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Negotiation strategies and tactics used by Brazilian professionals in Ireland

MA Dispute Resolution

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Abstract

Negotiating is part of our daily life in all areas. Therefore, knowing how to negotiate should be everyone's goal. The principal aim of this study is to identify and analyse the types of strategies and tactics in negotiation used by Brazilian professionals accessing any correlation between the skills used in practice with the theory from the literature. Although the interest for this theme is very significant in the business literature it has not been significantly taught in courses of other areas. The methodology procedures to conduct the study were designed through mono methods analysis, performing one technique of data collection, through a questionnaire which evaluates the negotiation skills people know and use when negotiating in the professional environment. When people answered the survey, results of the questions were analysed not only regarding the general results but also considering the impact of the most relevant results over typical negotiation approaches (e.g. gender versus emotional intelligence), which was also presented in this work. Considering the result is possible to state that the main sociological aspects like age, gender, employment status, etc. make a distinction on the ways the negotiation methods are applied. Considering that the minority (34.88%) of respondents had no negotiation training, the responses were generally surprising. Overall, the vast majority of the responses generally showed that Brazilian professionals have great negotiation skills, if not by training either from previous experience or common sense.

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Chapter 1: Introduction

Every single day people communicate with others to affect their behavior through social exchanges for a certain purpose. Communication itself, between two or more individuals, can be seen as a negotiation, that is, every time we interact with another person or start a conversation, we are doing it towards a goal. Negotiations are a critical aspect of modern life. In every aspect of daily life, from business to personal, negotiations take place.

Many people do not realize how important it is to know how to negotiate well, how much it could improve their lives.

People negotiate with others in the hope of achieving results superior to those that could be obtained by themselves.

Negotiation is a process for resolving disputes, which is distinct from other methods of dispute resolution in that negotiation requires face-to-face (or similar) interaction between the parties, most often under conditions of stress and duress.

A negotiation process is a mix of complex actions such as requests, exchanges, questioning, challenging, denials, rejections, subtle communication and even just luck takes place, and it is necessary to deal properly with all of this.

Each negotiation is different: people, objectives, place and time are different. Therefore, generalising the process of negotiation is a mistake. Although the basic elements do not change and having a guideline to follow is often helpful.

Many people do not like to negotiate because they view it as a hassle. Even though people might consciously think about avoiding the blatant negotiation process, it ends up doing it without

realizing that is exactly what is happening. So, it may as well be learnt how to do it well, and decide: which negotiation types to use on different occasions? Is that enough to negotiate effectively?

Negotiations are essential to all facets of life. The implementation of the negotiation process is dependent on many factors, and its chosen design may lead to different outcomes. The negotiation features and characteristics shape the negotiation process. The negotiation outcome depends on the negotiation skills of the involved parties, the available information, their chosen approach and behavior.

One of the biggest achievements of the history of humans was the result of successful negotiation or conflict resolution. Weber (2001), described in his article a strategy used by Mahatma Gandhi, where resistance was used without violence. With this strategy, Gandhi induced the development in the literature about conflict resolution and win-win strategy, which later developed integrative bargaining.

Given the fact that negotiation is learned over a lifetime of repeated interactions, that it is a ubiquitous process and daily occurrence in most lives, one would think people would become comfortable and skilled at it, but the opposite tends to be true.

People tend to experience discomfort, tension, higher levels of stress and often have fearful expectations about the processes and outcomes of a negotiation meeting. Those symptoms suggest that people have learned how to negotiate badly.

The objective of this paper is to analyse the strategies and tactics used by Brazilian professionals while they try to achieve their goals in the professional sphere, endeavoring to improve on the negotiating skills so vital to their success and personal growth.

Chapter 2: Aims and Objectives

Even though the subject of negotiation is not a new topic, the demand and competitiveness of the current context increasingly requires new strategies and tactics for effective negotiation.

This paper aims to identify and analyse the types of strategies and tactics in negotiation used by Brazilian professionals accessing any correlation between the skills used in practice with the theory from the literature review.

The objectives of this study are to:

- Identify which strategies and tactics are essential to negotiation;

- Understand which factors, according to the literature, are more relevant to negotiation success;

- Investigate the types of approaches used by Brazilian professionals.

The questionnaire focused on addressing the points discussed in the literature review about the skills used during a negotiation.

Chapter 3: Literature Review

In this chapter, the literature review on negotiation presented provided the theoretical actions for the analysis carried out in this study, including various issues, tactics, strategies and concepts concerning the negotiator. It is also dedicated to presenting the nature of the theories chosen for the present paper and the general questions raised by them, in terms of the aspects that the individual should have to be a good negotiator.

An important aspect has been the fact that much of the discussion on the subject of negotiation over the past decades has focused on studies and courses developed at major business schools in the United States.

Particularly remarkable are the theories of negotiation from Harvard University, both from the law school ¨Negotiation Project¨ and from the business school at the same university.

For this reason, these theories were chosen as a starting point for the elaboration of this study. Among the founders and current directors of the Harvard negotiation project, are some of the exponents of negotiation theory, authors of the best-selling papers in the field and who served as a basis for presenting the theoretical framework used in this paper.

3.1. Notion of Conflict

The word “conflict” comes from the Latin word *conflictus,* which means collision or clash (Dictionary).

Through the years, many definitions of conflict were developed, most of them based on the major causes of conflict, such as material resources, power, values or feelings. Others were based on the nature of the conflict parties, such as individuals, organizations or states.

Conflict is commonly understood as (i) a form of opposition between parties, (ii) an absence of agreement, (iii) a way to solve contradictions and (iv) a natural process in human social interaction.

According to Pruitt and Rubin (1986), conflict is a divergence of interest or a belief that the parties' current aspirations cannot be achieved simultaneously.

To Conrad (1991), conflicts are communicative interactions amongst people who are interdependent and who perceive that their interests are incompatible, inconsistent or in tension.

Glasl (1999) believes that conflict is an interaction between actors (individuals, groups, organisations, etc.) where at least one actor senses incompatibilities between their thinking, imagination, perception, feeling and those of the others.

However, the recent general trend has been to consider conflict as something normal, a simple and natural characteristic of human social systems.

3.2. Negotiation Concept

The concept of negotiation has been used often in different situations, object of study for academics, investigators, law professionals, psychologists, sociologists, economists, traders and politicians. The ever-growing interest in negotiation has contributed to the appearance of many definitions, some very different in their categorizations. Therefore, the need to clarify the concept of negotiation and the different situations may be presented in a negotiation process is needed to identify the basics characteristics according to some conceptual definitions.

Morley and Stephenson (1977) start by defining the negotiation as a process of communication between two parties trying to solve a conflict of interest, using dialogue and gradually moving forward through mutual concessions.

Touzard (1981) shows a similar concept; the author adds that the negotiation aims to achieve an agreement, through discussion, exchange of views between two or more parties in conflict.

Young (1991) states that negotiation is a process of collective decision-making.

For Thompson (2005), negotiation is a process of decision-making between parties, which is imperative every time that agreement cannot be achieved in an isolated manner. This author claims that a negotiation is a key tool of communication and influence.

Fisher and Ury (2012), the investigators of the "Program of Negotiation in Harvard University", define negotiation as a discussion between parties, that exam different subject, explaining their interests and trying through offers and counter-offers to solve their differences.

Through these definitions presented, it can be identified as a convergent point, which makes the basics of any negotiation process. Therefore, we can define negotiation as a complex communicative process, in which two or more parties are involved, and there is a conflict of interest between them.

3.3. Tactics and Strategies

Since Walton and McKersie (1965) proposed distinguishing between distributive and integrative negotiations many of those who study and teach negotiations, and who observe and advise negotiators have been strongly influenced by the limitations and opportunities offered by each of the two types.

After that, many authors have defined the different typologies of tactics in negotiations: value claiming versus value-creating (Lax and Sebenius, 1986), bargaining versus problem solving (Hopmann, 1995; Elgström and Jönsson, 2000), bargaining versus arguing (Müller, 2004 and

Kotzian, 2007), strategic action versus communicative action (Niemann, 2004) and soft versus hard approach (Fisher and Ury, 2012), what will be used in this paper.

Despite a negotiation strategy being a set of behaviours, the focus of this research is to identify the most strategies and tactics used by negotiators.

3.3.1. Soft Approach

Walton and Mckersie (1965) explain that a soft negotiation is characterised by a common issue, in which both parties are trying a resolution together. In this situation, many positive elements can coexist; both parties can win, provided they can adopt a good decision about the issue.

Dür and Gemma (2008) state that on the soft bargaining end, the first tactic is signalling flexibility. A negotiator may, from the beginning assume a flexible position that stresses the common interest reaching an agreement. Also, during the negotiation's parties may publicly signal flexibility. Negotiators may make conciliatory statements. Such a conciliatory statement is likely to stress the common interest in a negotiated outcome, and the preferences that one has in common with the other side.

To Fisher and Ury (2012), a soft approach is characterised by cooperative or friendly comportment. Cooperation becomes the leading principle, and the parties make a sacrifice to accommodate each other.

Soft negotiators see the other side as friends, and instead of trying to reach victory at all costs, they aim at securing agreement by yielding to the other side and their demands if necessary.

In a soft negotiating game, the standard moves are to make offers and concessions, to trust the other side, to be friendly, and to yield as necessary to avoid confrontation.

On the soft positioning, participants are friends, and the goal is agreement, the party concedes to cultivate the relationship, they are soft on the people and the problem and trust others. The soft approach changes its position readily, make offers and disclose their bottom-line soft positions accept one-sided loose to reach an agreement, search for a single answer, one they will accept.

The soft negotiator wants to avoid personal conflict and so yields concessions readily to reach an agreement. One party wants an amicable resolution yet often ends up exploited and feeling bitter.

However, soft tactics can be harmful, especially if one views softness as taking a weak or subordinate approach. Giving things away just to be a 'nice person' may bring about an agreement and possibly appear to improve the relationship, but in the long run, this does not yield positive lasting results. If someone gives things away, it devalues them in the eyes of the recipient. If someone allows soft tactics to be perceived as a weakness, that can harm future credibility.

3.3.2. Hard Approach

According to Walton and McKersie (1965), a series of tactics characterise hard bargaining. First, negotiators may make a strong, public commitment of not giving in, or of not accepting the addition of an issue to the agenda of the negotiations with a very high opening demand, which exceeds a realistic expectation. In combination with a pledge of not moving away from this position, this is a particularly aggressive tactic. By stressing the unalterable nature of a demand, a negotiator communicates firmness rather than flexibility. The tactic increases the costs of making a concession.

Fisher and Ury (2012) argue that hard bargaining is characterised by conflictual or aggressive tactics. The hard negotiator sees any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better. The party seeks victory, yet often ends up

provoking an equally hard response which exhausts them and their resources and harms their relationship with the other side.

Many people recognise the high costs of hard positional bargaining, particularly on the parties and their relationship.

Hard bargaining uses all instruments at hand in the pursuit of one-sided advantage. Pressure, threats, bluffing, tricks, etc. are tactics applied to outsmart someone or to make them do something that is not in their interest. Hard bargaining is about pushing through one-sided interests, and it follows the competitive logic of zero-sum games in which one side's losses are the other side's gains.

In short, on the hard, participants are adversaries, and the goal is a victory. The hard approach demand concessions as a condition of the relationship, they are hard on the problem and the people, usually, distrust others. On the hard way, they dig into the counterpart position, make threats, mislead as to their bottom line. Hard positions demand one-sided gain as the price of agreement and search for the single answer, the one they will accept. Meanwhile, hard ones insist on their position, try to win a contest of will and apply pressure.

3.3.3. Principled Approach

Negotiations commonly follow a process of "positional bargaining" which represents a win-lose versus a win-win paradigm. In positional bargaining each party opens with their position on an issue then bargains from the party's separate opening positions to eventually agree on one position.

According to Fisher and Ury (2012), authors of the Harvard approach for negotiation, positioning bargaining does not tend to produce good agreements. It is an inefficient means of reaching

agreements, and the agreements tend to neglect the other party's respective interests. It encourages stubbornness and so tends to harm the parties´ relationship and Ego tens to e involved.

The authors explain that a good agreement is one who is wise and efficient and improves the parties' relationship. Wise agreements satisfy the parties' interests and are fair and lasting.

Principled negotiation provides a better way of reaching good agreements and can be used effectively on almost any type of conflict. This method has four principles of negotiation, and they should be observed at each stage of the negotiation process. They seek to modify certain people's behaviour that leads to positional bargaining.

The process begins with the analysis of the situation, of the other parties' interests and perceptions, and the existing options. The following stages are answering to the situation and the other parties, and finally, the parties discuss the problem trying to find a solution on which they can agree.

To Fisher and Ury (2012), there are four central guidelines to the approach are people, interests, options and standards:

1. Separate the people from the problem. Because people tend to become personally invested in the issues and their respective position, they may feel resistance to their position as a personal attack. Separating the people from the issues allows the parties to address the problems without damaging their relationship. It will also allow them to get a clearer view of the substantive conflict.

The authors identified three basic sorts of people problems. Differences in perception between parties are the first one. Since most conflicts are based on divergent interpretations of the facts, both sides need to understand the other's point of view. Each side should try to make proposals which would be appealing to the other side.

In second, emotions are a source of problems. People often react with fear or anger when they feel their interests are threatened. The first step in dealing with emotions is to acknowledge them and try to understand their source, even when such sentiments are not perceived as reasonable.

Communication is the third main source of problems. The parties may not be listening to each other, and instead, are planning their response. Even when the parties are speaking to each other and are listening, misunderstandings can occur. To avoid communication problems, both sides should listen actively, and full attention is needed.

Overall, people problems are less likely to arise if the parties have a good relationship and think of each other as partners in negotiation rather than adversaries.

2. Focus on interests, not position. When a problem is defined in terms of the parties' underlying interests, it is often possible to find a solution which satisfies both parties' interests. All people will share certain basic interests or needs, such as the need for security and economic well-being.

Once the parties have identified their interests, they must discuss them together. If a party wants to make the other side take into account its interest, they should make themselves clear. Discussions should look forward to the desired solution, rather than focusing on past events. Parties should keep a clear focus on their interests but remain open to different proposals and positions.

3. Invent options for mutual gain. The parties should come together in an informal environment and work for all possible solutions to the problem. Brainstorming sessions can be made more creative and productive by encouraging the parties to shift between four types of thinking: stating the problem, analysing the problem, considering general approaches and considering specific actions. Parties might suggest partial solutions to the problem. Only a variety of proposals have been made

should the group turn to evaluate the ideas. Evaluation should start with the most promising proposals.

Participants can avoid falling into a win-lose mentality by focusing on shared interests. When the interests differ, they should seek options in which those differences can be made compatible or even complimentary. The strategy to reconciling different interests is to "look for items that are of low cost to you and high benefit to them and vice versa". Each side should try to make proposals that are appealing to the other side, and that the other side finds easy to agree with. Proposals are easier to agree with if they seem legitimate, or when they are supported by precedent. Threats are usually less effective at motivating agreement.

4. Insist on using objective criteria. Usually, there are several different criteria which could be used. The parties must agree which one is the best for their situation. Criteria should be legitimate and practical. Scientific findings, professional standards or legal precedent are possible sources of objective criteria. One way to check for objectivity is to ask if both sides would agree to be bound by those standards.

Points to keep in mind when using objective criteria are: each issue should be approached as a shared search for objective criteria; ask for the reasoning behind the other party's suggestions; each party should keep an open mind; while they should be reasonable, negotiators must never give in to pressure, threats or bribes. When the other party stubbornly refuses to be reasonable, the first party may shift the discussion from a search for substantive criteria to a search for procedural criteria.

Principled negotiation is a philosophy and approach to negotiations that is coherent, simple in expression and direct (Fisher and Ury, 2012).

The principled negotiation is most popular among academics and mediators. It is not often used in business negotiations. It is important to bear in mind that compromise is not the same as win-win. In a compromise situation, both parties make some sacrifices to find an agreeable outcome. Win-win, both parties achieve their desired outcome, but neither sacrifices to do so (Fisher and Ury, 2012).

Fisher and Ury (2012) emphasise that this method provides a much more effective alternative to positional bargaining and allows the parties to reach a gradual consensus on a joint decision efficiently and amicably and focus on basic interests, mutually satisfying options, and fair standards typically resulting in a wise agreement. Participants are problem solvers, not adversaries. An amicable agreement between them is made possible by separating the people from the problem and dealing directly and empathetically with the other negotiator as a human being.

The method of principled negotiation is strict on the merits, soft on the people. It employs no tricks or posturing. Principled negotiation shows the parties how to obtain what they are entitled to and still be decent.

To these authors, it suggests that the parties should look for mutual gains wherever possible and that where their interests' conflict, they should insist that the result be based on some fair standards independent of the will of either side.

They add that certain scenarios do not lend themselves to principled negotiation, such as instances where one party assumes a competitive strategy and is focused on winning at the other party's expenses and situations where negotiation involves a widely available commodity product that is either inexpensive or does not play a strategic role in the business.

3.3.4. Best Alternative to a Negotiated Agreement (BATNA)

There is no method that provides a successful negotiation path when someone has a really bad position in a given transaction. Therefore, it should therefore be taken into consideration that any negotiation will have its particular characteristics contrary to a given negotiator's interests and that cannot be changed. In this scenario, two objectives should be pursued in any negotiation to obtain the best outcome possible. First, to guarantee that any party will not be involved in a disadvantaged negotiation and second, to try to exploit as much as possible the negotiation assets to get the better situation possible from the negotiation.

Most experienced negotiators know the advantages of having a well-defined BATNA.

BATNA is a term introduced by Fisher and Ury (2012), and the acronym stands for "Best Alternative to a Negotiated Agreement". BATNA is such a representative term that even people who do not properly know that tool apply it (or an equivalent substitute) instinctively.

BATNA is quite a valuable tool. Once the BATNA is properly defined and ready to be applied, the negotiator needs to be sure he knows how to use it conveniently. Some strategies enhance BATNA usage in a negotiation process.

According to these authors, when starting a negotiation, one of the biggest risks that are commonly presented consists of, unwittingly, empathising excessively with the interests of the other side. It usually happens, for example, when a party starts thinking how much effort it dedicates to the project and then starts realising how much can be loose. A party may tend to hurry up the negotiation as soon as possible to finalise it. It is a great common danger that can lead to making a deal that it would have been better to reject.

Aware of the risks, experienced negotiators start by defining what is called the “bottom line”: the worst acceptable outcome.

The bottom line helps to resist pressure and avoid involuntary reactions. If the negotiation process becomes harder, it is always known where to establish the limits. Having a bottom line defined also helps on negotiations in which delegates the deal to other parties; the only instruction given is not to cross that bottom line.

Bottom lines also have drawbacks. They make the negotiation process rigid, setting up a position that cannot be changed. That discards possible scenarios in which extreme terms could have yielded a good deal. Another point to consider is that almost every negotiation includes more than one variable. A very rigid bottom line reduces the possibilities of an imaginative-fancy solution that is not profitable at first sight, but in the long term becomes much better. Another disadvantage presented by the bottom line is that they are quite difficult to establish. Finding a good value for them is not easy. There is a tendency to set it too high (or too low, depending on the perspective), and if that happens, it becomes useless.

Is there an alternative to the bottom line? This is where the role of BATNA comes into play. Should the BATNA be properly defined, it will have a flexible standard comparison mechanism that will prevent both parties from accepting exceedingly unfavourable conditions and will prevent them from unwittingly rejecting terms that could ultimately be in their favour.

Defining good and reliable BATNA is paramount in any negotiation process. A well-defined BATNA will give valuable orientation as to what should be done if an agreement is not reached.

BATNA also provides a realistic perspective among all the possible options that the negotiator may consider in the eventuality of an agreement not being reached.

A negotiator's BATNA is the course of action they will pursue if the current negotiation results in an impasse. An evaluation of the best alternative to a deal is critical if someone is to establish the threshold at which the offer could be rejected. (Shonk, K. (ed), 2012).

Effective negotiators determine their BATNAs before talks begin. 'When a party fails to do so, they are liable to make a costly mistake – rejecting a deal that should have been accepted or accepting one that they would have been better served rejecting. In negotiation, it is important to have high aspirations and to fight hard for a good outcome. However, it is just as critical to establishing a walkway point that is firmly grounded in reality.

According to Thompson (2005), an aspiration in a negotiation is also known as a target point. The aspiration defines the upper limit the negotiator is willing to accept. That initial price is an important parameter in the negotiation, and it is known as an anchor point.

This author affirms that the result in negotiations generally ends up in a midpoint which value is between the first two reasonable offers presented. That means unrealistic (e.g. extremely high) offers will not make sense during the negotiation, because they do not influence the agreement as much as a realistic offer would. So, the first realistic offer made by each party will be a measure of both parties' aspirations. Negotiators who start with high aspirations get better results than others who set lower aspiration. Even more, if a negotiator has set up an aspiration higher than their counterpart, he will get a better position in the bargaining process.

In addition to this, Galinsky, Mussweiler and Medvec (2002) state that if a negotiator sets his focus on this high set-up aspiration point during the negotiation process, the value of the outcome achieved will be increased.

An interesting point that arises as a result of establishing a BATNA which does not endeavour for the maximum possible gain in a given negotiations scenario is referred to as “the winner curse”. The winner’s curse occurs when the negotiator’s first offer is immediately accepted with no objections. This leaves the negotiator with regrets as they could have made an initial offer more beneficial to them. In light of this, it is recommended that the BATNA is calibrated in in a way that reflects a high target point. Once the BATNA has been established with this mind, the negotiator can proceed with the peace of mind that the BATNA will pursue the best possible position during a negotiation, allowing them to make the most of their assets.

Once the BATNA has been developed, all offers presented against it can be assessed. The negotiator will have much better abilities to improve the terms of the negotiation and turn them in their favour. It even gives a good reference towards the possible scenario in which the negotiation should break off.

(Malhota, 2004, as cited in Shonk, 2012) advises that to determine the BATNA in a given negotiation, the negotiator should follow these four steps:

1. List alternatives. Think about all the alternatives available if the current negotiation ends in an impasse. What is the negotiator no-deal option?

2. Evaluate the alternatives. Examine each option and calculate the value of pursuing each one.

3. Establish the BATNA. Choose a course of action that would have the highest expected value for the negotiator. It is the BATNA – the course that should be pursued if the current negotiation fails.

4. Calculate the reservation value. Lowest-valued deal the negotiator is willing to accept. If the value of the deal proposed is lower than the reservation value, the negotiator will be better off

rejecting the offer and pursuing the BATNA. If the final offer is higher than the reservation value, the negotiator should accept.

Another very important aspect of negotiation is how the sides make the decisions. The parties, issues and negotiation environment are often predetermined. Bazerman and Neale (1992) believe that the greatest opportunity to improve negotiator performance lies in the negotiator's ability to make effective use of the information available about the issues in dispute as well as the likely behaviour of an opponent to reach more rational agreements and make more rational decisions within the context of negotiation.

Rationality refers to making the decision that maximises the negotiator's interests. Since negotiation is a decision-making process that involves other people that do not have the same desires or preferences, the goal of a negotiation is not simply reaching an agreement. The goal of negotiation is to reach a good agreement. In some cases, no agreement is better than reaching an agreement that is not in the negotiator's best interest. When negotiating agreements are based on biased decisions, the chances of getting the best possible outcome are significantly reduced, and the probabilities of reaching an agreement when an impasse would have left the negotiator relatively better off are significantly enhanced. The negotiation process contains biases that prevent from acting rationally; these biases are pervasive and prevent rational negotiation. Framing is an important cognitive bias and should be identified to have a clear view of the negotiation process.

In short, having a well developed and defined BATNA will determine the minimum acceptable agreement, probably raising it during the negotiation process. So, stating and knowing the BATNA is the best plan of action when negotiating with other parties, especially if someone seems to have a better position than the negotiator.

3.3.5. Communication

Communication is a two-way process. Messages can be received but, if they are either misunderstood or not understood at all, they can be worthless. Therefore, communication cannot have been said to have taken place until a message has been sent and received. Without understanding, there is confusion and, potentially, mistrust (Salisbury, 2011).

Good communication is important both in formal negotiations and in daily life. Without communication, there is no negotiation. Negotiation is a process of communicating back and forth to reach a joint decision. Communication is never an easy thing even between people who have an enormous background of shared values and experience. Whatever is said, it should be expected that the other side will almost always hear something different (Fisher and Ury, 2012).

To Stone, Patton and Heen (2011), three measures that can be undertaken to facilitate and support conversation are to learn the other's story, to express your views and emotions, and to problem-solve.

The authors say that most conversations fail because people begin by describing the problem from their perspective, which implies a judgement about the other person and so provokes a defensive response. Instead, start conversations from the perspective of a "third story" that describes (or at least acknowledges) the difference between the parties']

views in neutral terms. The opening should then invite the other party to join in a conversation seeking mutual understanding or joint problem-solving.

They add that in a negotiation environment, the difficulties in conversation are even worse. People are usually reluctant to open a difficult conversation out of fear of the consequences. Typically, when the conversation does occur, the parties think and feel a lot more than they say.

The authors also argue that difficult conversations are because because feelings are involved. Thus, many people frame difficult conversations in ways that ignore their emotional content. Unexpressed feelings can leak back into the conversation and can preoccupy people so that they are unable to be good listeners. Effective sharing requires that the parties acknowledge each other's feelings.

To skilled negotiators, listening is a crucially important part of handling difficult conversations well. It helps to understand the other person, and the feeling of having been heard makes the other more able to listen themselves. The key to good listening is to be truly curious and concerned about the other person.

This paper emphasises a very important skill to being a good communicator and therefore a good negotiator: active listening.

Thompson (2013) highlighted that MIT Sloan Communication Program defined active listening as a general approach to listening that helps gain more information, improve the understanding of other points of view, and work cooperatively with others. MIT further explains the person who is actively listening looks and sounds interested, adapts the speaker’s point of view, and clarifies the speaker’s thoughts and feelings.

The author reinforces that active listening is arguably one of the most important sets of skills a person must successfully employ while interacting with someone when there is something that someone is trying to achieve. It can include negotiating a contract or can involve trying to resolve a dispute amongst friends or co-workers.

A good negotiator encourages all participants to speak. A great negotiator encourages all parties to listen. Negotiation has not only cognitive and behavioural aspects but also an emotional dimension,

which must be recognised and addressed for a negotiation to be successful. The ability to recognise emotions requires the development of active listening skills.

Shell (2006) states that it is hard to overstate the importance of listening skills in negotiation. Information-based bargaining begins with the idea that information is power and listening enables people to get information. If having high expectations is sometimes a problem for cooperative people, listening requires special effort for competitive types.

Thus, for Kelly and Kaminskienė (2016), listening is the key to negotiation effectiveness. Too often in negotiation and mediation people "listen" to the words and fail to see the verbal language, the cultural context, the hidden meanings, the levels of emphasis of the various parties, sometimes including even the clients. There is no coincidence that the Chinese symbol for "to listen" is not only a depiction of the ears, but also of the eyes, therefore better encapsulating the idea of undivided attention. This symbol constitutes a powerful synthesis of the practice and power of proper active listening during negotiation and mediation.

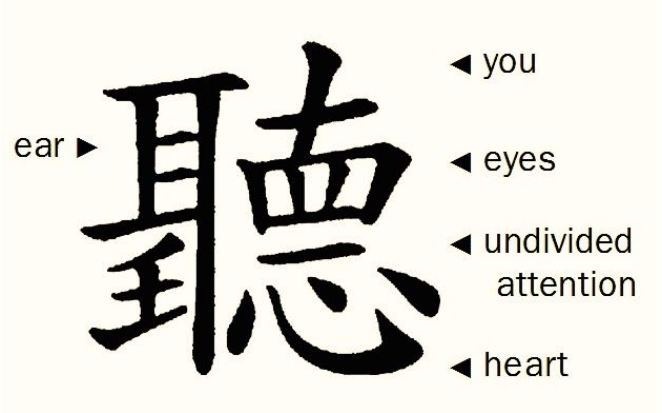


Figure 1. Chinese symbol "to listen"

According to Thompson (2013), a learning guide at the University of Adelaide says that the benefits of active listening includes encouraging the speaker to keep talking, indicates you are following the

conversation, sets a comfortable tone, and signals to the speaker that you are attentive and interested in what they have to say. Each of these contributes to building trust with the person and developing communication. Therefore, active listening, when used properly and effectively displays professionalism, develops rapport, and builds trust.

Many communication problems in negotiations are attributable to poor listening skills. According to Writer (2008), to be a good listener, you must attempt to be objective. It means a negotiator must try to understand the intentions behind the counterpart's communication. The author states that great listening does not come easily. The author also separates listening skills in two major categories, attentive and interactive:

1. Attentive Listening Skills

- Be motivated to listen. When the negotiator knows that the person with the most information usually receives a better outcome in a negotiation, they have an incentive to be a better listener. The real challenge comes when they need to motivate themselves to listen to someone they do not like.

- If the negotiator must speak, they should ask questions. The goal is to obtain more specific and better-refined information;

- Be alert to non-verbal cues. Although it is critical to listen to what is being said, it is equally important to understand the attitudes and motives behind the words;

- Let the counterpart tell their story first;

- Do not interrupt when the counterpart is speaking. Interrupting a speaker is counterproductive for two reasons. First, it is rude. Second, it may be cutting off valuable information that will help at a later point in the negotiation;

- Fight off distractions. When in a negotiation, try to create an environment conducive to clear thought with the minimum of interruptions;

- Do not trust in memory - write everything down. Any time someone says something in a negotiation, write it down;

- Listen with a goal in mind. If the negotiator has a listening goal, they can look for words and non-verbal cues that add information they are seeking;

- Give the counterpart undivided attention. It is important to look the counterpart in the eye when they are speaking;

- React to the message, not to the person. As mentioned earlier, the negotiator wants the counterpart to be willing to negotiate again; and

- Do not get angry. When someone becomes angry, the counterpart has gained control in triggering a response. In the angry mode, they are probably not in the best frame of mind to make the best decisions. Emotions of any kind hinder the listening process. Anger especially interferes with the problem-solving process involved in negotiations.

Remember, it is impossible to listen and speak at the same time. If someone is speaking, they are not obtaining the information they need from the counterpart.

2. Interactive Listening Skills

The second type of listening skills is those used to interact with the speaker. These skills help ensure that the negotiator understands what the sender is communicating, and they acknowledge the sender's feelings. Interactive skills include clarifying, verifying, and reflecting.

- Clarifying is using facilitative questions to clarify information, get additional information, and explore all sides of an issue;

- Verifying is paraphrasing the speaker's words to ensure understanding and to check meaning and interpretation with him or her; and

- Reflecting is making empathetic remarks that acknowledge the speaker's feelings. If negotiators are to create win/win outcomes, they must be empathetic.

As a conclusion, the author thinks that to succeed in *negotiations*, the negotiator must understand the needs, wants, and motivations of the counterpart.

To Fisher and Ury (2012), understanding is not agreeing. One can at the same time understand perfectly and disagree completely with that the other side is saying, the negotiator must be conscious of this and be aware of the need to continue working to establish a consensus with the counterpart.

In short, Kelly and Kaminskienė (2016) say that the most productive way to deal with emotions in the negotiation and mediation setting is to address concerns of appreciation, affiliation, acceptance, status and role. Based on the five core concerns the negotiator may use the following skills to build empathy and trust improving the emotional aspects of negotiation: (i) working with emotions across all dimensions of a negotiation; (ii) understanding emotional nuance as a result of power differential, cultural nuance, or experience; (iii) to address process issues with the same vigour as substance issues; (iv) to actively listen and (v) to encourage all the parties to listen to each other.

3.3.6. Emotional Intelligence

The conventional wisdom when talking about negotiation in previous decades was to “separate the people from the problem” (Fisher and Ury, 1983). Unfortunately, in many negotiations, people are important parts of the problem.

The emotional and rational aspects of negotiation can be seen as complementary rather than opposing forces. They interact to form a dynamic process, which can result in opti0mal results.

The effective negotiator must take into account not only the economic, political and physical aspects of the process but also the emotional tenor of themselves as well as that all of the parties.

An emotion is a conscious mental reaction subjectively experienced as a strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioural changes in the body. Fisher and Ury (1983) interpret emotion as “... a felt experience. You feel an emotion; you do not just think it. When someone says or does something personally significant to another, their emotions respond, usually along with associated physiological changes, and a desire to do something.”

Mayer and Salovey (1997) define emotional intelligence as the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth. As one of the three components of the mind (cognition, affect and motivation), emotional intelligence is organised into the following four branches still according to these authors:

- Identifying emotions, the ability to recognise one’s feelings and the feelings of those around them;

- Using emotions, the ability to access emotion and to reason with it;

- Understanding emotions, emotion knowledge; the ability to identify and comprehend the emotional chain - the transition of one emotion to another; and

- Managing emotions; the ability to self-regulate emotions and manage them in others.

Thesee four branches combined can be a tactical asset.

Shapiro & Fisher (2005) in their work on emotions in negotiation "Beyond reason: Using emotions as you negotiate" the authors demonstrate not only how negative emotions can impede integrative negotiations, but also how positive emotions can enhance the negotiation process, pointing that emotions play a role in all negotiation.

(Shapiro, 2009, as cited in Kelly and Kaminsliense, 2016) presents a classification of possible negative and positive influences emotions may have on negotiators. The negative impacts are: (i) emotions may divert our attention from substantive matters; (ii) revelation of emotions can expose us to manipulation (iii) emotions hinder thinking and (iv) may also take charge of us. The positive ones: (i) awareness of emotions provides with an understanding of person's needs and interests; (ii) through emotions we communicate the other important information about ourselves, our position, how people want to be treated. Emotions can be used to create a positive climate leading to enhanced outcomes.

Stone, Patton and Heen (2011) and Patterson e*t al*., (2005) believe that some negotiations are difficult because they are on stressful topics and filled with strong emotionality on both sides. They have offered advice on ways to structure the likelihood that they will become incendiary, emotional or otherwise unproductive. These sources offer specific advice on ways to prepare for these conversations and how to manage the clarity and phrasing of language to minimise the provocative

nature of what is said and keep the conversation on point, on message, and moving toward productive resolution.

Bradberry and Greaves (2009) outline four main EI constructs: self-awareness, self-management, social awareness and relationship management that, according to them, drive leadership performance.

They conclude that the effective negotiator in the twenty-first century must be able to address the emotional dynamic not only by recognising and managing his or her emotional self but also by recognising and addressing the emotional aspects of all relevant parties.

To Fulmer and Barry (2004), the relationship between measured emotional intelligence (EQ) and negotiation outcomes is not straightforward. On the one hand, framing negotiations in affective as opposed to purely cognitive-intellectual terms allows negotiators to be more involved and positive, but they simultaneously have lower levels of trust and use of cooperative negotiation tactics. People who are high in measured emotional intelligence experience greater subjective outcomes in negotiation than do people lower in emotional intelligence; however, high EQ negotiators achieve lower objective outcomes. People high in emotional intelligence feel better emotionally and create objective value for their counterparty but not for themselves.

Elfenbein *et al.,* (2007), find that the ability to accurately read emotions in others, particularly the counterpart, is important for successful outcomes. Indeed, a consistent positive correlation exists between emotion recognition accuracy (ERA) and goal-oriented performance. Greater recognition of facial expressions predicted how well negotiators did in a buyer-seller negotiation, in terms of both distributive and integrative outcomes.

Sullivan and Burris (2006) say that just as there are many types of negotiation skills, it stands to reason that are many areas of skill about which negotiators may or may not be self-confident. Distributive self-efficacy refers to a negotiator's belief in his or her ability to claim resources effectively (e.g., persuade others to make the most concessions). In contrast, integrative self-efficacy refers to a negotiator's belief in her or his ability resources (e.g., establish rapport; find tradeoffs).

Craver (2013), a professor in negotiations courses for more than 30 years, after many years of research, he has not found any statistically significant correlation between gender, race and grades to the ability to negotiate, decided to conduct a study to check if it might be any correlation between emotional intelligence and negotiator performance. One would expect people high in emotional intelligence to be more effective when they interact with others, which could be beneficial during negotiations, this fact should enhance their ability to establish rapport with opposing parties and help them create a positive negotiating environment. Nonetheless, while emotional intelligence might help to expand the overall surplus, the results of this empirical study would suggest that this factor does not relate to their ability to claim more of that surplus for themselves. The lack of any correlation between emotional intelligence and bargaining outcomes in this study should not suggest that emotional intelligence is irrelevant to skilled negotiators.

Chapter 4: Research Methodology and Methods

A research methodology is a systematic procedure used by individuals to acquire concepts that will increase their knowledge (Saunders, Lewis and Thornhill, 2009). This procedure provides both a scientific and a procedural approach for the research tasks. Moreover, a research methodology will deal both with methods and with the logic behind them. It is a procedure for collecting the necessary data that supports the conclusions obtained after the methodology is applied.

In this study, the research was conducted to evaluate which negotiation skills people are familiar with and use when negotiating in the professional environment.

4.1. The Purpose of the Research

The study aims to evaluate the understanding of negotiation skills and their application by Brazilian professional in Ireland.

Negotiations take place every day, in all facets of life, from business to personal interactions. It is a process for resolving disputes, which requires face-to-face (or similar) interaction between the parties, most often under conditions of stress and duress.

Moving to another country, speaking another language and navigating cultural differences could be perceived as a significant obstacle to people, however this does not seem to be the case for most Brazilian professionals in the Irish workforce.

This paper followed exploratory research, of which the greatest advantage is flexibility and adaptability to change with the results of new data.

The questionnaire had the purpose of analysing negotiations skills used by Brazilian professionals in Ireland.

4.1.1. Strengths

There is an abundance of relevant journals, reports, articles and books related to topics of negotiation.

The advantages of quantitative data analyses are that they allow for a broader study, involving a greater number of subjects. Clear documentation can be provided regarding the content and application of the survey instruments so that other researchers can assess the validity of the finds. Standardised approaches permit the study to be replicated in different areas or over time with the production of comparable findings.

4.1.2. Limitations

Due to limited resources and accessibility, the respondents represent a small sample of the population that could have been reached. It is possible that the respondents are not the best representation of the universe studied.

Another limitation encountered was insufficient time available to conduct this study. A satisfactory time frame would have had eight to twelve extra weeks, which, as a result, would enhance content levels.

Some of the major pitfalls include assuming that samples are representative and assuming that all respondents were entirely truthful in their responses to the questionnaire and/or fully understood the questions put to them (Wolf, 2007, as cited in Saunders, Lewis and Thornhill, 2009).

Finally, in relation to the data itself, there are a series of limitations as there is no absolute truth regarding negotiation characteristics, but the perception of each respondent about those characteristics.

4.2. Research Design

The research design presents the strategies and the best way to conduct the study.

Research design aims to make sure that the evidence obtained with research enables to adequately address the research problem logically and as unambiguously as possible.

In this paper, the research design to be used is the most appropriate one to gather quantitative information and to discover any correlation between gender, age group, professional type of employment, use negotiation skills with or without training.

The role of the research design is to minimise the chance of drawing incorrect causal interferences from data. The design is one of the most powerful and essential tools of the research method, as it allow the collection of data to answer questions or to test theories as unambiguously as possible.

To provide the readers with a well-defined research methodology, the researcher used the Research Onion as a reference tool (Saunders, Lewis and Thornhill, 2009). The Research Onion was conceived as a tool that offers a multi-layered model, in which each layer contains the subsequent other layers (resembling how an onion is configured). Each layer in the onion represents the different stages through which a researcher must pass when following an effective methodology. There are typically six layers, which include: Philosophies, approaches, strategies, choices, time horizons and techniques and procedures, which will be described in the next sections.

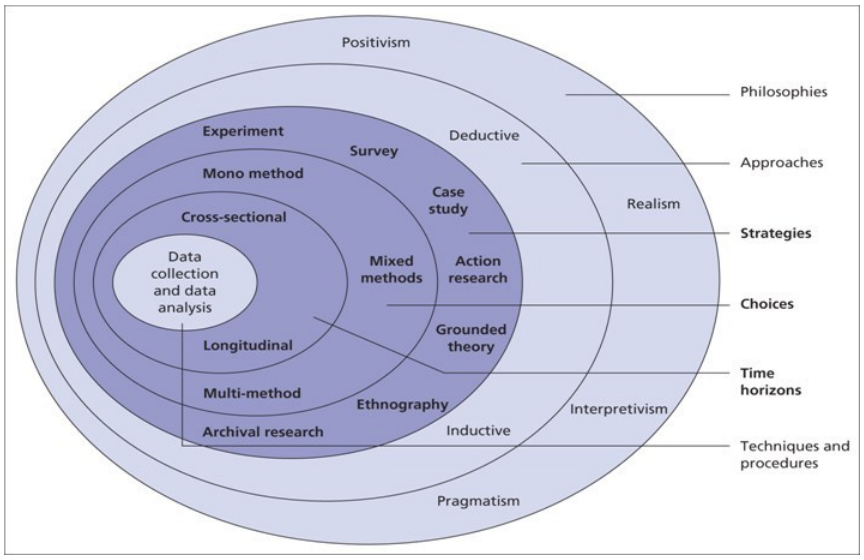


Figure 2. The research ´onion´

Source: Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research methods for business students*. 5nd edn. Harlow: Prentice Hall.

4.2.1. Research Philosophy

To Saunders, Lewis and Thornhill (2009), research philosophy term relates to the development of knowledge and the nature of that knowledge. Even if the purpose has the relatively modest ambition of answering a specific problem in an organisation, it is, nonetheless, developing new knowledge.

Interpretivism advocates that the researcher must understand the differences between humans in our role as social actors.

Crucial to the interpretivism philosophy is that the researcher must adopt an empathetic stance. The challenge here is to enter the social world of our research subjects and understand their world from their point of view. Some would argue that an interpretive perspective is highly appropriate in the case of business and management research, particularly in such fields as organisational behaviour,

marketing and human resource management. Not only are business situations complex, but they are also unique. They are a function of a set of circumstances and individuals coming together at a specific time.

This dissertation will take an interpretivism approach. The interpretivist approaches to social research see interpretations of the social world as culturally derived and historically situated (Blaxter, Hughes and Tight, 2006).

It is important to note that in the interpretivism paradigm, understanding subjective meanings of people in studied areas is of major importance; the main idea is to acknowledge subjective meanings, understand them, recreate them, trying not to alter them and yet developing them as part of the theory.

4.2.2. Research Approach

The research project involves the use of theory. That theory may or may not be made explicit in the design of the research. The extent to which it is clear about the theory at the beginning of the research raises an important question concerning the design of the research project. It is whether the research should use the deductive approach, in which it is developed a theory and hypothesis (or hypotheses) and design a research strategy to test the hypothesis, or the inductive approach, in which it would collect data and develop a theory as a result of the data analysis.

Why is the choice that the researcher makes about their research approach important? Easterby-Smith *et al*., (2008) suggest three reasons. First, it enables to take a more informed decision about the research design, which is more than just the technique by which data are collected and procedures by which they are analysed. It is the overall configuration of a piece of research

involving questions about what kind of evidence is gathered and from where, and how such evidence is interpreted to provide good answers to the initial research questions.

Second, it will help thinking about those research strategies and choices that will work and, crucially, those that will not.

Third, knowledge of different research traditions enables to adapt research design to cater to constraints. It may be practical, involving, say, limited access to data, or they may arise from a lack of prior knowledge of the subject.

This research will use an inductive emphasis because the researcher will gain an understanding of the meanings humans attach to events, a close understanding of the research context, the collection of quantitative data, a more flexible structure to permit changes of research emphasis as the research progresses, a realization that the researcher is part of the research process and overall less concerned with the need to generalize (Saunders, Lewis and Thornhill, 2009).

4.2.3. Research Strategy

The Research Strategy focused on the most appropriate method to get findings that could be validated by theories from the literature review and data collection (Saunders, Lewis and Thornhill, 2009).

According to these authors, the survey strategy is popular and common in business and management research and is regularly used to answer some question marks such as who, what, where, how much and how many. It, therefore, tends to be used for exploratory and descriptive research. Surveys are popular as they allow the collection of a large amount of data from a sizeable population in a highly economical way.

Leedy and Ormrod (2015) emphasise that the quantitative method is possible to seek generalisations though predictions reached by researches generated by a group and places. ¨The intent is to establish, confirm, or validate relationships and to develop generalisations that contribute to theory¨.

Often obtained by using a questionnaire applied to a sample, these data are standardised, allowing easy comparison. Besides, the survey strategy is perceived as authoritative by people in general and is both comparatively easy to explain and to understand.

The survey strategy allows collecting quantitative data which can be analysed quantitatively using descriptive and inferential statistics. Furthermore, the data collected using a survey strategy can be used to suggest possible reasons for relationships between variables and to produce models of these relationships.

Using a survey strategy gives more control over the research process and, when sampling is used, it is possible to generate findings that are representative of the whole population at a lower cost than collecting the data for the whole population. To make certain that the sample is representative, the researcher will need to spend time to ensure a good response rate by designing and piloting the data collection instrument.

4.2.4. Research Choice

The methodology procedures to conduct the study were designed through mono methods analysis, performing one technique of data collection: questionnaire.

The questionnaire was designed with short questions (to motivate interviewees, the average time of answering up to three minutes).

The questionnaire is one of the most widely used data collection techniques within the survey strategy. It provides an efficient way of collecting responses from a large sample before quantitative analysis because each person (respondent) is asked to respond to the same set of questions (Saunders, Lewis and Thornhill, 2009).

Questionnaires work best with standardised questions that it can be confident it will be interpreted the same way by all respondents (Robson, 2002).

According to Mcleod (2018), the questionnaire provides a relatively cheap and efficient way of obtaining amounts of information from a sample of people. Data also can be collected relatively quickly. Other features are that the questionnaire can provide ordinal dates, can be ranked or measure the strength of attitudes or emotions.

During this research, the questionnaire was chosen as a method because it provides concrete numbers on the opinions and behaviours within a group.

To proceed with this research, a questionnaire of 15 questions has been elaborated. Those 15 questions have been carefully selected among certain main topics (tactics and strategies, communication, emotional intelligence, active listening, procedural negotiation, etc.) that play a key role in the negotiation methodologies and techniques.

To reach a broad segment of people among the Brazilian community, the questionnaire has been published on an Internet tool that provides online survey services (Survey Monkey), allowing the users to answer the questions remotely from any connected device. At the same time, that tool provides the researcher with the remotely gathered data, so a complete data collection and analysis can be ultimately conducted.

A numeric procedure to analyse the data was applied. The numeric method is focused on the use of numbers to describe the patterns rather than words.

4.2.5. Research Horizon Time

According to Saunders, Lewis and Thornhill (2009), the time horizon addresses two main points: cross-sectional and longitudinal. This research-based the data analysis on the cross-sectional studies. This choice focuses on analysing data from a population, or a representative subset, at a specific point in time. The allowance of different variables, an inexpensive and fast analysis, and the possibility to pave the way for further study are some advantages of this type of approach. It is prudent to mention that a longitudinal study may interfere with the bias and authenticity of the research as the interviewees may change their perception of reality due to their behaviour or environmental influences.

4.2.6. Research Technique and Procedure

The process to quantitative research is elaborate theory, devise hypotheses, select research design, devise measures of concept, select research sites, select research subject/respondents, administer research instruments/collect data, process data, analyse data, develop findings/conclusion and write up findings/conclusion (Bryman, 2015).

Since the questionnaire answers can be interfered by the individual's perceptions and experiences, the researcher recognises the need for observing threats to the validity and reliability of the information gathered.

Validity is concerned with whether the findings are really about what they appear to be about. Moreover, reliability refers to the extent to which the data collection techniques or analysis

procedures will yield consistent findings. The main concern is to check if the measures yield the same results on other occasions, if similar observations can be reached by other observers and if there is transparency in how sense was made from the raw data. It is important to illustrate that respecting the degree of enthusiasm, which can change during the weekdays, the questionnaire was completed in a neutral timeframe. Besides that, a high degree of structure to the interview schedule was used, aiming to lessen the threat of observer error to reliability (Saunders, Lewis and Thornhill, 2009).

The research tried to show transparency during data collection and data analysis. The findings of this research served the purpose of only promoting evidence about finding what skills and tactics Brazilian professionals use when negotiating.

4.2.7. Sample

Sampling techniques provide a range of methods that enable to reduce the amount of data is needed to collect by considering only data from a sub-group rather than all possible cases or elements (Saunders, Lewis and Thornhill, 2009).

They argue that the advantages of sampling are (i) it would be impracticable to survey the entire population; (ii) the budget and time constraints prevent surveying the entire population and (iii) collection of data and quick results.

The process of selecting just a small group of people inside of a large group is called sampling. According to Langkos (2014), in statistics and quantitative research methodology, a data sample is a set of data collected and selected from a statistical population by a defined procedure. The elements are known as sample points, sampling units or observations.

Sampling is a group from which the data drawn is a representative sample of the population, and the results of the study can be generalised to the population as a whole.

The population of the study was focused on Brazilian professionals living in Ireland in 2019.

According to the Census 2016, 13.640 Brazilian were living in Ireland at that time.

The total population of the study consists of 282 respondents. The technique consisted of applying a survey questionnaire to those individuals.

4.2.8. Ethical Considerations

In the context of research, ethics refers to the appropriateness of the behaviour concerning the rights of those who become the subject of the work or are affected by it. (Cooper and Schindler, 2008, as cited in Saunders, Lewis and Thornhill, 2009), define ethics as the 'norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others'. Research ethics, therefore, relates to questions about how the research topic can be formulated and clarified, design the research and gain access, collect data, process and store data, analyse data and write up the research findings morally and responsibly.

Thus, for the data collection, participants were clarified about the objectives of this research work, such as the right to anonymity and the right to refuse to participate in this survey.

The research was conducted ethically, according to best practices highlighted by the literature. The use of online platforms through the Google survey assured the anonymity of participants. Respondents were allowed to skip any question they wished, and the study was constructed as clearly and directly as possible to facilitate response.

Chapter 5: Presentation of the data

According to Saunders, Lewis and Thornhill (2009), the questionnaire is one of the most widely used data collection techniques within the survey strategy. Each person is asked to respond to the same set of questions, which provides an efficient way of collecting responses from a large sample before quantitative analysis. They work best with standardised questions that can be confident will be interpreted the same way by all respondents (Robson 2002).

This chapter aims to provide a visualisation of the data collected through the questionnaire. This section presents elements that corroborate to the elaboration and rationale of questions based on the literature.

5.1. Survey Questionnaire

The survey questionnaire (Appendix I) was available through the online platform, Survey Monkey.

The designed period of the survey was from 7th to 16th of August 2019. The total of fifteen closed questions applied to Brazilian professionals living in Ireland.

The feasibility of the research was positively determined by the opportunity to access Brazilian professionals in Ireland through specific Facebook Groups.

The questionnaire was elaborated having the underlines topics:

i. Approaches of negotiation;

ii. Best Alternative to a Negotiated Agreement (BATNA);

iii. Communication; and

iv. Emotional Intelligence.

This chapter presents the respondent´s answers in relation to the different strategies and tactics used by Brazilian professional in Ireland.

Question 1: Do you voluntary agree to participate in this survey?

In the context of research, ethics refers to the appropriateness of the behaviour in relation to the rights of those who become the subject of the work or are affected by it.

A code of ethics provides a statement of principles and procedures for the conduct of the research highlighting what is and what is not considered ethical.

The purpose of this question was to comply with a key ethical issue of keeping the privacy and anonymity of participants, consent, maintenance of confidentiality and voluntary nature of participation and the right to refuse some or all questions.

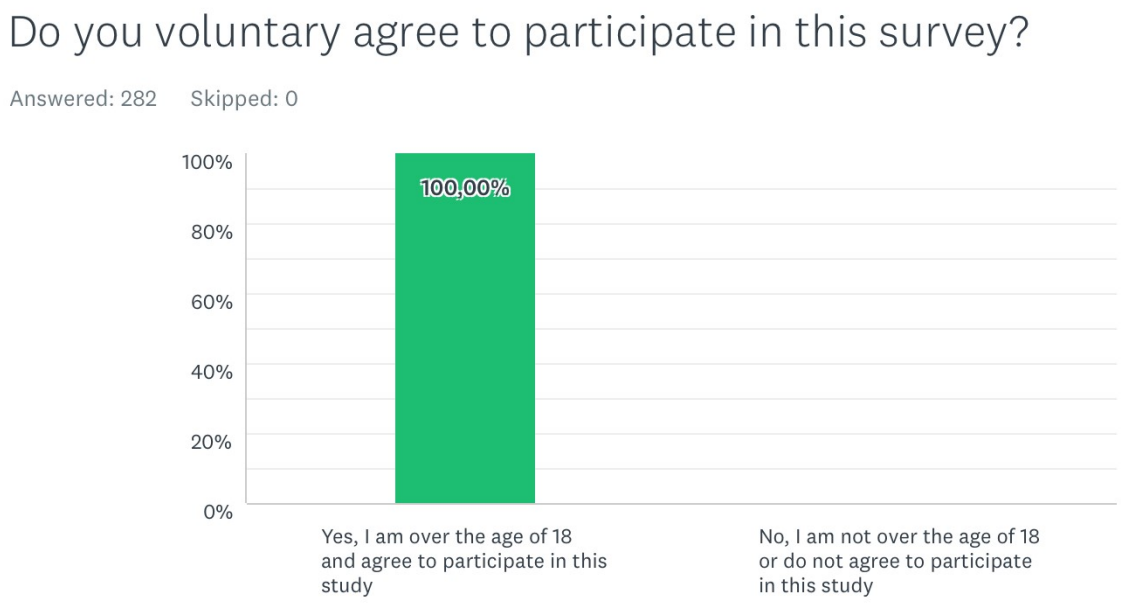


Figure 3. Bar chart with the results of question 1

Question 2: What is your gender identity?

While people are dealing in negotiation skill stereotypes: men are typically believed to be rational and logical, while women are thought to be emotional in negotiations and more intuitive. Men are expected to emphasise object fact; women focus more on the maintenance of relationships. Men are expected to be dominant and authoritative; women are supposed to be passive and submissive. When men and women interact, males tend to talk for a long period and to interrupt more often than women.

Contradicting those stereotypes, previous studies have not shown any significant differences between genders when negotiating.

This question has the purpose of evaluating the differences in negotiation between genders.

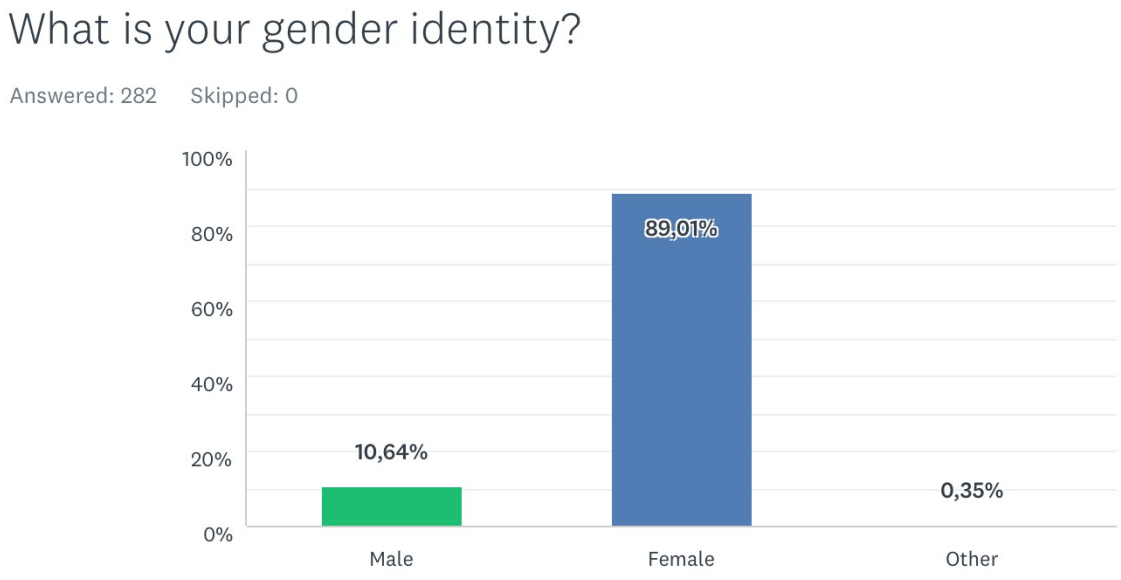


Figure 4. Bar chart with the results of question 2

Question 3: Age group:

It is a demographic question. In negotiation processes, the negotiation parties´ age may cause a big difference in the methods they apply during the bargaining process. It is mainly because the age it is strongly related to experience both in general life issues and in the knowledge about negotiation techniques. It also determines the refinement in which these negotiation techniques are applied. By understanding each age´s group incidence, more accurate analysis about the negotiation methodologies among the Brazilian community will be achieved.

The aim of this question was to identify the interaction between age group and negotiation skills.

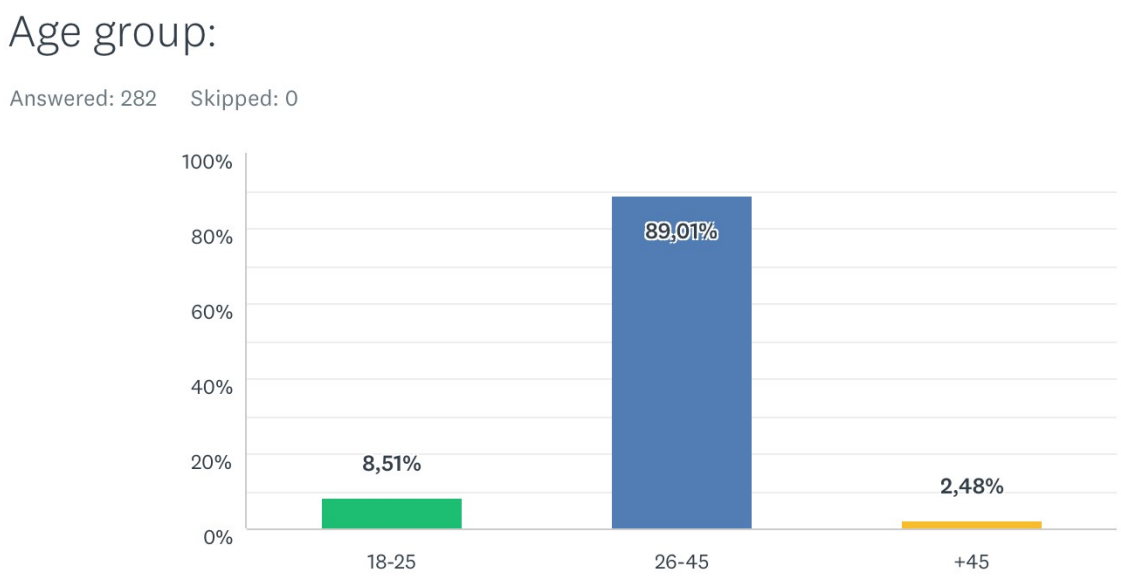


Figure 5. Bar chart with the results of question 3

Question 4: Are you self-employed or employed?

Another question with demographic value. By knowing the employment status of the respondents, the research analysis will be able to better understand the negotiation´s methodology perception among the polled community. It could be found, for example, a certain correlation between employment status and negotiation awareness, or between professional position and the sophistication of the techniques applied in negotiation.

The objective of this question was to offer insight into the actual use of negotiation on different aspects of the employment.

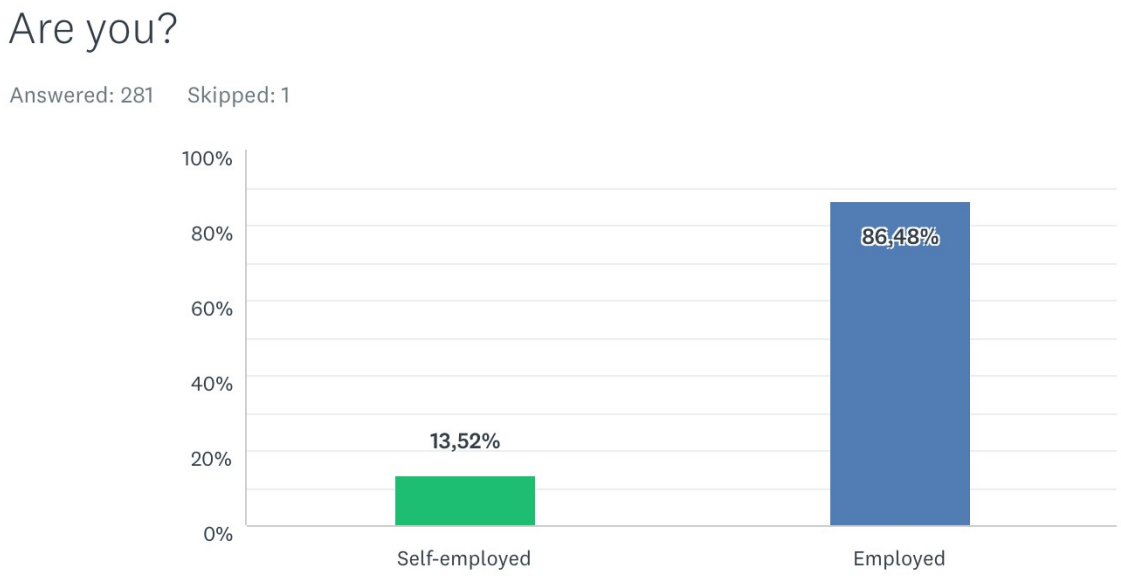


Figure 6. Bar chart with the results of question 4

Question 5: Working area (Law, Education, Health, Aesthetics, Finance, IT / Engineer, Other):

This question aims to gather another relevant type of information. Still related to the employment status, this question is asking to the surveyed person in which area they work. For the purpose of this research, it is quite important to make a correlation between the respondent's work domain and the negotiation methodology and techniques they will apply during a bargaining process. Like the age group, it is expected to find differences among the different areas of activity, highlighting those areas whose members have more sophisticated negotiation methods, or better knowledge about how to carry with a proper negotiation. By knowing those areas of activity, it will be possible to create a better profile of the average negotiator.

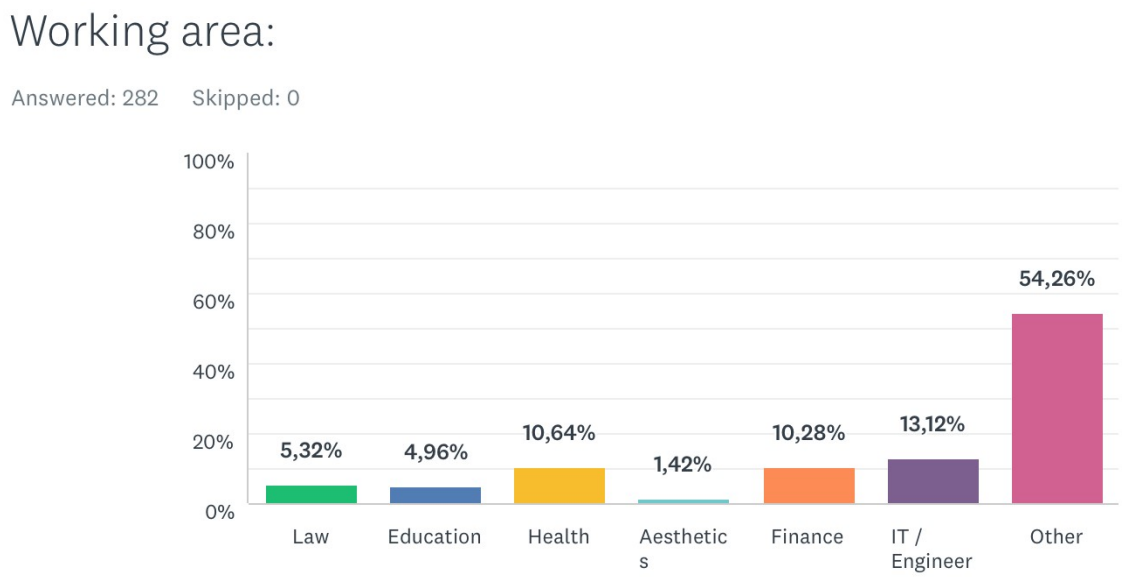


Figure 7. Bar chart with the results of question 5

Question 6: Have you ever been trained in negotiation?

When professionals are trained in negotiation, they have a better understanding, and it is expected that they have developed negotiation skills to a better outcome.

The purpose of this question was to access how many individuals received training in negotiation.

Secondary, to evaluate if this training made those professional a better negotiator.

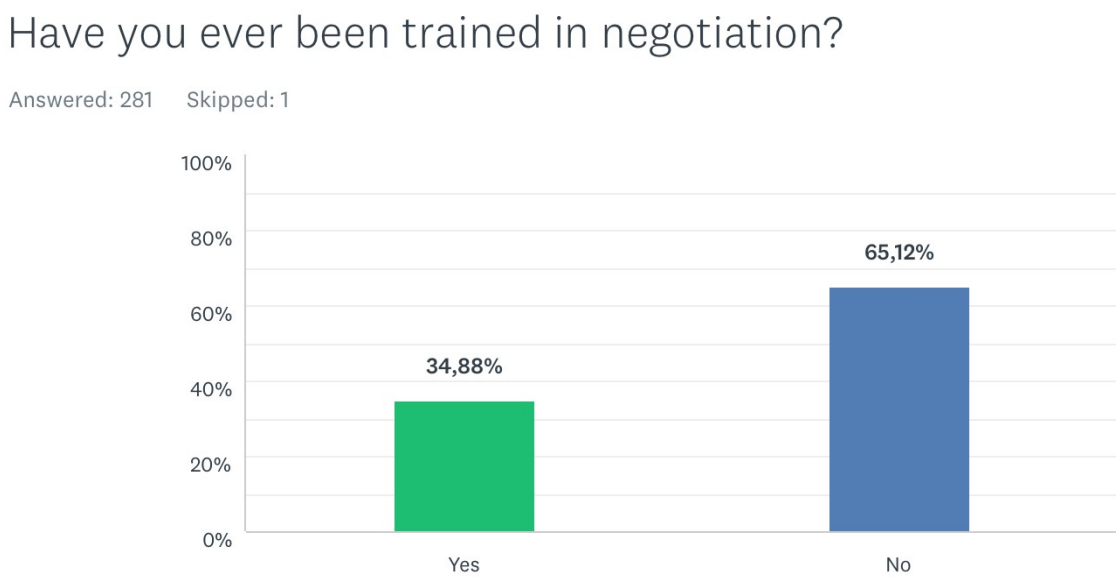


Figure 8. Bar chart with the results of question 6

Question 7: In the workplace, during a difficult conversation, do you try to listen carefully all the criticism towards you to later evaluate and respond or try to mentally formulate an answer, so you can reply to them immediately after they have finished talking?

Listening is a crucially important part of handling difficult conversations well. It helps to understand the other person, and the feeling of having been heard makes the other more able to listen themselves. The key to be a good listener is to be truly curious and concerned about the other person and what it was said.

Many communication problems in negotiations are attributable to poor listening skills.

The objective of this question was to evaluate if the respondents follow the conversation and are attentive and interested in what they have to say finding if they are an active listener.

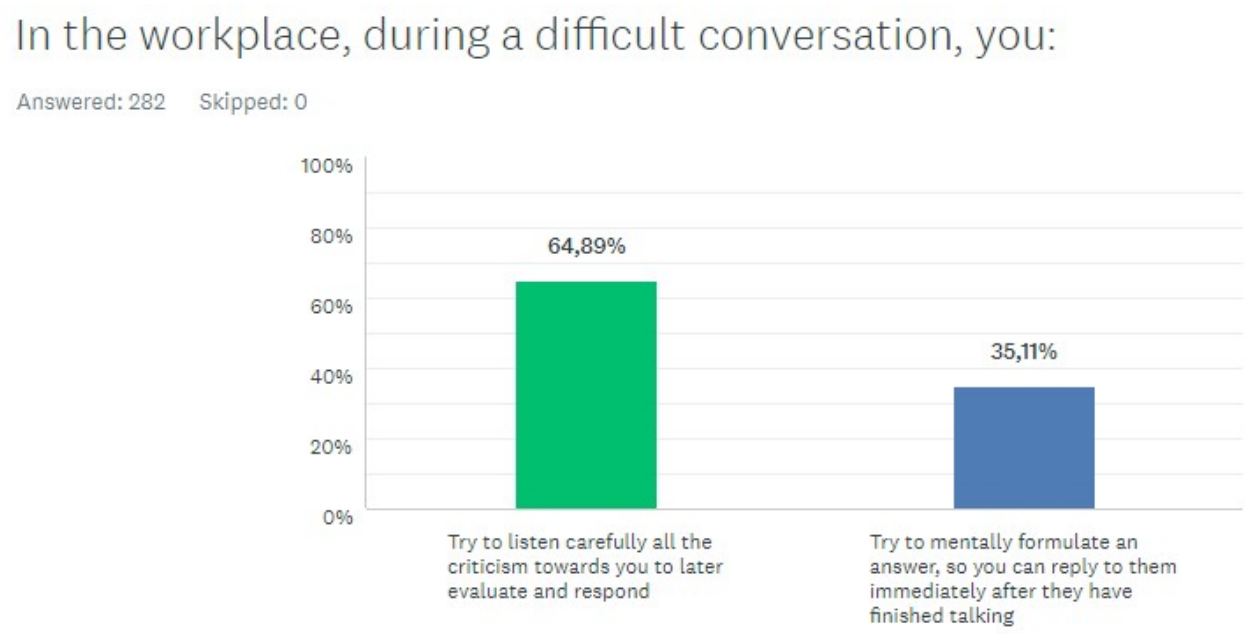


Figure 9. Bar chart with the results of question 7

Question 8: During a negotiation do you adopt a more competitive or cooperative approach?

A soft approach is characterised by cooperative or friendly ones. Cooperation becomes the leading principle, and the parties make a sacrifice to accommodate each other. Soft negotiators see the other side as friends, and instead of trying to reach victory at all costs, they aim at securing agreement by yielding to the other side and their demands if necessary, to avoid confrontation.

On the other hand, hard bargaining is characterised by conflictual or aggressive tactics. The hard negotiator sees any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better. Hard bargaining uses all instruments at hand in the pursuit of one-sided advantage. Pressure, threats, bluffing, tricks, etc. are tactics applied in order to outsmart someone or to make someone to do something that is not in his or her interest.

This question aimed to identify if the respondent adopts the soft or hard approach.

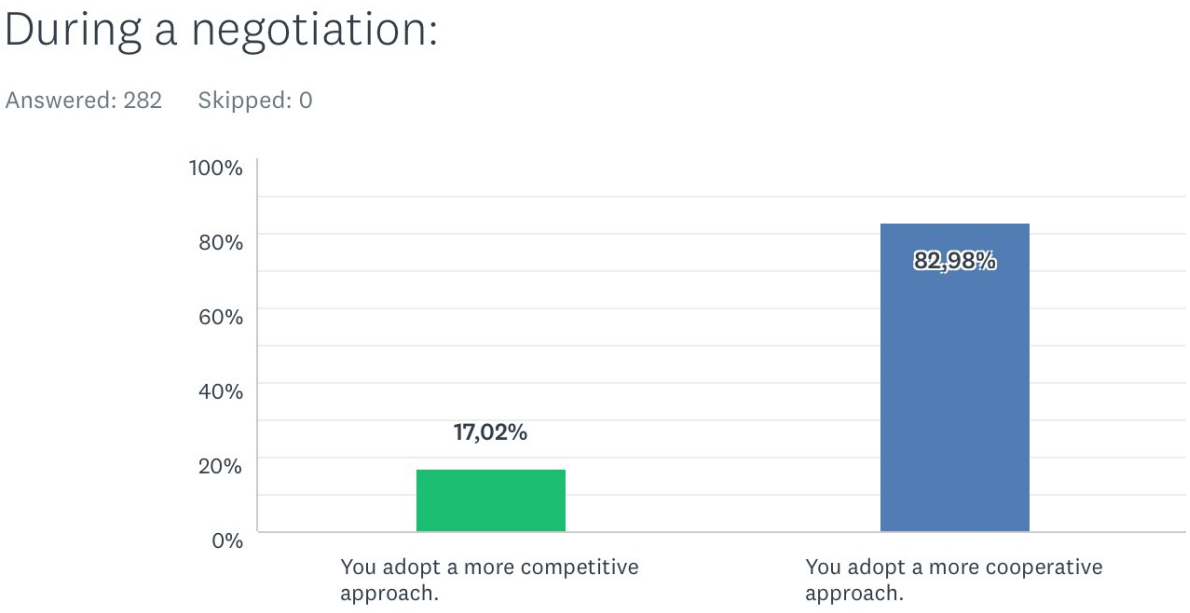


Figure 10. Bar chart with the results of question 8

Question 9: When a negotiation is in an impasse, do you consider accepting to get less than you first thought to reach an agreement or prefer to stick with your initial ideals without giving in?

A good agreement is one who is wise and efficient and improves the parties' relationship. Wise agreements satisfy the parties´ interests and are fair and lasting. Principled negotiation provides a better way of reaching good agreements and can be used effectively on almost any type of conflict. The purpose of this question was to analyse if the respondents are willing to compromise a situation, so both parties make some sacrifices to find an agreeable outcome, being this way a principled negotiator.

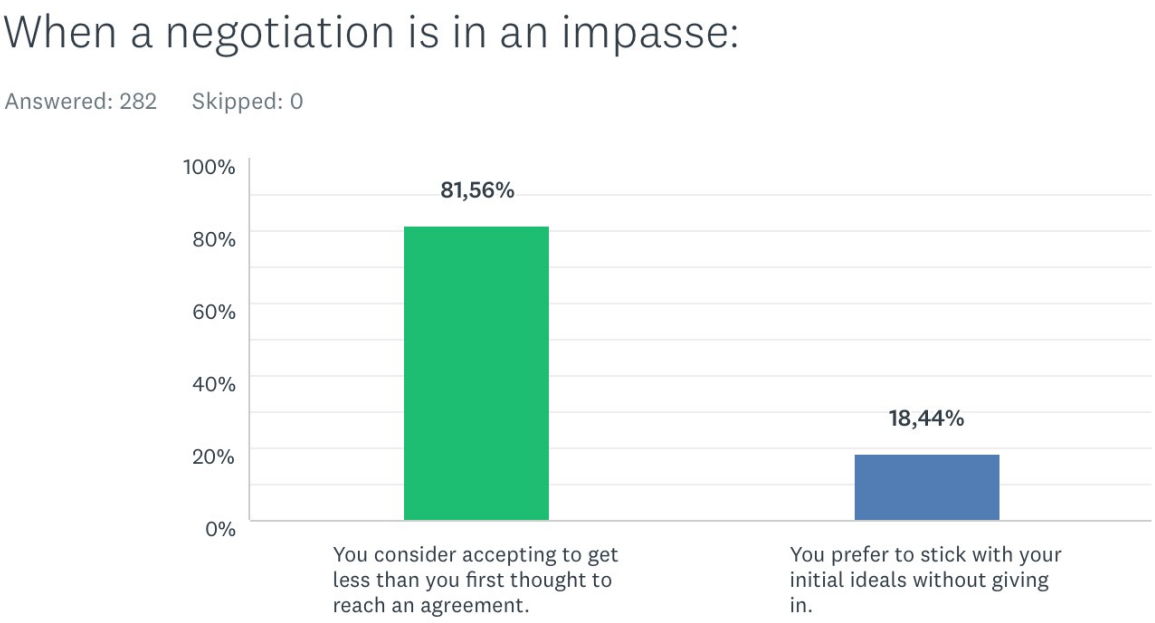


Figure 11. Bar chart with the results of question 9

Question 10: During a negotiation, if the subject gets personally, do you usually behave emotionally or rationally?

An emotion is a conscious mental reaction subjectively experienced as a strong feeling usually directed toward a specific object. When someone says or does something personally significant to another one, their emotions respond, usually along with associated physiological changes, and a desire to do something. Emotional intelligence is the ability to perceive emotions, and therefore, the ability to choose when to be rational or emotional.

This question has the objective of understanding how people react in a difficult scenario.

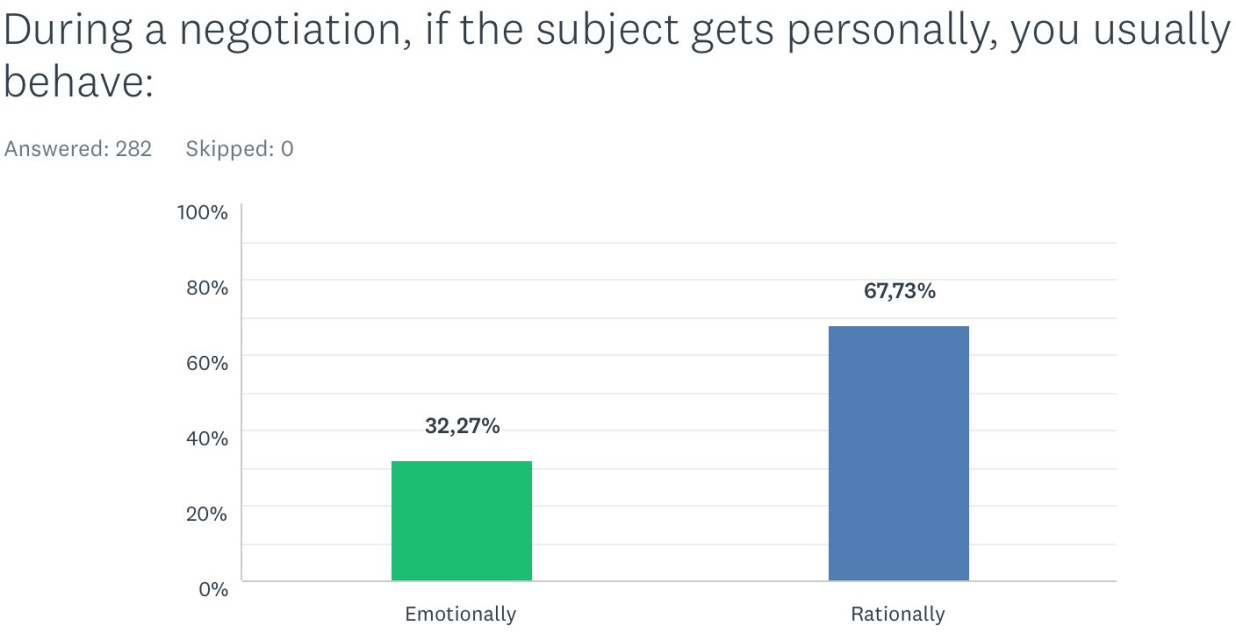


Figure 12. Bar chart with the results of question 10

Question 11: Before the negotiation scenario, do you access the worst acceptable outcome or decide to go with the flow of the negotiation?

BATNA is quite a valuable tool.

Aware of the risks, good negotiations define their bottom line; in other words, the worst acceptable outcome. It helps to resist pressure and avoid involuntary reactions. If the negotiation process becomes harder, it is always known where to establish the limits. Having a bottom line defined also helps on negotiations in which delegates the deal to other parties; the only instruction is given not to cross that bottom line.

The purpose of this question was to access if the respondents establish the bottom line before a negotiation.

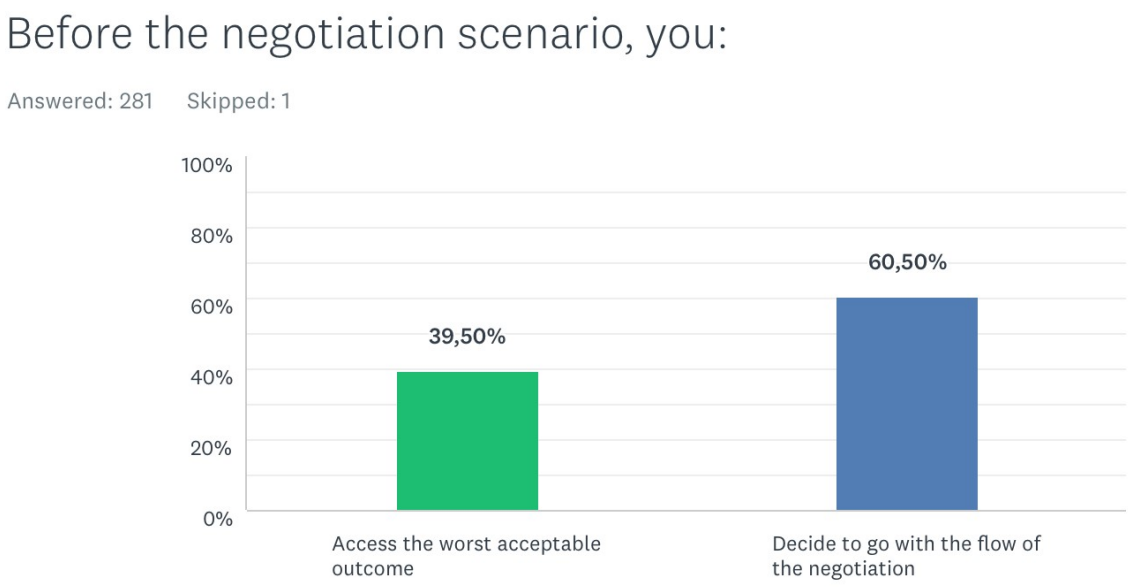


Figure 13. Bar chart with the results of question 11

Question 12: In a negotiation context, when the other part is trying to explain their issues, how do you show them that you understood their point of view?

Another type of listening skills is to interact with the speaker. These skills help ensure that the negotiator understands what the sender is communicating, and they acknowledge the sender's feelings. Interactive skills include clarifying, verifying, and reflecting. Verifying is paraphrasing the speaker's words to ensure understanding and to check meaning and interpretation with him or her.

The objective of this question was to understand if the professionals used the verifying interacting skills to succeed in negotiations by motivating the counterpart.

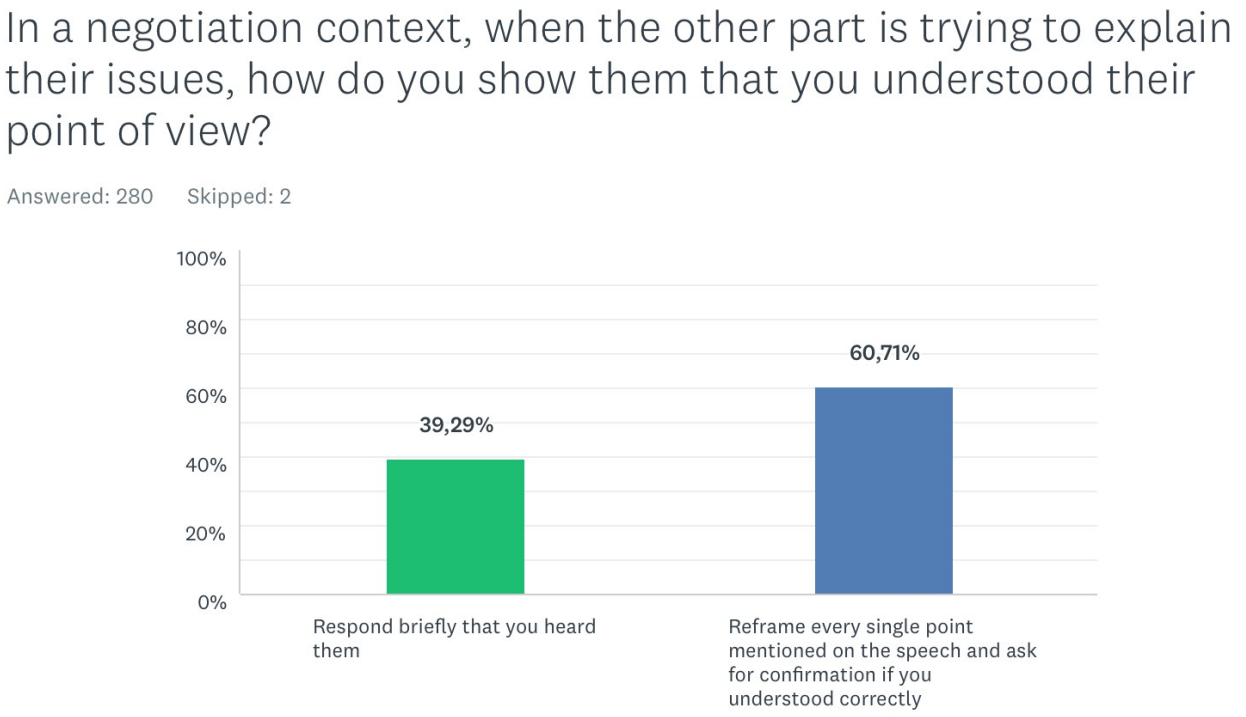


Figure 14. Bar chart with the results of question 12

Question 13: In a negotiation, do you understand your interests and preferences or understand your interests and preferences as well as the interests and preferences of your counterpart?

Participants can avoid falling into a win-lose mentality by focusing on shared interests. When the interests differ, they should seek options in which those differences can be made compatible or even complimentary. Each side should try to evaluate what is appealing to the other side, and that the other side finds easy to agree with.

This question aimed to evaluate if the respondents come together in an informal environment and work for all possible solutions to the problem.

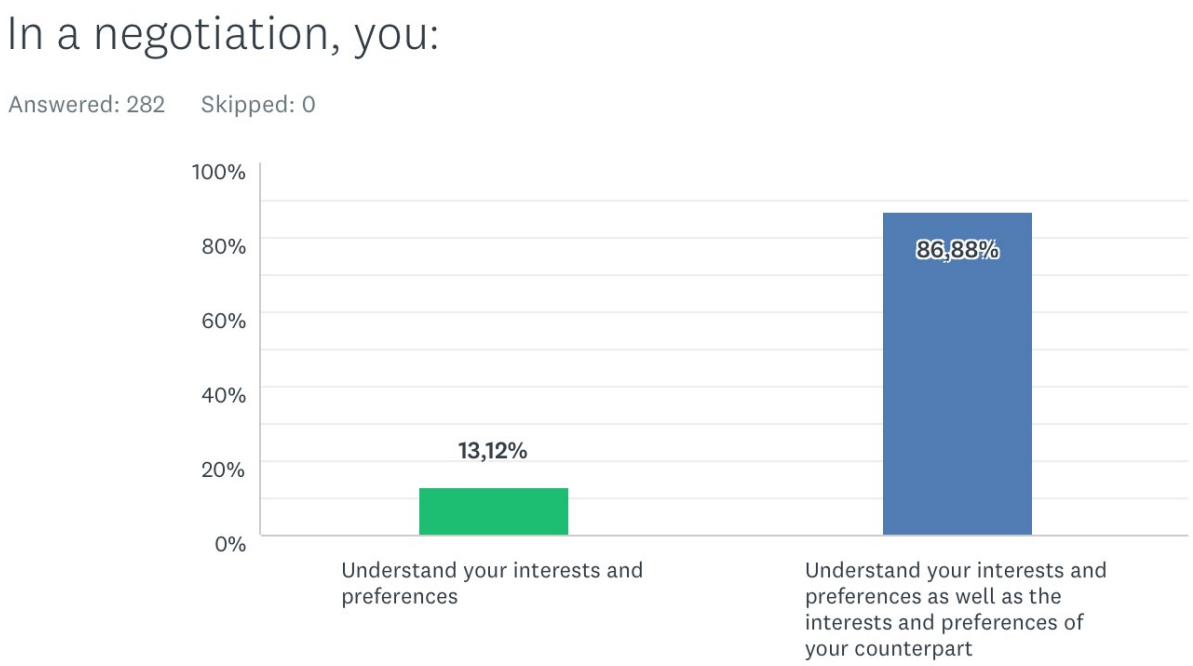


Figure 15. Bar chart with the results of question 13

Question 14: During a hot negotiation, where both parties are emotionally evolved, and you feel you are not under control, do you call a temporary halt to the negotiation or keep trying to break emotionally, even more, the other party to take advantage?

Negative emotions can impede integrative negotiations, but also how positive emotions can enhance the negotiation process, pointing out that emotions play a role in all negotiation.

Emotional intelligence plays a big role when addressing the emotional dynamic not only by recognising and managing his or her emotional self but also by recognising and addressing the emotional aspects of all relevant parties.

This question aimed to evaluate if the respondents have emotional intelligence.

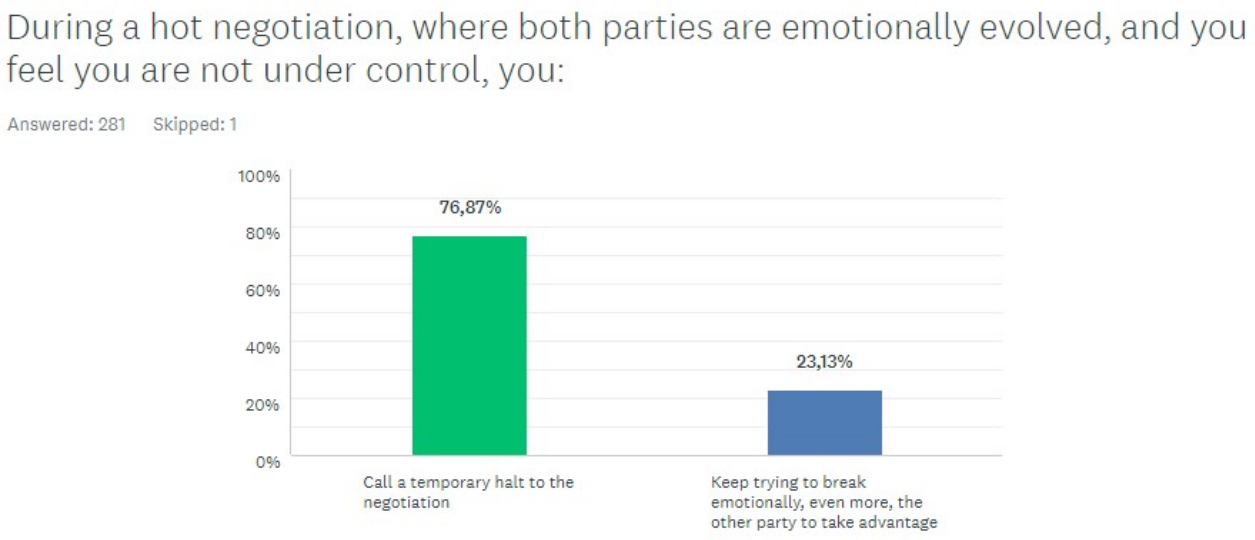


Figure 16. Bar chart with the results of question 14

Question 15: When negotiating a pay rise, do you suggest that you deserve it because your colleague at the same company, doing the same job, earns more than you or search many jobs offers for the same position in different companies with higher salary to justify your request?

When BATNA is developed, every offer presented is accessed. That way, the negotiator will have much better abilities to improve the terms of the negotiation and turning them in their favour. It even gives a good reference to the possible scenario in which the negotiation should break off.

Some steps are essential to determine the BATNA in a negotiation, like listing and evaluating the alternatives.

The purpose of this question was to investigate how people prepare themselves before a negotiation.

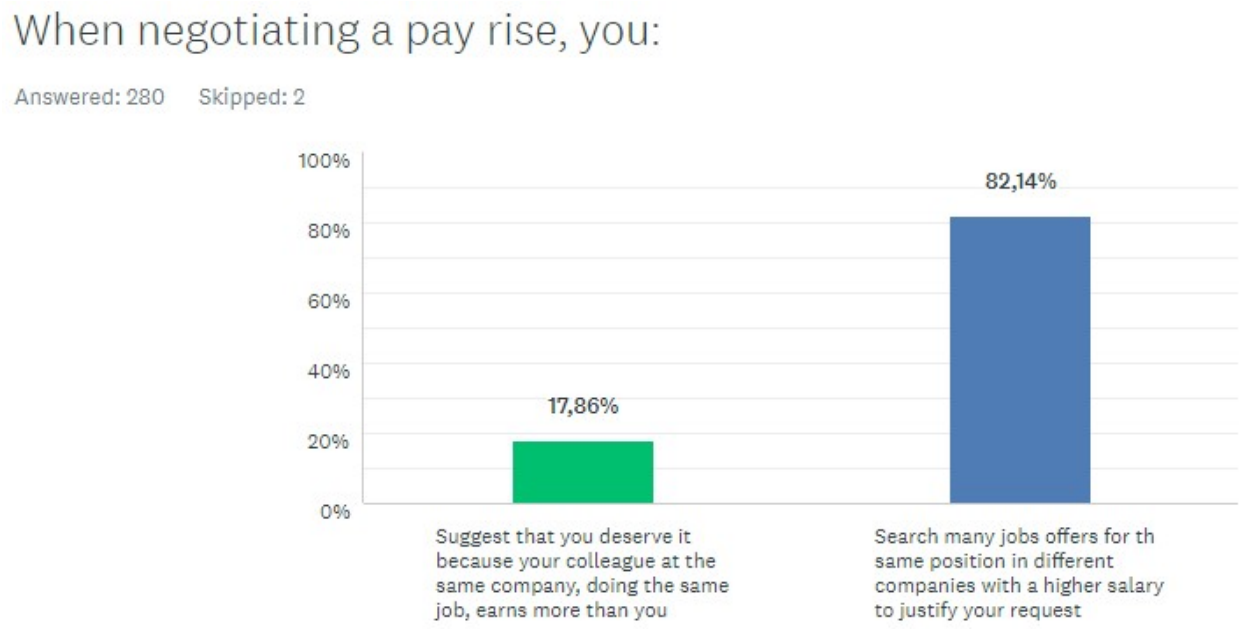


Figure 17. Bar chart with the results of question 15

Chapter 6: Data Analyses / Findings

According to Saunders, Lewis and Thornhill (2009), to support the interpretation of data it is necessary to use a combination of ordering, categorising and condensation of findings. After de collection of quantitative data from this section, it was necessary to conduct analyses through the conceptualisation of information.

This chapter analyses the respondent´s answers in relation to basic strategies of negotiation, different strategies and tactics used by Brazilian professional in Ireland.

6.1. Survey Questionnaire

The data analyses of the survey questionnaire and their findings will be shown in this section. The participants were filtered by gender, age group, category of employment and working area. Finally, the results were contrasted with the questions related in negotiation skills.

The results of question 2 in relation to question 10 show that the percentage of the men which act rationally is 90% (Figure 18). When just women are considered, an important raise in emotional behaviours are produced, showing that 64,94% of women act this way (Figure 19).

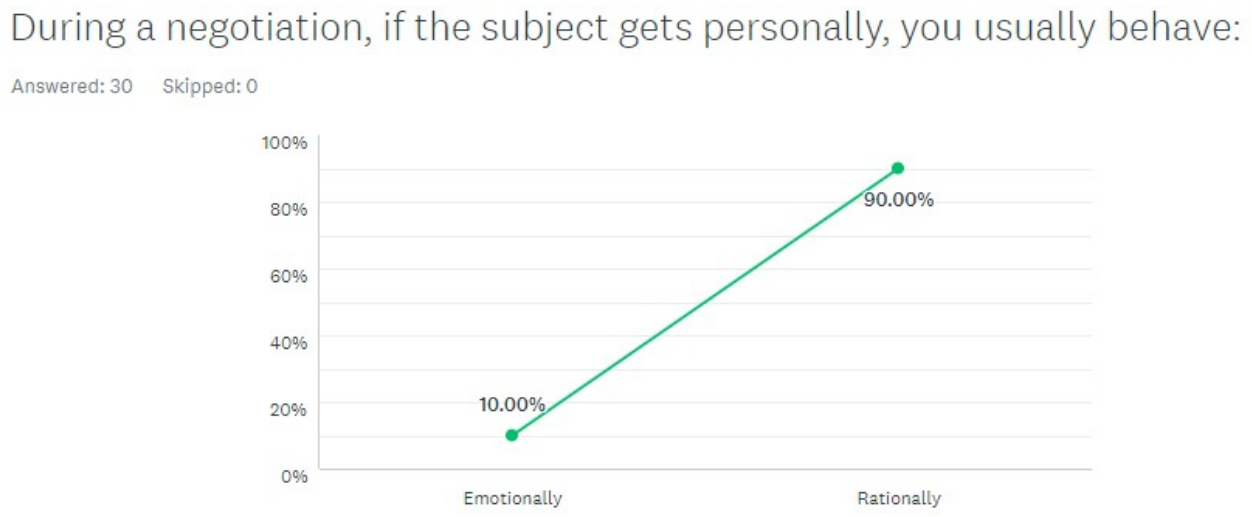


Figure 18. Data of men who act emotionally or rationally

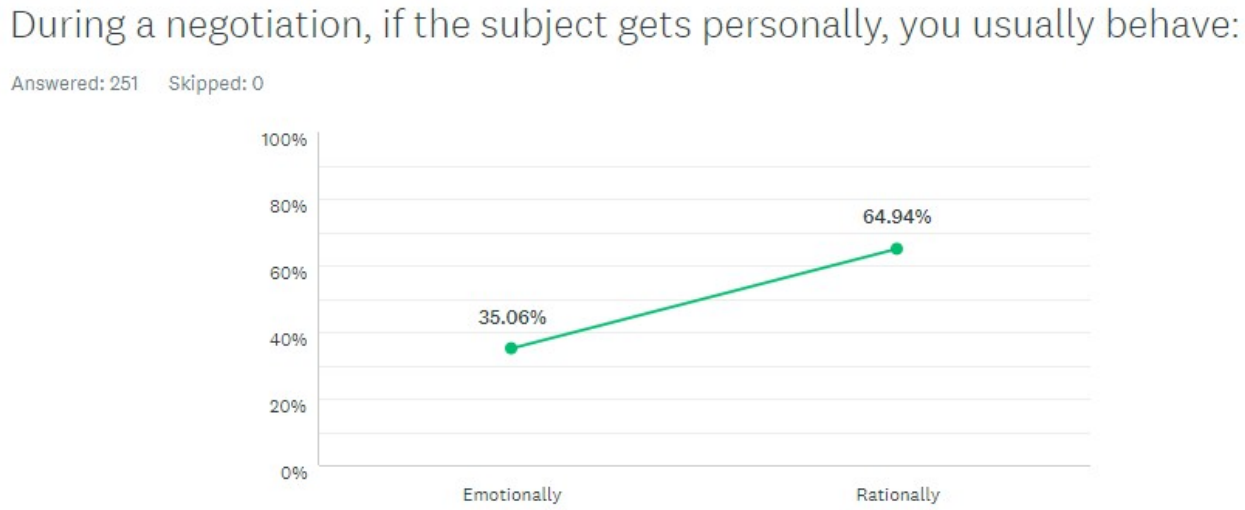


Figure 19: Data of women who act emotionally or rationally

The data from question 3 in relation to question 11 shows that the minority of the respondents answered that they access the worst acceptable outcome before a negotiation starts. The data shows that the oldest group age utilised even less the BATNA, with only 14,29% accessing the worst acceptable outcome (Figure 23), compared with 41,20% in the age group of 25-49 (Figure 24) and 29,17% in the age group of 18-25 (Figure 25).

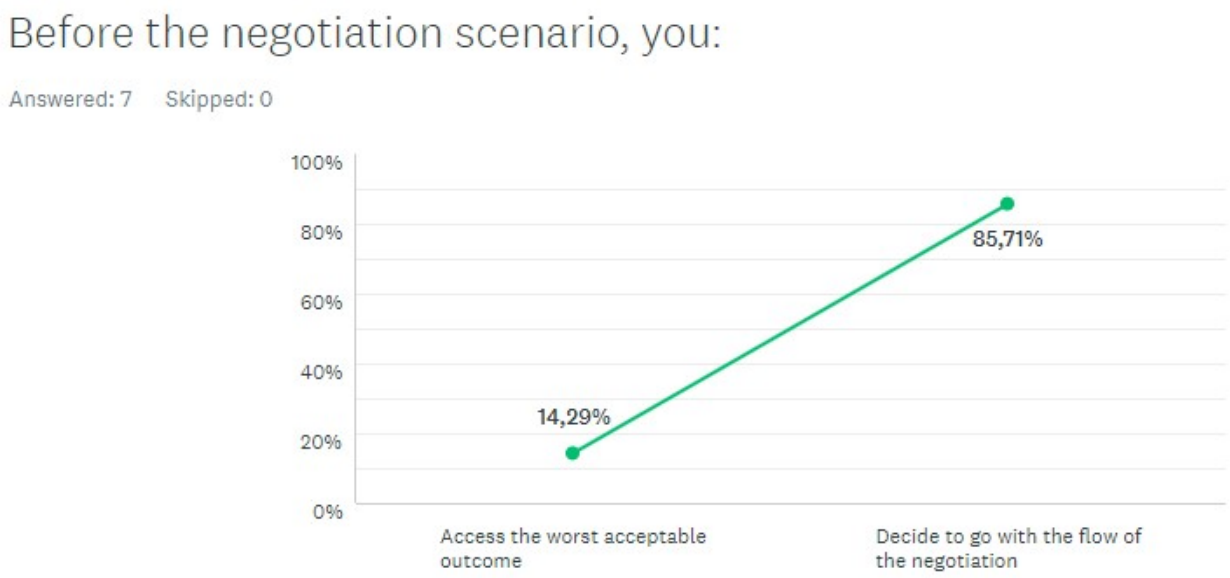


Figure 20. Data of age group +45 who adopt the BATNA

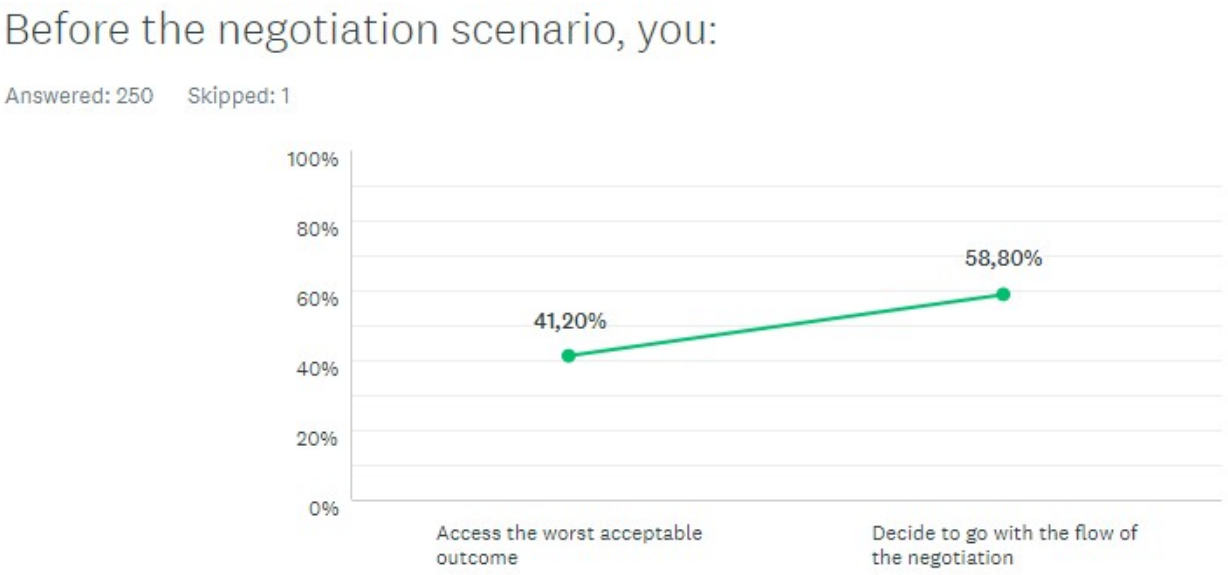


Figure 21. Data of age group of 26-45 who adopt the BATNA

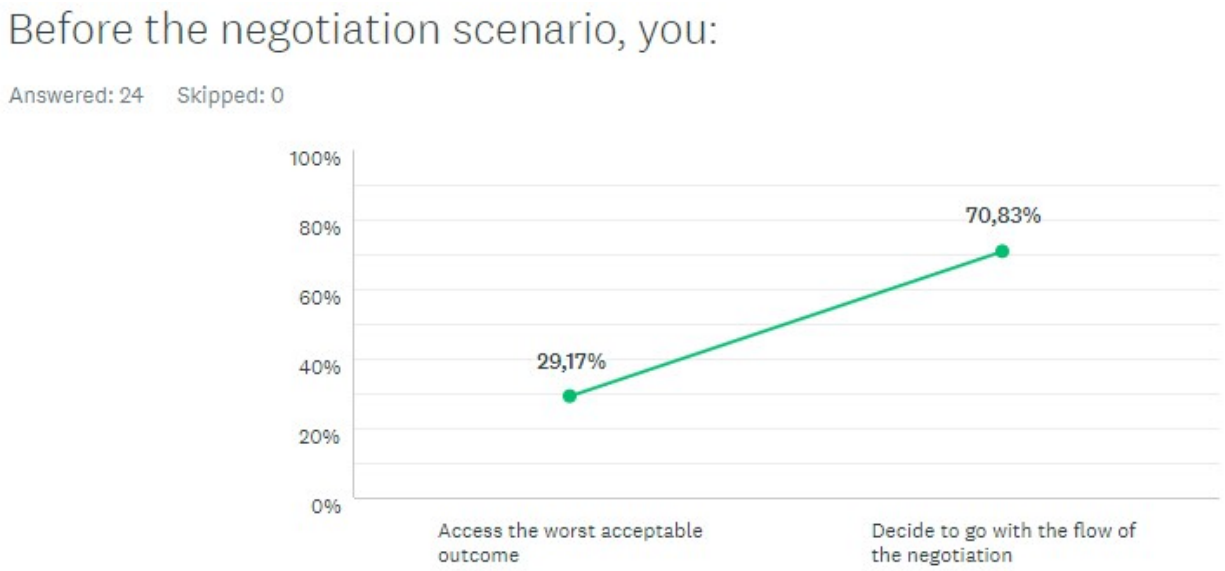


Figure 22. Data of age group 18-25 who adopt the BATNA

The results in question 3 in relation to question 13 indicate that the majority of respondents understand their interests and preferences as well they understand the interests and preferences of their counterpart. The chart below analysed the three age groups and found that the oldest groups answered more in favour of the principled approach. The age group of + 45 had 100% (Figure 20), 26-45 had 87,25% (Figure 21) and 18-25 had 79.17% (Figure 22).

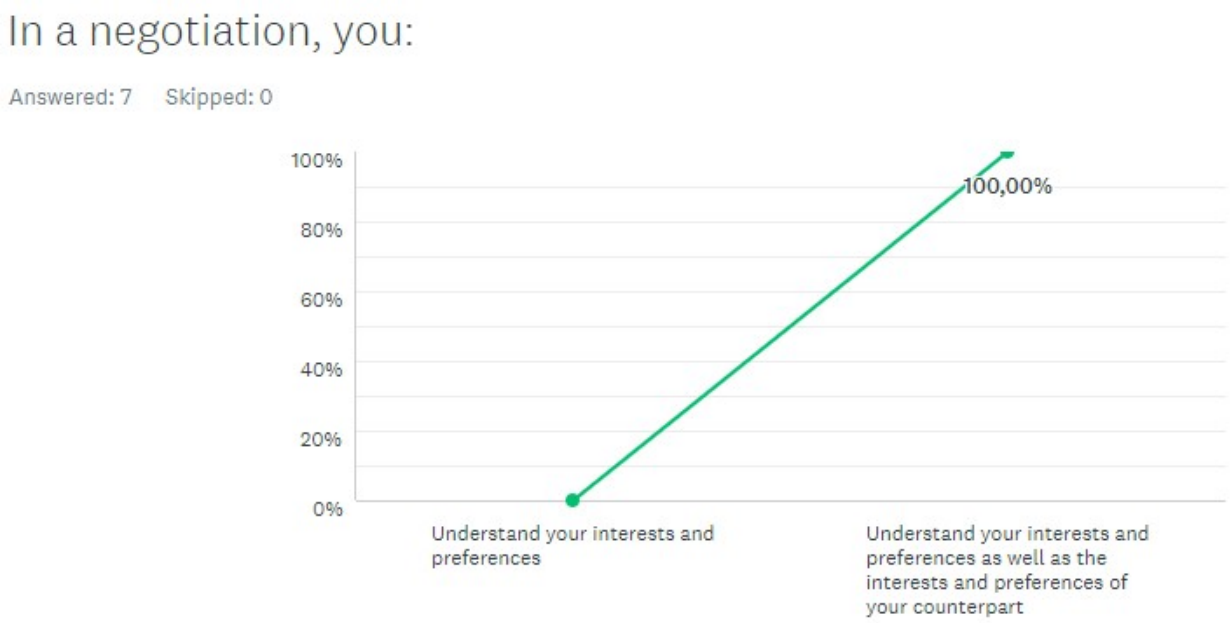


Figure 23. Data of age group +45 who adopt the principled approach

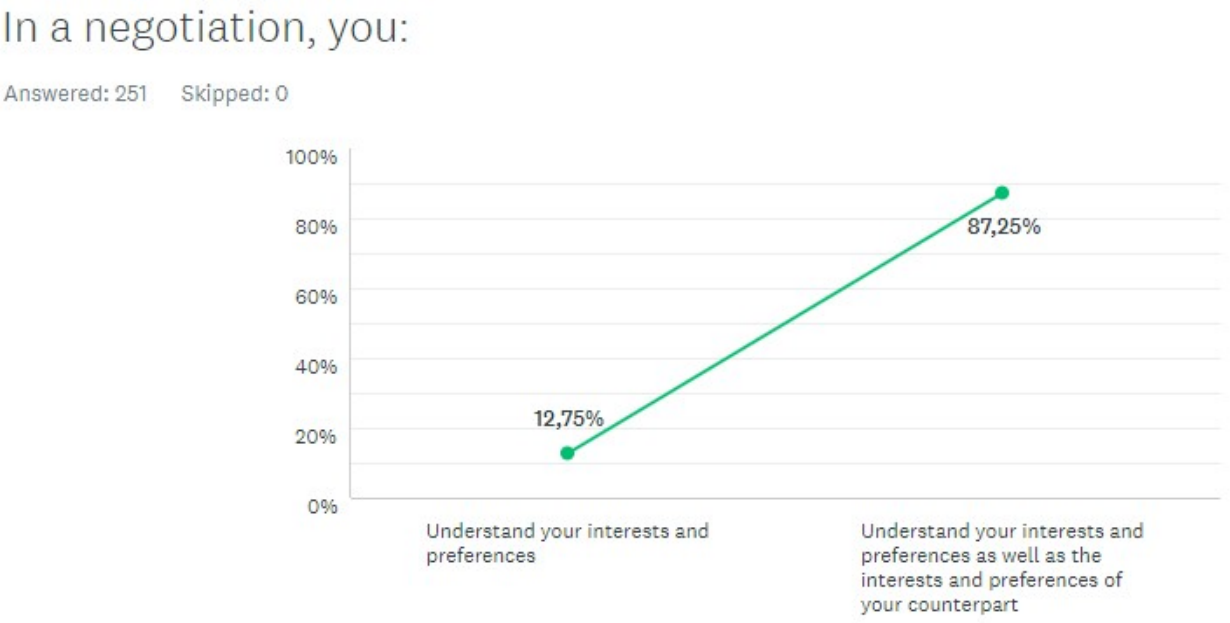


Figure 24. Data of age group 26-45 who adopt the principled approach

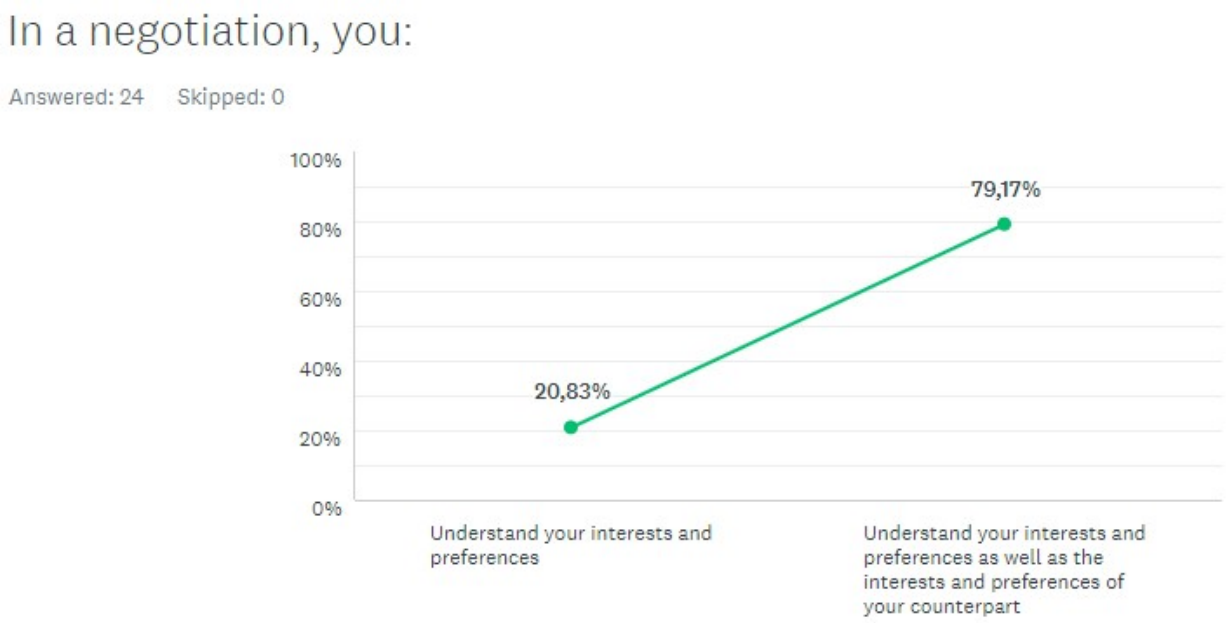


Figure 25. Data of age group 18-25 who adopt the principled approach

The percentage of question 3 in relation to question 15 indicates that the vast majority of respondents replied when negotiating a pay rise, they prefer to research the market salary before negotiating theirs. It shows that the group with the youngest age utilised even less this strategy, with 75% (Figure 26), compared with 82,40% in the 25-49 age group (Figure 27) and 100% in the +45 group (Figure 28).

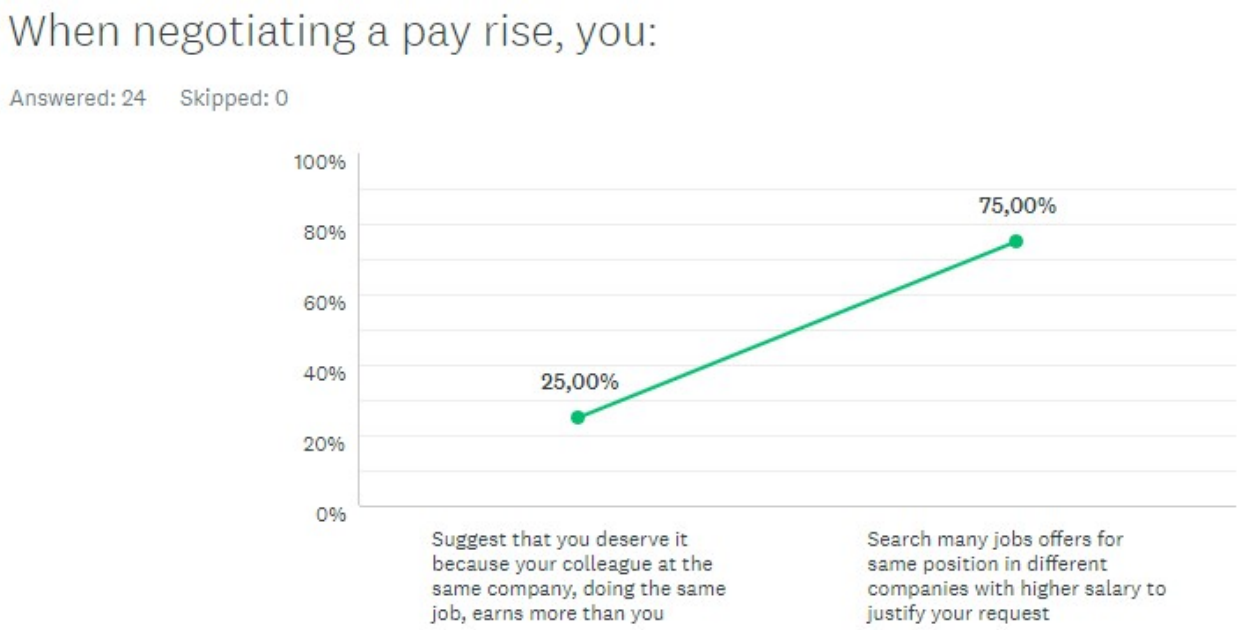


Figure 26. Data of age group 18-25 who adopt the BATNA

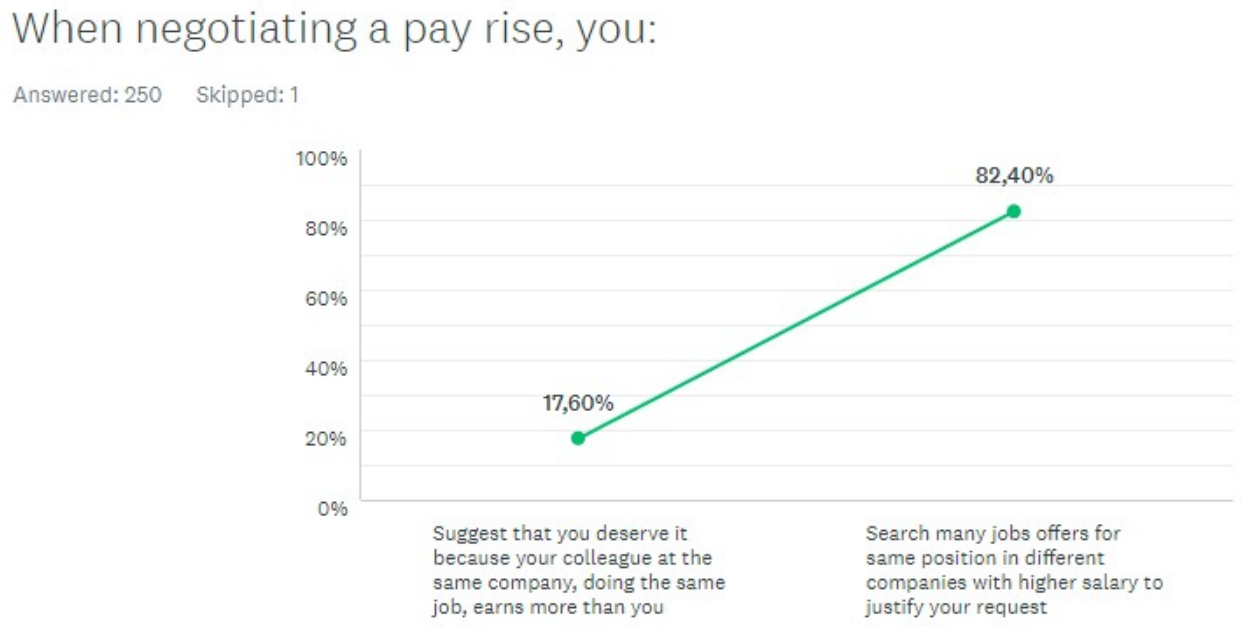


Figure 27. Data of age group 26-45 who adopt the BATNA

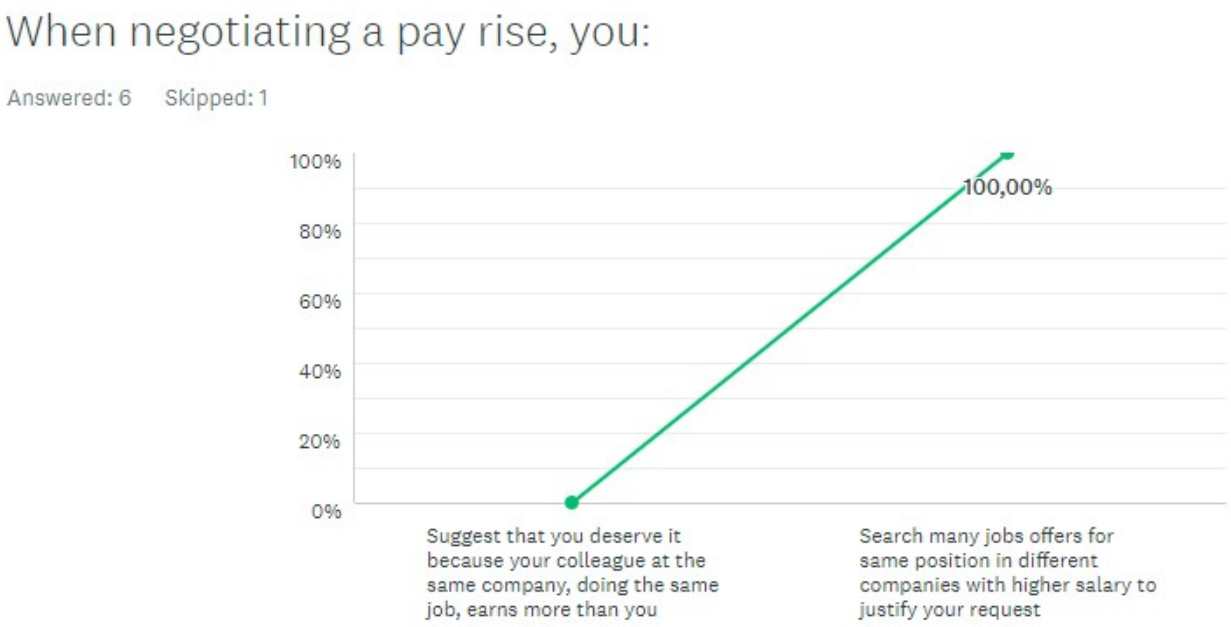


Figure 28. Data of age group + 45 who adopt the BATNA

The results of question 4 in relation to question 10 indicate that the self-employed behave more rationally with 76,32% (Figure 29) against employees with 66,26% (Figure 30).

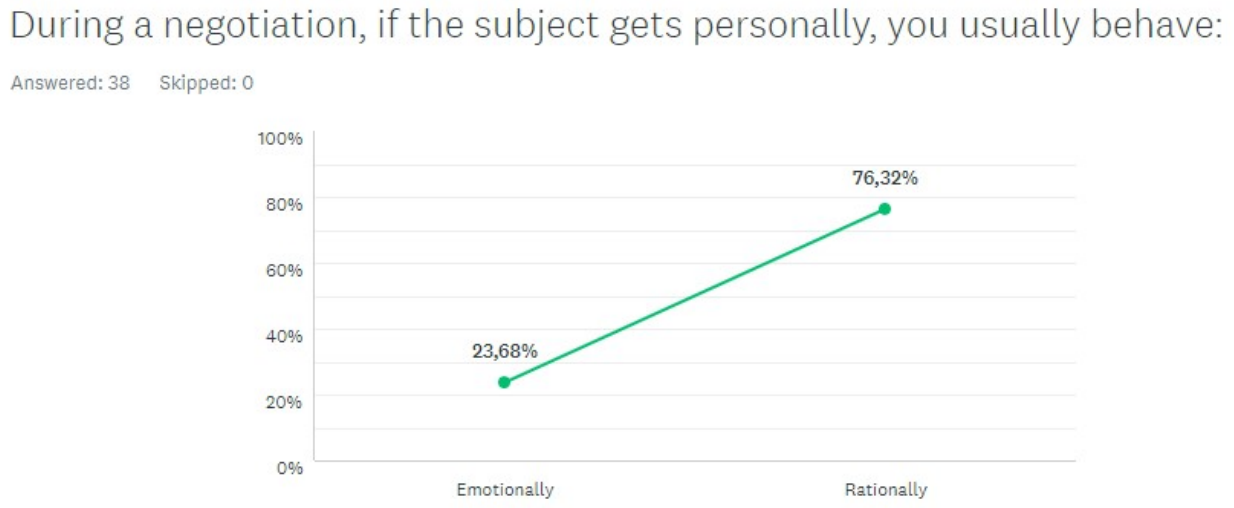


Figure 29. Data of self-employed who act emotionally or rationally

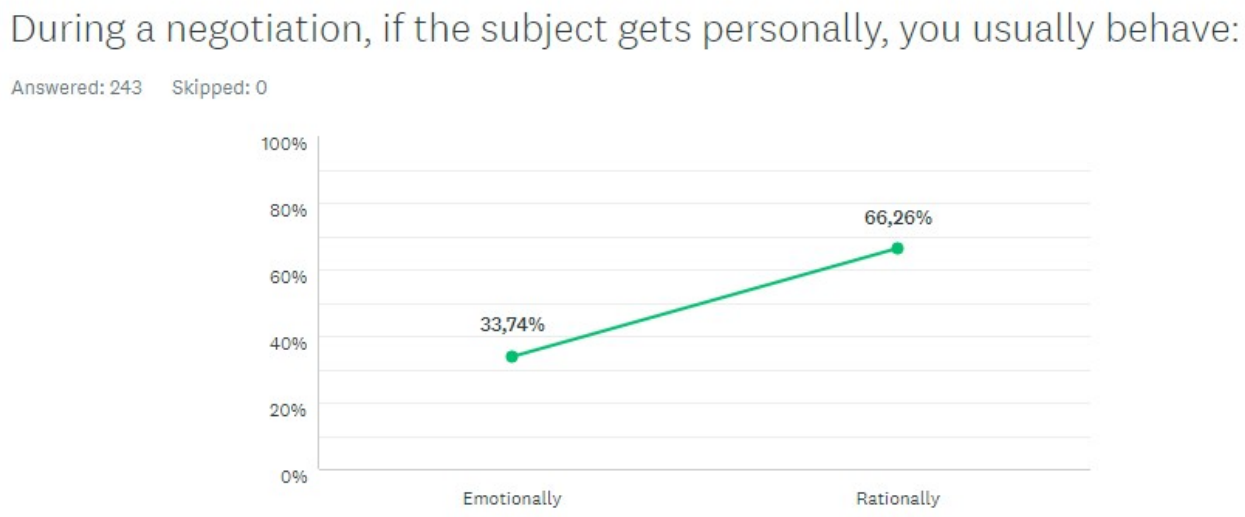


Figure 30. Data of employed who act emotionally or rationally

The data from the question 4 in relation to the question 13 state that self-employed group answered they understand their interests and preferences as well they understand the interests and preferences of their counterpart, with a percentage of 94,74% (Figure 31) against the employees with 85,60% (Figure 32).



Figure 31. Data of self-employed who adopt the principled approach



Figure 32. Data of employed who adopt the principled approach

The percentage of question 5 in relation to question 6 indicates that the law group was the highest having training in negotiation with 60% of the respondents (Figure 33). This group also had the highest score when asked to respond rationally demonstrating the use of emotional intelligence, with 73,33% (Figure 34).



Figure 33. Data of law group who have been trained in negotiation

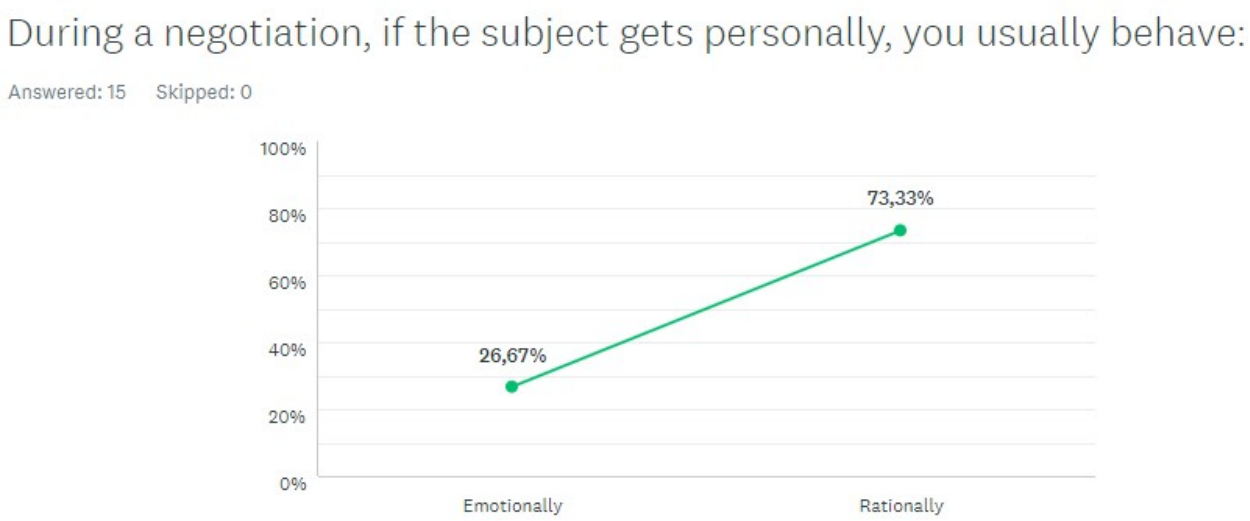


Figure 34. Data of law group who act emotionally or rationally

The results in question 5 in relation to question 9 indicates that the group which most adopted the principled approach was from the education sector with 92,86% (Figure 35).

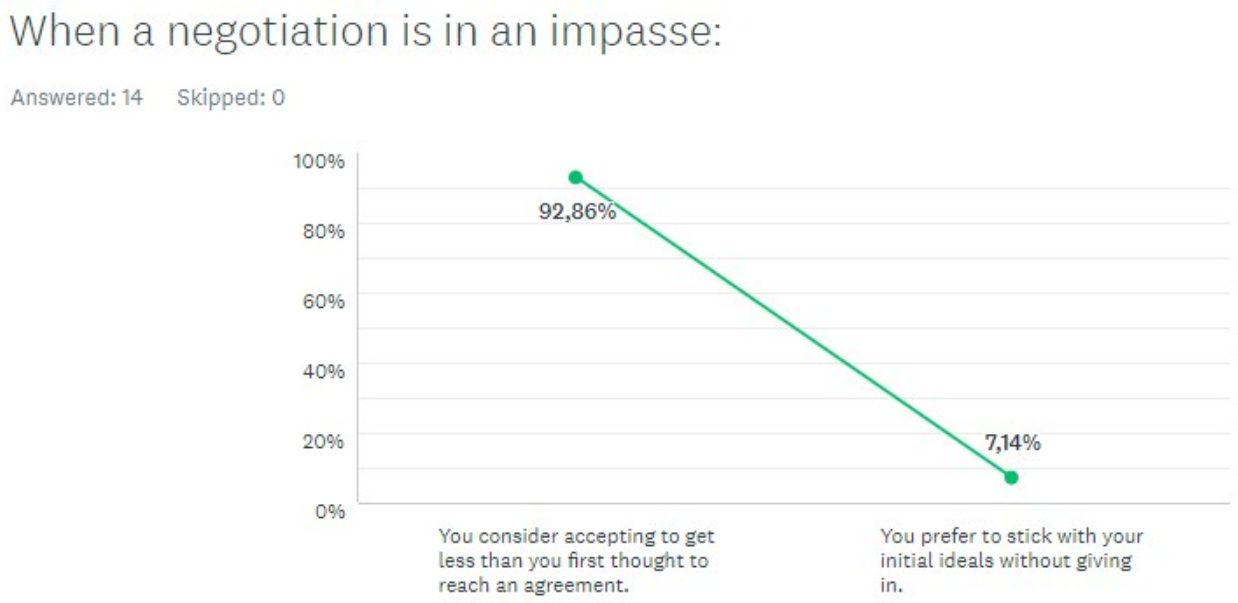


Figure 35. Data of the education sector who adopt the principled approach

The data from question 5 in relation to question 12 states that law and education sectors show the highest scores about the active listener skill, with 73,33% (Figure 36) and 71,43% (Figure 37), respectively.

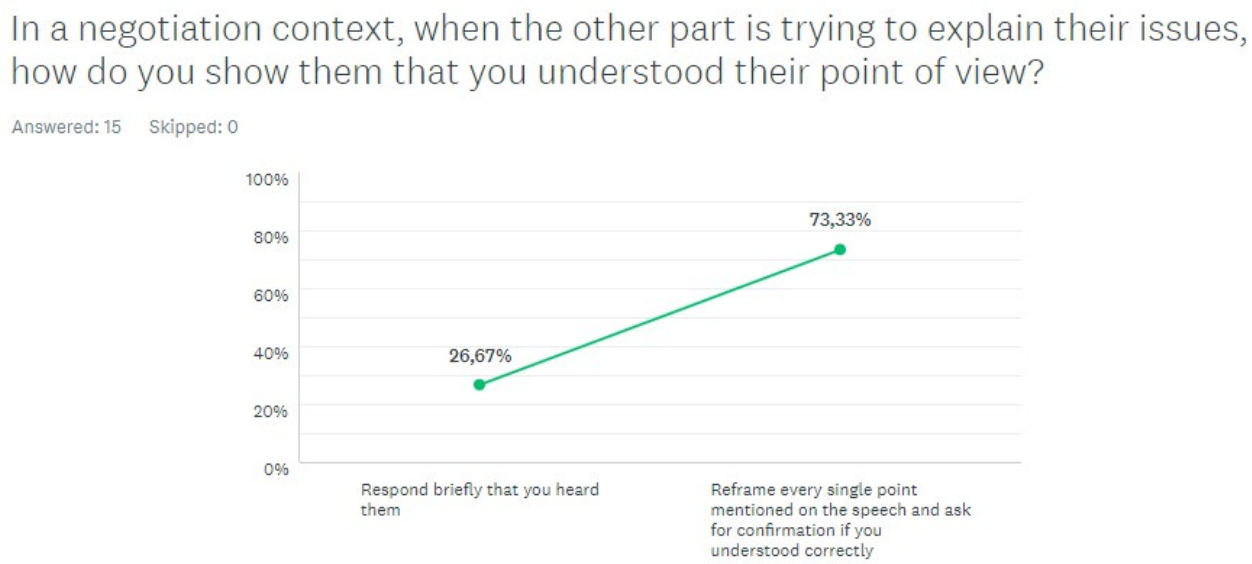


Figure 36. Data of law group who adopt the active listener

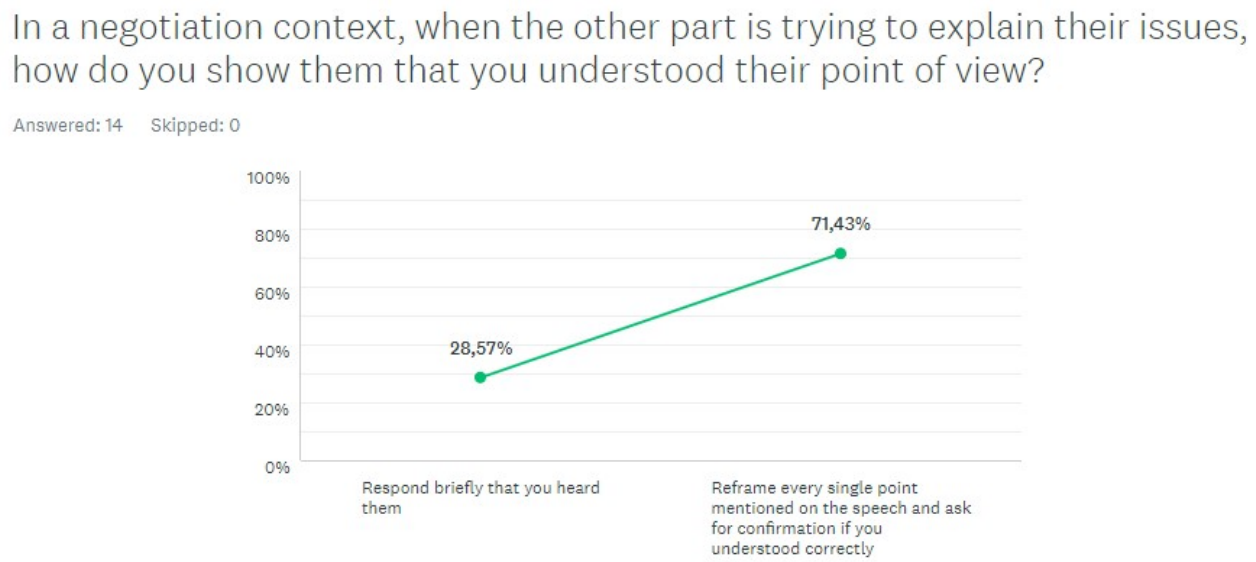


Figure 37. Data of the education sector who adopt the active listener

The percentage of question 5 in relation to question 15 indicates that law and education sectors yield the percentages of 100% (Figure 38) and 92,86 (Figure 39), respectively.

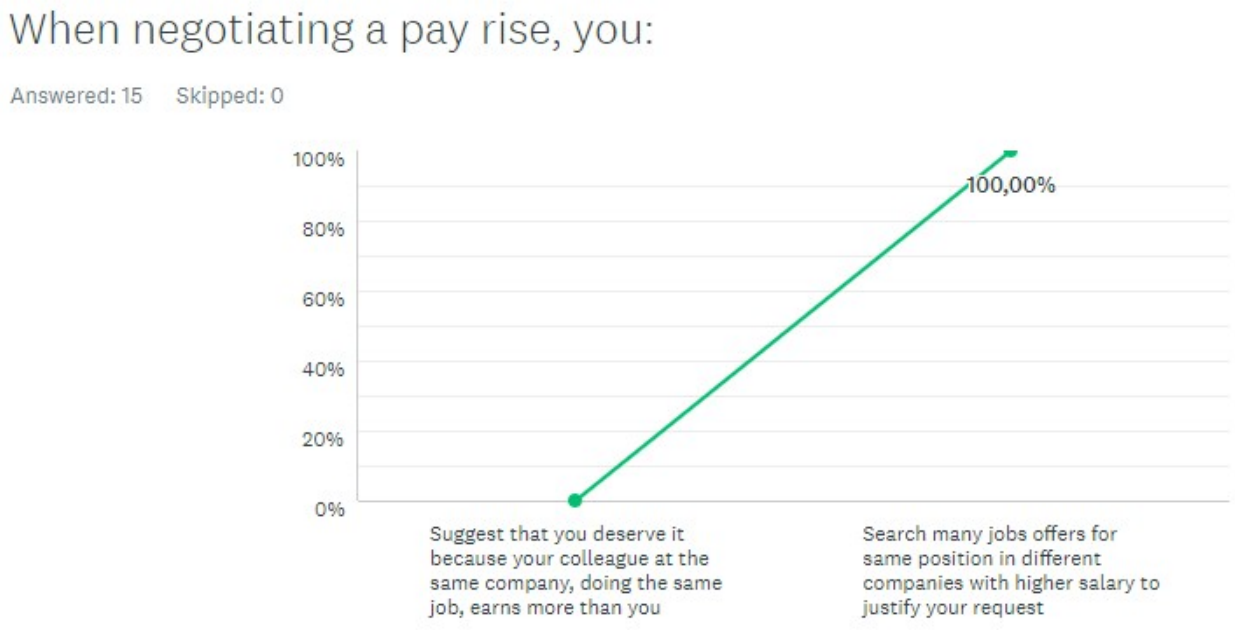


Figure 38. Data of the education sector who adopt the BATNA

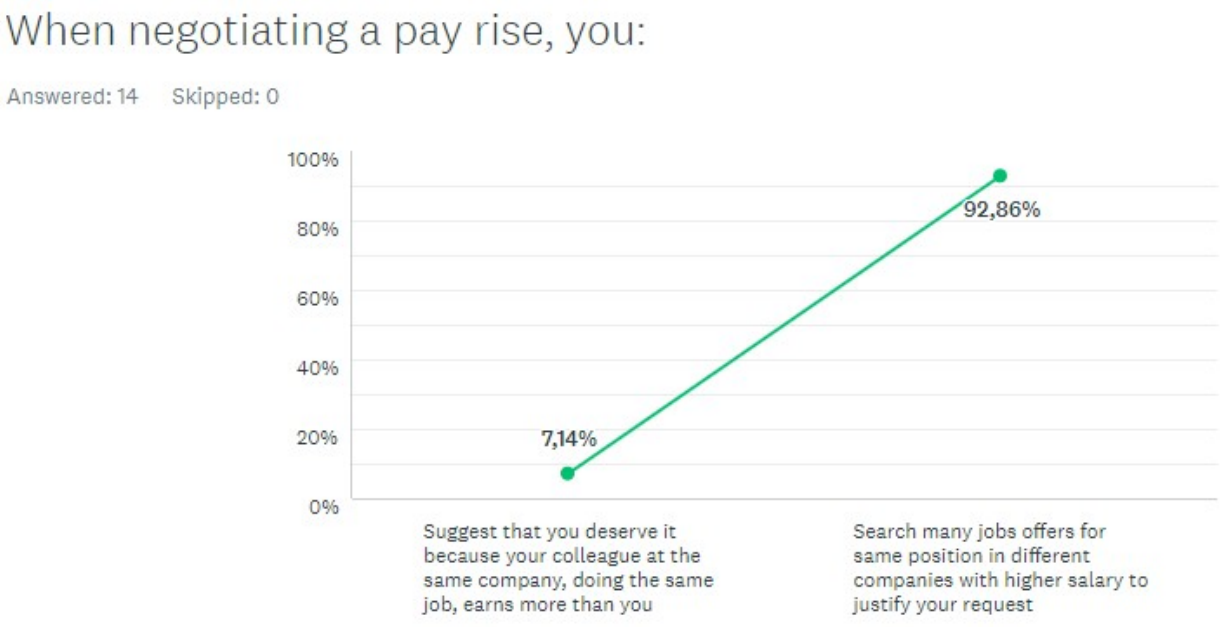


Figure 39. Data of law group who adopt the BATNA

The results in question 6 in relation to the question 11 indicates that the group which have been trained in negotiation and use the BATNA by accessing the worst scenario show a percentage of 39,18% (Figure 40).

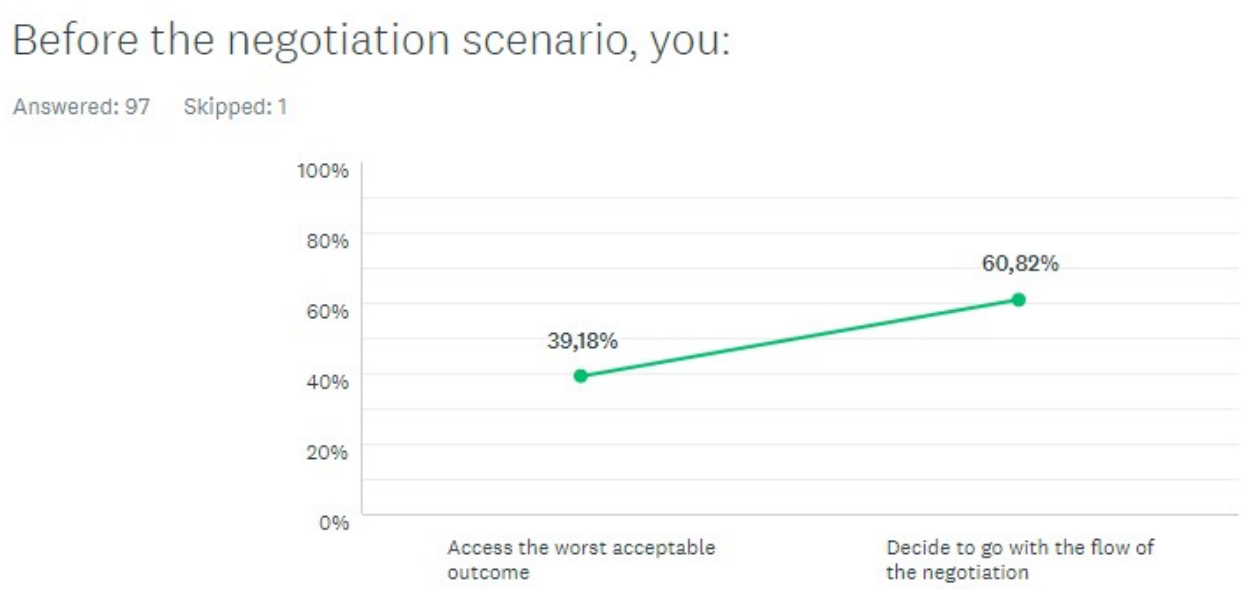


Figure 40. Data of the group who have been trained

Chapter 7: Discussion

This chapter examines the elements that were deeply analysed thought research. The information gathered throughout the sections enables the understanding of the types of strategies and tactics in negotiation used by Brazilian professionals accessing any correlation between the skills used in practice with the theory from the literature review.

The literate review identifies the following strategies essential to negotiation – soft approach, hard approach, principled approach, BATNA, communication and emotional intelligence.

The researcher considers that the most relevant factors to negotiation success are the use of emotional intelligence and active listener.

To investigate the types of approaches used by Brazilian professionals, a questionnaire was elaborated to evaluate the negotiation skills people know and use when negotiating in the professional environment.

The summary of what was observed in the literature review and the answers from the questionnaire allowed the researcher to make relevant considerations concerning the difference between genders, age group, category of employment and working area contrasted with the negotiation skills. It is important to mention that not only the difference between overall answers versus filtered answers will be analysed but also a general overview of the most surprising results.

7.1. Emotional Intelligence

Contradicting with the stereotypes, where men are typically believed to be rational and logical, while women are thought to be emotional in negotiations and more intuitive, the findings of

doctor´s Craver researches showed no statistically significant correlation between genders to the ability to negotiate.

This question aimed to investigate if this scenario would be similar in this research, evaluating the differences in negotiation between genders.

The data collected showed that 90% of men responded to act rationally against only 64,94% of women.

This result goes against the above-mentioned research. It is noteworthy that the vast majority of respondents were women (251 respondents), which means that this fact may be a limiting factor for the significance of this result.

It is worth mentioning that, disagreeing with the stereotypes, no gender discrepancies were found regarding the responses related to the active listener, the use of the BATNA and the negotiation approaches.

As already mentioned previously in the literature review, some important characteristics are outlines: Self-awareness, self-management, social awareness and relationship management that, according to them, drive leadership performance.

Considering the bureaucracy, costs, time and energy that most self-employed workers have to develop to achieve success and the desired outcomes, the researcher expected to find that self-employed people have the expertise to negotiate rationally. In this regard, the results showed that the self-employed behave more rationally with 76,32% (Figure 28) against employees with 66,26% (Figure 28), showing more than 10% difference between the two groups.

7.2. BATNA

Aware of the risks, experienced negotiators start by defining what is called the “bottom line”: the worst acceptable outcome, according to the literature review. However, the results on this study, the data shows that contradicting the theory, the oldest group age utilized even less the BATNA, with only 14,29% accessing the worst acceptable outcome (Figure 23), compared with 41,20% in the 25-49 age group (Figure 24) and 29,17% in the age group 18-25 (Figure 25).

It is relevant to say that the oldest group only had seven respondents who could have limited the accuracy of the result considering that when analysed the age groups with 25-49 and 18-25, the results corresponded to what the researcher expected.

Highlighted in the literature review, the aspects of developing the BATNA are to list the alternatives, evaluate each option and calculate the value or winning either loosing before a negotiation starts.

In that regards, although the percentage has been high in all groups, after filtering by age group, the data showed that the oldest group answered with 100% of the respondent adopting the BATNA when asking for a pay rise while the youngest had the lowest percentage.

In this question, the results demonstrated the same findings from the literature.

When BATNA is developed, every offer presented is accessed. It gives to the negotiator much better abilities to improve the terms of the negotiation and turning them in their favour.

To access if different professions responded similarly, a filter was applied comparing them. Law and education sectors obtained the highest percentages, demonstrating that those professionals had the expert knowledge to use this skill more than other professions.

7.3. Principled Approach

Principled negotiation provides a better way of reaching good agreements and can be used effectively on almost any type of conflict. The process begins with the analysis of the situation, of the other parties' interests and perceptions, and the existing options.

As expected, the data showed that the oldest groups answered more in favour of the principled approach contributing to the theory that experience brings additional skills to reach an agreement.

At the same way, the results showing the contrast between the self-employed and employee groups demonstrated that the self-employed group answered more in favour of adopting a principled approach, which was not a surprise as it shows the self-employees utilise this skill.

Not surprisingly, the working area that most demonstrated this skill was the education one, which allows the researcher to conclude that it might be a subject taught academically.

7.4. Trained in Negotiation

The ability to negotiate is a highly desirable skill in all professionals regardless of their field of expertise. Thus, training in this area is of paramount importance in a negotiation scenario.

The expectation was to find better results in the group that received training in negotiation, which was reached in all questions, except one. When accessing the worst scenario, just 39,50% (Figure 13) of the respondents that had the training, said to adopt the BATNA.

The data showed that when evaluating the working area, the law one was the most trained in negotiation, which was not a surprise considering that negotiation is a subject taught in universities.

7.5. Communication - Active Listener

After reviewing the literature, the researcher confirms that being an active listener is the most important skill to a negotiator. Paraphrasing the speaker's words is essential to ensure understanding and to check meaning and interpretation. Listening is a crucially important part of handling difficult conversations well. It helps to understand the other person, and the feeling of having been heard makes the other more able to listen themselves. The key to being a good listener is to be truly curious and concerned about the other person. In relation to this skill, surprisingly, the majority of the responders said they tend to adopt this approach.

7.6. Overview of the most surprising results

Considering that the minority (34.88%) of respondents had no negotiation training, the responses were generally surprising.

The vast majority of respondents are shown to be an active listener, as shown in the answers to questions 7 and 12. When evaluating the type of negotiated approach, in questions 9 and 13, over 80% of respondents said they were principled. Concerning the issues related to emotional intelligence (questions 10 and 14), most of the respondents also showed to act more rationally, presenting greater emotional control. Last but not least, the majority of respondents said they use the BATNA when evaluating alternatives and preparing before negotiating, with 82.14% (question 15).

Overall, the vast majority of the responses generally showed that Brazilian professionals have great negotiation skills, if not by training either from previous experience or common sense.

Chapter 8: Conclusion

No method is perfect or complete to solve all possible types of negotiation but by learning more, which involves much alertness, active listening, good communication skills, great flexibility, good preparation, and above all it involves a sharing of responsibility for solving the problem, not a view that this is "their" problem.

Regardless of the method to be chosen, the most important is to use strategies that are based on wisdom, good preparation, respect for other negotiators and a strong commitment to the interests that are important to the parties. It could seem hard sometimes and soft in other cases. However, in all cases, everybody must be wise. If other negotiators believe they can depend upon another party for wisdom, they will take them more seriously in current and future negotiations.

If one party makes strategic and tactical choices that reflect clear thinking and a desire to get others to buy into the agreement, another one will gain respect and be a more effective negotiator.

A negotiation strategy is a set of behaviours, and negotiation tactics are the particular actions that make up a strategy, which means that to negotiate well we should know a negotiation is a sequence of events and trying to create a guidelines to help to identify in which situation each type of negotiation is better used, could give an immense help to beginners negotiators.

The demand and competitiveness of the current context increasingly require new strategies and tactics for effective negotiation.

This purpose of this paper was to identify and analyse the types of strategies and tactics in negotiation used by Brazilian professionals accessing any correlation between the skills used in practice with the theory from the literature review.

According to the questionnaire presented, the minority of respondents had no negotiation training. Despite that, the vast majority of the responses generally showed that Brazilian professionals have great negotiation skills, even from previous experience in a very competitive scenario like Brazil.

Summarising the findings, the researcher concludes that men act more rationally than women. Going against the expectations, the data shows that the oldest group age utilised even less the BATNA. On the other hand, the vast majority of respondents replied when negotiating a pay rise they prefer to research the market salary before negotiating theirs, which means that they access more the BATNA and also the result showed that law and education sectors had the highest percentages utilising this skill.

When analysed the use of principled approach, the majority of respondents answered more in favour of the principled approach, being the oldest, self-employed and educations groups the ones that utilised it most.

Being emotional intelligence a key factor, the researcher was surprised to find an only difference in the use of this strategy between the self-employed and employee groups, being the first one the one that obtained the highest score.

A finding that was not a surprise was that the professionals highly trained in negotiation were in the law field.

To the researcher was a great surprise to find that most Brazilian professionals answered they are an active listener, with the law and education sectors showing the highest scores.

The researcher finally concludes that moving to another country, speaking another language and facing cultural differences would seem to be a major drawback for most people, which do not seem to be the case for most Brazilian professionals in the Irish workforce as shown in this paper.

Reflection

After watching an interesting video from the mediator William Ury during which he exposed the idea that confronts the acts “to listen instead of hearing”, I became quite interested and immediately I desired to profound in such negotiation techniques that could improve the outcomes in a negotiation. After understanding these techniques and knowing the advantages they provide, my next purpose was to know if the Brazilian professionals use these techniques or, on the other hand, if those methods are only applied by business experts.

Therefore I became motivated on focusing my dissertation on this theme. I developed this work, in which I had the opportunity to learn and gain a deeper understanding of negotiation techniques. In this regard, there is a vast literature about negotiation, easily available in books, journals, thesis, conference etc.

During the realisation of this work, I had to overcome some problems. First of all is the language domain, since English is the language required not only for this work but also used alongside this entire master. Therefore, I had to review many other papers and literature to learn how several expressions in the concrete jargon of this master should be properly written. After drafting this work, I checked and double-checked the grammar several times until I achieved a point in which I am satisfied with it. Another challenge presented was to finish this paper under a deadline shorter than two months. The last issue was to present the questionnaire at the online Survey Monkey tool to as much as Brazilian professionals as possible in the quickest way possible.

Finally, I would expect future researchers to adopt this research line, maybe including a qualitative method to interview concrete cases of Brazilian entrepreneurs to evaluate their skills in a negotiation that make them successful.

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Appendix

Appendix I. Survey Questionnaire

Survey Link: https://pt.surveymonkey.com/r/FL22BJ7

1- Do you voluntary agree to participate in this survey?

- Yes. I am over the age of 18 and agree to participate in this study.
- No. I am not over the age of 18 or do not agree to participate in this study.

2- What is your gender identity?

- Male
- Female
- Other

3- Age group:

- 18-25
- 26-45
- + 45

4- Are you:

- Self-employed
- Employed

5- Working area:

- Law
- Education
- Health
- Aesthetics
- Finance
- IT / Engineer
- Other

6- Have you ever been trained in negotiation?

- Yes
- No

7- In the workplace, during a difficult conversation, you:

- Try to listen carefully all the criticism towards you to later evaluate and respond
- Try to mentally formulate an answer, so you can reply to them immediately after they have finished talking

8- During a negotiation:

- You adopt a more competitive approach.
- You adopt a more cooperative approach

9- When a negotiation is in an impasse:

- You consider accepting to get less than you first thought to reach an agreement.

- You prefer to stick with your initial ideals without giving in.

10- During a negotiation, if the subject gets personally, you usually behave:

- Emotionally
- Rationally

11- Before the negotiation scenario, you:

- Access the worst acceptable outcome
- Decide to go with the flow of the negotiation

12- In a negotiation context, when the other part is trying to explain their issues, how do you show them that you understood their point of view?

- Respond briefly that you heard them
- Reframe every single point mentioned on the speech and ask for confirmation if you understood correctly

13- In a negotiation, you:

- Understand your interests and preferences
- Understand your interests and preferences as well as the interests and preferences of your counterpart

14- During a hot negotiation, where both parties are emotionally evolved, and you feel you are not under control, you:

- Call a temporary halt to the negotiation

- Keep trying to break emotionally, even more, the other party to take advantage

15- When negotiating a pay rise, you:

- Suggest that you deserve it because your colleague at the same company, doing the same job, earns more than you
- Search many jobs offers for same position in different companies with higher salary to justify your request

15- In a negotiation, you:

- Understand your interests and preferences
- Understand your interests and preferences as well as the interests and preferences of your counterpart