



15.665  
Power and Negotiation

Professor M. Williams



# Agenda

- Negotiation Exercise
- Separate People from Problems
- Negotiation Exercise: Chem-E
- Emotional Intelligence
- The Coleman Account (Video)
- Next Class
- Best Self Paper

# Prisoner's Dilemma

•Payoff

B

cooperate      defect

A  
cooperate

1, 1

0, 15

defect

15, 0

10, 10



# Social Dilemmas

(Thompson, L., 2001)

## **Two properties**

Each individual in the group receives a higher payoff for defecting than for cooperating, regardless of other's choices.

The individual payoff resulting from universal defection are lower than for universal cooperation.



# Social Dilemmas Asymmetric Payoffs

(Thompson, L., 2001)

- Incentive structure varies from one party to another
- Uncertainty about what is fair allows for different interpretations of fairness
- Judgments of fairness are biased in an egocentric, self-serving manner
  - Self-serving/partisan perceptions predominate



# Tacit negotiation Essentials

(Thompson, L., 2001)

## 1. Pre-negotiation

- Recognize potential for negotiation

## 2. Preparing for and negotiating social dilemmas

- Interests
- Align Incentives
- Reduce costs of cooperation
- Minimize temptation to defect
- Psychological Contracts
- Power of commitment (AA)
- Build a social identity
- Personalize others
- Impression management (Fairness)

# Average Relationship Ratings\*

**How much do your counterparts trust you?**

**Integrative Exercise**

**All Roles: 6.12- 6.16**

**Social Dilemma Exercise**

**All Roles: 5.13-5.68**

\*Actual course data, survey created by M. Williams.



# Take Aways

- **Communicate**
- **Signal Intentions through strategy**
  - keep it simple
  - “tit” for “tat”
  - don’t be the first to defect
- **Don’t be envious**
- **Watch out for Egocentric Interpretations of Fairness**
  - Be aware of potential for bias
  - Make a conscious effort not to make biased decisions
  - use role perspective taking





# Road Map

**Negotiation Specific Skills- BATNA, reservation price, distributive tactics, integrative tactics, etc.**

**Negotiation Sub-Skills: critical people skills that are applicable to negotiation and to effective work relationships, leadership, management, and politics**

- **Communication**
- **Persuasion**
- **Trust building**
- **Emotional intelligence**



# Separate People Issues

Well prepared negotiators think about how they ought to deal with each other and then plan steps to move them in that direction (Fisher and Ertel, 1995).



# Separate People Issues

1. Relationship Issues and Problems
2. Ways to improve the relationship



# Effective Working Relationship

## Involve

- Mutual understanding
- Trust
- Respect
- Mutual persuasion (rather than coercion)
- A Balance of reason and emotion
- Good communication



# Common Negotiator Errors

(Fisher, R. & Ury, W., 1991)

- Assume they have little control over the quality of their negotiator relationships
- Confuse people problems with substantive issue
  - For instance, good negotiators do not fix relationship issues by making substantive concessions



# Separating Issues

## Substantive

Price  
Terms  
Conditions  
Dates  
Etc.

## Relationship

Emotions  
Respect  
Trust  
Concern  
Mutual Acceptance  
Etc.

# Separating Issues

	<u>Substantive</u>	<u>Relationship</u>
<u>Problems</u>	Price Terms Conditions Dates Etc.	Negative Emotions Lack of Respect Distrust Insensitivity Etc.
<u>Solutions</u>	Interests Options	Active Listening Empathy Understanding Emotional Intelligence



# Preparing for Relationship Issue

## What might be wrong?

What might be causing the present misunderstanding?

What might be causing the lack of trust ?

What might be causing one or both of us to feel coerced?

What might be causing one or both of us to feel disrespected

What might be causing one or both of us to get upset?

(Fisher and Ertel, 1995)





# Preparing for Relationship Issues

## What can I do ...

...to try to understand better?

...to demonstrate my trustworthiness?

... to put the focus on persuasion instead of coercion?

...to show acceptance and respect?

...to balance reason and emotion?

(Fisher and Ertel, 1995)



# Chem-E

**Find your counterpart and negotiate for 10 minutes**

Because we are working on relationship skills, relationship scores are for feedback only this week (not grades).



# Trust

**-Willingness to rely on others under when the risk of opportunism exists.**

**Benevolence**

**Integrity**

**Competence**

**Emotion**



## How much is enough?

- Need for Control (0-9)
- Need for Inclusion (0-9)
- Need for Openness (0-9)



# Ways to improve the relationship

**Active Listening**

**Empathic Action**

**Cognitive-emotional  
Reframing**



# Active Listening

**-Good listening involves focused attention and responding reflectively.**

- Paraphrasing**
- Asking clarifying questions**
- Reflecting feelings**
- Reflecting meaning**
- Summarizing**



# Empathic Action

(Williams, M.)

**Actions that demonstrate interpersonal understanding**



# Empathic Action is based on Interpersonal understanding

(Williams, M.)

**Perspective analysis**-imagining how another sees a situation from his/her point of view.

**Perspective testing**-directly or indirectly interacting with another to verify one's assumptions about their perspective.





# Cognitive-emotional Reframing

**Emotions are thought-feelings. Changing the thoughts or cognitive framing of a situation changes the associated emotions.**

Reframing : **Sadness** to **Anger**

Reframing: **Fear** to **Anticipation** (excitement)

Reframing: **Anger** to **Affiliation**

Reframing: **Calm** to **Fear**



# Chem-E (Williams and Stumpf)

**Using one method to improve the relationship  
negotiate for 10 minutes**



# Chem-E

**Perspectives, Feelings, Experience, Relationship**



# Why these tools work?

## Emotional Intelligence-

- The ability to accurately perceive, appraise, and express emotions.
- To use emotion to facilitate thought.
- To understand emotion and emotion knowledge.
- To regulate emotion to promote healthy relationships and goals.

Adapted from Salovey and Sluyter, 1998



# Scientific Base

**-Peter Salovey, Yale Psychology**

**Ability-based model does not include social skills  
and personality traits**

**Ability-based model provides implication for  
analysis and action**



# 4 Branch Model

-Mayer and Salovey Model

**Identify-** ability to perceive emotions accurately

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**Use-**ability to access and/or generate feelings when they facilitate thought

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**Understand-**ability to understand emotion and emotional knowledge

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**Manage-**ability to regulate emotions to promote goals

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# Wolfe Analytic Framework

-based on Mayer and Salovey's 4 Branch Model  
(Wolfe, C.)

	<b>Self</b>	<b>Others</b>
<b>Identify-</b>	<b>How do I feel?</b>	<b>How do they feel?</b>
<b>Use-</b>	<b>How do I want to feel?</b>	<b>How do I want to feel?</b>
<b>Understand-</b>	<b>Why do I feel this way?</b>	<b>Why do I feel this way?</b>
<b>Manage-</b>	<b>How can I influence my feelings in a useful way?</b>	<b>How can I influence their feelings in a useful way?</b>



# Williams EI Tool Kit

## Identify-

- **Nonverbals-**  
body language, vocal tone, facial expression
- **Active Listening**
- **Perspective Analysis**

## Understand-

- **Active Listening**
- **Perspective Testing**

## Manage-

- **Cognitive-Emotional Reframing**
- **Emotion Generating Behaviors**
- **Empathic Actions**





# Real Life EI

1. **Pairs**
2. **Think of Real life negotiation/situation with people issues**
3. **Select initial roles coach-client**
4. **Take 5 minutes to describe situation, discuss self portion of framework (coach active listening)**
5. **Take 5 minutes -client plays role of difficult other, coach interviews using wolfe framework**
6. **Take 2-3 minutes to wrap up and discuss any additional management strategies**
7. **Switch roles**



Analytic Framework Useful?



# Take Aways

- **separate people issues from substantive issue**
- **Use people techniques for people issues**
- **Deal directly with emotions (your own and those of others)**
- **Preparation and analytic strategies can improve relationship issue**



# Take Aways

- **Emotionally Intelligent Negotiators**
  1. Plan for people issues
  2. Analyze potential emotional traps
  3. Have strategies for managing emotions
    - **Active Listening**
    - **Cognitive-Emotional Reframing**
    - **Emotion Generating Actions**
    - **Empathic Actions**
      - **Perspective analysis**
      - **Perspective Testing**



# Next Week

**Negotiation Exercise**

**Wolfe Presentation**

**Bring questions and an experience that you would  
Like to explore using the framework.**

# Chem-E (Williams and Stumpf)

## **Senal-**

- weak, new to job
- uncomfortable
- wants to delay project for review
- concerned about CEO's opinion
- less than optimal relationship with CEO
- wants more control
- control if CRC moves forward/can suspend project
- Pressure to perform
- To not look to dependent
- Distrust
- Dislike
- Redesign CRC contract
- Impression management
  
- CIO position
- CRC behind

## **Peter-**

- believes that I am not helping advance the project
- try to get me on board
- try to go around me, coalition building