always
- Usually
- Sometimes
- Rarely
- Never

12.- Have your emotions ever interfered in the outcome of the negotiation?

- Always
- Usually
- Sometimes
- Rarely
- Never

13.- What motivates you when you are negotiating?

- Money from the result of the agreement

- Status from the result of the agreement
- The emotions from the result, or experience, of the negotiation
- I just do it because it is part of my job
- All above

14.- If you like your counterpart in the negotiation, do you feel more comfortable to negotiate, and get an agreement?

- Always
- Usually
- Sometimes
- Rarely
- Never

15.- Are you conscious about your triggers and bias when you are negotiating?

- Always
- Usually
- Sometimes
- Rarely
- Never

16.- Do you feel empathy for your counterpart when you are negotiating?

- Always
- Usually
- Sometimes
- Rarely
- Never

17.- What best describes your relationship, upon the conclusion of the negotiation, with your counterpart?

- Positive
- Amicable
- Neutral
- Negative
- Spiteful

18- When your counterpart reacts negatively during the negotiation, what best describes your next action?

- Stop with the negotiation and take a break
- Try to understand what makes your counterpart feel in that way
- Continue with the negotiation until an agreement is concluded
- Agree with everything that the counterpart wants
- Disagree with everything the counterpart wants
- Try to find someone else to negotiate with

19.- What do you do, when you feel that your opinions and demands, are not being recognized or listened to, in the negotiation?

- Stop the negotiation. I do not want to negotiate with that person anymore
- I continue. We can probably work towards an agreement that can be acceptable
- My counterpart needs to listen to me. I make sure that they value my opinions for the agreement
- I do not really care. It is just another negotiation, as long as I get an acceptable result - it is ok.

20.- Have you ever feel intimidated by your counterpart because of his/her status?

- Always
- Usually
- Sometimes
- Rarely
- Never

21.- What do you think would help you to get better outcomes in your negotiations?

2.9 Research Ethics

Ethics is a part of philosophy, which deals with moral issues. Research ethics concern moral behaviours in research settings in relation to the qualitative information gathered (Wiles, 2013).

All the data collected was just for the purpose of this research. All the participants were informed with clear information about the main purpose of the research, and they had the opportunity to decide their participation. Moreover, qualitative information collected about the participants will not be disclosed, respecting the principle of confidentiality, which was advised at the beginning of the questionnaire. Additionally, it would be impossible to link qualitative information to the participants, because the participants were not identified. The survey was developed through Survey Monkey, and the design was made to not track any IP addresses, and responses were sent over a secure, encrypted

connection. Furthermore, all the participants in this research answered voluntarily. According to Survey Monkey the typical time spent was 5m:11s per survey.

CHAPTER III PRESENTATION OF THE DATA

3.1 Introduction

In this chapter the data will be presented with the support of some graphical formats to visually represent the relationship among the data sets. The purpose of this chapter is to give an overview of the answers giving by the participants. Questionnaires were used as a tool for data collection and every question was created in order to help to answer the objectives of this research.

3.2 Presentation of the Data

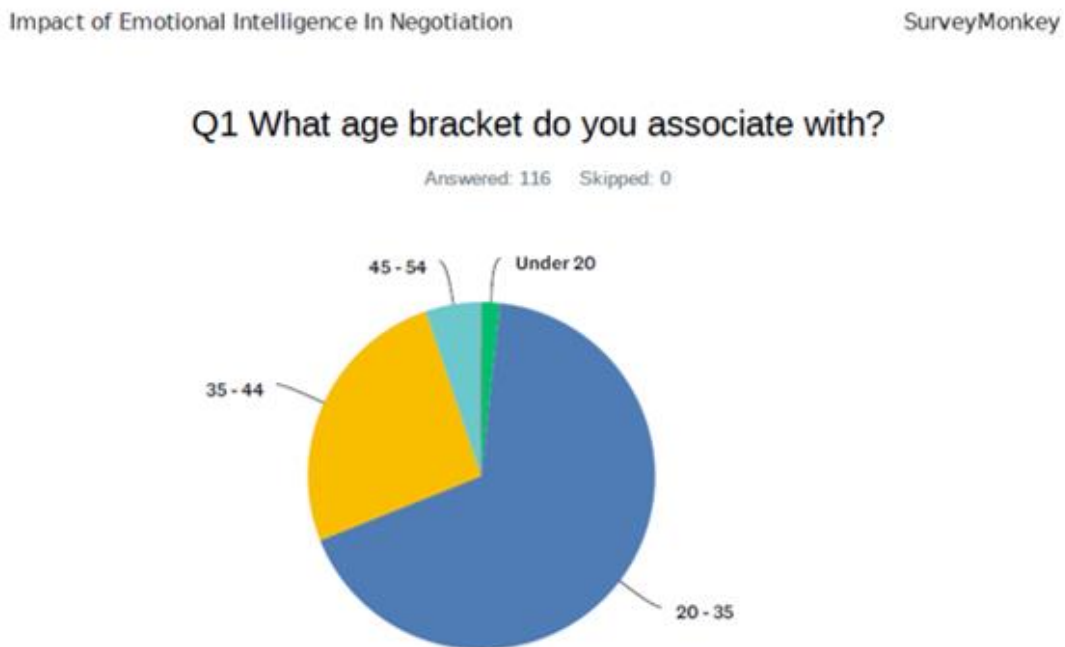


Figure 3 Age

1. ANSWER CHOICES RESPONSES		
Under 20	1.72%	2
20-35	67.24	78
36-44	25.86%	30
45-54	5.17%	6
55-64	0%	0
Over 65	0%	0
TOTAL		116

Table 1 Age

Q2 Please specify your gender

Answered: 116 Skipped: 0

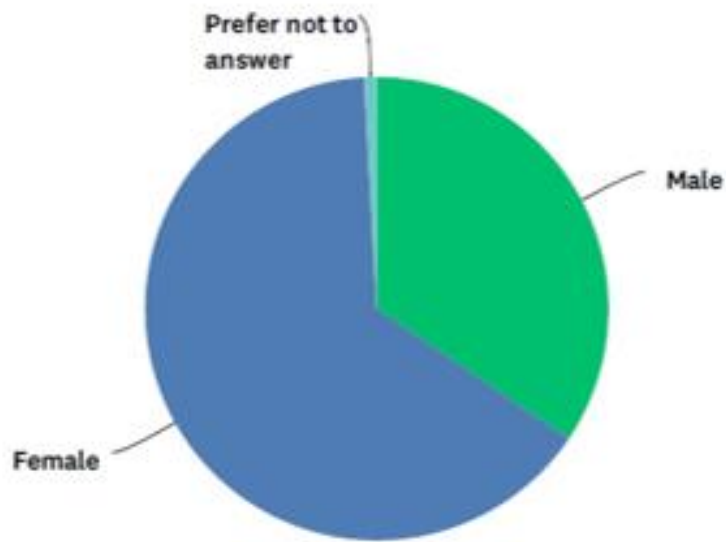


Figure 4 Gender

2. ANSWER CHOICES	RESPONSES	
Male	34.48%	40
Female	64.66%	75
Transgender	0%	0
Prefer not to answer	0.86%	1
TOTAL		116

Table 2 Gender

Q3 What is the highest level of education you have completed?

Answered: 116 Skipped: 0

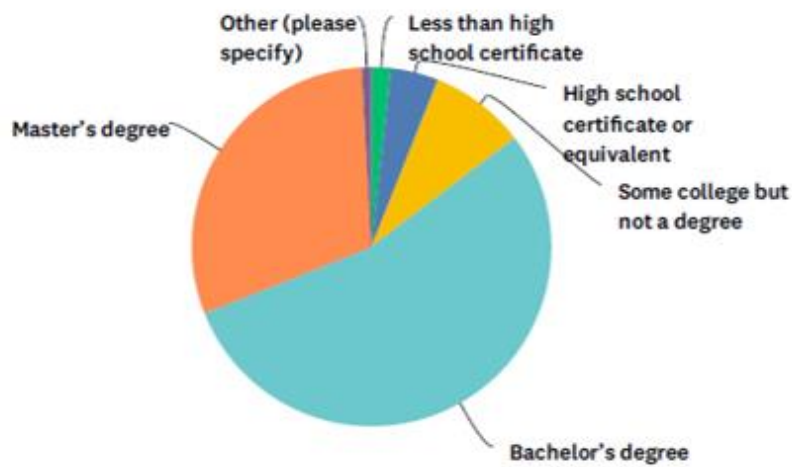


Figure 5 Education Level

3. ANSWER CHOICES	RESPONSES	
Less than high school certificate	1.72%	2
High school certificate or equivalent	4.31%	5
Some college but not a degree	8.62%	10
Bachelor's degree	54.31%	63
Master's degree	30.17%	35
Other (please specify)	0.86%	1
TOTAL		116

Table 3 Education Level

Q4 Do you presently live in Ireland?

Answered: 116 Skipped: 0

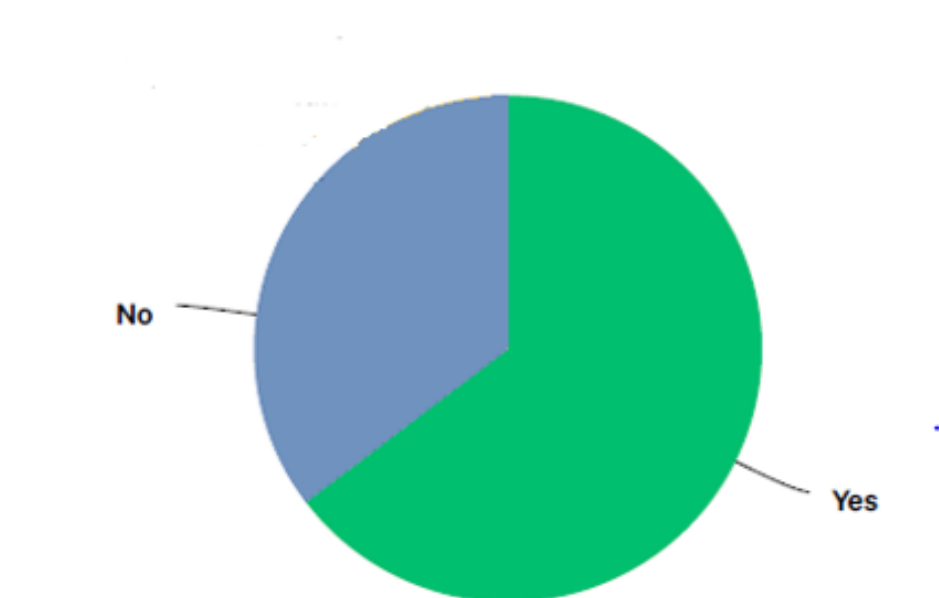


Figure 6 Location

4. ANSWER CHOICES	RESPONSES	
Yes	64.66%	75
No	35.34%	41
If you answered no, please indicate which Country you are presently living in?		
	Mexico	29
	USA	5
	Sweden	2
	Germany	4
	Croatia	1
TOTAL		116

Table 4 Location

Q5 Are you presently working?

Answered: 116 Skipped: 0

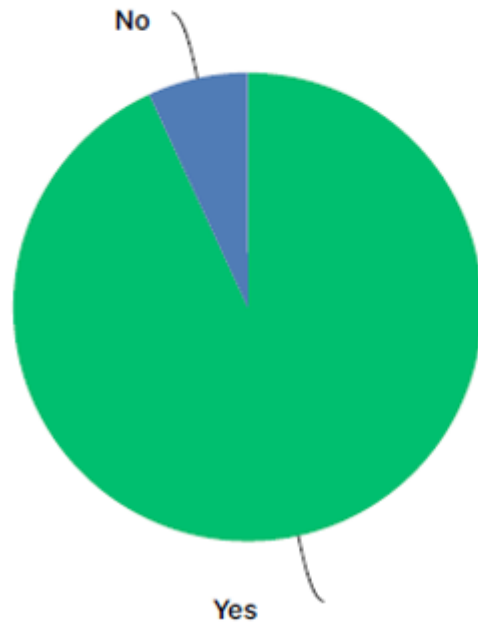


Figure 7 Work

5. ANSWER CHOICES	RESPONSES	
Yes	93.10%	108
No	6.90%	8
TOTAL		116

Table 5 Work

Q6 Do you know what the term "negotiation" is?

Answered: 116 Skipped: 0

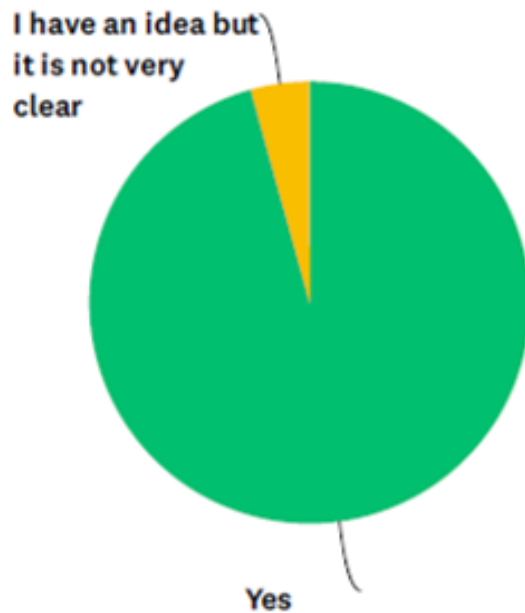


Figure 8 Negotiation Term

6. ANSWER CHOICES	RESPONSES	
Yes	95.69%	111
No	0.00%	0
I have an idea, but it is not very clear	4.31%	5
TOTAL		116

Table 6 Negotiation Term

Q7 For how long have you been involved in negotiations in your area of work?

Answered: 108 Skipped: 8

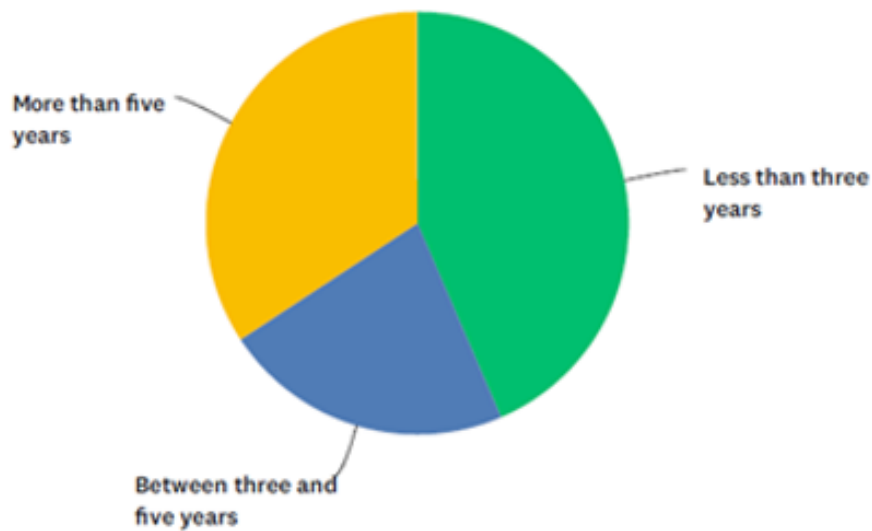


Figure 9 Negotiation Experience

7.ANSWER CHOICES	RESPONSES	
Less than three years	43.52%	47
Between three and five years	22.22%	24
More than five years	34.26%	37
TOTAL		116

Table 7 Negotiation Experience

Q8 Do you know what the term “emotional intelligence” is?

Answered: 116 Skipped: 0

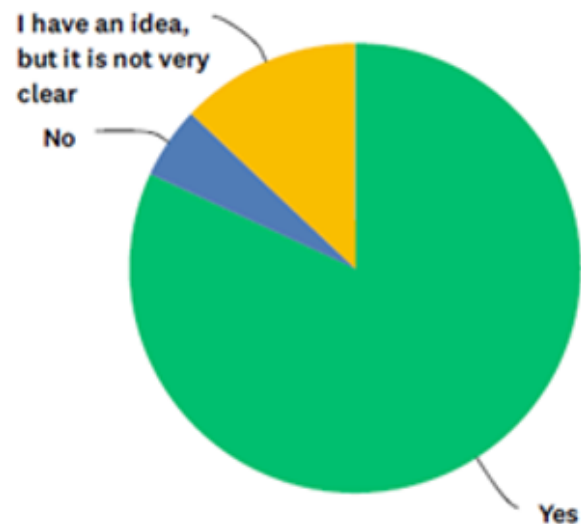


Figure 10 Emotional Intelligence Term

8. ANSWER CHOICES	RESPONSES	
Yes	81.90%	95
No	5.17%	6
I have an idea, but it is not very clear	12.93%	15
TOTAL		116

Table 8 Emotional Intelligence Term

Q9 Which of the following statements describes better your style to negotiate?

Answered: 115 Skipped: 1

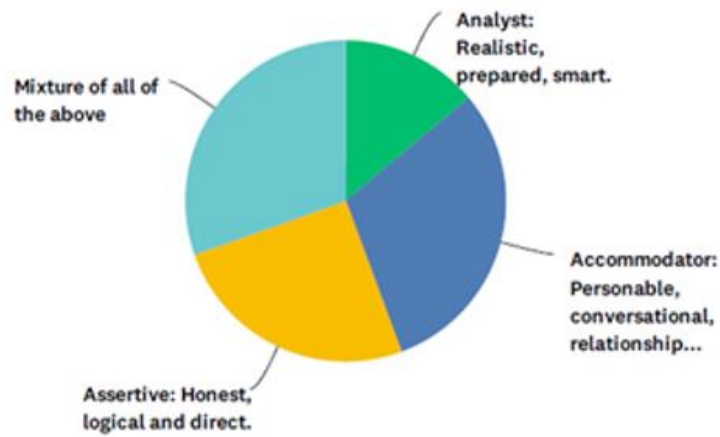


Figure 11 Styles of Negotiation

9.ANSWER CHOICES	RESPONSES	
Analyst: Realistic, prepared, smart.	13.91%	16
Accommodator: Personable, conversational, relationship focused.	30.43%	35
Assertive: Honest, logical and direct.	25.22%	29
Mixture of all of the above	30.43%	35
TOTAL		115

Table 9: Styles of Negotiations

Q10 Have you ever felt anxiety, stress, or fear, before during or at the end of a negotiation?

Answered: 115 Skipped: 1

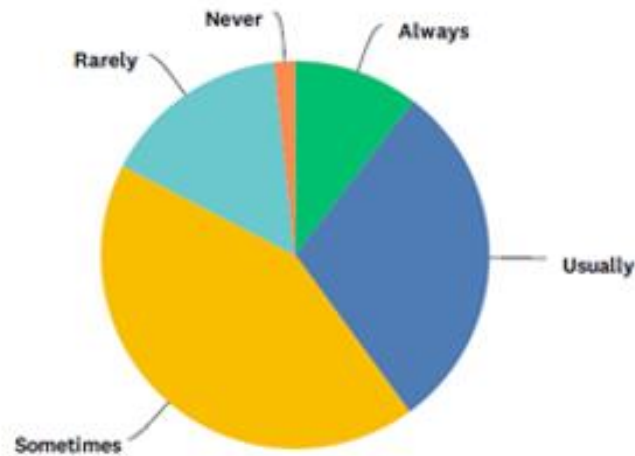


Figure 12: Emotions in Negotiation

10.ANSWER CHOICES	RESPONSES	
Always	10.43%	12
Usually	29.57%	34
Sometimes	42.61%	49
Rarely	15.65%	18
Never	1.74%	2
TOTAL		115

Table 10 Emotions in Negotiation

Q11 Do you recognise when your counterpart in a negotiation is feeling anxious, stressed, or fearful?

Answered: 115 Skipped: 1

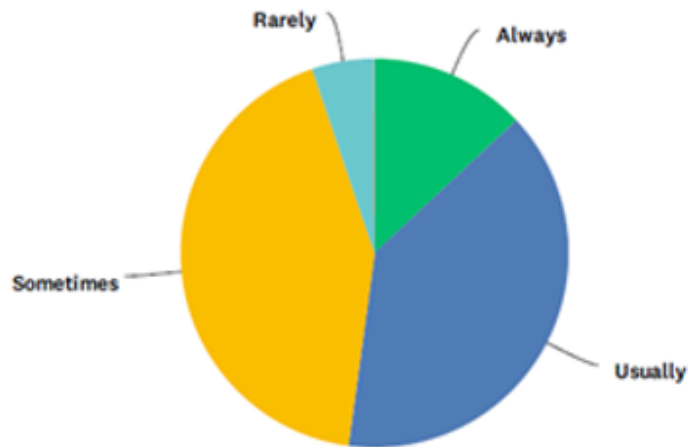


Figure 13 Recognition of Emotions

11.ANSWER CHOICES	RESPONSES	
Always	13.04%	15
Usually	39.13%	45
Sometimes	42.61%	49
Rarely	5.22%	6
Never	0.00%	0
TOTAL		115

Table 11 Recognition of Emotions

Q12 Have your emotions ever interfered in the outcome of the negotiation?

Answered: 115 Skipped: 1

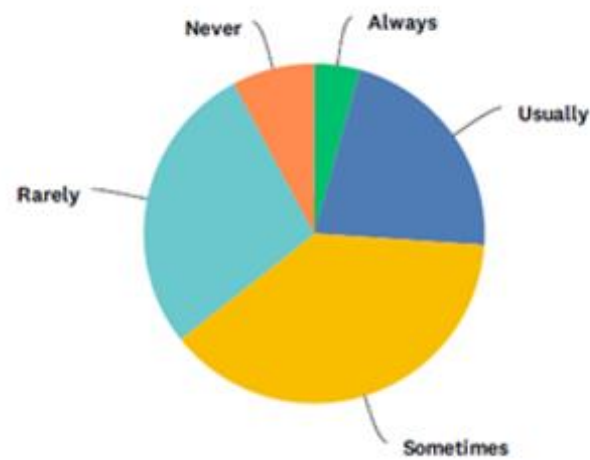


Figure 14 Emotions and Outcomes

12.ANSWER CHOICES	RESPONSES	
Always	4.35%	5
Usually	21.74%	25
Sometimes	38.26%	44
Rarely	27.83%	32
Never	7.83%	9
TOTAL		115

Table 12 Outcomes

Q13 What motivates you when you are negotiating?

Answered: 115 Skipped: 1

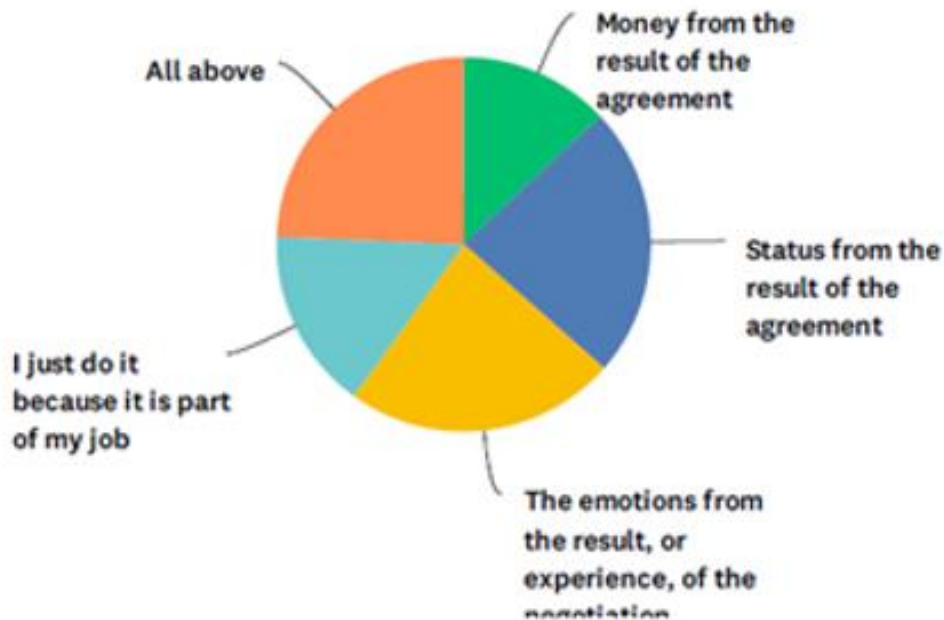


Figure 15 Motivation

13.ANSWER CHOICES	RESPONSES	
Money from the result of the agreement	13.04%	15
Status from the result of the agreement	23.48%	27
The emotions from the result, or experience, of the negotiation	23.48%	27
I just do it because it is part of my job	15.65%	18
All above	24.35%	28
TOTAL		115

Table 13 Motifs

Q14 If you like your counterpart in the negotiation, do you feel more comfortable to negotiate, and get an agreement?

Answered: 115 Skipped: 1

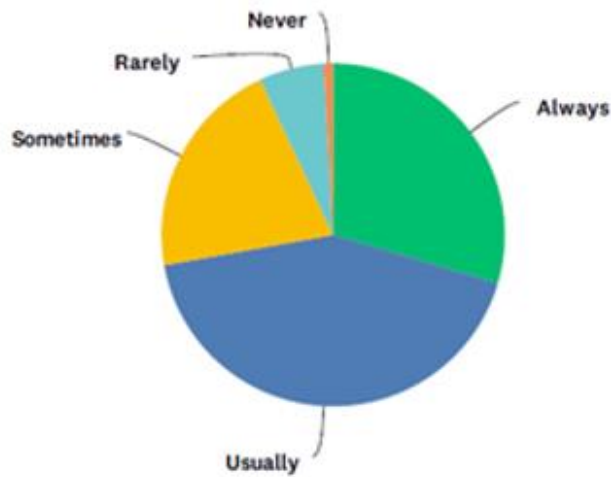


Figure 16 Collaborative Relationships

14.ANSWER CHOICES	RESPONSES	
Always	29.57%	34
Usually	42.61%	49
Sometimes	20.87%	24
Rarely	6.09%	7
Never	0.87%	1
TOTAL		115

Table 14 Counterpart Relationship

Q15 Are you conscious about your triggers and bias when you are negotiating?

Answered: 115 Skipped: 1

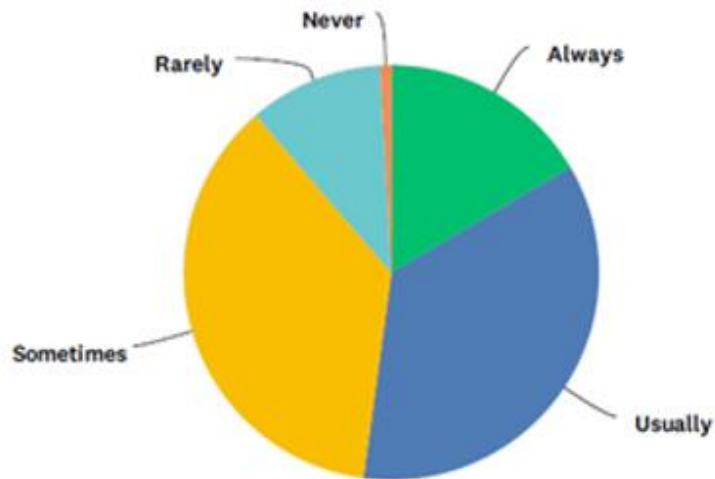


Figure 17 Bias in Negotiation

15.ANSWER CHOICES	RESPONSES	
Always	16.52%	19
Usually	35.65%	41
Sometimes	36.52%	42
Rarely	10.43%	12
Never	0.87%	1
TOTAL		115

Table 15 Bias and Triggers

Q16 Do you feel empathy for your counterpart when you are negotiating?

Answered: 115 Skipped: 1

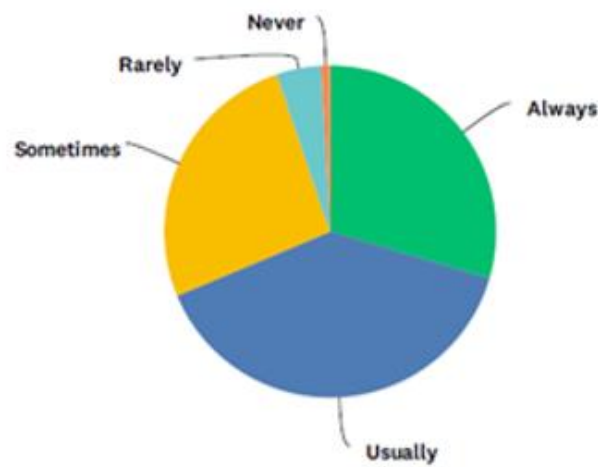


Figure 18 Empathy

16.ANSWER CHOICES	RESPONSES	
Always	29.57%	34
Usually	39.13%	45
Sometimes	26.09%	30
Rarely	4.35%	5
Never	0.87%	1
TOTAL		115

Table 16 Developing Empathy

Q17 What best describes your relationship, upon the conclusion of the negotiation, with your counterpart?

Answered: 115 Skipped: 1

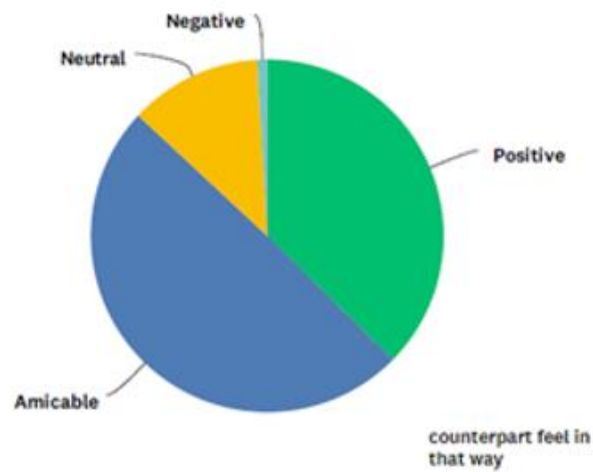


Figure 19: Building Relationships

17.ANSWER CHOICES	RESPONSES	
Positive	37.39%	43
Amicable	49.57%	57
Neutral	12.17%	14
Negative	0.87%	1
Spiteful	0.00%	0
TOTAL		115

Table 17 Possibilities of future negotiations

Q18 When your counterpart reacts negatively during the negotiation, what best describes your next action?

Answered: 115 Skipped: 1

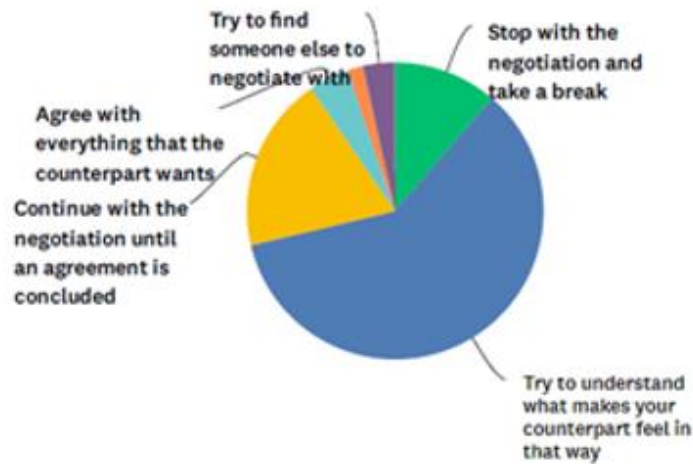


Figure 20: Awareness

18.ANSWER CHOICES	RESPONSES	
Stop with the negotiation and take a break	11.30%	13
Try to understand what makes your counterpart feel in that way	60.00%	69
Continue with the negotiation until an agreement is concluded	19.13%	22
Agree with everything that the counterpart wants	4.35%	5
Disagree with everything the counterpart wants	1.74%	2
Try to find someone else to negotiate with	3.48%	4
TOTAL		115

Table 18 Developing Emotional Intelligence

Q19 What do you do, when you feel that your opinions and demands, are not being recognized or listened to, in the negotiation?

Answered: 115 Skipped: 1

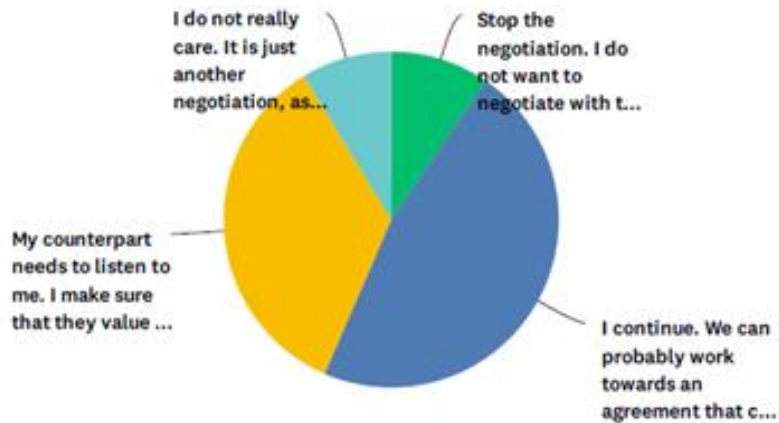


Figure 21: Appreciation

19.ANSWER CHOICES	RESPONSES	
Stop the negotiation. I do not want to negotiate with that person anymore	9.57%	11
I continue. We can probably work towards an agreement that can be acceptable	46.96%	54
My counterpart needs to listen to me. I make sure that they value my opinions for the agreement	34.78%	40
I do not really care. It's just another negotiation, as long as I get an acceptable result- it is ok	8.70%	10
TOTAL		115

Table 19 Importance of the Appreciation

Q20 Have you ever feel intimidated by your counterpart because of his/her status?

Answered: 115 Skipped: 1

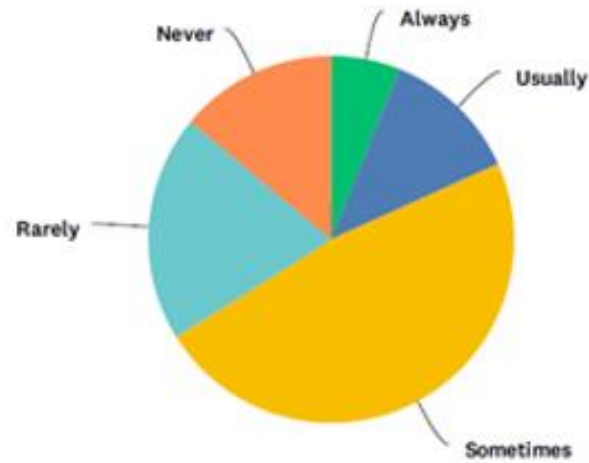


Figure 22: Status

20.ANSWER CHOICES	RESPONSES	
Always	6.09%	7
Usually	12.17%	14
Sometimes	47.83%	55
Rarely	20.00%	23
Never	13.91%	16
TOTAL		115

Table 20 Impact of the Status

Q21 What do you think would help you to get better outcomes in your negotiations?

Answered: 94 Skipped: 22

21.ANSWER CHOICES

More training and development, and awareness of tactics in the process
Better preparation
Good listening skills and persuasion.
Write down concerns, conclusions and agreements, before, during and after the negotiation
Greater Knowledge of my counterparts Needs and wants.
Feeling supported by my manager, practicing with internal counterparts
Domain of the subject and what motive me do to that
being honest
Searching for similarities to boost empathy
Security and proper knowledge about the case
By listening to counterpart in order to obtain a win to win agreement
Communication
To Know the interest of another party
Have clear what I'm looking for
A higher status: i.e. being employed at a more senior level and having this reflected in the job title.
None. They often end with both parties happy, some. Concessions may have been given on both sides bit the end result is positive.
Generate rapport before the negotiation and to acquire a wider knowledge about international cultural differences
Confidence and be prepared
Maybe, study what your customers like
My counterpart needs to listen to me. I make sure that they value my opinions for the agreement
Being sure in my decisions, being more independent and confident. Also not getting my emotions or anxiety get in the way
Beings less shy
Emphatic. In a negotiation is really important this. The more you know what the counterpart wants and the way they want it, the more you know how to deal with it!
Knowing my clients profile
Being able to offer something extra in order to win my negotiation
Flexibility
common or similar results
To have confidence in myself and in what I am going to negotiate. It is important to prepare before the negotiation with all the necessary information and to know the pros and cons that

may arise
Empathy and knowledge in areas of opportunity
Identify the feeling of the counterpart
Have more knowledge about the emotions of my counterpart.
Complete understanding of the negotiation points. Be aware of my counterpart. flexibility to negotiate.
Better emotional intelligence
Empathy and knowledge
Focus more on my counterpart
Work on my emotions
Personal Previous interactions with the counterpart.
Other parties empathy
Be more direct and clearly
My healthcare and wellbeing always help me to get better results at the moment I'm part of a negotiation because that help me to have more patience and don't go crazy.
know customers better, their concerns and needs to find out if the product suits their needs or
look for alternatives.
Get used to it and practice
not taking it personal nor making it personal. Both parties are trying to come to an agreement about work, not personal life
More information to better assess and understand the negotiation and to get a better outcome so, all parties are happy and in agreement.
Persuasive manner
The experience
Being more confident
Better preparation
Incentives
Be sure and know what I am involve into. More social skills to reach a weak spot from the other person and
More understanding about the emotional intelligence in the negotiations keep calm, do not take any comment as person or against me. Treat my counterpart in the same way that I would like to be treated
money
To be sure of the results I want and define my BATNA
Maybe more experience in negotiations situations
Status
Patience
Auto control
Communication

Having more data available for decision making.
Find solution before and present it
By understanding more the counterpart's behaviour and needs, and by having a good strategy of negotiation.
Patience
constant awareness of what you speak and give time to the counterpart to also make their statements
A dedicated system similar to the Glasgow Coma Scale that could be used to truly ascertain whether a patient is ready to leave the ICU when beds are at a critical level and not based on a decision made by a hospital bed manager or co-ordinator.
To keep practising
Better knowledge of negotiation techniques and communication skills
Knowledge of my product and real expectations from my customer
More self-confidence
Try to understand the other party, read their body language, think of their concerns as well, etc.
Training
Practice
Get tips
Always be ready for different scenarios.
Always have sometime to give to get a deal
Believe on myself
Confidence
More preparation for negotiations
Patience, preparation and confidence
Empathy
Security
Better understanding of emotional intelligence during communication and better understanding of behavioural psychology in homo sapiens
Research and facts about the topic
Self-confidence and know counterparts before or better
Improve my communication skills and don't involve personal emotions during the process
Assertive communication
If I didn't have emotions or if I could be neutral all the time. If learned how to be more logical
The flexibility and being open minded.
When both parties understand is part of the job and the outcome has to be the best for both sides. Empathy always helps.
Preparation, bringing out figures and facts
Emotional intelligence
It is vitally important to have full knowledge of the issue at hand and to listen to the other

person to hear the other person's position first hand, so that you can make your own opinion

and have all the information you need to reach an agreement that suits both parties.

Sometimes gender bias is a big factor in a negotiation. I wish it didn't exist.

Self-awareness of emotional matters

Stay focus on what I want

Knowledge about the issue that I'm negotiating

Confidence in my ability

Table 21 Exploring New Alternatives

CHAPTER IV DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, the data analysis and findings are presented according to the research objectives. The overall objective of this research is to understand the impact of emotional intelligence in negotiation. It has been previously mentioned that 116 participants answered the questionnaire. However, none of the questions were mandatory, respecting the voluntary intention of the participants to answer. None of this information was personal, such as names, addresses, date of births, etc, reassuring participants that the research is intended for academic purpose only. In this chapter, the data collected will be summarized, analysed and general observations made.

4.2 Demographic Questions

Collection of demographic data is important because this provides a broad overview of the characteristics of the population. It is critical to understand demographics and their statistical potential (Team, 2021). Many decisions based on demographic data have the potential to make an influence in our deductions, and find patterns in this research. This research is not focused on age, educational level, location, however it is important to identify those characteristics among the respondents, to find some characteristics of the population and their behaviours, in relation to negotiations and their influences on the outcomes.

4.2.1. Age

About 78 of all the participants equivalent to 67.24% of the total sample aged between 20 and 34 years. Whereby other ages between 35 and 44 accounted for 25.86% which was equivalent to 30 of all the participants. On the other hand, participants who were between 45 and 54 years old accounted for 5.17% of the total respondents, while participants under 20 years old accounted for 1.72%. There was no participation of people

over 55 years old.

4.2.2 Gender

75 of all participants, equivalent to 64.66% of the total population were females. while 34.48% of the population were males, equivalents to 40 participants in the survey. Just one person preferred not to answer his/her gender, which accounted for 0.86% of the total population. Nobody identified themselves as transgender. This question is very relevant to the purpose of this research due to the different thought patterns of men and women. It has been said that men stick to logic, while women balance logical and emotions. Men utilize cognitive regulation with less effort, women use positive affect to help them minimise the affect of negative emotions (Kateri McRae, 2018). Understanding these gender variants in emotional responses, would lead us to establish a pattern at the moment of negotiation between men and women, and how those variants might affect the results of the negotiation. Which can make a great contribution to the objectives of this investigation, and can lead the direction of a negotiations based on gender.

4.2.3 Level of education

It was evident that majority of participants have completed a bachelor's degree with 54.31% , equivalents to 63 of the total population. Whereas around 35 of the participants have completed a Master's degree, which equivalents to 30.17% of the sample. 10 of the participants, which represents 8.62% have indicated that they have some college but not a degree. About 5 people have concluded high school, which represents 4.31% of the total population, 2 participants have less than high school certificate accounted for 1.72% of the total population. One person indicated that they have other level of education, accounting for 0.86%.

The fact that most of the population has a high level of education, and the above responses

indicate that they were able to answer the question about the impact of emotions, and the way that they affect negotiations, leading to a better understanding about the questions.

4.2.4. Location

Asking the participants about their current location is important for the purpose of this research because cultural factors might interfere in the way that they negotiate. The perceptions about how to control certain emotions can be different from someone who is living in Ireland, to someone who is living in any other part of the world due to the cultural backgrounds.

About 75 of all the participants, equivalent to 64.66% of the total population were living in Ireland, while other people were living in other parts of Europe and America, such as Mexico, Germany, Sweden, United States of America and Croatia accounting for 35.34% of the total population.

4.2.5 Employment

This question is relevant to the research because it brings a general idea about how people are negotiating at the moment. If those negotiations are face to face, or virtually. Especially, after the Covid pandemic. People may readjust their styles of negotiations, and develop new strategies that could help them to understand the emotions around the negotiation table. Moreover, this could represent a challenge at the moment of negotiation, due the emotions can be misread or mis-interpreted when negotiators are not in front of each other. Or it can be seen as an opportunity to develop more self-awareness about people' reactions, leading to easier future negotiations.

The results showed that 108 of the participants, which represents to 93.10% of the total population are presently working, whereas 8 participants accounted for 6.9% had indicated that they were not presently working.

4.3 General knowledge of basic concepts of the research

Participants are associated with the objectives of the research. However, they may not know or understand some terms that are being used, and has the potential to have an impact on the responses. Those type of questions could help to clarify any doubts in relation with the topic of this dissertation, and the purpose of the questionnaire, and to get accurate answers. Moreover, they show how involved are the participants with the objectives of this dissertation through which could be considered “basic information” in terms of this research.

4.3.1 Negotiation term, experience in the area, and styles of negotiation.

Around 111 participants expressed that they knew what negotiation is, accounting for 95.69%. On the other hand, just 5 participants had an idea about the term, but they were not sure, which represents just 4.31% of the total population. While nobody expressed not knowing about what negotiation is. Thus, for those who expressed not being sure about the term negotiation, this was to clarify the concept, in order to allow them to continue with the questionnaire and have a better understanding of the proceeding questions.

The results of the survey showed a high level of at least basic knowledge of what negotiation represents. Everybody at least once in their lives come across with the world of negotiation and its implications. Moreover, for most of the population in this research, who are people that negotiate, it is crucial to have this understanding since their negotiation outcomes might be affected. These findings are very significant for the research, since it shows that the right research population answered the questionnaire.

Additionally, the experience of participants in negotiations in their areas of work highlight the fact of how they might be dealing with their negotiations, despite their lack of experiences in the field, which it would help to find a pattern in those behaviours. The

findings showed that 47 participants, which is equivalent to 43.52% of the total participants, expressed that their experience in negotiation in their area of work, was less than three years. While 24 participants accounted for 22.22% of the total amount of participants, expressed that their experience is between three and five years. 37 participants accounted for 34.26% of the population, stated that having more than five years of experience in negotiation in their areas of work. This information is relevant to the research because it is linked with the applications of the elements, to develop emotional intelligence in the negotiations based on experience, that they have in the negotiation. And how that experience might have an impact on the outcomes, and the perspective of the participants when they are negotiating.

The experience in negotiation question, is associated with the age of the participants, showing that despite the fact most of the population oscillate between 20 and 34 years old, representing the 67.24% of the total population. 56.48% of the participants have more than three years of experience in negotiation, which shows that in spite of that percentage of the population that are young adults, they have a vast experience in the area of negotiation.

4.3.2 Emotional Intelligence term

Despite the fact that the concept of emotional intelligence has become popular over the last number of years, there are still many questions about its meaning and what it represents. It was a vital factor that participants knew what emotional intelligence is, in order to discover findings about its role and mechanism, to be developed in a negotiation process for the population selected and reassure that their idea of the term of emotional intelligence was appropriate. This question gave them the opportunity to clarify their doubts, in case that they had with the brief explanation about the concept, and then linked it with their negotiations process.

The findings showed that 95 of the participants, equivalent to 81.90% of the total sample, knew what the term emotional intelligence is. However, 6 participants equivalent to 5.17%, did not know what the term emotional intelligence is, while 15 participants equivalent to 12.93% had an idea but it was not very clear about the term.

4.4 Elements of developing emotional intelligence in a negotiation process.

Negotiation is probably the most flexible form of alternative dispute resolution. Every negotiation is unique, different from others in terms of affairs, parties and outcomes (Stephen B. Golden, 2012). However, there are patterns for negotiators to interact with their counterparts, bring their ideas to achieve agreements in the negotiation table, which could affect mechanisms to develop emotional intelligence in the negotiation process. Participants were asked to describe their style to negotiate, in order to analyse and understand negotiation at a different level, according with the Harvard Negotiation Project and its elements (Patton, 2005).

There were 35 respondents, representing 30.43% of the total population who expressed that their style at the moment of negotiate is Accommodator. This is where a negotiator see's themselves are personable, conversational, and relationship focused. Whereas 29 respondents (25.22%) identified themselves as Assertive. This type of negotiator who see themselves as honest, logical and direct. 16 participants accounted for 13.91% of the total population considered themselves as Analyst negotiators: realistic, prepared and smart. While 35 of the participants accounted for 30.43% identified their styles of negotiation with a mix of all the mentioned styles. This question allowed to identify how negotiators perceive themselves at the moment of negotiation, how the counterpart might see them. And according to them how, they manage their communication style to fit with their counterpart and get desirable outcomes.

Part of the elements to develop emotional intelligence in the negotiation is self-awareness.

For the purpose of this dissertation and to measure how participants are dealing with self-awareness and recognition of their emotions in negotiations, it was asked if they have ever felt anxiety, stress or fear before, during or at the end of their negotiation process. Around 49 of the participants accounted 42.61% expressed that sometimes they have experienced those feelings. While 34 of the participants accounted for 29.57%, usually have experienced anxiety, stress or fear. However, 18 participants (15.65%) have rarely faced those emotions in their negotiation processes. 2 of the participants, representing 1.74% of the total population, expressed that they never have come across with those feelings. On the other hand, 12 of participants always feel anxious, stressed or dread in their negotiations processes. Just one person skipped the question. This shows that a sense of self-awareness and consciousness about the presence of their emotions in the negotiation process, in a major portion of the respondents. This recognition of their emotions is one of the most important elements to develop emotional intelligence during the process. Which proves that emotional intelligence is being applied during their negotiations.

Asking participants if they recognised when their counterpart in the negotiation is feeling anxious, stressed or fearful is related with the development of empathy, as part of the elements to develop emotional intelligence in negotiation. The findings showed that 49 participants, equivalent to 42.61%, sometimes were aware of those feelings in their counterparts. While 45 of the total population accounted for 39.13% expressed that they usually recognised those feelings in their counterparts. Nevertheless, 15 of the participants, representing 13.04% of the total population expressed that they always recognise those feelings at the moment of negotiation in their counterpart. 6 participants, 5.22% of respondents, rarely had that recognition. None of the participants expressed that they had zero awareness about their counterparts feelings. From these findings it can be

observed that most respondents have a sense of awareness about counterpart' feelings, which could help them to tailor their message to their counterpart in negotiation based on that recognition.

Moreover, participants were asked regarding their consciousness about their triggers and bias's when they are negotiating. The findings showed that 42 participants, accounting for 36.52%, that sometimes they had had awareness about their triggers and bias. Whereas 41 participants accounting for 35.65%, expressed that usually they are conscious. 19 of the participants accounting for 16.52%, said that they are always aware of their triggers and bias. On the other hand, 1 participant (0.87%) stated that he/she were never mindful about his/her triggers and bias in the negotiation. 12 participants expressed that rarely can they identify their triggers and bias when they are negotiating. From this information it seems that most of the population have developed self-awareness about their triggers and bias in the negotiation table. Less than 20% of the population are aware in all of their negotiations about internal factors that might affect the outcome and the process of the negotiation itself. However, there is a big part of the population who is conscious about those factors in a considerable amount of their negotiations. This might also help them to generate more auto-control in the negotiation. This question helps to understand more about the relationship between the feelings that people might experience in their negotiation process, due to the relation of their triggers and bias. Those triggers and bias can lead to development of feelings like stress, anxiety or fear during the process of a negotiation.

Another element to develop emotional intelligence in a negotiation is motivation. For this reason, it was asked to the selected population what motivates them when they are negotiating. Around 27, representing 23.48% of the total respondents, said that they were motivated by the status from the result of the agreement. 27 participants (23.48%)

expressed that for them, the emotions or experience from the result it was their main motive. 15 participants (13.04%) felt motivated for the money from the result of the agreement. However, 18 participants (15.65%) expressed that they negotiate because it is part of their job without any other motivation. While 28 participants (24.35%) stated that they felt motivated for all the previous reasons. Research findings provide evidence that there is always a primary motive in negotiation with a significant impact in the outcomes of the process. From the above, it could be observed that most participants have found their motives, and they are not related to material things, which it conveys to explore possibilities to get high-quality agreements.

4.5 Influence of emotional intelligence on a negotiation

It has been discussed how emotions play a vital role at the moment of a negotiation, they cannot be ignored. On the other hand, they should be addressed. The main objective of this research is to understand the impact of emotional intelligence in negotiation. For this reason, it was asked to the chosen population if their emotions had ever interfered in the outcomes of their negotiations. 44 of participants (38.26%) expressed that sometimes their emotions interfered in the outcomes of their negotiations, 32 (27.83%) stated that rarely their emotions have conducted the outcome of the negotiation. 25 participants (21.74%), acknowledged that usually their emotions impacted on the results of their negotiations. 9 participants (7.83%) said that their emotions had never impacted their outcomes. On the other hand, 5 participants (4.35%) expressed that their outcomes were affected by their emotions. From the above, it could be observed that emotions have consequences involved in the outcomes of the negotiations, often in different scale but always present. For most of the population in this research, emotions had played a factor in achieving agreements. This reassures the main purpose of this research.

It has been mentioned that relationships can affect the negotiation positively or

negatively. Developing good relationships can lead to a better performance and more compromise between the parties. And problem-solving approaches to negotiations, consequently, bring collaborative outcomes that could meet all parties' interests (Gordon, 2021). In order to find out how important it was for participants developing good relationships with their counterparts, it was asked if they liked their counterpart, they would feel more comfortable to negotiate and get an agreement. The findings showed that 49 respondents accounting for 42.61%, usually get agreements, and feel more comfortable when they like their counterpart. While 34 respondents, which accounted for 29.57%, always having that sense. 24 of the total respondents accounting for 20.87%, expressed that sometimes when they like their counterpart they feel more comfortable to get an agreement. 7 respondents, accounting for 6.09% stated that rarely do they feel that way when they like their counterpart. Just one respondent advised that he/she has never felt that liking his/her counterpart could make a difference in their outcomes or making them feel comfortable. The research findings prove that most participants feel more comfortable to negotiate and get agreements when they like their counterpart. While negotiation is an interpersonal process, liking the counterpart could lead to more positive perception of the counterpart, as the findings have shown. Thus, this could create a more collaborative relationship between parties to reach outcomes.

Empathy is a natural fit in a negotiation process. By trying to listen and understand the other party's views, and walking around in their shoes, one could get the other party to agree on terms and compromises, leading to more satisfying results for both. In this research the selected population was asked if they feel empathy for their counterparts when they are negotiating. From 115 responses collected, 45 participants (39.13%) stated that they usually feel empathy towards their counterparts in the negotiation, whereas 34 of the total responses (29.57%) said that they always had felt empathy for their

counterparts. 30 participants (26.09%) expressed that Sometimes they had felt empathy in their negotiations. 5 participants (4.35%) Rarely had felt empathy for their counterparts in their negotiations. Just 1 participant (0.87%) stated to Never had felt empathy. The information above indicated that there is significant amount of the respondent population who practice empathy in their negotiation, probably using the gained understandings that they might get by listening their counterpart to get an agreement.

4.6 Mechanisms for addressing emotional intelligence in a negotiation

Negotiations involve many skills and mechanisms to get productive negotiations. It has been discussed the mechanisms to address emotional intelligence. However, those mechanisms also are part of the relationship that can be built in the negotiation. Analysing the relationship at the end of a negotiation between parties, it can be determined if those mechanisms were used or not. For this reason, it was asked to the participants in this research to describe their relationship upon the conclusion of the negotiation, with their counterpart. 57 participants accounting for 49.57% describe their relationships as amicable, 43 participants accounting for 37.39% said that their relationship was positive, 14 participants accounting for 12.17% expressed that their relationship was neutral, whereas 1 participant accounted for 0.87% said that his/her relationship was negative. These findings suggest that for most of the participants it is important to have a good relationship upon the conclusion of the negotiation. That does not mean that they had to become friends with their counterpart. However, this expresses the importance for them to build relationships with their counterparts. Seeing them more on an associated level, and not as enemies or rivals. This also, suggest that they are more focused on building relationships in their negotiations.

Feeling appreciated in a negotiation can make a positive difference in a collaborative relationship, compared to that of a negative feeling that thoughts or actions are being

devaluated. The population chosen for this research was asked to describe their reactions when their counterpart act negatively during the negotiation. Around 69 participants accounting for 60% of the total population, said that they try to understand why their counterpart feels in that way, whereas 22 participants accounting for 19.13% said that they continue with the negotiation until they get an agreement, while 13 participants accounting for 11.30% stated that they stop with the negotiation and take a break. However, 4 participants accounting for 3.48% said that they would try to find some else to negotiate with. 2 of the participants, representing 1.74% of the total population expressed that they would disagree with everything their counterpart wanted. These findings indicate that there is a significant number of participants who want to reach agreement, but at the same time try to find out the roots of the negative reactions of their counterpart. Despite the counterpart's reactions, participants are willing to reach agreements.

On the other hand, participants were asked about their actions when they had felt that their opinions and demands were not being recognized, or listened to, in the negotiation. Around 54 of the participants, representing 46.96% expressed that they would continue, and probably work towards an agreement that can be acceptable. While 40 participants, 34.78% of the population, expressed their necessity to be listened to by their counterpart and making sure that their counterpart values their opinions for the agreement. Whereas 11 participants, representing 9.57% stated they would stop the negotiation and not having any desire to continue to negotiate with that person anymore. Around 10 participants (8.70%) expressed that for them, it was not important as long as they could get an acceptable result. From the information above it can be appreciate that participants are willing to reach agreements despite many factors, but at the same time feeling appreciated by their counterparts.

Human beings have an inherent preferences hierarchy, which is known as status. But this only exists in the eyes of others, and is voluntarily conferred (Bendersky, 2013). Moreover, the counterparts' status can be intimidating for some parties in the negotiation. To find out if participants had that feeling, it was asked if they had ever felt intimidated by their counterpart because its status. 55 participants accounted for 47.83% expressed that sometimes the status of their counterparts had made them feel intimidated. While 23 participants accounting for 20% of the total population, said they rarely felt intimidated by the status of their counterpart. However, 14 participants accounting for 12.17% had advised they were usually intimidated by this. While 7 participants accounting for 6.09% expressed always feeling intimidated by their counterparts' status. On the other hand, 16 participants accounting for 13.91%, had never had the feeling of being intimidated. These findings show that status can play a big role towards feeling intimidated in the process of negotiation.

The purpose of the questionnaire is to find out any information that led to answer the main objectives of this research. Following the mixed method to collect quantitative and qualitative information, it was asked to the population what they think would help them to get better outcomes in their negotiations. The rate of responses showed the compromise that participants have with their negotiations, and a clear understanding about the emotional intelligence for their negotiations process. There were around 105 responses, most of them expressed that in order to get better outcomes in their negotiations they would need better communication skills, practice active listening, self-confidence, empathy during the process, self-awareness, gathering as much information as possible about the negotiation itself and their counterparts, get more experience, better understanding of emotional intelligence and generate better rapport with their counterparts. These results demonstrated that participants are aware the impact of

emotional intelligence in their negotiations. Moreover, it can be understood that for participants, it is clear that some elements and mechanisms of emotional intelligence in negotiation need to be developed to get better outcomes.

CHAPTER V DISCUSSION

5.1 Introduction

The main purpose of this research is to understand the impact of emotional intelligence in a negotiation process. This chapter includes a discussion about the findings and the connection of the literature review of this research. Moreover, a discussion of limitations, and areas for further research will be provided. This chapter contains discussion and future research possibilities to help answer the research questions:

- 1) What is emotional intelligence and its role in a negotiation process?
- 2) What are the main elements of developing emotional intelligence as part of a negotiation process?
- 3) What are the mechanisms for addressing emotional intelligence in a negotiation process?

5.2 What is emotional intelligence and its role in a negotiation process?

While all participants expressed how emotions have interfered at different levels in their performance at the moment of negotiation, they also referenced the importance of their counterparts emotions to get desirable outcomes and manage their feelings better. Generally, negotiators know the basic concepts about negotiation and emotional intelligence. There is a sense of self-awareness, self-regulation, motivation, empathy and social skills at the moment of negotiation. Moreover, they expressed how some mechanisms would interfere in their negotiations. Underling the importance of emotions in every step of the negotiation.

The emphasis on the importance of emotional intelligence in a negotiation process in this research is consistent with what is in the literature, regarding studies related with emotions in negotiations. Kim Kihwan referred with his experiment to the positive association with negotiator, with high Emotional Intelligence and the negotiation outcomes. Emotionally intelligent negotiators lead an overall positive negotiation, developing stronger relationships that could conduct further negotiations (Kihwan Kim, 2014). This research emphasizes the relationship between emotional intelligence and negotiation. Understanding the multiple factors that could affect the outcomes of the negotiation.

The assumption of this research is that positive emotions lead to better negotiations results. This assumption disagrees with the literature by Der Foo and colleagues, that indicates that high levels of emotional intelligence in negotiators might lead to vulnerability and exploitation by their counterparts, unable to claim for themselves the value that they had helped to create. (Der Foo, 2004).

Findings in this research suggest that most of negotiators have been influenced by positive and negative emotions with consequences in their outcomes. Fisher and Shapiro assure that whether there is, or is not, knowledge about emotions, that they will have an impact on negotiations. (Shapiro, 2005).

5.3 What are the main elements of developing emotional intelligence as part of a negotiation process.

Some research suggests that people with high emotional intelligence are more innovative, and have higher satisfactory outcomes in their negotiations. The skills that make a person emotional intelligent can be learned, developed and enhanced at any time (Andrews, 2019). Participants in this research agreed that elements such as self-awareness, self-

regulation, social awareness, motivation and empathy are crucial to handle difficult people with tact and diplomacy. It helps allow them remain calm and composed during stressful situations, understand the relationship between their emotions, their behaviours, and the ability to influence others towards a common goal. Tyler highlights that these elements are part of inner working of a negotiation. Which lets negotiators look within themselves and assess their temperament, strengths, weakness, bias and triggers. Inner working is about getting prepared to deal with yourself (Wood, 2017). The results indicated that most of the participants find these elements an essential part of the negotiation. Considering that their outcomes depend on how well they manage these elements. This research provides an insight about the relationship between negotiations and emotions. Most of the participants were young adults, which means that the way that people are negotiating is constantly evolving. And day by day there are more understandings of the elements to develop emotional intelligence among negotiators. Which implies, that negotiations are being conducted in a different way than they used to be: Now they are focus on relationship building, and considerate of emotions to get desirable outcomes for everybody.

5.4 What are the mechanisms for addressing emotional intelligence in a negotiation process?

The results of this research would agree with the literature, regarding the importance of the mechanisms for addressing emotional intelligence such as appreciation, affiliation, autonomy, status and role in a negotiation process. Roger Fisher and Daniel Shapiro underlined that those core concerns, are humans wants that are important for anybody in each negotiation. And their importance to deal with emotions without getting overwhelmed by them (Shapiro, 2005). Participants indicated that feeling appreciative for

their counterparts were very important, and they were willing to find the roots for lack of appreciation in their negotiations, in order to get outcomes that could serve both interests. Moreover, they expressed that their counterparts status might affect their performance during the negotiation. One interesting finding showed that most negotiators are stimulated by positive emotions when these concerns are applied. However, in some cases negotiators might want to finish negotiations, which they had felt they are not being appreciated without any possibility to reach a future agreement, fostering negative emotions towards their counterpart, escalating the disagreement.

Participants in this research voiced that a correct control of emotions would help them to get better outcomes. Generally, most of the answers were linked with emotions: Elements and mechanisms of emotional intelligence. This is consistent with Carmeli's findings where emotional intelligent people performed better, and are more astute in handling conflict (Carmeli, 2003).

The results of this research proves that emotional intelligence is linked to outcomes in a negotiation process. Moreover, these findings showed that the control of emotions has repercussions within the negotiation, and emotions cannot be split from any negotiation process. Besides, more of the participants expressed the importance of building relationships, when they are negotiating with a sense of awareness and self-awareness and the importance of being appreciated by their counterparts during the process. These findings may be indicative of the impact of emotions on a negotiation process, and how a negotiation may be affected by them.

5.5 Research Limitations

This research, however, is subject to several limitations. In the first place, the limitation of the time. Twelve weeks can be a lot for many things, but very limiting to develop a dissertation for a Master level. The application of the surveys to the population selected,

achieving the sample proposed in that length of time was a real challenge. The second one, connected with the first limitation was the amount of people to answer the survey. Despite, that many surveys were sent, 116 people responded to it. Many of these answers came from an association of directors of purchasing areas in different areas in Riviera Maya, Mexico, which fit the target population, people who negotiate as part of their lives. However, the rest of the answers came from negotiators in Ireland and around Europe.

5.6 Recommendations for future research

Despite the fact that there is a lot of research into the field of emotional intelligence in negotiations, there are still many factors that should be studied to understand differences between those studies. Such as a detailed research about the positive impact of negative emotions among negotiators. Not everything is black or white, and understanding the other side of the coin could lead to have more accurate conclusions about emotional intelligence and its impact on negotiation. It has been said that negative emotions could escalate the conflict, however, they also can lead to have clear mind and focus on the personal interests avoiding any type of manipulation from the other side.

Moreover, the population chosen came from different part of the world giving a broad idea about how negotiations are being handled. However, the cultural aspects may influence the way to handle negotiations. For the future research, the findings would be more accurate if there is specific research about certain population with specific cultural aspects.

CONCLUSION

By evaluating the impact of emotional intelligence in a negotiation process, this dissertation has shown how emotions can directly and indirectly shape the process and the outcome of the negotiation.

The results of this research suggested that emotions are present in negotiations, even if participants are not aware of their presence, and the fact that emotions exist and cannot be ignored at the moment of negotiate. There is many research about the relationship between emotions and negotiations. Most of those theories support the idea that positive emotions, foster positive relationship between negotiators ending in win-win outcomes. Moreover, those theories assure that emotional intelligence should be considered a skill for negotiators. This, however, would be in need of future research before any conclusion can be drawn.

Part of the research objectives of this dissertation was to understand and recognise the elements and mechanism of emotional intelligence in a negotiation process, to give an insight on how negotiations should be conducted. Whether this is a practiced negotiator, or someone who typically flinches near the negotiation table. This information could be used as a practical guide for everybody at the moment of negotiation, to guarantee healthier negotiations and better control of the emotions during the process. The findings showed a wide understanding and application of the elements, and mechanisms of the emotional intelligence in negotiations among the participants. Which it can be concluded that there is a big awareness of them, nonetheless, there are still many doubts about how these mechanisms and elements should be applied in the negotiation table.

Despite the fact that emotional intelligence is a skill that can be developed through self-awareness, self-regulation, motivation, empathy, and social skills, and most of the participants showed certain level of understanding of these elements. However, there is

still a lack between the understanding of these elements, and their application to negotiation.

This research also aimed to acknowledge the definition of emotional intelligence and its role in negotiations. Findings showed a broad understanding about the concepts and its role. However, that does not mean that participants have used that knowledge to achieve better outcomes.

This research strongly demonstrates that one's emotions, and another's emotions involved may affect the course of the negotiation, and the understanding of them can give an advantage in the negotiation. This research contributes with a better understanding about the importance of emotional intelligence for negotiation. That there is nothing wrong about being emotional during a negotiation, but the way in how those emotions are addressed and controlled, could make a big difference between a successful negotiation or a total failure. Everybody experiences emotions in a different way, but there are some patterns that can be followed when we are negotiating, to handle those emotions effectively and achieve desirable outcomes for everybody.

Negotiation and emotional intelligence are related to each other, and negotiators should consider this as a key part to improve their skills at the negotiation table. The way that negotiations are taking place nowadays is ever evolving. There is more understanding about others' interests, and more collaborative relationships being developed among parties. For this reason, negotiators should be aware about the impact of their feelings, emotions, bias or triggers could have on the outcomes of their negotiations.

For a better understanding of the implications of these results, and more precise information, future studies should address how some negotiations is affected by gender differences, and their relation to emotional intelligence. It has been said that women are

more emotional and men are more rational. This could give an opportunity to understand better while one is negotiating with men or women or both in order to apply emotional intelligence effectively.

REFLECTION

This research study has been a fantastic learning opportunity. I have gained a lot in understanding of the nature and objectives of the research. Many times, it was frustrating to express what is the *right* words for the information, and find the right category to express all my ideas and the knowledge through the research. But also incredibly gratifying, and even challenging at other times. This research also gave me some insights that have helped me to analyse my own professional values, and possible changes for the future. The more I studied, the more that I wanted to learn about this topic. At some point I regret not doing this before, because I think that making this research earlier, can help me to take better professional decisions. I have to confess, that I was so passionate about the topic itself, I could not believe all the knowledge that I was missing, And the impact that having that knowledge could had had in my personal and professional life. But I was amazed finding all that information that showed me that it is never too late to make the right decision. I started to question myself about my performance as a negotiator, and try to bring all those elements to develop emotional intelligence in my own daily negotiations.

During the whole course, I have learned Alternative Dispute Resolutions, and that negotiation is part of them. Probably, the most flexible and attractive style I have come across to date. From this research I could see negotiation from a different perspective. I truly believe that negotiation could make a big difference in the way that disputes are solved, if we apply the mechanisms to address emotional intelligence in a negotiation. The word “negotiation” itself should not make us feel anxious, scared or fearful, if everybody could apply emotional intelligence while they are negotiating. I see this as an opportunity to evolve the way that negotiation is taking place and create more awareness about skills and techniques to get desirable outcomes for everybody.

While completing this dissertation was a significant effort from beginning to end, I must admit that it is one of the most rewarding things that I have done in my entire life.

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APPENDIX I: APPLICATION FOR ETHICAL APPROVAL

Form A: Application for Ethical Approval Undergraduate/Taught Postgraduate Research

This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor if the proposal has already been accepted.

Please save this file as *STUDENT NUMBER_AEA_FormA.docx*

Title of Project	The impact of emotional intelligence in a negotiation process
Name of Learner	Leslie Aridai Salinas Pena
Student Number	51710188
Name of Supervisor/Tutor	John Dunne

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	If the research is observational, will you ask participants for their consent to being observed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Will you give participants the option of not answering any question they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Item	Question	Yes	No	NA
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Will your project involve deliberately misleading participants in any way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Does your project involve work with animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Do your participants fall into any of the following special groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
	<i>(except where one or more individuals with such characteristics may naturally occur within a general population, such</i>			

Item	Question	Yes	No	NA
	<i>as a sample of students)</i>			

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has no significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	<input checked="" type="checkbox"/>
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Name of Learner	Leslie Aridai Salinas Pena
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Student Number	51710188
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Date	27/08/2021
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I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	<input checked="" type="checkbox"/>
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Name of Supervisor/Lecturer	John Dunne BL
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Date	13.09.2021
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APPENDIX II: QUESTIONNAIRE



RESEARCH PROJECT:

MASTER OF ARTS IN DISPUTE RESOLUTION – RESEARCH QUESTIONNAIRE

IMPORTANT NOTES

Purpose

This research has an academic purpose only.

There is no direct benefit from answering the questionnaire, but your participation will have an importance in the development and further understanding of the topic.

Confidentiality

Any answers provided will be sent to a link at Survey Monkey and the data collected will stored online in an electronic format protected by a password. Information such as name, email address or IP address will not be collected by the platform. As a result of this, all responses are completely anonymous, and no identification is required.

Aim

The research aim is to understand the impact of emotional intelligence in a negotiation process

Declaration

This research is being carried out in accordance to the WMA Declaration of Helsinki ethical principles (available at: - <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>)

Concerns

In case you have any doubts or concerns in relation to this research, you are welcome to contact the research supervisor, Mr. John Dunne BL (john.dunne@independentcolleges.ie) and the research candidate Ms. Leslie Salinas (leslie.salinas.pena@hotmail.com) who is a registered student at Independent College Dublin undertaking the degree of Master of Arts in Dispute Resolution.

In case you feel that this research has not been able to maintain ethical principles, please contact Independent College Dublin at the contacts below:

Independent College Dublin at Block B, The Steelworks, Foley St, Dublin 1, or by email: info@independentcolleges.ie

Proceeding with the questionnaire, you are automatically indicating that:

You have READ and AGREED with the above information

You agree to participate this research VOLUNTARILY

You are 18 years or over

Thank you for your time, and for assisting me in the completion of my master's degree.

1.- What age bracket do you associate with

- Under 20
- 20-35
- 35-44
- 45-54
- 55-65
- 65±

2.- Please specify your gender

- Female
- Male
- Transgender
- Prefer to not answer

3.- What is the highest level of education you have completed?

- Less than high school certificate
- High school certificate or equivalent
- Some college but not degree
- Bachelor's degree
- Master's degree
- Other: (please specify)

4.- Do you presently live in Ireland?

- Yes
- No
- If you answered no, please indicate which Country you are presently living in?

5.- Are you presently working?

- Yes
- No

6.-Do you know what the term "negotiation" is?

- Yes
- No
- I have an idea but it is not very clear
- If you answered no or your idea is not very clear. Negotiation is where two or more parties find creative solutions to different positions to reach an agreement.

7. For how long have you been involved in negotiations in your area of work?

- Less than three years
- Between three and five years
- More than five years

8.- Do you know what the term "*emotional intelligence*" is?

- Yes
- No
- I have an idea, but it is not very clear

If you answered no or your idea it is not very clear. *Emotional intelligence the capacity to be aware of, control, and express ones emotion. And to handle interpersonal relationships judiciously and empathetically.*

9.- Which of the following statements describes better your style to negotiate?

- Analyst: Realistic, prepared, smart.
- Accommodator: Personable, conversational, relationship focused.
- Assertive: Honest, logical and direct.
- Mixture of all of the above

10.- Have you ever felt anxiety, stress, or fear, before during or at the end of a negotiation?

- Always
- Sometimes
- Just one time
- Never

11.- Do you recognise when your counterpart in a negotiation is feeling anxious, stressed, or fearful?

- Always
- Sometimes
- Rarely
- Never

12.- Have your emotions ever interfered in the outcome of the negotiation?

- Always
- Sometimes
- Rarely
- Never

13.- What motivates you when you are negotiating?

- Money from the result of the agreement
- Status from the result of the agreement
- The emotions from the result, or experience, of the negotiation
- I just do it because it is part of my job
- All above

14.- If you like your counterpart in the negotiation, do you feel more comfortable to negotiate, and get an agreement?

- Always
- Sometimes
- Rarely
- Never

15.- Are you conscious about your triggers and bias when you are negotiating?

- Always
- Sometimes
- Rarely
- Never

16.- Do you feel empathy for your counterpart when you are negotiating?

- Always
- Sometimes
- Rarely

- Never

17.- What best describes your relationship, upon the conclusion of the negotiation, with your counterpart?

- Positive
- Amicable
- Neutral
- Negative
- Spiteful

18.- When your counterpart reacts negatively during the negotiation, what best describes your next action?

- Stop with the negotiation and take a break
- Try to understand what makes your counterpart feel in that way
- Continue with the negotiation until an agreement is concluded
- Agree with everything that the counterpart wants
- Disagree with everything the counterpart wants
- Try to find someone else to negotiate with

19.- What do you do, when you feel that your opinions and demands, are not being recognized or listened to, in the negotiation?

- Stop the negotiation. I do not want to negotiate with that person anymore
- I continue. We can probably work towards an agreement that can be acceptable
- My counterpart needs to listen to me. I make sure that they value my opinions for the agreement
- I do not really care. It is just another negotiation, as long as I get an acceptable result - it is ok.

20.- Have you ever feel intimidated by your counterpart because of his/her status?

- Always
- Sometimes
- Rarely
- Never

21.- What do you think would help you to get better outcomes in your negotiations?
