

**The Value of the Social-Psychological Approach to the Negotiation Process from MADR Students'
Perspective.**

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Abstract

Negotiation outcomes are valued from different perspectives. Commonly it tends to give greater relevance to financial results rather than social-psychological, meaning that trainees need to be taught more broadly and openly about this. The present study aims to discover how familiarised a group of 3rd-semester students of the MADR of Independent College Dublin are with the Social-Psychological approach to negotiation and its advantages. And explore if, from their perspectives, this content would be relevant in negotiation training courses to enhance the learning of future negotiators. Four objectives were researched from MADR students: 1) verification of basic knowledge about negotiation approaches, 2) evaluation of familiarity with the concept of the social-psychological approach to negotiation, 3) evaluation of familiarity with the advantages of the social-psychological approach to negotiation, and 4) Acknowledgement of their opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin. The hypothesis is that 3rd-semester MADR students will favour the importance of this content. If so, this study will prove to the Independent College Dublin that there is merit in including this area of learning in the MADR in the future.

Data collection was addressed to the third semester of 2022 Master in Alternative Dispute Resolution students at Independent College Dublin, who were trained during their first semester in Negotiation. A questionnaire survey was facilitated to be responded to via the internet. The Results were presented using tables and charts. The findings concluded that 55.35% were aware of the 'Subjective Value' features. 66.6% were familiar with the 'Subjective Value' advantages. 92.9% of the participants agreed that adding the social-psychological approach could enhance the MADR Negotiation Module for future students' learning. 100% agreed that the social-psychological process is an asset in negotiation training courses.

The hypothesis concludes that more than 50% of the group knew the social-psychological approach. Still, almost 100% of the group agreed that adding the social-psychological approach to negotiation to the Negotiation Module of MADR could enhance learning in future students.

Keywords: Social-Psychological approach to Negotiation, Negotiation Outcomes, Subjective Value, Objective Value, Students.

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Introduction

Negotiation training is known to work well in teaching people to develop different kinds of skills suitable for enhancing their work-life. A typical successful negotiation has been reached if the material/economic outcome, objective value, is achieved, commonly underrating the importance of other elements, such as the social-psychological outcomes, also called subjective value. New research has pointed out subjective value's crucial role in achieving peak performances and fostering relationships for future negotiations. In the literature review, it can be seen how even though the social-psychological approach has been studied more over time, it is still underestimated, and it needs to gain strength in the negotiation courses, allowing an enhancement in the negotiator's performance.

The research question is: what do MADR Students know about the social-psychological approach to negotiation and its advantages in its process and outcome after finishing their Negotiation module at Independent College Dublin?

This is why this study aims to measure How familiar a group in the third semester of Master in Arts in Dispute Resolution (MADR) students of the Independent College Dublin is with the social-psychological approach to negotiation and its advantages process and outcome.

The objectives of this study are:

1. Verify MADR students' basic knowledge of negotiation approaches.
2. Evaluate MADR students' familiarity with the social-psychological approach to negotiation.
3. Evaluate MADR students' familiarity with the advantages of the social-psychological approach to negotiation.
4. Acknowledge MADR students' opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin.

This study hypothesises that MADR students don't know the social-psychological approach to negotiation and its advantages. Through the information mentioned in the survey, they will come aware of the social-psychological approach to negotiation and its advantages and endorse enhancing the Negotiation Module of MADR with the social-psychological approach to negotiation for learning future generations.

Organisation of Chapters

Chapter one:

The literature review is presented to introduce a range of published works focused on Negotiation as a broad topic, to understand what it is about and to get deep into more specific details, such as the importance of beware of the type of approach used when we face a negotiation process (hard approach, soft approach or principled/integrative approach) and the kind of result that can be expected, for example economic (objective) or social-psychological (subjective) outcome. The chapter reveals the perspectives of different authors who have studied negotiation, and it looks to provide the lector with a solid fundament to understand the importance of broadening the concept of negotiation from financial to social-psychological gaining in a manner that they could see the importance of teaching and studying it more extensively.

Chapter two:

The research methodology describes in detail the main characteristics of the participants and the criteria for their inclusion in this study. The procedures followed in this study, as well as the instrument applied for data collection, will be explained in this chapter. The methodology used for this study will support us in interpreting the material investigated with the findings in this research.

Chapter three:

Data collection due to the methodology employed in this research is presented in this chapter. Quantitative data are presented through tables and charts.

Chapter four:

It discusses the researcher's findings outlined in chapter three in relationship with the literature review and the objectives of this study.

Chapter five

It seeks to answer the research question through the theoretical framework and the researchers' interpretation. The discussion, reflection and conclusion will be found here.

The scope and limitations.

This study includes the perspective of only one group in the third semester of the Master in Arts of Dispute Resolution at the Independent College Dublin, which offers its students training in Principles of Negotiation and Applied Negotiation Practice. Generalisation only applies to this specific student generation at this particular time. However, the findings of this study look to promote the curiosity of other researchers in the future to keep studying the Social-psychological approach to negotiation in negotiation training courses and develop more theoretical support to either implement the Social-psychological approach as part of the contents in the modules descriptors of the class or a resounding no to the necessity to include this content.

Major contribution

After revising the literature review and finding the need to keep broadening the framework about the social-psychological approach applied to the negotiation field, this study leaves an open opportunity for future research about its importance and not to take it for granted. As well as using it for a better understanding of the bargaining process and outcomes and to amplify negotiators' skills. Also, this research found a link between the Principled/Integrative Approach to negotiation and the Social-Psychological approach to negotiation. This may serve future researchers to dive deeper into more specific variables to understand this finding.

1. Chapter One: Literature Review

1.1.Introduction

This chapter describes the main concepts used in this study to support the objectives of this research, taking the reader from a general conception of negotiation to precise details like differences in negotiation outcomes such as objective and subjective value. A detailed explanation of the negotiation process, styles and approaches will be explained. Then, an overview of the psychological study on negotiation will be discussed just before a detailed description of how negotiation outcomes are valued from different perspectives throughout the models of Leigh L. Thompson (1990) and Jared Curhan et al. (2006). Finally, some advantages and disadvantages of objective and subjective values will be discussed for a better understanding and to conclude some implications related to the subjective value, which is the main point of this research, that might give some light for future research.

‘The Social-Psychological Approach to Negotiation’ focuses on negotiators’ behaviours, cognitions, emotions and motivations, negotiator satisfaction and the perceived relationship between the parties (Thompson, Wang, and Gunia, 2009).

1.2.Negotiation

From a historical view, negotiation is based on self-interest and tactics involving strategic influence, where parties share specific information to achieve an advantage, considering others as adversaries. The objective was to share selective information to create an agreement with little consideration for underlying social processes. But, even though parties were unaware of it, the interactions are influenced by trust, power, openness or the kind of relationship developed (Spangle, M. And Warren, M, 2002). This standard view of understanding negotiation has its roots in a bargaining process, the hard approach to negotiation, where the objective is to win the best deal, meaning that the other party might need to lose.

Negotiation is a process in which two or more stakeholders are expecting to get an agreement on what each shall give to and take from the other (Beenen and Barbuto, 2014); Negotiation occurs whenever people cannot achieve their own goals without the cooperation of others (Thompson, Wang, and Gunia, 2009). Negotiation is a type of conflict management where proposals and counter-proposals are exchanged to reach a satisfactory settlement, meaning that people agree to engage in a conflict rather than avoid it and are willing to find a mutually acceptable outcome (Cahn, A and Abigail, 2014). According to Thompson, negotiation is “an interpersonal decision-

making process by which two or more people agree on how to allocate scarce resources” (Kim, Pinkley and Fragale, pp.3, 2005). Negotiation is a fact of life (Fisher and Ury, 2012).

The objective in negotiation is to get what you want from other people by using a back-and-forth communication style where we can acknowledge the interests and needs of others to generate an agreement as an outcome; it is achieving what you want by convincing the person from whom you wish to that (Fisher and Ury, 2012; Chaudhry, 2011). The two best-known ways to embrace this process are by either using a “soft” style, known as collaborative, interest-based or cooperative or a “hard” style, called competitive, positional or distributive strategies (Chaudhry, 2011). And there are two functions of negotiation’s outcomes: value creation (integrative negotiation) and value claiming (distributive negotiation) (Thompson, Wang, and Gunia, 2009).

1.2.1 Negotiation Process

According to Spangle and Warren 2002, a negotiation process can be described in the following five steps.

- Pre-negotiation: the negotiator must invest sufficient time in preparation before the negotiation begins. It is advised to consider the consequences of failing to reach an agreement, scanning alternatives and determining your own BATNA and the one of your counterpart.
- Opening: the parties involved may introduce themselves and explain their role in the negotiation, review the purpose of the talks, and establish ground rules and the agenda.
- Information Sharing: participants should describe their perception of the problem, identify specific issues they want to be addressed, and list their interests and needs to be satisfied, if possible, with the agreement reached. In this step, it is more usual for participants to state their positions rather than their interests and needs.
- Problem Solving: after understanding the problems, identifying the interests and prioritising them, the parties in a negotiation are ready to generate ideas, suggestions, options or plans that might solve the present issue.
- Agreement: the way a contract will take form depends on the parties, and it can be from the compromise to do the required until a procedural deal.

For Margaret Neale, ‘negotiation is about finding a solution to your counterpart’s problem that makes you better off than you would have been had you not negotiated.’ The author suggests facing negotiations with creativity in four steps: 1) Asses: ensure that in a situation, you are placed

where you can negotiate; 2) Prepare: figure out beforehand as much as you can about where you and your counterpart stand, 3) Ask: make the first offer, informing about your needs and your counterparts desires, and 4) Package: make a proposal that works for both parties (MacBride, 2015).

Brian Tracy 2013, in his book *Negotiation*, mentioned the four essential steps to negotiate, 1) get the facts and prepare in advance, 2) ask for what you want, 3) seek win-win solutions, 4) practice, practice, practice (Tracy, 2013). William Ury and Roger Fisher, 2012, in their book *Getting to Yes*, described their method in four points: 1) Separate the people from the problem, 2) Focus on interests, not positions, 3) Invent options for mutual gain and 4) Insist in using objective criteria.

In the processes followed by different researchers, it can be seen how they highlight the importance of the negotiators' role during every single step. Negotiation processes involve negotiators' behaviours, cognitions, emotions and motivations (Chaudhry, 2011). Understanding the importance of the negotiator as an individual and then of the parties involved in a relationship, it becomes crucial to study negotiation and negotiator from a global perspective, including not just the financial philosophy but also the social-psychological view.

1.2.2.Negotiation Approaches

Research shows that negotiators differ in their thinking about negotiation, preferred strategies and obtained outcomes according to what they have been instructed to favour individual or joint outcomes. Individually-oriented negotiators commonly use distributive techniques, are competitive and typically get low mutual gain. While cooperatively-motivated negotiators tend to use an integrative approach, they can use problem-solving strategies and obtain higher joint results (Olekals and Smith, 2018).

1.2.2.1.The Distributive Approach

The distributive approach refers to dividing up resources that parties have identified. Commonly it involves bargaining over a rare or fixed amount of value, usually price (Harvard, 2021 in Garza, 2021). Each party follows its interests, and even at the expense of the other, they try to achieve maximum gain (Chaudhry, 2011). Holbrook, 2010 states that when there is money involved in the dispute, there is frequently an imbalance of power, then the party with less bargaining power is more prompt to settle, regardless the outcome is not entirely to their liking (Garza, 2021). Success in this approach is measured by who got the best value, in other words, the economic/material outcome. But this approach leaves people dissatisfied, worn out or alienated, and in many cases, all of them (Fisher and Ury, 2012).

A distributive approach often requires each party to have a starting point, target point and stopping point. One party will make the first offer, in some way expecting this to limit the other party's expectation of the range of the negotiation. The target and stopping points are generally not spoken about because both parties assume there will be some back-and-forth bargaining after they reveal their starting points (Garza, 2021). Even though this approach can seem like a competition with the other party to claim the big piece of the pie, a conscious preparation for strategies, such as improving the Best Alternative To A Negotiation Agreement (BATNA), deciding your reservation point, assessing the other's BATNA and reservation point and determining the Zone Of Possible Agreement (ZOPA). Shonk, 2021 says that, in the end, distributive negotiation depends on the reflection and research of the negotiator beforehand. It identifies the interests and limitations of both parties, making it possible to reach an agreement and lowering the chances of collateral damage in the relationship (Garza, 2021).

1.2.2.2.The integrative Approach

In the integrative approach, the parties involved look to understand the problem and collaborate on their disagreements. This allows them to identify what is not working in the relationship and devise creative solutions, producing a mutually beneficial settlement for all parties (win-win). Parties co-create additional benefits using creativity and open-mindedness, leaving behind the distributive approach (Spangle, M. And Warren, M, 2002).

In this negotiation, it is crucial to examine the other side's BATNA and interests in the same way you would do it with yours. Integrative approach up the chances of reaching an agreement because the other parties' options, needs and wants are considered (Pon Harvard, 2022). This approach is taught in most professional schools, where the students learn how to turn win-lose negotiations into opportunities for gain and value creation. Even though it has its limits, the art of the integrative approach relies on creating and claiming value simultaneously (Pon Harvard, 2022).

1.2.2.3.The Principled Approach

William Ury and Roger Fisher developed at the Harvard Negotiator Project an alternative to positional bargaining designed to produce wise, efficient and amicable outcomes called principled negotiation or negotiation on the merits, and it can be described in four essential elements people, interests, options and criteria (Ury and Fisher, 2012). It is considered the most successful negotiation strategy (Chaudhry, 2011). Also seen as the integrative approach, where it is expected to understand the position, interests and needs of the counterpart and the owner to create a joint goal in which both parties will win. The most important thing is that the outcome is widened from economic to relationship (Ury and Fisher, 2012).

1.2.3.Negotiation Styles

1.2.3.1.Hard Style/Approach

According to Holbrook 2010, distributive negotiators will tend to use as their best strategy the hard style and take as much as possible without taking care of the relationship with the counterpart. The main objective is to win the negotiation can turn into an adversarial style, being hard on the people, not just the problem. The negotiator will hold a position, often sharing little accurate information about their interests, sometimes holding back or exaggerating the truth to confuse or intimidate the other party (Garza, 2021). Hard-style negotiators see the conflict as a battle, holding out the extreme with the only objective of taking as much out of the counterpart negotiator as possible (Chaudhry, 2011; Fisher and Ury, 2012).

Negotiators using the hard approach are competitive bargainers who usually don't care about the interests of the other party, tend to be less pleasant than negotiators using the soft approach, and the best result is always the one on their side, satisfying their interests. Another characteristic of the hard approach is that negotiators at their starting point are against their parties. They see them as their opponents, use unrealistic opening offers, and are commonly not sincere. They are loyal to their positions and can allude to threats and manipulation (Craver, 2003).

However, the Harvard Program on Negotiation 2021 highlights that It is essential to mention that even though the distributive approach can drive to an adversarial style, it doesn't need to be in this way if the negotiator is correctly prepared (Garza, 2021). Also, it is remarkable to remember that the different styles the negotiator can take will affect the negotiation processes and, indeed, the outcome (Craver, 2003).

1.2.3.2.Soft Style/Approach

It could be thought that to answer this matter, negotiators should use a soft approach, but this isn't enough because it represents the other extreme, where the situation is too amicable and where first is going to be challenging to get an agreement and second, there is a risk where one of the parties will end with feelings of being taken advantage of.

In the soft approach, the participants are seen as friends, and the goal is agreement. The negotiator makes concessions to cultivate the relationship, being soft with the people and the problem, and they have high levels of trust in others. In this approach, the negotiator is at ease in changing their position about the issue, making offers, disclosing the bottom line, searching for an

answer that they are willing to accept, accepting one-sided losses to reach an agreement, and trying to avoid a contest of will and yield to pressure (Ury and Fisher, 2012).

1.2.3.3.The Collaborative/Integrative Style

The objective of a collaborative negotiator is to resolve conflicts while keeping the peace, being willing to make concessions and avoiding future disputes as possible. They look beyond the aspirations and positions of the other party and look to reconcile their underlying needs or preferences to reach an amicable settlement (Chaudhry, 2011).

The negotiators who are led by this approach are problem-solvers. They move towards the other party, trying to maximise the convergent points between all those involved, looking for good results with realistic opening positions, being courteous and sincere and always guided by objective standards and through debate work on satisfying their interests as well as the ones of all those parties involved. And opposite to negotiators using the hardstyle, collaborative negotiators are less likely to use threats; on the contrary, they disclose relevant information, showing being trustworthy and reliable, making the other parties more willing to reach joint agreements. (Craver, 2003).

In the most current research, the collaborative/integrative style appears to be the “better” style to be chosen in a negotiation. It leaves parties more satisfied with the process and outcomes. However, it is essential for negotiators not to forget that they must strive for balance. At the same time, they are trying to build a cooperative relationship with their counterparts, creating value. They will try to claim everything they can of that value for themselves. (Pon Harvard 2022).

SOFT	HARD	PRINCIPLED
Participants are friends. The goal is the agreement.	Participants are adversaries. The goal is the victory.	Participants are problem-solvers. The goal is a wise outcome reached efficiently and amicably.
Make concessions to cultivate the relationship. Be soft on the people and the problem. Trust others	Demand concessions as a condition of the relationship. Be hard on the problem and the people. Distrust others.	Separate the people from the problem. Be soft on the people hard on the problem. Proceed independent of trust.
Change your position easily. Make offers. Disclose your bottom line.	Dig in to your position. Make threats. Mislead as to your bottom line.	Focus on interests, not positions. Explore interests. Avoid having a bottom line.
Access one-sided losses to reach agreement. Search for the single answer: the one they will accept.	Demand one-sided gains as the price of agreement. Search for the single answer: the one you will accept.	Invent options for mutual gain. Develop multiple options to choose from; decide later.
Insist on agreement. Try to avoid a contest of will. Yield pressure.	Insist on your position. Try to win a contest of will. Apply pressure.	Insisting on using objective criteria. Try to reach a result based on standards independent of will. Reason and be open to reason; yield to principle, not pressure.

Table 1 - Comparative between the approaches to negotiation by William Ury and Roger Fisher (2012, pp. 17)

1.3.Models to Explain Social-Psychological Outcomes

1.3.1.An Overview of the Psychological Study on Negotiation.

The story of the negotiation studies has undergone phases characterised by different schools of thought (Thompson, Wang, and Gunia, 2009). In the 1960s and 1970s, negotiation research in social psychology focused on two subdivisions: 1) individual differences of the negotiator, like demographic characteristics (gender, race) and personality variables (risk-taking tendency), and 2) situational/structural characteristics, for example, parties' incentives and payoffs, power and deadlines, which are generally beyond the control of the negotiator (Bazerman, Curhan, Moore, and Valley, 2000; Bazerman, Curhan, and Moore, 2001).

In the 1980s, the research on negotiation was mainly influenced by game theory and behavioural decision theory (BDR), which emphasises how actual decisions were different from what would be predicted by usual standards, like predictable mistakes of the negotiator (Thompson, Wang, and Gunia, 2009; Bazerman et al., 2000). So, the behavioural perspective took the economic and

structural features of the negotiation as fixed and worked on understanding human processes to predict others' party decisions (Deepak and Bazerman, 2008).

In the 1990s, social psychology primarily influenced negotiation research, which takes some of the features of the BDR perspective, such as rationality in the relationship, fairness judgements, egocentrism, motivated illusions and emotion. The study has become mainly cognitive (Thompson, Wang, and Gunia, 2009; Bazerman et al., 2000).

At that moment, between the 80s and 90s, the study of negotiation started to focus on the cruciality of relationships in three main areas: the individual (how the person is influenced by their social context), the dyad (how the relationship between the parties control the negotiation process itself and its results) and the network (how the relationships affect the functioning of the networks) (Curhan, and Moore, 2001).

At the beginning of the twenty-first century, the social-psychological study of negotiation was re-born using the behavioural decision theory but adding the social phenomena, which researchers had ignored. Contrary to conventional wisdom, negotiators don't focus only on their objective outcomes; they centre on their satisfaction based on several subjective factors, which now can be measured objectively thanks to work developed by the researchers Jared Curhan and Heng Xu of MIT's Sloan School of Business, whose with the feedback from everyday negotiators and experts, creating the "Subjective Value Inventory" (SVI) that maps the social and emotional consequences of negotiation (Pon Harvard, 2010; Bazerman, Curhan, and Moore, 2001).

Negotiation is a decision-making process where two or more people decide how to allocate resources. Even though economic gain can be the goal, a particular strategy would be used. It also involves a short- or long-term relationship, leaving an inherently psychological imprint on the parties involved. This is why understanding subjective outcomes are crucial for negotiators to become high-quality professionals (Curhan et al. 2006).

1.3.2. Leigh L. Thompson, 1990

1.3.2.1. Perception of the Negotiation Situation

It is about the judgments and feelings concerning the negotiation process and outcomes. Some examples are the sense of fairness or justice, structure and scripts, communication and the information shared by the negotiators (Lu, Ren and Guo, 2017; Oliver, Balakrishnan and Barry, 1994).

1.3.2.2. Perception of the Other Party

This refers to the perception and impression caused by the other party, which is a feeling that combines what the negotiators think of their counterparts and their relationship. It includes trustworthiness, fairness, intelligence, sociability, skills, ability, cooperativeness and competitiveness, and willingness to engage with the identical known counterpart in the next negotiation in a future relationship (Lu, Ren and Guo, 2017; Oliver, Balakrishnan and Barry, 1994).

1.3.2.3. Perception of the Self

This concept consists of negotiators' judgments of their interests, values, goals, and risk preferences, comparing themselves with their prior interactions and the other party (Lu, Ren and Guo, 2017; Oliver, Balakrishnan and Barry, 1994).

1.3.3. Jared Curhan et al. 2006

The negotiation field has been dominated by focusing on objective value, or economic outcomes, with relatively more minor attention paid to subjective value or social-psychological results (Curhan and Brown, 2010). Subjective outcomes in negotiation may be dramatically underrated in their real-world importance (Curhan and Anger, 2006). Researchers Jared Curhan and Heng Xu of MIT's Sloan School of Management and Hillary Anger Elfenbein of Berkeley's Haas School of Business have found that negotiator satisfaction is based on several highly subjective factors (PON, Harvard, 2010). They developed the framework to measure social-psychological outcomes, categorising 4 clusters: 1) feelings about the terms of the negotiation; 2) feelings about the self (e.g., saving face, ethical behaviour); 3) feelings about the process (e.g., professionalism, effective communication, fairness); and 4) feelings about the relationship (trust, feelings not hurt). They found that this outcome determines how parties behave in future negotiations (Muir, 2007; Elfenbein, Curhan, Eisenkraft, Shirako, and Baccaro, 2008; Pon Harvard, 2010).

The findings made by Jared Curhan, Heng Xu, and Hillary Anger Elfenbein are essential to the study of the social-psychological approach to negotiation because they worked in the first attempt to connect the wide range of concepts existing around this approach by looking for possible blind spots and to provide future researchers with a standardised tool to measure non-instrumental consequences of negotiation (Curhan et al. 2006).

1.3.3.1. Feelings About the Terms of Negotiation or the instrumental outcomes

They refer to the negotiator's perception of the economic outcome. A good question is whether the result is beneficial, balanced and consistent with the principles of legitimacy. (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Elfenbein et al., 2008). For example, outcome satisfaction and distributional fairness (Curhan et al., 2006; Pon Harvard, 2010; Lu, Ren and Guo, 2017).

1.3.3.2. Feelings About the Self

They refer to whether one has behaved according to standards, values and principles and whether one feels competent (Lu, Ren and Guo, 2017). They include losing face or feeling skilled and satisfied with the behaviour displayed during the negotiation (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Elfenbein et al., 2008), for example, saving face and living up to one's standards (Curhan et al., 2006, Pon Harvard, 2010; Lu, Ren and Guo, 2017).

1.3.3.3. Feelings About the Process

This type of feeling contains the negotiators' perception of having been heard and treated fairly and the process's efficiency (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Elfenbein et al., 2008) —for example, fairness and voice (Curhan et al., 2006; Pon Harvard, 2010; Lu, Ren and Guo, 2017).

1.3.3.4. Feelings About the Relationship

It discusses positive impressions and trust (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Elfenbein et al., 2008). For example, confidence and a good foundation for the future (Curhan et al., 2006; Pon Harvard, 2010; Lu, Ren and Guo, 2017).

In their findings, Jared Curhan, Heng Xu, and Hillary Anger Elfenbein found that 1) subjective value was less salient but not less critical to negotiators as objective performance metrics. They suggested that subjective outcomes may be underrated, given their real-world importance. 2) subjective value was a better predictor of the future behaviours and intentions of the negotiator

than their objective performance. 3) There is a low correlation between feelings about instrumental outcomes and those outcomes (Curhan et al. 2006).

Even though the study of the social-psychological approach to negotiation has improved in the last years, there is still the necessity and the opportunity to keep developing this knowledge. For example, to explore the precursors of subjective value such as cognitions (norms, expectations, aspirations and preferences), structural issues (the subject and setting of the negotiation, the medium of communication) and individual differences (personality, culture, and demographic background) (Curhan et al. 2006).

1.4.Type of Outcomes in Negotiation

Leigh Thompson in Curhan et al., 2006 talks about the existence of two broad classes of negotiation outcomes: economic and social-psychological (Oliver, Balakrishnan and Barry, 1994; Lu, Ren and Guo, 2017). Historically, the negotiation field has been dominated by focusing on 'Objective Value' or financial results, while less attention has been paid to the social-psychological consequences, also called 'Subjective Value' (Curhan and Brown, 2010). Economic and behavioural theories postulate that people value future rewards based on their subjective value more than their objective magnitude (Sripada, Gonzalez, Phan and Liberzon, 2010).

1.4.1.Objective Value

1.4.1.1.Definition

Economic outcomes are the terms of the deal. They refer to goods and services and typically possess an objective value (OV) or worth defined by a market or negotiator. They are the explicit terms or products of the negotiation. They are the objective allocations of negotiated resources due to bargaining. They are more concrete. For example: reaching an agreement or allocating resources (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Xie and Zhou, 2012; Curhan, Elfenbein, and Xu, 2006; Lu, Ren and Guo, 2017; Oliver, Balakrishnan and Barry, 1994).

This outcome emphasises claiming value, meaning that the negotiator will do whatever is necessary to claim the reward of the most significant piece possible—emphasising self-interest and focusing on how value would be divided between the parties. It is commonly known as money, goods or services, and the worth has no relation to time, risk or satisfaction; it is vital to remark that 'value' will depend on the needs and interests of the negotiators. Competitive approaches are characterised as the distributive approach, using strategies such as reservation prices and anchoring (Benoliel, 2014).

1.4.1.2. Advantages and Disadvantages

Pros:

Economic outcomes provide a concrete reference point for evaluating the negotiation performance and a clear goal to achieve. They might be more useful in single negotiations (Olekalns and Smith, 2018). Experience may improve objective results (Elfenbein et al., 2008)

Cons:

An excellent economic outcome is only one component of effective negotiation. Negotiators also make interpersonal comparisons, evaluating the difference in their financial results with the financial consequences of their counterparts. Negotiators are sensitive to others' outcomes (Olekalns and Smith, 2018). Satisfaction in the negotiation process is assessed through subjective outcomes as the other party's reputation and feelings got their own (Lu, Ren and Guo, 2017).

Focusing only on the Objective Value creates a risk of invoking defensive behaviours from counterparts (Elfenbein and Curhan, 2012).

For achieving better subsequent economic outcomes, the Objective Value doesn't have predictive power over the desire to negotiate again with their counterparts (Elfenbein and Curhan, 2012).

1.4.2. Subjective Value

1.4.2.1. Definition

Social psychological outcomes are the attitudes and perceptions of the negotiators, such as satisfaction or liking, and they tend to have a subjective value (SV) as evaluated by a negotiator. It is less tangible (Curhan and Brown, 2011; Elfenbein and Curhan, 2012). It is defined as the "social, perceptual, and emotional consequences of a negotiation" (Curhan et al., 2006, p.494; Elfenbein and Curhan, 2012). They are the "subjective social perceptions held by negotiating parties following the encounter" (Oliver, Balakrishnan and Barry, 1994, p. 253)

This outcome emphasises creating value by finding a way for all the parties involved in a negotiation to meet their objectives. It is about seeking information to identify additional sources of weight that can be negotiated other than the objective deal, called "expanding the pie". This is mainly used in integrative negotiation, where the parties try to find a halfway to their counterpart, blend common interests, and find alternatives. Some helpful strategies for this purpose are expanding the number of issues (logrolling) and packaging options. The goal is to create a joint gain for all involved. This approach is more likely to happen between parties with a positive

relationship, where trust exists, when they want to keep a long-term relationship or when the goal is common for them (Benoliel, 2014; Xie and Zhou, 2012).

1.4.2.2. Advantages and Disadvantages

Pros:

Social-psychological outcomes increment their importance when negotiations are recurrent, such as in employment contracts (Olekalns and Smith, 2018). Positive feelings from one negotiation have proven to be economically rewarding in a second negotiation (Curhan and Brown, 2011; Lu, Ren and Guo, 2017; Elfenbein and Curhan, 2012). Subjective value outcomes are a better predictor of future negotiations than economic outcomes (Curhan, Elfenbein, and Xu, 2006; Elfenbein and Curhan, 2012). Social-psychological results foster long-term business relationships. (Muir, 2007).

The Subjective Values Inventory (SVI) (Curhan et al., 2006) has proven that when parties end a negotiation with high subjective values, such as satisfaction, they are more willing to negotiate with their counterpart in a future negotiation. As a result, they tend to reach higher economic consequences (Olekalns and Smith, 2018).

High levels of subjective value help the negotiator to create value for all those involved in the negotiation process, uncooperative strategies are less used, and they feel encouraged to be more open and share valuable information with the other party, creating a more comfortable environment (Lu, Ren and Guo, 2017).

A high level of Feelings About the Self (Self -SV) develops positive emotions in the negotiators, easing their behaviour to be more active and cooperative (Lu, Ren and Guo, 2017).

The Subjective Value is considered the best available intuition the negotiators have about their OV due to the impossibility of obtaining direct information to analyse further their performance (Elfenbein and Curhan, 2012).

Enhancing Subjective Value may be especially important in flattering hierarchical workplace structures (Elfenbein and Curhan, 2012).

The role played by the negotiator's personality may be vital in influencing the subjective outcome more than the objective outcome, in a way that negotiators can affect their performance by paying attention to their behaviour and learning skills to manage a successful process (Elfenbein et al., 2008).

Cons:

How the negotiator feels afterwards could be considered a transitory emotion, subject to how people think and judge others (Elfenbein and Curhan, 2012).

The perceptions about the parties' performance in a negotiation tend to be inaccurate and flawed, difficult to access, and potentially biased (Elfenbein and Curhan, 2012).

1.4.2.3. The Relevance of the Subjective Value

The importance of Subjective Value lies in how negotiations often involve people with whom we sustain long-haul relationships. Negotiators may change their behaviour consciously or unconsciously, altering the possible results compared to negotiating with somebody on a single occasion (Muir, 2007).

There are at least four reasons why this concept is critical to negotiation: 1) SV may represent a good item itself, positive feelings about us and with others are intrinsically rewarding, 2) increasing negotiators' best alternative to a negotiated agreement (BATNA) by developing a positive reputation making it more likely to be sought after as a partner or a counterpart in future exchanges, 3) in long-term interactions SV resulting from one negotiation may "pay off" in terms of Objective Value, and 4) SV works as an "insurance policy" because outcomes are not self-enforcing (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Elfenbein et al., 2008).

Recent research suggests that the satisfaction of the negotiators is shaped by their relational outcomes, not just focusing on the financial result. For example, when negotiators learn that their counterparts have had a better performance, they report lessened satisfaction with their objective outcome and the process in general (Olekalns and Smith, 2018). These subjective feelings have actual objective consequences during and after negotiations. Even though negotiators rate accurate value as necessary, the ratings weren't higher than for emotional value (Elfenbein and Curhan, 2012). It is plausible that other aspects of the negotiation context, such as negotiators' goals or their power, similarly affect negotiators' evaluation of the process and satisfaction with their economic and social outcomes (Olekalns and Smith, 2018).

Even though the subjective value might be seen as unnecessary, studies have proved how positive feelings resulting from one negotiation can be economically rewarding in a second negotiation when relationships are taken care of (Curhan and Brown, 2011).

1.4.2.4. Implications of Subjective Value for Negotiators

The Subjective Value may improve the conditions for integrative bargaining to create value for all involved through sharing information, avoiding disruptive tactics, using problem-solving techniques and getting familiar with counterparts to reach more efficient negotiation settlements (Elfenbein and Curhan, 2012). "Since bargaining is an interpersonal activity, it seems logical that the participants' dispositions should exert significant influence on the process and outcomes of negotiations (Bazerman, Curhan, and Moore, 2001, pp. 197).

There are two main goals in negotiation, first, to create value and second, to claim value (Der Foo, Elfenbein, Tan, and Aik, 2004). To expand negotiation fields, the mindset from claiming value (distributive approach) must shift to creating value (integrative approach). This doesn't mean that negotiators should use just one direction, but they will empower their abilities if they learn the importance of the social-psychological processes during negotiation. This might be challenging but necessary (Trötschel et al., 2022).

To make wiser use of this creation value, it needs to be taken into account: 1) limited resources may impact negotiators' psychological orientation, and the uncertainty promotes egoistic behaviours. 2) people will be affected by the agreement, so include fundamental needs and desires of external parties. 3) the counterpart may not be open to talking openly, which creates uncertainty but start a negotiation with the value creation mindset instead of using it as the last resource; this will enforce confidence (Trötschel et al., 2022). The final goal would be to find sustainable outcomes.

Those negotiators who perceive they have achieved a successful performance may experience greater confidence and self-efficacy. Also, feelings such as motivation, perseverance and future aspirations may increase (Elfenbein and Curhan, 2012). It would be helpful to keep in mind the framework drawn by Curhan and Brown in 2011, where they took further the knowledge distinguishing predictors outside of negotiators' control (personality, gender, dispositional affect, associations with negotiations, kind of decision maker, emotional intelligence) and within the negotiators' control (rapport building, asking questions, number of issues in the negotiation, aspirations, strategic display of anger), which they also subdivided into two categories, parallel predictors, those with uniform effects on both objective and subjective value, and divergent predictors, those with bi-directional effects benefiting objective or subjective value and undermining one of those.

When it is time to allocate resources, it is often a decision based on short-term relationships and self-interests rather than long-term relationships and collective interests. Here, as professional negotiators, we have the opportunity to face and resolve real-world dilemmas. How would we do that? Finding mutually acceptable agreements on managing the conflict of interests between the self and the collective, the long and the short-term relationships. To do so, we will need to interact, communicate and join the interests of our counterparts. In other words, learn how to negotiate, even when there is limited availability or restricted accessibility of resources (Trötschel et al., 2022).

Several research studies have been revised throughout this literature review to conclude that subjective value is objectively worthy in negotiations. Its study has an economically rational concern, in the words of Curhan, Anger and Eisenkraft, 2010. Furthermore, suppose negotiators learn to manage the variables under their control and recognise the variables out of their control. In that case, they can maximise the chances of achieving high performance. This combination of knowledge of the negotiator's pros and cons and their clarity in what they want from a negotiation might help them target objective or subjective value as they consider it a priority (Curhan and Brown, 2011). As a result, this positions negotiators in a place where they can keep mastering their skills and developing enough experience to reach better agreements for them and all the parties involved.

2. Chapter Two: Research Methodology and Methods

2.1.Introduction

This research study was designed within the Irish context. The data obtained is a result of primary and secondary sources, gathered firstly with a collection of theories from the literature review and secondly with the help of a survey (closed-ended questionnaire). The survey was addressed to one group in the third semester of 2022 of the Master in Arts of Dispute Resolution at the Independent College Dublin. The survey was delivered to the students by an online platform called Google Forms, which collected data automatically and was analysed quantitatively.

2.2.Research Philosophy

2.2.1.Philosophical assumptions

These assumptions drive all the choices that were made to design this study. To facilitate the purposes of this particular study and to understand the methodology chosen, it will be helpful to know that to answer the ontological question, what is the nature of reality? This study considered only one concrete reality (students' knowledge). To answer the epistemological question of how is knowledge about reality made known? This study accepts adequate, valid, legitimate knowledge of quantitative categorical data (responses to close-ended questions from the survey). And to answer the axiological question concerning the role of values and ethics in this research process? It is value-neutral and detachment, which means that the researcher kept paying attention to the whole process of this study to keep morally neutral, bringing us to the objective extreme of the continua of these assumptions (Saunders, 2019).

2.3.Research Paradigms

This study is considered a functionalist paradigm (objective and regulation dimensions) in the sociological paradigms for organisational analysis. The research involves an evaluation study (analytical data) to make recommendations for improvement if the hypothesis is proven. This type of research is known as 'positivist-functionalist'.

2.4.Approaches to theory

A deductive approach led to this study because a theoretical framework based on the wealth of literature was defined (The Social-Psychological approach to negotiation), and a hypothesis was developed to test it and derive a conclusion. It enables a causal link between particular variables without understanding how humans interpret their social world (Saunders, 2019).

When this research was being designed, the preferences of the author, as well as the preferences of the college, were taken into account in deciding the approach to be adopted. So, using the strength of deductive research allows us to speed up the investigation process by collecting data in one take using the survey with close-ended questions. It was easier to predict the time schedules accurately before time was devoted to setting up the study before the data collection and analysis.

Further in this study, the data collected from the third semester of 2022 of the Master in Arts of Dispute Resolution at the Independent College Dublin will be represented in tables and charts and described.

2.5. Research design

For this research, the methods research design is quantitative, having as the nature of the research project evaluation. Quantitative: is often used as a synonym for any data collection technique (such as a questionnaire) or data analysis procedure (such as graphs or statistics) that generates or uses numerical data. The methodological choice for this study was to use only a single (mono) method (Saunders, 2019).

2.6. Research Strategy

The research strategy selected to collect primary data for this study was the survey strategy as a Self-completed internet questionnaire to be distributed electronically. It was thought to be an efficient way of collecting responses and getting more control over the research process because of the restricted time and financially economical. A survey data requirement list was used to develop the instrument before collecting the data to make it possible to get the precise information required to answer the research questions and achieve the objectives of this study.

The survey was made in a logical structure to let the respondent understand the social-psychological approach to negotiation while responding to the questionnaire in a way that, in the opinion section, they could answer with explicit knowledge and compare with the learning taught. It was integrated with closed-ended questions providing two or more alternative answers from which the respondent was instructed to choose. The answers were offered to the respondents in lists to secure the student had all the possible options.

The survey was developed following pilot testing to ensure participants understood the instructions and questions clearly. To do this, the supervisor of this dissertation acted as the expert to comment on the suitability of the questionnaire to reach content validity. The survey was amended, and then the survey was pilot tested for a second time to look for face validity, with the

help of the dissertation supervisor expert and a group of colleagues to prove the reliability and suitability of the questions, after this the survey was ready to be used for this study research.

2.7. Time horizon

The research was developed over twelve weeks, the time assigned by the Independent College Dublin to develop the Dissertation process.

The first phase consisted of presenting the thesis proposal to the supervisor to get feedback and approval to continue the study in July 2022.

The second phase was cross-sectional research, involving the study of a particular phenomenon (or phenomena) at a specific time. Data was collected through the survey with closed-ended questions during September 2022.

The third phase concluded with analysing data, presenting the results, and discussing findings in November 2022.

2.8. Research Population

The scope of this evaluative research is limited to one group currently cursing the third semester of 2022 of the MADR at the Independent College Dublin, conformed of 30 students. They were selected because they had background knowledge about negotiation due to the Principles of Negotiation Theory and Applied Negotiation Practice modules that they cursed during the first semester of their master's.

The survey was developed in Google Forms. Two invitations were sent via WhatsApp group, which is integrated by all the students of the third semester of MADR 2022. The first one was a group invitation, and after one week of having sent it, individual requests to each student of the group were sent to high the chances of engaging enough people in the process. 28 students responded to the survey, which represents the 93.3% of the target population. No sample was needed because it was possible to collect the data from the entire target population.

2.9.Data Analysis

The quantitative data obtained from the survey was presented in the research through charts and tables that the software of Google Forms facilitated to represent what students of the familiarity of the third-semester students of the MADR with the social-psychological approach to negotiation and its advantages in its process and outcome, as well as their opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin. The survey is included in the appendices (appendix C). The data was collected in September 2022.

The survey collected two data variables:1) behaviours and events and 2) attitudes and opinions. This type of data is known as categorical data because it cannot be measured but can be classified according to specific characteristics. This study analysed nominal/descriptive data because it counted the number of occurrences in each variable category. Also, some questions fell into the dichotomous data because the variable was divided only into two categories (Sauders, 2019).

2.10.Research Limitations

Research design. Even though it is advised to use multiple methods to overcome weaknesses, the methodological choice for this study was to use only a single (mono) method (Sauders, 2019).

Research Strategy. The number of questions was limited, the target population remained anonymous in answering the survey, and it was impossible to collect additional data using another questionnaire.

Time horizon. The time to develop this study was constricted due to the requirements of the college institution.

Research population. The fact that no sample was needed for this study implies that it won't be possible to generalise beyond this sampling frame.

Due to this constriction of time, the population to work with was decided because the author of this dissertation was part of the third semester of the MADR 2022 group. It eased the process as she could take the role of internal researcher, so it wasn't necessary to negotiate access to the population. The general knowledge of it was probably an advantage to have engaged almost the 100% of the target population. However, a disadvantage as an internal researcher is that special attention needs to be paid to managing emotions and coping with the degree of detachment during the process because the findings weren't necessary as they were expected to be.

3. Chapter Three: Presentation of the Data

3.1.Introduction

In this chapter, the quantitative data collected in September 2022 is presented. It represents the familiarity of the third-semester students of the MADR with the social-psychological approach to negotiation and its advantages in its process and outcome, as well as their opinions about the importance of adding the social-psychological approach to bargaining in the Negotiation Module of MADR at Independent College Dublin.

The survey was designed with sixteen questions, fourteen of which had two categories as possible answers (yes/no), and two questions had multiple choice. Each question of the survey was mandatory. The questions were subdivided into four sections according to the objectives of this research to keep it clear to the respondents.

The quantitative data is displayed in tables (to show specific amounts) to summarise the number of participants in each category and graphics (To show the highest and lowest values) to provide an easier understanding using visual clues (Sauders, 2019).

3.2.Quantitative Data

The group of students in the third semester of the MADR consisted of 30 persons, from which 28 answered back. The further data presented is based on the responses of those 28 voluntary participants. It represents 93.33% of the total population invited to participate.

3.2.1.Consent

Question 1

Consent: Do you agree to participate in this research?

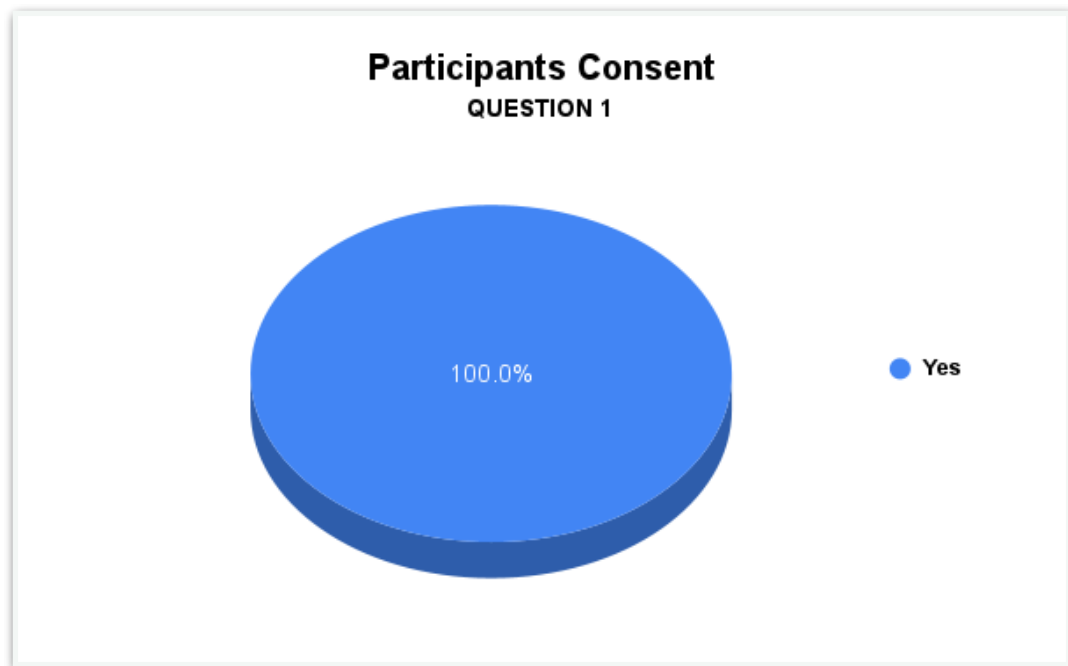


Figure 1 - Participation consent

Answers	Participants
Yes (Agreed Consent)	28
No (Disagreed Consent)	0
TOTAL	28

Table 2 - Participation Consent

Figure 1 reflects that 100% of the respondents, this is 28 participants (table 2) in total from the population targeted, accepted to be part of this research study in a voluntary and free-will manner. This question was meant to be answered by the respondents after reading their expected contribution, their rights and the note of confidentiality.

3.2.2.Section One: Approaches to Negotiation

Question 2

Are you aware that in the hard approach to negotiation, success is measured by who got the best value (the economic/material outcome)? As a result, this approach leaves people dissatisfied, worn out and/or alienated. (Fisher and Ury, 2012).



Figure 2 - Participants' knowledge of the hard approach to negotiation

Answers	Participants
Yes	26
No	2
TOTAL	28

Table 3 - Participants' knowledge of the hard approach to negotiation

Figure 2 indicates that 92.9% of the respondents (26 participants) answered affirmative about knowing the hard approach to negotiation. Table 3 shows that two people, this 7.9%, responded not to. The purpose of question two was to find a link between previous basic knowledge of negotiation, in this case, the 'hard approach to negotiation' with the 'objective outcome', which provides a prelude for the students to understand the Social-Psychological Approach better.

Question 3

Are you aware that using the soft approach in negotiation is when a negotiator behaves too amicably, making it difficult for them to reach an agreement and risks damaging the relationship in the future because usually one of the parties ends with feelings of being taken advantage of? (Fisher and Ury, 2012).

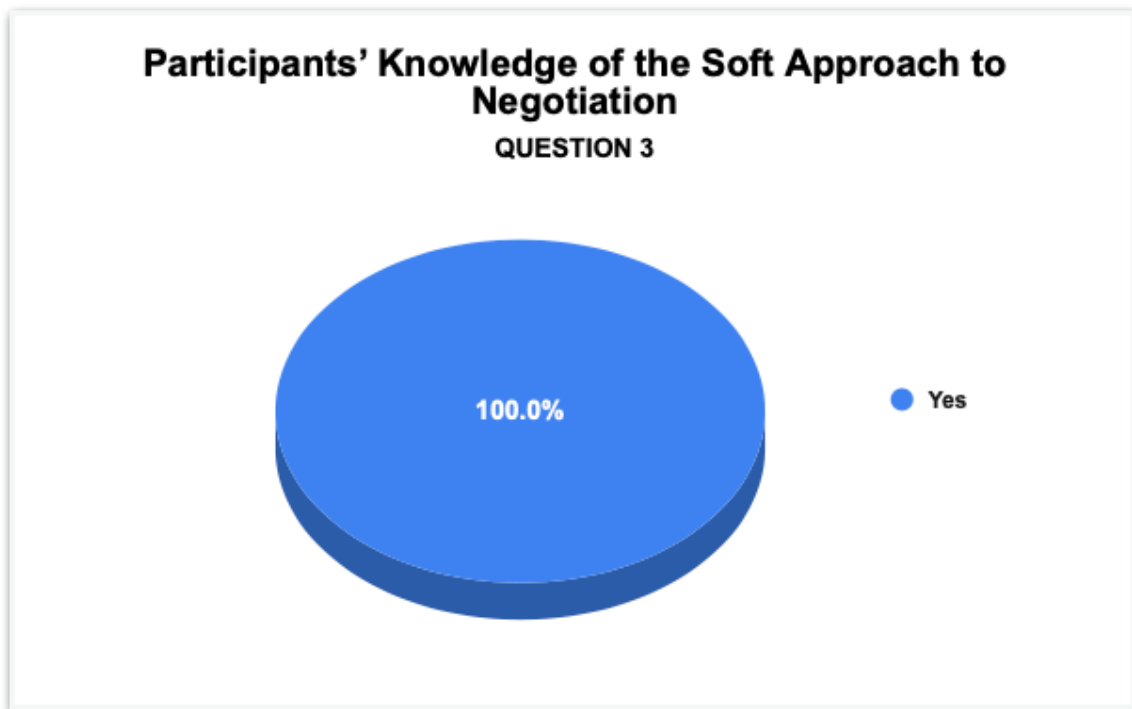


Figure 3 - Participants' knowledge of the soft approach to negotiation

Answers	Participants
Yes	28
No	0
TOTAL	28

Table 4 - Participants' knowledge of the soft approach to negotiation

The objective of question three was to find if the students were aware of the 'soft approach to negotiation' as an effort to foster relationships and its failure to create a suitable environment for the connection. This is important because 'relationships' is studied within the Social-Psychological Approach. Figure 3 indicates that 100% of the population, 28 participants (Table 4), answered Yes to knowing this difficulty related to the soft approach to negotiation.

Question 4

Are you aware that in the principled approach to negotiation (integrative), the negotiator is expected to understand the position, interests and needs of the counterpart and the owner to create a joint goal in which both parties will win? The most important thing is that the outcome is widened from economic to relationship (Fisher and Ury, 2012).

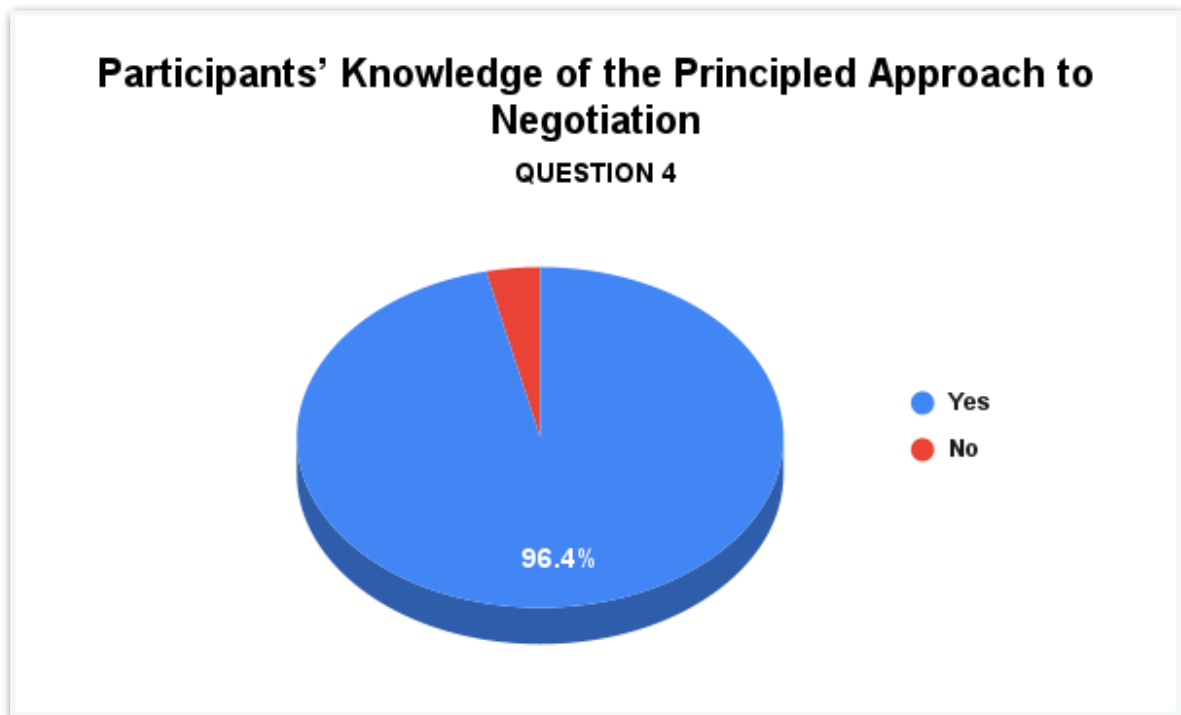


Figure 4 - Participants' knowledge of the principled approach to negotiation

Answers	Participants
Yes	27
No	1
TOTAL	28

Table 5 - Participants' knowledge of the principled approach to negotiation

Figure 4 shows that 96.4% of the participants, 27 participants (Table 5), responded Yes to knowing 'the principled approach to negotiation'. Just one person, which represents 3.6%, answered No. The reason for question four was to find out if the students were aware of the 'principled approach to negotiation' because this approach represents the intent to link economic and subjective outcomes, which is an area of study for the Social-Psychological Approach, but without mentioning this term in its literature.

Question 5

Which of the three approaches mentioned above in Questions 2 to 4 do you use most often when you are involved in a negotiation, either at work or in your personal life?

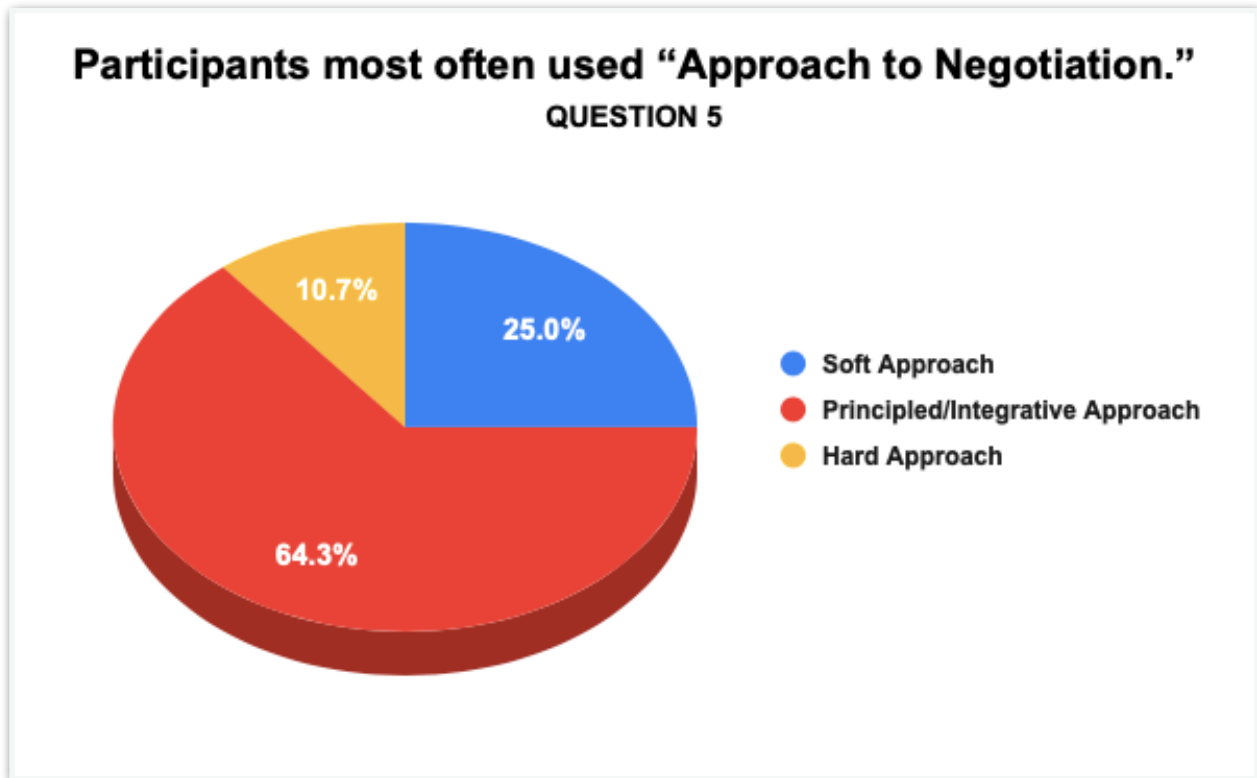


Figure 5 - Participants most often kind of “approach to negotiation” used

Answers	Participants
Soft Approach	7
Hard Approach	3
Principled Approach	18
TOTAL	28

Table 6 - Participants most often kind of “approach to negotiation” used

Figure 5 and Table 6 reveal that 64.3% of the participants (18 people) responded that they tend to lead their negotiations with the 'principled approach'. 25% (7 students) said they commonly use the 'soft approach', and 10.7%, representing three respondents, reveal that they usually use the 'hard approach to negotiation'.

In question five, the students were asked to answer what type of approach to negotiation (from the ones mentioned in previous questions) they use when bargaining in real life, not in a college

setting. This question is intended to find how many students use an approach that makes relevant aspects of the Social-Psychological process, such as the 'soft' or the 'principled approach'. Also, to find a correlation between the people who mentioned these latest approaches and those who favour adding the Social-Psychological approach to the MADR Negotiation Module.

3.2.3.Section Two: Types of Negotiation Outcomes

Question 6

Are you aware that, according to Leigh Thompson, "negotiation outcomes fall into two broad classes: economic and social-psychological" (Curhan, Elfenbein, and Xu, 2006)?

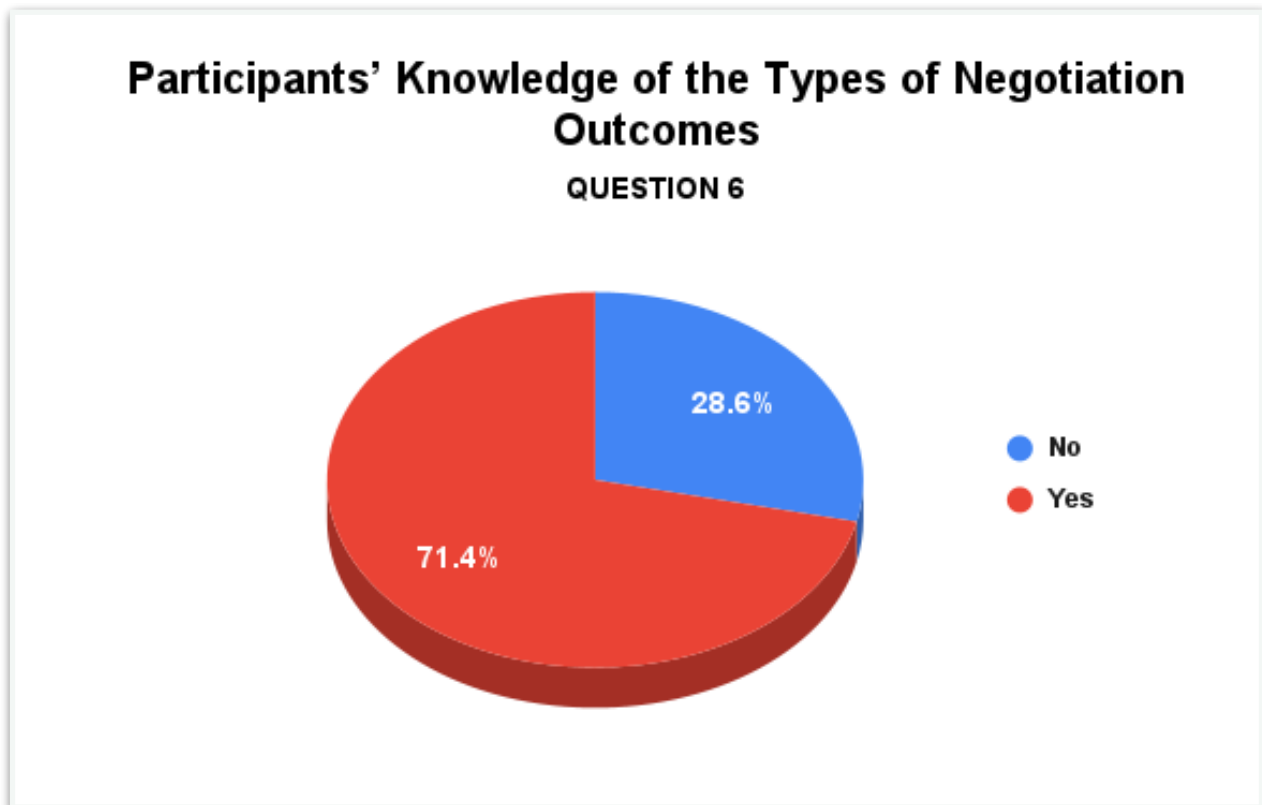


Figure 6 - Participants' knowledge of the types of negotiation outcomes

Answers	Participants
Yes	20
No	8
TOTAL	28

Table 7 - Participants' knowledge of the types of negotiation outcomes

By looking at figure 6 and table 7, it can be determined that 20 students, 71.4%, responded Yes to knowing that there exist two types of outcomes in negotiation. Eight respondents, 28.6%, answered No. The basis for question six was to obtain first-hand information about the student's knowledge of the existence of the two types of outcomes in negotiation, economic and social-psychological. Also, the vocabulary used in the question aimed to ensure the student noticed that these two concepts are actual terms in negotiation literature.

Question 7

Are you aware that economic outcomes, also known as 'Objective Value', refer to explicit terms or products of the negotiation? For example: reaching an agreement or how resources were allocated (Curhan, Elfenbein, and Xu, 2006).



Figure 7 - Participants' knowledge of the 'objective value'

Answers	Participants
Yes	18
No	10
TOTAL	28

Table 8 - Participants' knowledge of the 'objective value'

Figure 7 indicates that 64.3%, this is 18 participants according to table 8, responded Yes to being aware of what represents an economic outcome, and 35.7% (10 students) stated not to. Economic outcomes are also known as 'objective value'. This question is crucial because it is a prelude when asking for the subjective outcome and reveals the students' awareness about the existence of what types of results can be reached in a negotiation.

Question 8

Are you aware that social-psychological outcomes in negotiation, also called 'Subjective Value', consist of:

- perceptions of the bargaining situation
- perceptions of the other party, and
- perceptions of oneself?

For example, fairness of the process, trust in your counterpart or self-efficacy (Curhan, Elfenbein, and Xu, 2006).

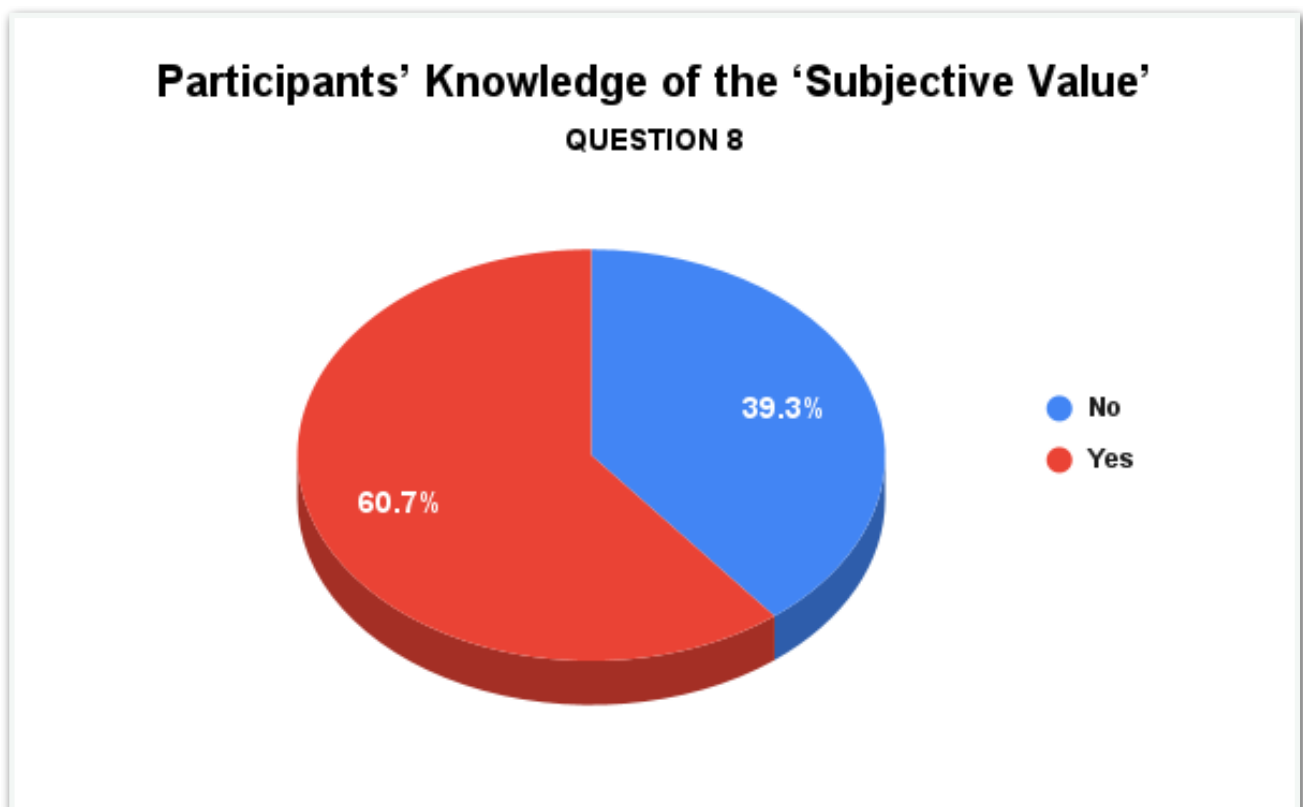


Figure 8 - Participants' knowledge of the 'subjective value'

Answers	Participants
Yes	17
No	11
TOTAL	28

Table 9 - Participants' Knowledge of the 'subjective value'

Figure 8 and table 9 evidence that 60.7% of the population, 17 students, answered affirmatively about knowing what social-psychological outcome represents. 39.3%, 11 respondents, responded negatively to it. Question eight is relevant because it explains what the social-psychological outcomes, also called ‘subjective value’, represent. The question was redacted using detailed facts to give the students a clear overview of it and get them the chance to evaluate their negotiation background objectively and answer if they knew this information before or didn’t.

Question 9

Are you aware that the negotiation field has been dominated by focusing on ‘Objective Value’ or economic outcomes, with less attention paid to ‘Subjective Value’ or social-psychological results (Curhan and Brown, 2010)?

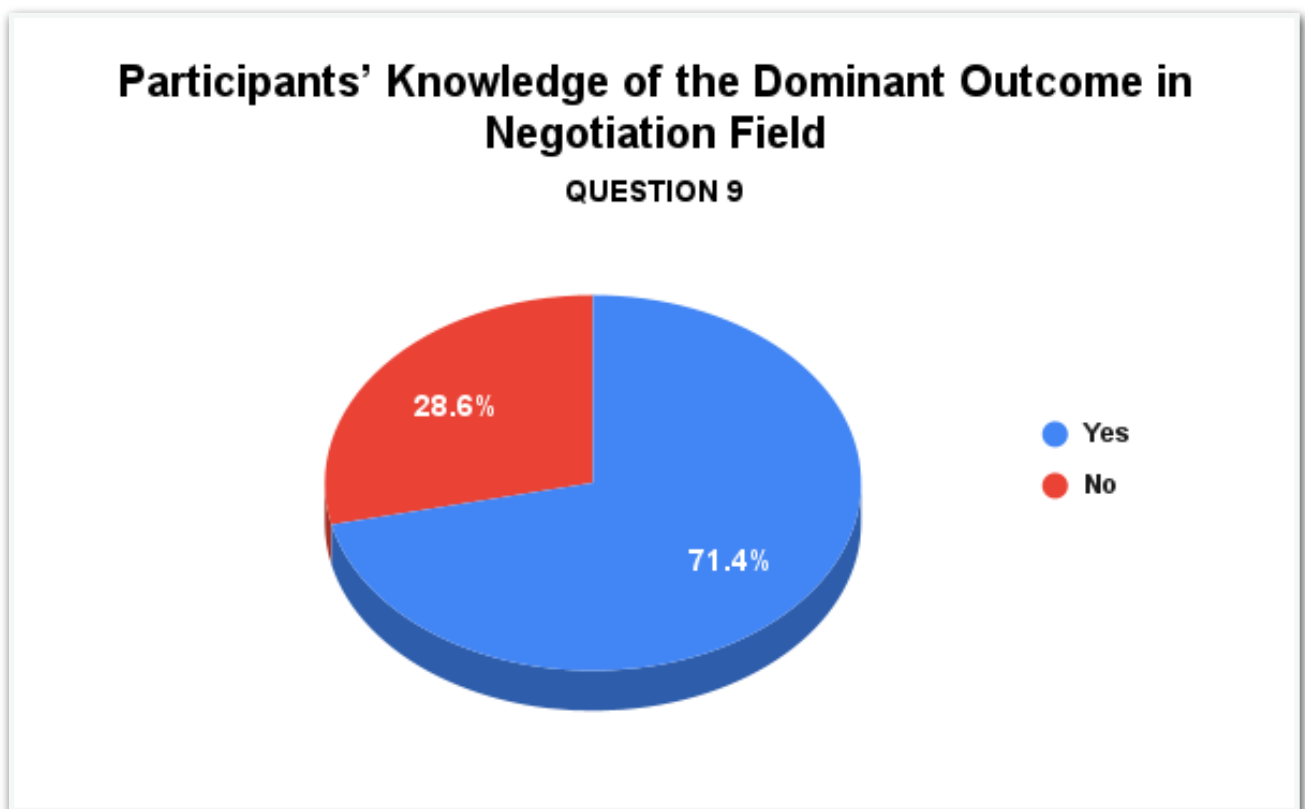


Figure 9. - Participants’ knowledge of the dominant outcome in the negotiation field

Answers	Participants
Yes	20
No	8
TOTAL	28

Table 10 - Participants’ knowledge of the dominant outcome in the negotiation field

Figure 9 represents that 71.4% of the population, 20 students (table 10), responded Yes to being aware of the dominance of the 'objective value'/ economic outcome in the negotiation field. The other 28.6%, eight people, answered that they did not know this fact. Question nine aims to measure how many people knew that financial results in negotiation had been disproportionately attended, leaving the social-psychological outcomes/'subjective value' neglected.

Question 10

Are you aware that Curhan et al. in 2006 developed the 'Subjective Value Inventory' to measure the Social-Psychological outcomes quantitatively, measuring the feelings about:

- the terms of the negotiation
- the self
- the process
- the relationship

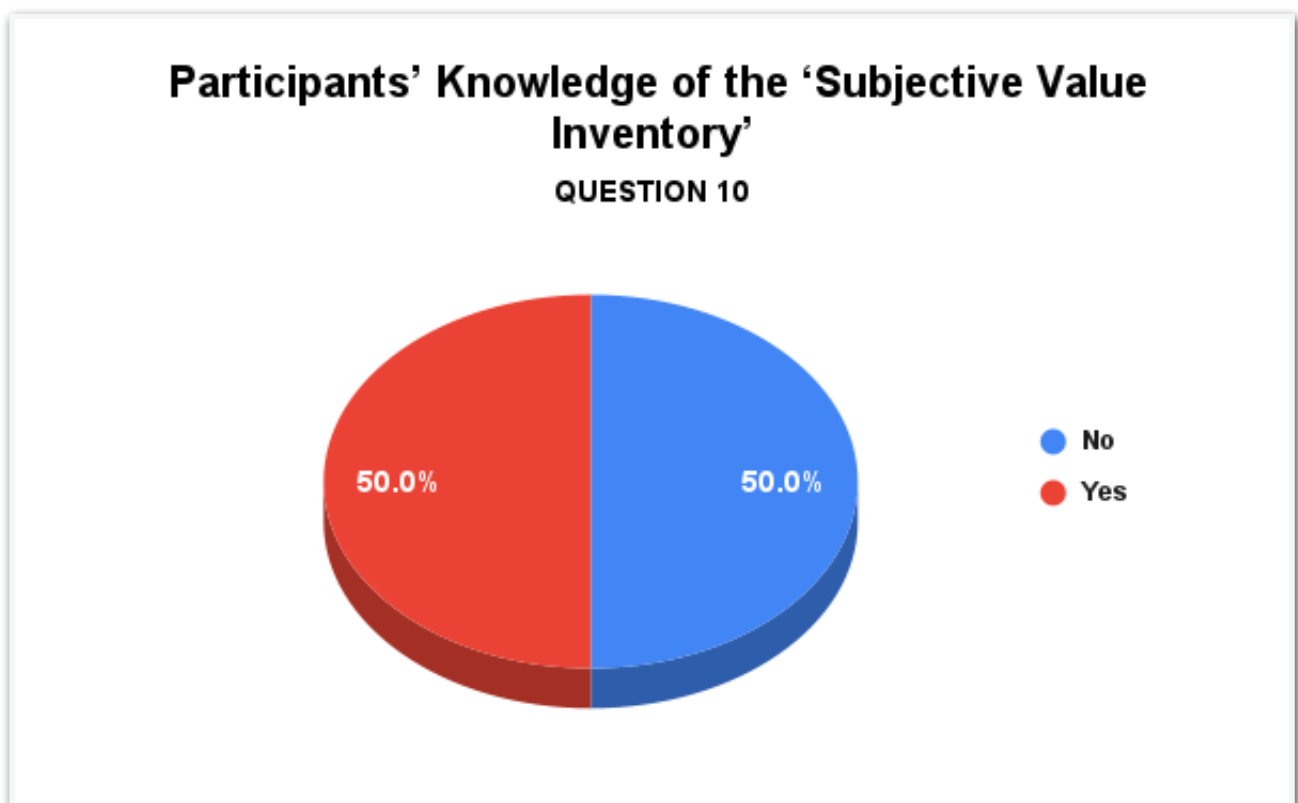


Figure 10 - Participants' knowledge of the 'subjective value inventory'

Answers	Participants
Yes	14
No	14
TOTAL	28

Table 11 - Participants' knowledge of the 'subjective value inventory'

Figure 10 and table 11 indicate that the percentage of the people who answered yes and no, to the question of being aware of the 'Subjective Value Inventory' to measure the Social-Psychological outcomes quantitatively is even. 50% of the population (14 students) responded Yes. 50%, fourteen students, answered No. Question nine aims to discover how many people knew that Jared Curhan, one of the pioneers of the social-psychological approach, developed an objective instrument to measure 'subjective value' for the first time. The importance of this resides in how many people were aware of this detailed information.

3.2.4. Section Three: Facts about the Social-Psychological Approach to Negotiation

Question 11

Are you aware that a social psychological outcome ('Subjective Value') is a better predictor of future negotiations than an economic outcome ('Objective Value') (Curhan, Elfenbein, and Xu, 2006)?

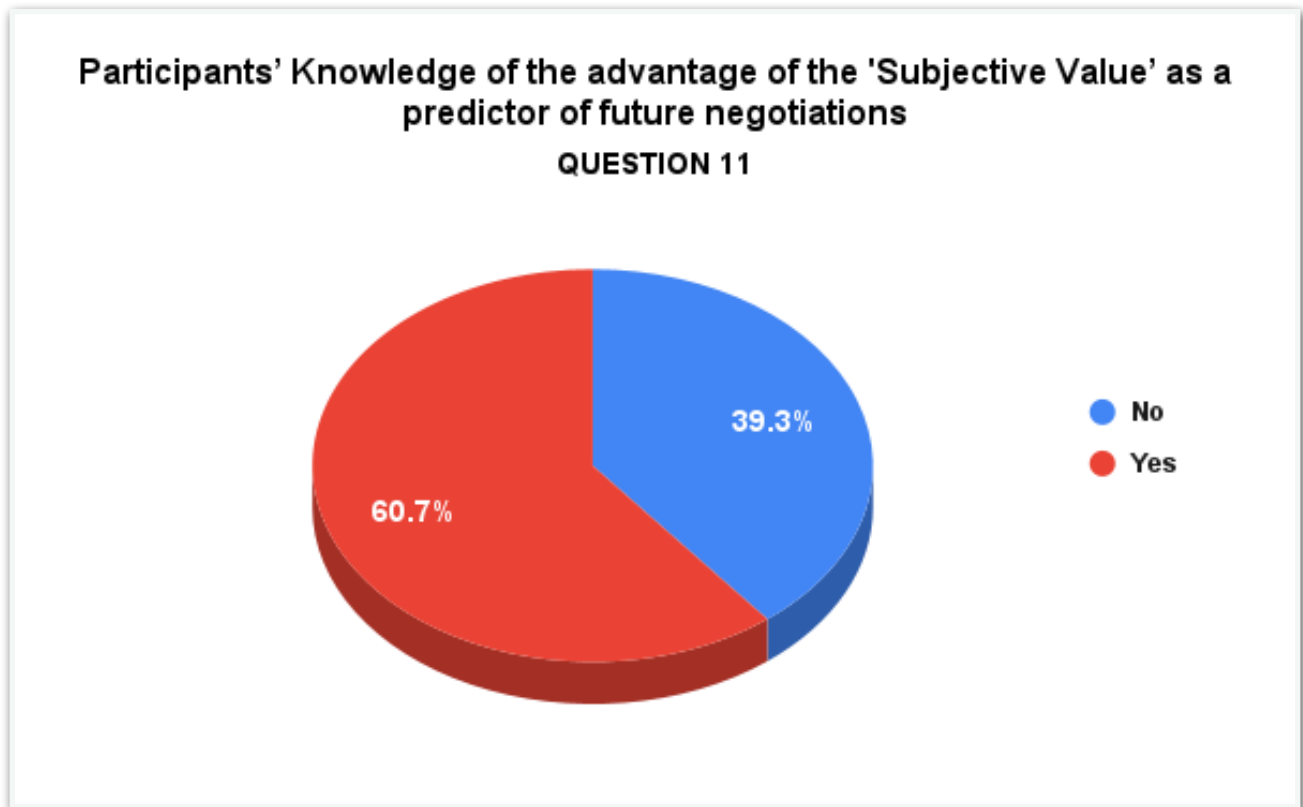


Figure 11 - Participants' knowledge of the advantage of the 'subjective value' as a predictor of future negotiations

Answers	Participants
Yes	17
No	11
TOTAL	28

Table 12 - Participants' knowledge of the advantage of the 'subjective value' as a predictor of future negotiations

Figure 11 presents the percentage of students who answered positively about knowing the power of the social psychological outcome/subjective value as a predictor of future negotiations, 60.7% (17 students); on the other hand, 39.3%, 11 respondents, according to table 12, answered negatively to the same question. The purpose of this question was to give the student a fact about

the advantages of ‘subjective value’ to determine how many of them had this type of detailed information before.

Question 12

Are you aware that studies have proven how positive feelings resulting from one negotiation can be economically rewarding in a second negotiation when business relationships are taken care of (Curhan and Brown, 2011)?

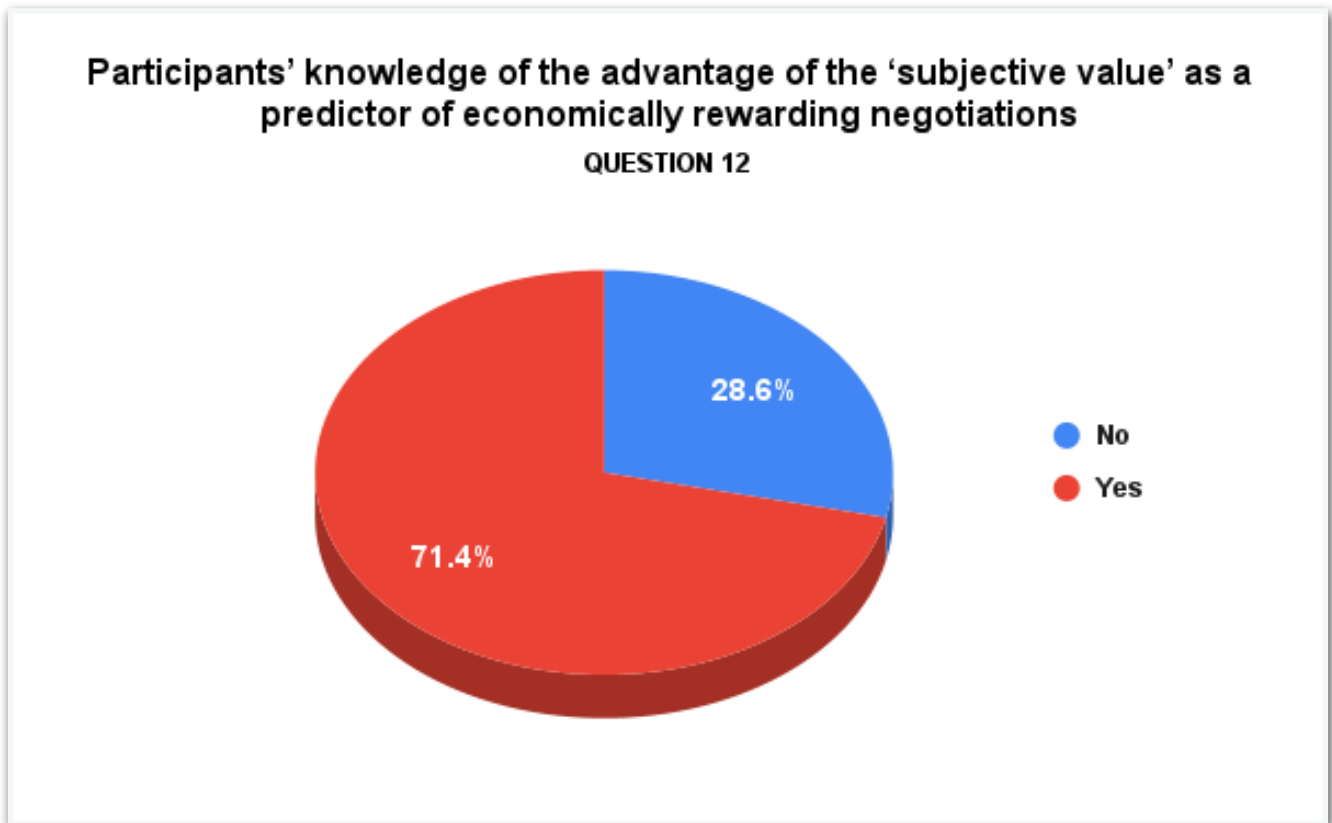


Figure 12 - Participants’ knowledge of the advantage of the ‘subjective value’ as a predictor of economically rewarding negotiations

Answers	Participants
Yes	20
No	8
TOTAL	28

Table 13.- Participants’ knowledge of the advantage of the ‘subjective value’ as a predictor of economically rewarding negotiations

Figure 12 reflects that 71.4% of the respondents, this is 20 participants (table 13) from the population targeted, accepted to have known that fostering relationships in a first negotiation may

increase the possibilities of having a more prosperous economic second negotiation, which is another advantage of using the social psychological approach. Whereas 28.6%, eight people, answered no to knowing this before. This question was meant to evaluate how many of the population targeted were aware of this fact. Also, to find if there is a correlation between the number of people who answered yes, the number of people who shared to have used the principled approach more often and those who favour adding the Social-Psychological approach to the MADR Negotiation Module.

Question 13

Are you aware that social-psychological outcomes ('Subjective Value') are vital when negotiations involve long-term business relationships? (Muir, 2007).

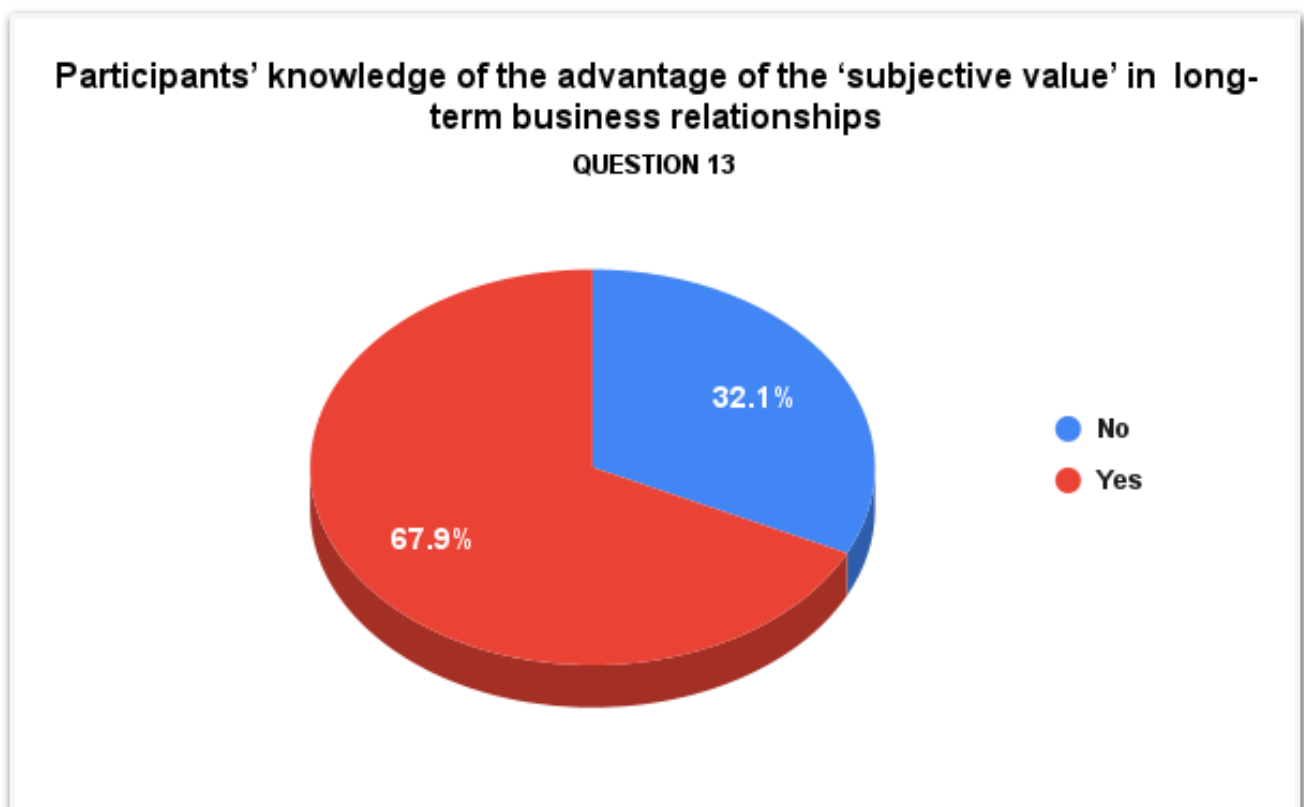


Figure 13 - Participants' knowledge of the advantage of the 'subjective value' in long-term business relationships

Answers	Participants
Yes	19
No	9
TOTAL	28

Table 14 - Participants' knowledge of the advantage of the 'subjective value' in long-term business relationships

This question states how social-psychological outcome/'subjective value' is vital when negotiations involve long-term business relationships. The objective was to determine how many people knew about this matter. Looking at figure 13 and table 14, it is clear that 67.9% (19 students) responded Yes to having learned this fact before, and 32.1% (9 students) weren't aware of it.

3.2.5.Section Four: From Your Perspective

Question 14

From what you can recall, in the MADR Negotiation Module, what was the outcome you were taught to reach when role-playing?

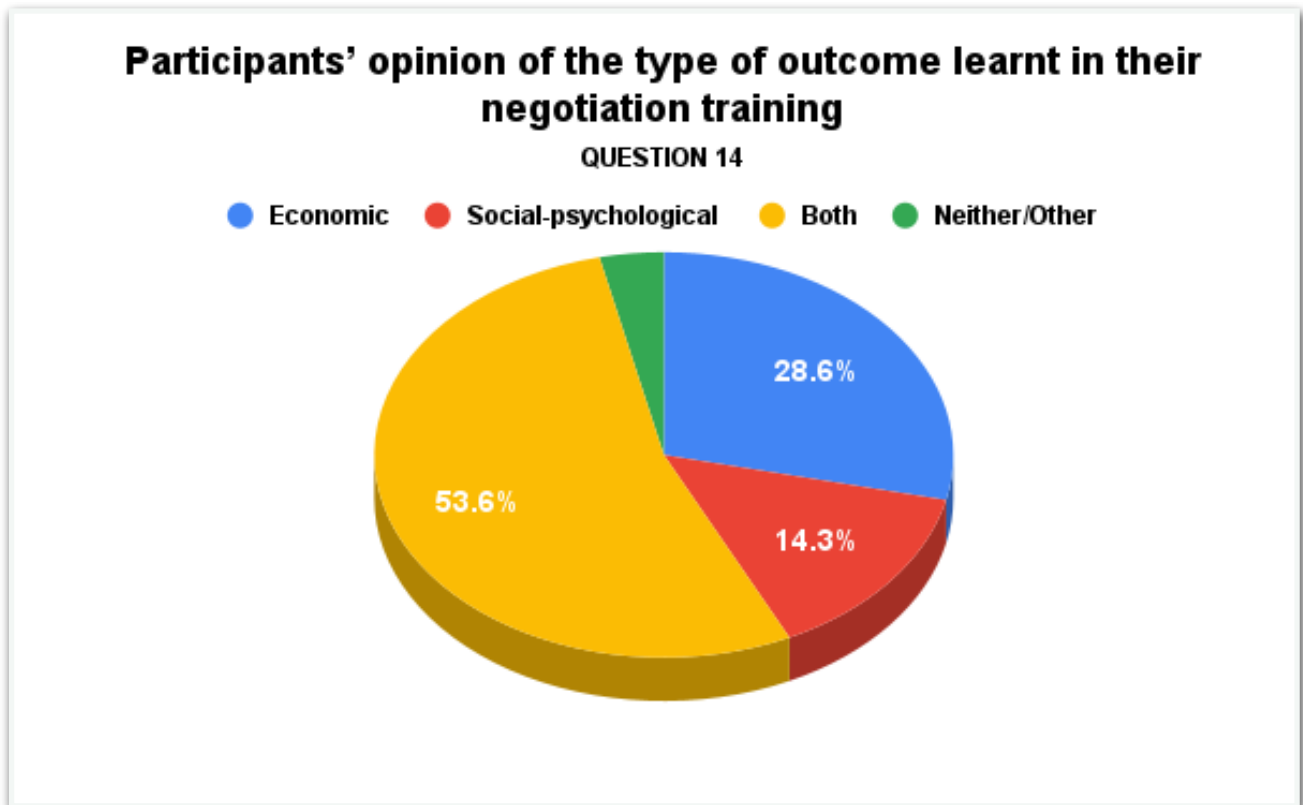


Figure 14 - Participants' opinions of the type of outcome learnt in their negotiation training

Answers	Participants
Economic	8
Social-Psychological	4
Both	15
Neither/Other	1
TOTAL	28

Table 15 - Participants' opinions of the type of outcome learnt in their negotiation training

This question is essential because it remarks where the students felt was the focus of attention in the Negotiation Module course when they were taught to reach an outcome. The expectation was

to get first-hand information from the experience of these students. Figure 14 and Table 15 present that 28.6% (8 students) reported having learnt to reach an economic outcome in their negotiation training; 14.3% (4 students) said that they were taught to use the social-psychological result; 53.6% (15 students) affirmed to have been taught to reach both types of outcomes; finally, 3.5% (1 student) responded neither/other option.

Question 15

In your opinion, would the social-psychological approach to negotiation be an asset in negotiation training courses?

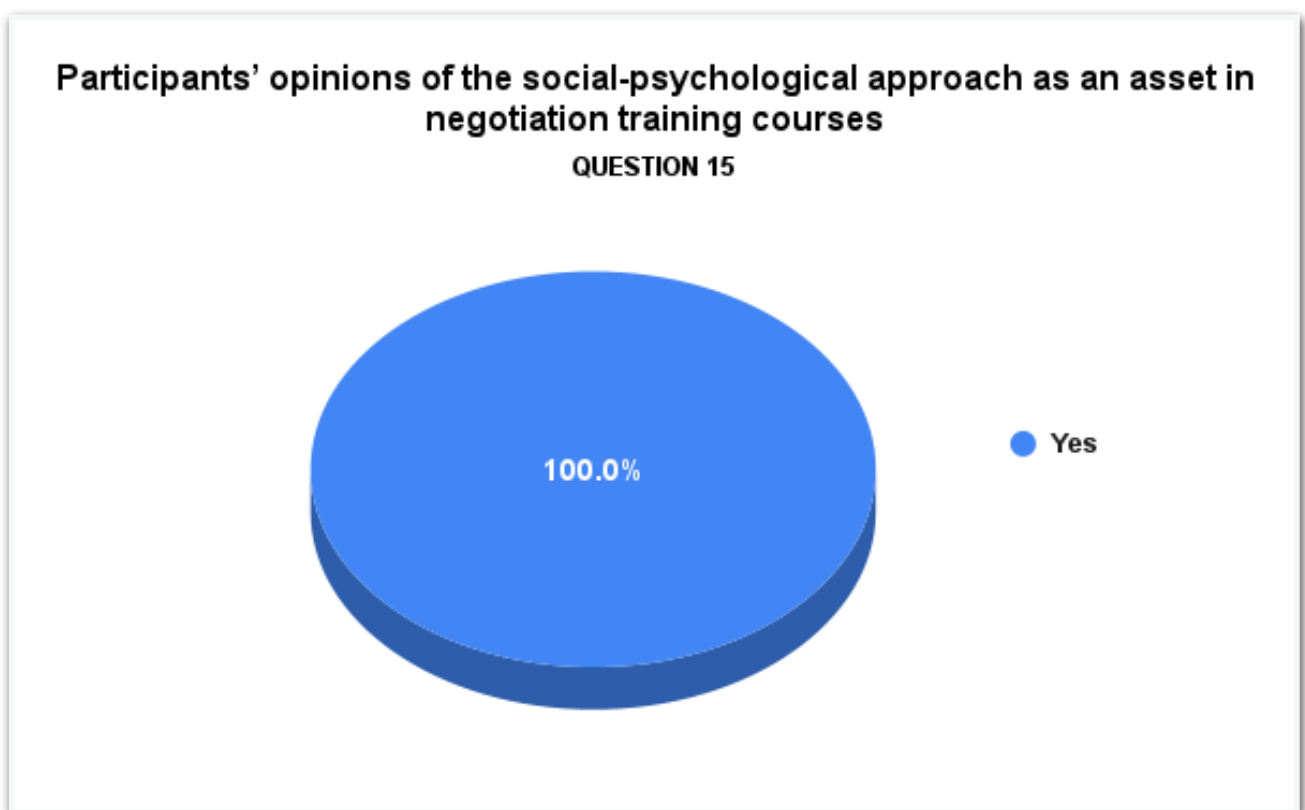


Figure 15 - Participants' opinions of the social-psychological approach as an asset in negotiation training courses

Answers	Participants
Yes	28
No	0
TOTAL	28

Table 16 - Participants' opinions of the social-psychological approach as an asset in negotiation training courses

This question's objective was to ask the opinion of negotiation students, as experts on the topic and recent trainees, about if they believe the social-psychological approach would be an asset in negotiation training courses. The expectation was that they could use their experience to recommend something for the better. Figure 15 and Table 16 show that 100% of the population targeted, this is 28 participants, responded yes to this question.

Question 16

Do you think future students' learning could be enhanced by adding the social psychological approach to Negotiation ('Subjective Value') to the MADR Negotiation Module?

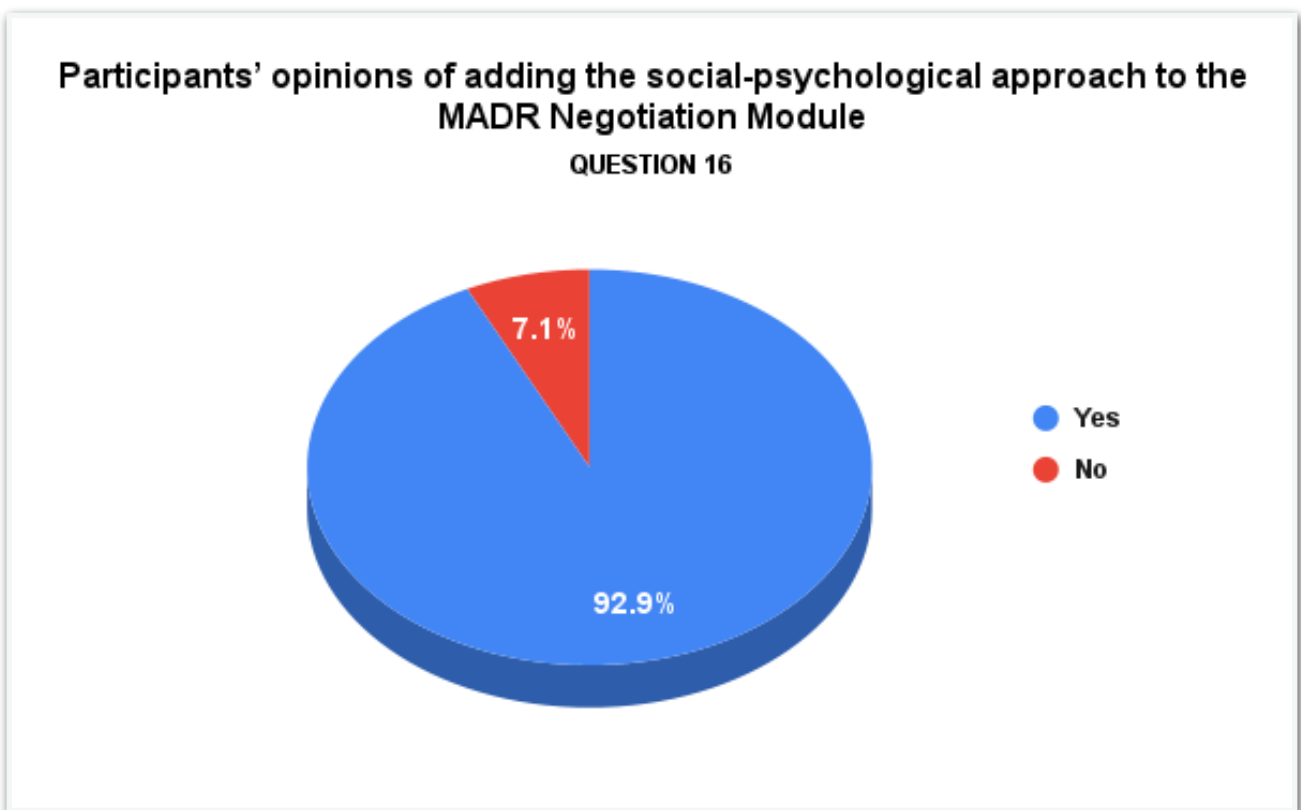


Figure 16 - Participants' opinions on adding the social-psychological approach to the MADR Negotiation Module

Answers	Participants
Yes	26
No	2
TOTAL	28

Table 17 - Participants' opinions on adding the social-psychological approach to the MADR Negotiation Module

This last question aims to get the view of negotiation students, as experts on the topic and recent trainees, about if they believed future students' learning could be enhanced by adding the social psychological approach to negotiation 'subjective value' to the MADR Negotiation Module. The expectation was that they could use their experience to recommend something for the better. Figure 16 indicates that 92.9%, 26 students from 28 in total (Table 17), answered affirmatively to this question, and only two students, representing 7.1%, said that they didn't believe it could mean an enhancement for students learning.

4. Chapter Four: Data Analysis and Findings

4.1.Introduction

This chapter presents and describes the data collected from an online survey answered by 28 students in the third semester of the Master in Arts in Dispute Resolution (MADR) of the Independent College Dublin, which looked to answer the research question of what MADR Students knew about the social-psychological approach to negotiation and its advantages in its process and outcome after finishing their Negotiation module at Independent College Dublin.

The hypothesis for this study was that the MADR students didn't know the social-psychological approach to negotiation and its advantages. And through the information mentioned in the survey, they will come aware of the social-psychological approach to negotiation and its benefits and endorse enhancing the Negotiation Module of MADR with the social-psychological approach to negotiation for learning future generations. This hypothesis was partially found to be the case.

The data collected for this study was 1) behaviours/events and 2) attitudes/opinions. No demographic/factual data was asked for this research because it was irrelevant to the research objectives. However, the general specifications of the sample will be described.

4.2.Demographic Data

The target population was 30 people from the morning and afternoon shifts of the third semester 2022 group of the MADR at Independent College Dublin. They were constituted of females and men with a variety of ethnic diversity backgrounds and ages. These students have in common that they studied the Modules on Principles of Negotiation Theory and Applied Negotiation Practice during their first semester. Of these 30 students, 28 accepted the invitation to collaborate in this study, representing 93.33%. Of the 28 respondents, 100% consented to cooperate in the investigation voluntarily.

Total of population targeted	Population agreed to participate in the study	Population consented to participate voluntarily	Population consented to participate voluntarily (%)
30	28	28	100%

Table 18 - Demographic data

4.3.Behaviours/Events Data

The behaviours/event data collected relates to MADR students' knowledge acquired during their previous Negotiation Module Courses. This study aimed to measure How familiar a group in the third semester of the MADR students of the Independent College Dublin is with the social-psychological approach to negotiation and its advantages in its process and outcome.

The first objective of this study was: 1) Verify MADR students' basic knowledge of negotiation approaches. The data analysis found that 92.9% of the respondents (26 participants) answered affirmative about knowing the "hard approach" to negotiation. 100% of the population, 28 participants, answered yes to knowing this difficulty related to the "soft approach" to negotiation. 96.4% of the participants, 27 participants responded yes to understanding "the principled approach" to negotiation. When they were asked to choose what type of these approaches they use the most, 64.3% (18 students) responded with the "principled approach", 25% (7 students) the "soft approach", and 10.7% (3 students) the 'hard approach to negotiation.

As the hard approach is part of the distributive strategies, the analysis found that 10.7% used mostly distributive strategies, whereas 89.3% used integrative techniques more often.

Type of approaches to negotiation:	Participants aware of the approach:	% of participants aware of the approach:
Hard approach	26	92.9%
Soft approach	28	100%
Principled approach	27	96.4%
Median %		96.4%
Approach to negotiation most used by the participants	Participants	% of participants
Hard approach (Distributive)	3	10.7%
Soft approach (Integrative)	7	25%
Principled approach (Integrative)	18	64.3%
Strategies	Participants	% of participants
Distributive	3	10.7%
Integrative	25	89.3%

Table 19. Behaviours/event data (objective one)

The second objective was: 2) Evaluate MADR students' familiarity with the concept of the social-psychological approach to negotiation. Five questions from the survey targeted this matter, highlighting the type of outcomes and characteristics. Regarding this data analysis, the findings were that 71.4% (20 students) were aware of the existing two types of outcomes in negotiation. 64.3% (18 students) were aware of what represents an economic outcome. 60.7% (17 students) answered affirmatively about knowing what social-psychological outcome means. 71.4% (20 students) responded that they knew the dominance of the 'objective value'/ economic outcome in the negotiation field. And finally, the score was even concerning their knowledge of the 'Subjective Value Inventory' to measure the Social-Psychological outcomes quantitatively. 50% (14 students) responded yes, and 50% (14 students) answered no. the median of the knowledge of OV was 67.85%, and the median of the understanding of SV was represented by 55.35%

Type of negotiation outcomes:	Participants aware of type of outcomes:
Economic/ Social-Psychological	20 (71.4%)
Participants' awareness of OV meaning	Participants' awareness of SV meaning
18 (64.3%)	17 (60.7%)
Participants' knowledge of OV dominance	Participants' knowledge of the SV Inventory
20 (71.4%)	14 (50%)
Median %	Median %
19 (67.85%)	15 (55.35%)

Table 20. Behaviours/event data (objective two) The 'Subjective Value' features

The third objective was: 3) Evaluate MADR students' familiarity with the advantages of the social-psychological approach to negotiation. The first question on this matter collected that 60.7% (17 students) were aware of the power of the social psychological outcome/subjective value as a predictor of future negotiations and 39.3% (11 respondents) answered no to knowing this. The second question regarding familiarity with the advantages of the social-psychological approach found that 71.4% (20 participants) were aware that fostering a relationship in a first negotiation may increase the possibilities of having a more prosperous economic second negotiation, whereas 28.6% (8 students), weren't. And the last question concerned the advantages of the social-psychological approach, 67.9% (19 students) were aware that social-psychological outcome/ 'subjective value' is vital when negotiations involve long-term business relationships, and 32.1% (9 students) weren't aware of it. The median of participants' familiarity with the advantages of SV was 66.6, and the median of no familiarity with it was 33.3%

Advantages of SV	Participants' familiarity with the advantages of SV:	Participants with no familiarity with the advantages of SV:
As a predictor of future negotiations	17 (60.7%)	11 (39.3%)
As a way to make second negotiations more economically prosperous	20 (71.4%)	8 (28.6%)
As a vital skill when negotiation involves long-term business relationships	19 (67.9%)	9 (32.1%)
MEDIAN %	19 (66.6%)	9 (33.3%)

Table 21. Behaviours/event data (objective three) familiarity with 'Subjective Value' advantages

4.4. Attitudes/Opinions Data

The attitudes/opinions data collected are related to MADR students' opinions based on their experience after studying their previous Negotiation Module Courses.

The fourth objective was: 4) Acknowledge MADR students' opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin. From three questions to address this objective, the participants were invited to share from their perspectives what outcome they were taught to use when negotiating. The findings were: 28.6% (8 students) mentioned economic outcome, 14.3% (4 students) said the social-psychological result, 53.6% (15 students) affirmed that both types of outcomes, and finally, 3.5% (1 student) responded neither/other option. As economic outcomes are part of the distributive approach, 28.6% were taught to use distributive strategies, whereas 67.9% (social psychological and both options) remember to have been taught to use integrative techniques.

When asked if they believed the social-psychological approach to negotiation would be an asset in negotiation training courses, 100% (28 participants) agreed to view the social-psychological approach as a benefit for future training courses. And finally, they were asked more specifically about their belief that future students' learning could be enhanced by adding the social psychological approach to negotiation 'subjective value' to the MADR Negotiation Module 92.9%, 26 students of 28 answered affirmatively.

Participants' perspective of what type of outcome they were taught to reach	Participants' answers
Economic	8 (28.6%)
Social-Psychological	4 (14.3%)
Both	15 (53.6%)
Neither/Other	1 (3.5%)

Table 22. Type of outcome learnt by students over their semester

Participants' outcome learnt	Strategies	Participants' answers	Total % of strategies
Economic	Distributive	8 (28.6%)	28.6%
Social-Psychological	Integrative	4 (14.3%)	—
Both	Integrative	15 (53.6%)	67.9%
Neither/Other	NA	1 (3.5%)	—

Table 23. Relation between kind of outcome and type of strategies in negotiation

Participants' opinion of The social-psychological approach as:	Participants' answers
An asset in negotiation training courses	28 (100%)
An enhancement to the MADR Negotiation Module	26 (92.9%)

Table 24. Students' opinion of the social-psychological approach

The critical founding done by this research study revealed that 64.45% of the students showed to be familiar with the social-psychological approach to negotiation and its advantages, and 92.9% endorsed the idea that adding the social-psychological approach to the Negotiation Module of MADR in the future will help students learning.

Awareness of SV:	Participants' familiar with SV:
Type of outcomes	20 (71.4%)
Features	17 (55.35%)
Advantages	19 (66.6%)
Total	64.45%
Participants' opinion of The social-psychological approach as:	Participants' answers
An enhancement to the MADR Negotiation Module	26 (92.9%)

Table 25. Critical Findings

5. Chapter Five: Discussion

5.1.Introduction

This chapter pretends to interpret and explain the meaning of the analysis results from the previous chapter. The results suggest that the third-semester students in 2022 from the MADR knew what the social-psychological approach to negotiation meant. They believed it has considerable potential to enhance the Negotiation module at Independent College Dublin.

The research question guiding this study was looking for what MADR Students knew about the social-psychological approach to negotiation and its advantages in its process and outcome after finishing their Negotiation module at Independent College Dublin. This research aimed to measure How familiar the MADR students were with these concepts. The hypothesis was that they didn't know the social-psychological approach to negotiation and its advantages.

The findings revealed that:

- The median of students who were aware of the different approaches to negotiation (hard, soft and principled) was 96.4%. Of those, 64.3% declared to use mostly the principled approach.
- 71.4% of the students were familiar with the two types of outcomes. 67.85% were aware of the characteristics of the 'Objective Value', and 55.35% were aware of the 'Subjective Value' features.
- From the total population, 66.6% were familiar with the 'Subjective Value' advantages, and 33.3% responded no to being familiar with the benefits.
- 92.9% of the participants agreed that adding the social-psychological approach could enhance the MADR Negotiation Module for future students' learning. 100% agreed that the social-psychological process is an asset in negotiation training courses. As 53.6% of the participants remember, they have learnt to reach the two types of outcomes in their past negotiation module.

The main findings will be described in this chapter, and they will be linked with the objectives of this study to offer a clear panoramic to the reader.

5.2.Objective 1

Verifying MADR students' basic knowledge of negotiation approaches

Negotiation has its roots in a bargaining process, the hard approach to negotiation, where the objective is to win the best deal, commonly seeing the other party as the adversary who must lose for us to win. But as Spangle, M. And Warren, M, 2002 said, even though parties were unaware of it, the interactions are influenced by trust, power, openness or the kind of relationship developed.

This is why it was necessary for this study starts with the bases of negotiation. 92.9% (26 participants) answered affirmative about knowing the “hard approach” to negotiation (distributive approach) (Chaudhry, 2011). 100% of the population responded yes to knowing this difficulty related to the “soft approach” to negotiation, another way that the negotiation process can be embraced (Chaudhry, 2011). And 96.4% responded yes to understanding “the principled approach” to negotiation, as these last two approaches are part of the integrative approach

When asked what type of these approaches they use the most, 64.3% responded with the “principled approach”, 25% with the “soft approach”, and 10.7% with the "hard approach" to negotiation. Olekalns and Smith, 2018 highlighted how negotiators differ in their thinking about negotiation methods and obtained outcomes according to what they have been instructed to favour individual or joint outcomes. Then can be said that from this group of MADR students, 10.7% may be inclined to be individually-oriented negotiators, commonly using distributive techniques, competitive, and typically getting low mutual gain. While 89.3% could tend to be more cooperatively-motivated negotiators and use an integrative approach, they can use problem-solving strategies and obtain higher joint results (Olekalns and Smith, 2018).

The median of students who were aware of the different approaches to negotiation (hard, soft and principled) was 96.4%. Almost 100% of the MADR students knew about distributive and integrative strategies (Harvard, 2021; Garza, 2021; Shonk, 2021; Holbrook, 2010; Ury and Fisher, 2012; Chaudhry, 2011). Of those, 64.3% declared to use mostly the principled approach (Ury and Fisher, 2012). This finding is meaningful because it shows how well the MADR students were prepared concerning the basic knowledge of negotiation after undertaking negotiation modules in the first semester at the independent college Dublin. And how this left a basis for understanding and mixing strategies from the distributive and integrative approaches.

5.3.Objective 2

Evaluating MADR students' familiarity with the concept of the social-psychological approach to negotiation

There are two functions of negotiation's outcomes: value creation (integrative negotiation) and value claiming (distributive negotiation) (Thompson, Wang, and Gunia, 2009). 71.4% of the students were familiar with these two types of outcomes. This finding is relevant because, even though in the literature review, the principled approach to negotiation and the social-psychological approach are not directly linked, both focus on creating an outcome that is widened from economic to relationship (Ury and Fisher, 2012). While the principled approach looks to understand the position, interests and needs of the counterpart and the owner to create a joint goal in which both parties will win (Ury and Fisher, 2012). The social-psychological approach emphasises creating value by finding a way for all the parties involved in a negotiation to meet their objectives as the primary outcome (Benoliel, 2014; Xie and Zhou, 2012).

Then the students were asked about specific characteristics of both outcomes to ensure they knew precisely what every outcome meant and to add validity to the survey. 64.3% knew that economic outcomes refer to goods and services and typically possess an objective value (OV) or worth defined by a market or negotiator (Curhan and Brown, 2011; Elfenbein and Curhan, 2012; Xie and Zhou, 2012; Curhan, Elfenbein, and Xu, 2006; Lu, Ren and Guo, 2017). And 60.7% answered affirmatively about knowing that social-psychological outcomes are the attitudes and perceptions of the negotiators, such as satisfaction or liking. (Curhan and Brown, 2011; Elfenbein and Curhan, 2012). As a result, the data shows that students' knowledge of the type of outcomes is almost even, with a slight inclination favouring the OV. This finding keeps showing how the OV has been studied more in opposite to SV, it might be because the training courses need the students to know the history first or just a bad habit, anyway this is a question that this study cannot answer.

71.4% answered affirmatively that the negotiation field had been dominated by focusing on objective value, or economic outcomes, with relatively more minor attention paid to subjective value or social-psychological results (Curhan and Brown, 2010). And 50% responded yes to knowing of the 'Subjective Value Inventory' to measure the Social-Psychological results quantitatively (Curhan et al., 2006). This result provides an example of the students' insight into what the theory says (SV has been underrated) because more than 70% of the group has a clear understanding of the OV and only 50% declared to have known a specific detail of the SV, as is the inventory.

As a result of this particular objective, the data shows that, in general, 67.85% of the MADR students were aware of the characteristics of the OV, and 55.35% were aware of the SV features. These results and the literature review confirmed that more attention had been paid to the distributive approach to reaching an objective outcome in negotiation history and less to the integrative approach (social-psychological result). This finding is also relevant because it shows that even though the students had some knowledge of the social-psychological negotiation approach, they could still grow their knowledge of it. This finding also can help understand why 100% of them agreed that the social-psychological process would be an asset in negotiation training courses.

5.4.Objective 3

Evaluating MADR students' familiarity with the advantages of the social-psychological approach to negotiation

The survey contained three questions asking the MADR students to confirm whether they were familiar with the three advantages of the social-psychological approach. The first question on this matter collected that 60.7% of the students were aware of the power of the social psychological outcome/subjective value as a predictor of future negotiations (Curhan, Elfenbein, and Xu, 2006; Elfenbein and Curhan, 2012). 71.4% knew SV could make second negotiations more economically prosperous (Curhan and Brown, 2011; Lu, Ren and Guo, 2017; Elfenbein and Curhan, 2012; Muir, 2007). 67.9% knew that social-psychological outcome/'subjective value' is vital when negotiations involve long-term business relationships (Muir, 2007)

From the total population, 66.6% were familiar with the 'Subjective Value' advantages, and 33.3% responded no to being familiar with the benefits. This finding is another confirmation of the literature review that emphasises how the objective value has had more attention throughout the negotiation history. Following the theory, this result may help to understand the importance of introducing in negotiation training courses not just views from the past but also recent information that can be useful for the students and develop a more robust framework for the social-psychological approach.

5.5.Objective 4

Acknowledging MADR students' opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin.

Negotiators differ in their thinking about negotiation methods and obtained outcomes according to what they have been instructed to favour individual or joint results (Olekalns and Smith, 2018). The first question targeted finding the most common outcome, and the most common approach taught during the student's first semester of the MADR. 53.6% affirmed they learnt to use both outcomes, 28.6% mentioned economic consequences, 14.3% said the social-psychological results, and finally, 3.5% responded neither/other option. Suppose the option social-psychological and both outcomes are added. In that case, we find that 67.9% of the students use the integrative approach (Spangle, M. And Warren, M, 2002) in contrast with 55.35% aware of the 'Subjective Value' features. This reveals that students count on reliable knowledge of how to perform in negotiation and what strategies are more suitable depending on the case. Still, at the same time, it shows that the curriculum of the negotiation training at the Independent College Dublin could be enhanced by adding more precise information regarding this topic.

The next question showed how 53.6% of the participants remembered they had learnt to reach the two types of outcomes in their past negotiation module. This question is valuable because it exposes that students received training in focus not just on the economic gain but also on the feelings about the terms of the negotiation, the self, the process and the relationship. They were trained to develop skills to determine how parties behave in future negotiations and perform more successfully (Muir, 2007; Elfenbein, Curhan, Eisenkraft, Shirako, and Baccaro, 2008; Pon Harvard, 2010).

The last two questions were meant to gather the opinion of the students and their experience as recent trainees at Independent College Dublin to demonstrate how essential they believe it was to teach the future student more explicitly about the social-psychological approach. 100% agreed that the social-psychological process is an asset in negotiation training courses. 92.9% of the participants decided that adding the social-psychological approach could enhance the MADR Negotiation Module for future students' learning. It is important to remark that the survey didn't have any specific questions where the participants could openly express that they favoured adding the social-psychological approach because they didn't see this topic over their negotiation course.

Still, it is a strength of this study to have found students' inclination towards continuous improvement.

5.6.The Hypothesis

Finally, the hypothesis of this study was partially found to be the case. The hypothesis was that MADR students didn't know the social-psychological approach to negotiation and its advantages. Through the information mentioned in the survey, they will come aware of the social-psychological approach to negotiation and its advantages and endorse enhancing the Negotiation Module of MADR with the social-psychological approach to negotiation for learning future generations.

From the first part of the hypothesis, during the study was found that 64.45% of the students showed to be familiar with the social-psychological approach to negotiation and its advantages. So more than half of the group was aware of the existence of this approach.

Analysing the second part of the hypothesis, the study revealed that 92.9% endorsed the idea that adding the social-psychological approach to the Negotiation Module of MADR in the future will help students learn. So almost 100% of the group agreed to add this subject to the negotiation modules in the MADR. However, the survey didn't count with a question to ensure that their opinion on this matter was effectively related to the information shown in the questionnaire or was due to any other variable.

5.7.Limitations

This study has several limitations that provide opportunities for further research.

Sample size:

The findings made by this study cannot be generalised because the total target population could be reached, so there was no need to use any sampling techniques.

Time constraint:

This led the researcher to the necessity of finding a suitable and functional option to work with.

Data techniques:

The analysis techniques used were relatively basic.

Researcher bias:

The researcher was internal, and even though for time constriction reasons, it was helpful, and she worked conscious of the possible bias throughout the whole study, there is always a difficulty that

might be improved by working with another researcher or team. As the researcher was internal, she knew the population, so there was a risk of them answering questions in a manner they believed was the correct or expected way. Still, the fact that an online survey was used and it was anonymous gives the confidence to think that the group answered truthfully.

The researcher's experience:

This is another limitation in developing a quantitative researcher. For example, the questionnaire could have used close-ended questions with a vast range of options such as category, ranking, rating, quantity and matrix and still keep the survey and data management. The mono method design was favourable for the time constriction, but the data obtained is limited.

Research strategy:

The online survey used only close-ended questions with the intent to use the time wisely, and although the findings obtained were valuable, the answers were straightforward. As a result, the responses didn't allow us to look for more connections between the variables.

Validity:

The time restriction did not allow this study to verify data to confirm validity.

Conclusion

This chapter will conclude the study by summarising the critical research findings related to the research aims and research question and the value and contribution thereof. It will also review the study's limitations and propose opportunities for future research.

This study aimed to measure How familiar the MADR students were with the social-psychological approach to negotiation and its advantages. To investigate this, 28 students answered an online survey with closed-ended questions. The results indicate that 64.45% were aware of the Subjective Value features and were familiar with the Subjective Value advantages. Further findings show that 92.9% agreed that adding the social-psychological approach to the Negotiation Module of MADR in semesters ahead could enhance future students learning.

The research question guiding this study was looking for what MADR Students knew about the social-psychological approach to negotiation and its advantages. In this regard, this study found that the MADR understood the type of negotiation approach, subjective value characteristics and its benefits.

Four objectives guided this research, following a structure that intended to go from the general to the particular.

This is why the first objective was to verify MADR students' basic knowledge of negotiation approaches to confirm that the students previously had a theoretical context of negotiation. The data collected shows that 96.4% were aware of the three more recognised practices of negotiation [hard, soft and principled] (Chaudhry, 2011; Ury and Fisher, 2012). Also, the students reported using the soft and principled approach when they're involved in a negotiation in real-life, approaches that use integrative techniques. This finding may be the most valuable in the whole study because it could be tracked that 89.3% were using integrative strategies which share concepts in common with the social-psychological approach, even though in the literature review wasn't found an open expressively link between the soft approach, principle approach and social-psychological approach. In this sense, all those approaches have as their primary objective to take care of the relationship to get the best gain from the bargaining (Ury and Fisher, 2012; Benoliel, 2014; Xie and Zhou, 2012).

The second objective was to evaluate MADR students' familiarity with the concept of the social-psychological approach to negotiation. 71.4% did know about the different types of outcomes that can be reached, and when they were asked about specific details of SV, the rates were between

60.7% and 55.35% of the people who answered knew about them. Even though these percentages have a high score, compared to what people knew about OV, SV is still under. This finding is important because it is consistent with the literature review. According to Curhan and Brown, 2010 the negotiation field had been dominated by focusing on objective value or economic outcomes, with relatively more minor attention paid to subjective value or social-psychological results.

The third objective was to evaluate MADR students' familiarity with the advantages of the social-psychological approach to negotiation to obtain more details of their understanding of SV. 66.6% of the group was familiar with the SV advantages. This finding let a door open for future research because even though the percentage of students who stated have known this is high, the survey cannot assure that the reason why they were aware of this was their previous SV knowledge or it was simply a logical answer using their background with their prior learning of integrative strategies.

The fourth objective was to acknowledge MADR students' opinions about the importance of adding the social-psychological approach to negotiation in the Negotiation Module of MADR at Independent College Dublin. The finding was almost unanimous, with 92.9% of agreement on it. This finding results from all the small steps before this question. The fundamental reason for starting this study was to provide a framework to open the view of the need to incorporate social-psychological knowledge into negotiation courses in general and at Independent College Dublin in particular. This study intends to be an example to guide future studies in this field.

In summary, the hypothesis of this study was partially found to be the case because more than 50% of the group reported having known the social-psychological approach when the expectation was that none of them had any information about it. But almost 100% of the group agreed that adding the social-psychological approach to negotiation to the Negotiation Module of MADR could enhance learning in future students. However, the sample size doesn't allow us to generalise. It may be helpful to appeal to more research on this matter and have a broader overview to make any practical future change possible.

To finalise some recommendations for future researchers:

Due to time constraints, sampling techniques weren't necessary for this study. The findings only applied to the third semester of 2022 of the MADR at Independent College Dublin, so this research cannot generalise its results to the following students' generation. Therefore, it would be essential to use at least the same research design in other students' generations from the past years, test

them and compare their knowledge and opinion about the social-psychological approach with the findings of this study; to present a more substantial proof to suggest to the Independent College Dublin any change in its negotiation module courses.

- To improve the type of data collected to obtain richer and more accurate information from the population, it can be suggested to use the concurrent mixed methods research design. Future researchers may be interested in using this research design to gather quantitative data and design one to collect qualitative data. For example, the connection between integrative strategies with the soft, principled and social-psychological approach was found during the data analysis. Therefore, some answers might not relate directly to the knowledge of the social-psychological approach that the students had. Still, instead, their answers could be a mix of similar previous academic backgrounds. It could be helpful to use interviews, focus groups, a questionnaire with some open questions, or more specific closed-ended questions to obtain more detailed data.
- This study used content validity to cover the researcher's questions using the literature review. The questions were developed using a format of a table of data requirements (Saunders, 2019), where information such as the type of variables to be measured, how they were going to be measured and how that was related to the theory was thought before sending the online survey. Still, the validity of this research design could be upgraded by adding validation techniques, for example, triangulation, using another source of data, such as interviews or participant validation, sending the students their answers back and asking them for confirmation of accuracy, allowing them to correct the information given before.
- Something that could be interesting to pay attention to for future researchers is to find if there is a connection between the types of negotiation styles (accommodating, avoiding, collaborating, competing and compromising) and the people who answered Yes to knowing the social-psychological approach or another kind of connection concerning their personality and the type of approach that every student decide to use in spite their academic knowledge.
- There is a further development in the framework of the social-psychological approach, where Curhan and Brown in 2011 exposed and categorised predictors within and outside the control of the negotiators and how the negotiator can manage those different variables to decide which kind of outcome, objective or subjective, they want to win. Some of these predictors are parallels, which means that both types of results will be achieved (economic and social-psychological). Still, the divergent predictors suggest that one of those outcomes will benefit

while the other will be undermined. Then, it would be interesting to see further research covering predictors, not just type of outcomes, as in this research, and amplifying the understanding to keep building more framework for this negotiation field.

Reflection

In my experience, developing my research topic was the first challenge: to read and keep reading until I started to find patterns in my research, then writing and re-writing to begin to clear my ideas and make them suit the college amends until I was able to organise the information gathered and my thoughts in a proper research proposal.

While working on the literature review, I could see the vast information available nowadays. As researchers, we can take any path we like the most, so we must look for relevant information to fill the gaps in our study. Having the opportunity to study something profound is impressive and overwhelming at the same time. I needed to learn to organise my time, keep aware of my objectives and be disciplined to make this dissertation the most precise and organised I could.

I understood the importance of having clear philosophy and approaches to elaborate a correct design aligned closely with our objectives. I learned how my beliefs and assumptions shape my intuitive process of developing my research design. I believe that once I made that connection between what I wanted to study and my reasons to do it according to my specific characteristics [Positivism and Critical Realism according to the Heightening your Awareness of your Research Philosophy (HARP)] Tool, it helped me take this task more seriously and enjoy more what I found along the dissertation process.

My research skills were enhanced during this process, which was also a daily training to keep working on my patience with the process itself and myself. I can see an improvement in finding better scientific information and evaluating what was helpful and necessary for my current objectives and what wasn't.

When I was in the phase of research methods, I saw the importance of not just being studied on your topic but also, depending on your methodology, as a researcher, you will need certain kinds of skills, like the ability to talk to other people, to engage with them in a way that you can have their best performance and as a result, you end the process of collecting data with the necessary information for your researching purpose.

I'm aware now of how much I was learning while writing this dissertation, and I can see how I could have handled the different steps of the thesis better. For example, I could have narrowed the topic more to extract more detailed information from my sample; my study would have been enhanced if I had used qualitative methodology. This decision to use just the quantitative method was made consciously to overcome the time constraint of doing the dissertation. The survey could

have made asking for more specific details. For example, even though the research questions were answered, the relation between the variables is yet unclear, and a different research philosophy must be followed to clarify the students' answers in future research. Still, after reading, I have more doubts about my topic than I would have liked to answer in this thesis.

My biggest takeaway is that as a researcher, the door is always open to whom want to learn something about anything, and the key is to have a precise method to develop your following research.

The importance of the Social-Psychological approach to Negotiation in general and Objective and Subjective Value in specific; first, it surprised me when I saw the value of human relationships in a topic like this. I used to think negotiation was just about money. It was delightful to evidence how the field has developed in a way that acknowledges the parties as real humans trying to find solutions rather than entities attempting to fight against each other. It widened my view about negotiation. Also, as a psychologist, I may say I found a field I haven't acknowledged before. It was gratifying to see how I could use my previous knowledge with the knowledge learned during this master's and specifically in my thesis to help me understand theories, enhance my skills and use them in the workplace.

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APPENDIX A: 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 VALUE OF THE SOCIAL-PSYCHOLOGICAL APPROACH TO THE NEGOTIATION PROCESS FROM MADR STUDENTS' PERSPECTIVE.
Name of Learner	ANASIRIA GARZA LOPEZ
Student Number	51721601
Name of Supervisor/Tutor	NADIA BHATTI

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?	X	<input type="checkbox"/>	
2	Will you tell participants that their participation is voluntary?	X	<input type="checkbox"/>	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	X	<input type="checkbox"/>	
4	If the research is observational, will you ask participants for their consent to being observed.	<input type="checkbox"/>	<input type="checkbox"/>	X
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	X	<input type="checkbox"/>	
6	Will you give participants the option of not answering any question they do not want to answer?	X	<input type="checkbox"/>	<input 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?	X	<input type="checkbox"/>	
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	X	<input type="checkbox"/>	

Item	Question	Yes	No	NA
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 type="checkbox"/>	<input type="checkbox"/>	X
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 type="checkbox"/>	<input type="checkbox"/>	X
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 type="checkbox"/>	<input type="checkbox"/>	X
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 type="checkbox"/>	<input type="checkbox"/>	X
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 type="checkbox"/>	<input type="checkbox"/>	X
14	Will your project involve deliberately misleading participants in any way?	<input type="checkbox"/>	X	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	<input type="checkbox"/>	X	
16	Does your project involve work with animals?	<input type="checkbox"/>	X	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X	
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"/>	X	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	X	

Item	Question	Yes	No	NA
21	Do your participants fall into any of the following special groups?	<input type="checkbox"/>	X	
	<i>(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)</i>	<input type="checkbox"/>	X	
		<input type="checkbox"/>	X	
		<input type="checkbox"/>	X	
		<input type="checkbox"/>	X	

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).	X
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Name of Learner	ANASIRIA GARZA LOPEZ
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Student Number	51721601
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Date	23-08-2022
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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.	X
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Name of Supervisor/Lecturer	NADIA BHATTI
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Date	23-08-2022
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APPENDIX B: Information Form & Consent Sheet

INFORMATION SHEET FOR PARTICIPANTS

PROJECT TITLE

The Value of The Social-Psychological Approach to the Negotiation Process from MADR Student's Perspective.

I am Anasiria Garza, a postgraduate student in the Master of Arts in Alternative Dispute Resolution (MADR) at the Independent College Dublin and supervised by Nadia Bhatti.

This research study aims to investigate your familiarity with The Social-Psychological Approach in Negotiation Outcomes, its advantages and your point of view about adding this content to negotiation training courses.

WHAT WILL HAPPEN

In this study, you will be asked about your experience and opinions on the Social-Psychological Approach to Negotiation, if you were exposed to this topic in your last negotiation training course and your opinion regarding its importance as a negotiator.

TIME COMMITMENT

This survey will take you about 10 minutes.

PARTICIPANTS RIGHTS

You may decide to stop being a part of the research study without an explanation required from you. You have the right to ask that any data you have supplied to that point be withdrawn/destroyed.

You have the right to omit or refuse to answer or respond to any question that is asked of you.

You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome. A full de-briefing will be given after the study).

If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

CONFIDENTIALITY/ANONYMITY

The data will be collected via Google Forms. The data does not contain any personal information about you; its use will be limited to this dissertation and remain anonymous.

FOR FURTHER INFORMATION

I and Nadia Bhatti, will be glad to answer your questions about this study at any time.

You may contact my supervisor at nadia.bhatti@independentcolleges.ie or call +353 1 8773900.

APPENDIX C: Online Survey

While answering this survey, please keep in mind that ‘the Social-Psychological Approach to Negotiation’ focuses its research on negotiators’ behaviours, cognitions, emotions and motivations, as well as negotiator satisfaction and the perceived relationship between the parties (Thompson, Wang, And Gunia, 2009).

1. Consent: Do you agree to participate in this research?

- Yes
- No

SECTION 1 - APPROACHES TO NEGOTIATION

2. Are you aware that in the hard approach to negotiation, success is measured by who got the best value (the economic/material outcome)? As a result, this approach leaves people dissatisfied, worn out and/or alienated. (Fisher and Ury, 2012).

- Yes
- No

3. Are you aware that using the soft approach in negotiation is when a negotiator behaves too amicably, making it difficult for them to reach an agreement and risks damaging the relationship in the future because usually one of the parties ends with feelings of being taken advantage of? (Fisher and Ury, 2012).

- Yes
- No

4. Are you aware that in the principled approach to negotiation (integrative), the negotiator is expected to understand the position, interests and needs of the counterpart and the owner to create a joint goal in which both parties will win? The most important thing is that the outcome is widened from economic to relationship (Fisher and Ury, 2012).

- Yes
- No

5. Which of the three approaches mentioned above in Questions 2 to 4, do you use most often when you are involved in a negotiation, either at work or in your personal life?

- Hard Approach
- Soft Approach
- Principled/Integrative Approach

SECTION 2 - TYPES OF NEGOTIATION OUTCOMES

6. Are you aware that, according to Leigh Thompson, "negotiation outcomes fall into two broad classes: economic and social-psychological" (Curhan, Elfenbein, and Xu, 2006)?

- Yes
- No

7. Are you aware that economic outcomes, also known as 'Objective Value', refer to explicit terms or products of the negotiation? For example: reaching an agreement or how resources were allocated (Curhan, Elfenbein, and Xu, 2006).

- Yes
- No

8. Are you aware that social-psychological outcomes in negotiation, also called 'Subjective Value', consist of:

- a) perceptions of the bargaining situation
- b) perceptions of the other party, and
- c) perceptions of oneself?

For example, fairness of the process, trust in your counterpart or self-efficacy (Curhan, Elfenbein, and Xu, 2006).

- Yes
- No

9. Are you aware that the negotiation field has been dominated by focusing on 'Objective Value' or economic outcomes, with less attention paid to 'Subjective Value' or social-psychological outcomes (Curhan and Brown, 2010)?

- Yes
- No

10. Are you aware that Curhan et al. in 2006 developed the ‘Subjective Value Inventory’ to measure the Social-Psychological outcomes quantitatively, measuring the feelings about:

- a) the terms of the negotiation
- b) the self
- c) the process
- d) the relationship

- Yes

- No

SECTION 3 - FACTS ABOUT THE SOCIAL-PSYCHOLOGICAL APPROACH TO NEGOTIATION

11. Are you aware that a social psychological outcome ‘(Subjective Value’) is a better predictor of future negotiations than an economic outcome (‘Objective Value’) (Curhan, Elfenbein, and Xu, 2006)?

- Yes

- No

12. Are you aware that studies have proven how positive feelings resulting from one negotiation can be economically rewarding in a second negotiation when business relationships are taken care of (Curhan and Brown, 2011)?

- Yes

- No

13. From what you can recall, in the MADR Negotiation Module, what was the outcome you were taught to reach when role-playing?

- Economic outcome

- Social-psychological outcome

- Both

- Neither/Other

SECTION 4 - FROM YOUR PERSPECTIVE

14. Are you aware that social-psychological outcomes (‘Subjective Value’) are vital when negotiations involve long-term business relationships? (Muir, 2007).

- Yes
- No

15. In your opinion, do you believe the social-psychological approach to negotiation would be an asset in negotiation training courses?

- Yes
- No

16. Do you think that future students' learning could be enhanced by adding the social psychological approach to Negotiation ('Subjective Value') to the MADR Negotiation Module?

- Yes
- No

Thank you!