

Social Anxiety and Negotiation: The Effects of Attentional Focus

by

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## Author's Declaration

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## Abstract

Negotiation poses a unique challenge in the modern workplace which is likely to be especially difficult for socially anxious individuals. Previous research has shown that externally focused attention strategies are useful at alleviating social anxiety symptoms and in helping improve negotiation outcomes; however this intervention has never been examined amongst socially anxious negotiators. This study examined the effect of external- and self-focused attention manipulations on anxiety, perspective (observer-field), and monetary negotiation outcomes. Thirty-eight high social anxiety (HSA) and 52 low social anxiety (LSA) female participants completed a dyadic negotiation simulation with a partner. The external-focus manipulation was successful at increasing attention focus in the desired direction, while the self-focus manipulation was not and, thus, was discarded from subsequent analyses. Results demonstrated that externally focused attention resulted in significant decreases in state anxiety during the negotiation and a significant shift in perspective from observer to field, for participants in both the HSA and LSA groups. However, these changes did not translate into better objective negotiation performance, as measured by the total commission (i.e., money) earned. The implications of the results for social anxiety and the development of workplace intervention programs are discussed.

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## Introduction

The experience of social anxiety is common amongst healthy people (den Boer, 2000; Furmark et al., 1999), but excessive levels can be debilitating. Lying on the extreme end of the social anxiety continuum, social anxiety disorder directly affects about 12% of the population (Kessler, Berglund, Demler, Jin, Merikangas, & Walters, 2005). Extreme levels of social anxiety are characterized by persistent fear and avoidance of social situations in which embarrassment, negative evaluation, or criticism may occur (DSM-IV-TR; American Psychiatric Association [APA]. 2000). High socially anxious individuals experience distress in many social situations and they often exhibit performance deficits and ineffective communication patterns in interpersonal interactions (Schlenker & Leary, 1985; Voncken, & Bögels, 2008).

Social anxiety, particularly at higher levels, can cause significant impairment in the lives of those who are affected by it. The impact of social anxiety on psychological and interpersonal functioning has been well established in the literature. Researchers have demonstrated that high socially anxious individuals have significant functional impairments in a number of interpersonal and psychological domains, including fewer friendships and romantic relationships, poorer quality relationships, and poorer quality of life (Kessler, Walters, & Forthofer, 1998; Lipsitz & Schneier, 2000; Mendlowicz & Stein, 2000; Rapee, 1996; Stein & Kean, 2000). For example, in a study examining interpersonal functioning in close relationships, Davila and Beck (2002) found that social anxiety was associated with increased conflict avoidance, less emotional expression, higher fear of rejection, and less assertive behaviour. Antony and his colleagues found that patients with social anxiety disorder had substantial impairments across a wide range of daily functioning activities, including recreation, spousal and family relationships, and

self-expression (Antony, Roth, Swinson, Huta, & Devins, 1998). Impairments in social and psychological functioning such as these have been found not only among clinical samples of individuals with social anxiety disorder, but also among individuals with subclinical levels of social anxiety (Davidson, Hughes, George, & Blazer, 1994).

Although the impact of social anxiety on interpersonal and psychological functioning has been well established, there are relatively fewer studies that have specifically documented the occupational challenges facing socially anxious individuals in the modern workplace. An early study by Turner and colleagues found that over 90% of socially anxious individuals reported significant impairments in occupational functioning, and the difficulties encountered in the workplace were associated with detriments to career advancement (Turner, Beidel, Dancu, & Keys, 1986). Similarly, Schneier, Johnson, Hornig, Liebowitz, and Weissman (1992) found that over 80% of socially anxious individuals reported occupational difficulties, including financial strain. A more recent study compared individuals with higher levels of social anxiety and nonanxious controls on economic and employment status (Patel, Knapp, Henderson, & Baldwin, 2002). These authors found that people with higher levels of social anxiety had lower rates of employment, were more likely to have a low household income, and were more likely to have left a job in the past year due to mental or emotional problems. Similarly, Merikangas and her colleagues found that almost 60% of individuals with diagnosable social anxiety disorder and 25% of individuals with subclinical levels of social anxiety reported occupational impairment (Merikangas, Avenevoli, Acharyya, Zhang & Angst, 2002). Bruch, Fallon and Heimberg (2003) compared socially anxious and nonanxious individuals on a number of factors that reflect occupational adjustment. They found that compared to low anxiety individuals, those with high anxiety were more

likely to be underemployed, feel anxiety when beginning a new job, avoid interpersonally relevant jobs, be overqualified for their current job with regards to level of educational attainment, and believe that their supervisor held negative views of them.

Modern workplace settings are stressful, even without the additional challenges faced by socially anxious individuals. Sixty-nine percent of Canadians report experiencing some degree of stress at work on a daily basis (Statistics Canada, 2002; Canadian Mental Health Association, 1984), and work stress is among the most common reasons for work absences (Darr & Johns, 2008; Griffin & Clarke, 2011). Among the key sources of stress reported in the workplace are interpersonal conflict and negotiation, and these are likely to be especially difficult for socially anxious individuals (Bluen & Jubiler-Lurie, 1990; Kelloway & Francis, 2006; Spear, Wood, Chawla, Devis, & Nelson, 2004). However, organizations are placing increasing emphasis on team work, collaboration between managers and subordinates, and flexible work schedules (Rousseau, 2001; Senge, 1997; Pfeffer, 1998), which is increasing the frequency and necessity for negotiations in the modern workplace. Negotiation skills are, therefore, a valuable asset in the workplace, and have been shown to correlate positively with job performance, career success and salary levels (Babcock & Levescher, 2003; Hunter, 1986). Unfortunately, socially anxious individuals are likely to be at a disadvantage in this skill area.

Different types of negotiations have been identified, and they vary depending on the goals and priorities of the negotiators. Two types of negotiations are most commonly discussed in the literature: distributive and integrative. Distributive negotiations (win-lose) occur when the pool of available resources is fixed and the “goods” simply need to be divided between the parties. Successful strategies in a distributive negotiation include

staying firm and acting in a demanding, aggressive, and persuasive manner (Pruitt & Carnevale, 1993; Beersma & De Dreu, 2002). Integrative negotiations (win-win) occur when negotiators have different interests, and when one party's gains are not equivalent to the other party's losses (Beersma & De Dreu, 2002). Integrative negotiations generally demand more cognitive effort from negotiators, as effective communication, creativity, and appropriate self-disclosure are often required to uncover win-win solutions (De Dreu, Beersma, Stroebe, & Euwema, 2006; Pruitt & Carnevale, 1993).

Socially anxious individuals are likely to have difficulties with both integrative and distributive negotiations, as the skills required for success in each type of negotiation (e.g., communicating effectively, disclosing information, etc.) are likely to be challenging for them. However, although researchers have examined the impact of social anxiety in a number of interpersonal and performance situations, there has been virtually no research to date focusing specifically on how social anxiety might impact negotiation outcomes. To our knowledge, only one study has examined the role of social anxiety in negotiations (Gilin, Gavric & Stewart, manuscript submitted for publication). In this study, 288 undergraduate students completed a simulated negotiation in which they were required to pair up and negotiate with multiple partners. The negotiators paired up with as many partners as possible in a 20-minute period with the goal of earning the largest commission possible. In addition to negotiation performance, a number of cognitive processes were assessed (self-focused attention, high conflict avoidance, fear of negative evaluation, and social distress), which were hypothesized to mediate the relationship between social anxiety and negotiation performance. It was hypothesized that higher levels of social anxiety would be related to worse negotiation performance and that the proposed mediators would account for this relationship. As expected, the results

indicated that social anxiety was indeed negatively correlated with performance on the negotiation task (i.e., earning less commission). Furthermore, there was evidence to support the meditational hypotheses. In particular, self-focused attention emerged as a key mediator of the relationship between social anxiety and negotiation performance. These results suggest that socially anxious individuals may be at a disadvantage in negotiation contexts partly because their attention is focused internally rather than on the task at hand.

The role of self-focused attention in social anxiety is a well-established phenomenon, and is certainly not unique to negotiation contexts. Cognitive models of social anxiety have implicated self-focused attention as an important maintaining factor of anxiety symptoms (Clark & Wells, 1995; Rapee & Heimberg, 1997). These models posit that when socially anxious individuals enter a threatening social situation, their attention turns to careful monitoring and observation of their own internal and external behaviour, rather than staying focused on the situation around them. Research has consistently demonstrated that self-focused attention is common in social anxiety and that it has a negative effect on state anxiety, self-evaluation, and performance (Mellings & Alden, 2000; Spurr & Stopa, 2003; Woody, 1996; Woody & Rodriguez, 2000). A study by Mellings and Alden (2000) found that socially anxious individuals were more likely than nonanxious controls to focus attention on themselves than on interaction partners during a social task, and that such biased focus of attention influenced their judgment and recollection of social events. Specifically, individuals with greater levels of self-focus were able to recall fewer details about their interaction partners, suggesting that self-focused attention is detrimental to gathering information from the external environment. Mansell, Clark and Ehlers (2003) used a dot probe paradigm to more

directly measure focus of attention in socially anxious and nonanxious participants. In this task, speed of response to external probes (visual presentation) and internal probes (light vibration on the fingertips) were measured with the assumption that participants would be better able to detect the probes that were consistent with their attentional focus. In comparison to individuals low on social anxiety, the high anxiety participants responded faster to internal versus external probes in socially threatening situations, suggesting that they were more internally focused during the social task. Other studies have found that situational self-focus decreases over the course of cognitive behavioural therapy (Woody, Chambless, & Glass, 1997).

According to the Clark and Wells (1995) model, the information gathered during periods of self-focus is used to construct an image or representation of the self. These self-images are theorized to be excessively negative and distorted self-representations that are believed by socially anxious individuals to be accurate portrayals of how they appear to others in social situations. Although this component of the cognitive model has received somewhat less attention in the empirical literature, there has been recent interest in investigating the nature of self-imagery in social anxiety. One consistent finding is that the images are seen from an observer's perspective, rather than through the individual's own eyes (i.e., field perspective). For example, Hackmann, Surawy and Clark (1998) found that socially anxious participants were significantly more likely to use the observer perspective when recalling social situations whereas healthy controls were more likely to use the field perspective. Similarly, another study found that when participants with high levels of social anxiety were asked to recall a memory from a recent threatening social event, they were more likely than nonanxious controls to recall the event from an observer perspective (Wells, Clark, & Ahmad, 1998). Interestingly,

when participants were asked to recall a non-social event, individuals in the high and low anxiety groups recalled it from a field perspective. Coles and her colleagues (Coles, Turk, Heimberg, & Fresco, 2001) extended this line of research by demonstrating that the observer perspective is more likely to be used by socially anxious individuals compared to control participants, but only when the situation being recalled was experienced with a high level of anxiety. When recalling situations that were only experienced with a medium or low level of anxiety, both high and low anxiety participants used a field perspective. Thus, there is research evidence to suggest that socially anxious individuals tend to recall threatening social situations from the perspective of an observer. Situations that are recalled from an observer perspective are likely to be excessively negative, but interpreted as accurate representations of how one appears to others, and thus, to maintain anxiety (Clark & Wells, 1995).

The research presented thus far provides compelling evidence that self-focused attention and the observer perspective are common in social anxiety and are associated with increased anxiety and performance deficits. Furthermore, the Gilin et al. (manuscript submitted for publication) study suggests that these processes may also be key factors in negotiation contexts and might be responsible for some of the deficits seen in socially anxious negotiators. Interestingly, there is research evidence to suggest that externally-focused attention may counteract some of the negative effects of self-focused attention in socially anxious individuals. Wells and Papegeorgiou (1998) investigated the effects of adding an external attention manipulation to exposure therapy when treating socially anxious patients. The exposure alone condition simply asked patients to stay in a threatening social situation for a specified period of time. In contrast, the external-focus condition instructed patients to enter threatening social situations while observing other

people closely and objectively considering their behaviour. This study found that the external-attention condition was significantly more effective than exposure alone at reducing anxiety and catastrophic beliefs and shifting perspective from observer to field. This study suggests that strategies designed to promote externally-focused attention are beneficial for socially anxious individuals.

Evidence for the benefits of externally focused attention has also been documented in the negotiation literature. Galinsky and his colleagues (Galinsky, Maddux, Gilin & White, 2008) conducted three studies examining the role of externally-focused<sup>1</sup> attention in negotiations. The first of these studies examined how individual differences in externally-focused attention impact negotiation performance. They found that externally-focused attention tendencies predicted whether or not a successful deal was reached and whether or not creative solutions were discovered. The other two studies experimentally manipulated external-attention and assessed negotiation outcomes. Participants were instructed to focus their attention on their negotiation partner and to try and understand what the partner's interests and priorities were in the negotiation task. The findings demonstrated that externally-focused attention had more favourable results when compared to a control (i.e., task focused) condition. Individuals who focused attention externally were better able to uncover underlying interests, generate creative solutions, and had better integrative and distributive outcomes. They were also more likely to reach an agreement with their partners (i.e., they had fewer impasses).

The previously discussed research provides convincing evidence that self-focused attention is an important maintaining factor in social anxiety and may be at least partly responsible for the detrimental effects of social anxiety in negotiation contexts. Furthermore, given that externally focused attention has been shown to reduce anxiety

symptoms in clinical populations and to improve negotiation performance in healthy samples, it seems reasonable to assume that it might also be a useful intervention for socially anxious negotiators. Although there is limited research in the area, there is growing evidence that socially anxious individuals experience difficulties in occupational settings due to their anxiety and negotiation may pose a unique threat for socially anxious individuals. Negotiation skills are associated with job performance and career success (Babcock & Levescher, 2003; Hunter, 1986) and poor negotiation skills would place socially anxious individuals at a disadvantage in the modern workplace. Thus, the development of intervention strategies to counteract the difficulties experienced by socially anxious negotiators is essential.

The current study was the first empirical manipulation of attentional focus among socially anxious and nonanxious participants in a negotiation context. We were interested in examining the influence of self-and external-focused attention strategies on anxiety, perspective, and negotiation outcomes in high and low socially anxious individuals who participated in a laboratory-based dyadic negotiation task. The high social anxiety and low social anxiety participants were always paired in the task with a low social anxiety partner<sup>2</sup>. Participants were randomly assigned to external-focus, self-focus, and control (task-focus) conditions during a negotiation simulation in the laboratory. Consistent with previous research, we hypothesized that the low social anxiety group would experience less anxiety, greater field-than-observer perspective, and better monetary negotiation outcomes than the high social anxiety group. With regards to the three attentional focus conditions, we hypothesized that the high social anxiety group in the external-focus condition would experience less anxiety and a shift from an observer to a field perspective, and would achieve better distributive and integrative outcomes in

comparison to the control group. Similarly, for the low social anxiety group, we expected that the external-focus manipulation would result in even less anxiety, more field perspective, and better negotiation outcomes compared to the control condition, although we did not expect them to have as much benefit as the high anxiety individuals. On the other hand, given that self-focus has been associated with performance deficits in previous research (Mellings & Alden, 2000; Spurr & Stopa, 2003; Gilin et al., manuscript submitted for publication), we expected that the socially anxious individuals in the self-focus condition would experience even greater anxiety, greater observer perspective, and worse negotiation outcomes compared to the control condition participants. Likewise, the self-focus condition was expected to induce anxiety, observer perspective and lead to worse negotiation performance among the nonanxious participants, perhaps putting them on par with the high social anxiety group in the control condition.

## Method

### *Participants*

Participants were undergraduate students who were recruited from the University of Waterloo psychology research pool. Based on recommendations by Connor et al. (2000) and Huppert et al. (Huppert, Pasupeleti, Foa, & Matthews, 2007), participants who met cutoff scores of 30 or above (high social anxiety; HSA) and 12 or below (low social anxiety; LSA) on the Social Phobia Inventory (SPIN; Connor et al., 2000) were invited to participate. Since there is research evidence to suggest that there are significant gender differences in negotiation style (Babcock, & Laschever, 2003; Kray, Thompson, & Galinsky, 2001), only female participants were eligible for recruitment into this study. Individuals who were not fluent in English (assessed by self-reported fluency in speaking, reading and writing English) were also excluded from participating, as the negotiation task was quite linguistically complex.

In total, 222 individuals completed the dyadic negotiation task. Of these, 42 individuals were excluded for the following reasons: individuals who did not complete the SPIN during mass testing but were nevertheless permitted to enter the study by the automated computer system ( $n = 12$ ), participants in dyads composed of two HSA participants ( $n = 14$ ), participants who were not able to reach an agreement during the negotiation exercise ( $n = 4$ ), individuals who mistakenly received the same negotiation role and could thus not complete the task ( $n = 4$ ), and individuals who did not adequately complete the focus of attention manipulation and were removed following a manipulation check, described below ( $n = 8$ ). These exclusions left a final sample of 180 individuals (90 participant-partner dyads). Since the negotiation task consisted of two participants within each dyad, the data obtained from each negotiation partner were

interdependent. Interdependent data can result in biased significance tests and this issue should not be ignored (Kenny, Kashy, & Cook, 2006). One way to handle interdependent data is to discard the data from one of the participants, thus eliminating interdependence (Kenny et al., 2006). This was the approach used in the current study. In the HSA-LSA dyads, only the HSA participant received the focus of attention manipulation. In the LSA-LSA dyads, one of the participants was randomly selected to receive the attentional focus manipulation while the other participant was always assigned to the control condition. The individuals who did not receive the manipulation were discarded from the analyses. As such, our final sample included 90 eligible participants (38 HSA and 52 LSA females).

### *Procedure*

Participants were brought into the lab in small groups (2-14 individuals at a time). The lab room was a classroom set up with dyadic negotiation stations. For the preparation period of the study, participants were seated spaced apart from one another facing the front of the room. Participants were informed that the purpose of the study was to examine how various personality factors and mental preparation strategies influence negotiation performance. They were provided with an experimental package which contained all of the necessary negotiation materials. As is typical in negotiation research, the task used was a simulated negotiation (Curhan, Elfenbein & Eisenkraft, 2010), which was adapted from previous research (Bazerman, Magliozzi, & Neale, 1985; Gilin et al., manuscript submitted for publication).

Participants were given approximately 10 minutes to prepare for the negotiation exercise by reading the experimental materials, which contained detailed information about each of their roles, goals, priorities and financial pay-offs. Participants were

randomly assigned to one of two hypothetical negotiation roles: Sales Representative or Purchasing Agent (See Appendix A and B, respectively). The Sales Representative played the role of a salesperson for FrigidAir, a leading manufacturer of refrigerators. The Purchasing Agent played the role of a buyer of refrigerators for Fridges-R-Us, a major appliance store. The goal for both negotiators was to earn as much money as possible in the task.

Negotiation partners had three issues to settle: *discount terms*, *delivery time*, and *financing options*. *Discount terms* was a distributive issue because even though partners had opposite preferences on this issue, the financial pay-offs were identical. *Financing terms* and *delivery time* were integrative issues because the financial pay-offs were not equal for the two negotiators. In other words, the sales representative could achieve higher profits on the *financing terms* option and the purchasing agent could achieve higher profits on the *delivery time* option. The most lucrative strategy for both parties was to completely trade off on these two issues, but this was not made explicit and they were left to discover this for themselves, potentially, during the negotiation. The negotiation pay-off structure for both negotiation roles is presented in Appendix C. In order to motivate participants to do well in the task, the commission earned during the negotiation was converted into lottery tickets for a cash prize draw of \$100. Following the preparation period, participants were given a short quiz to test their understanding of the negotiation task and the structure of the financial incentives.

After participants were finished preparing for the negotiation, they moved to designated negotiation stations. These were organized so that negotiation partners sat across from one another with a divider between them. The divider prevented visual contact between negotiation partners and ensured privacy for the focus of attention

manipulation (but was removed for the negotiation task). After participants were situated at their negotiation stations, and immediately before the start of the negotiation period, participants completed the focus of attention manipulation (See Appendix D for complete manipulation instructions). The manipulation was adopted from Wells and Papagorgiou (1998), except that in our study it was presented in written form rather than verbally by the experimenter. Participants were randomly assigned to the control condition, the external-focus condition, or the self-focus condition, and were given 5 minutes to prepare for the task. In the control condition, participants were instructed simply to focus on the negotiation task itself. The attention manipulation exercise was presented to participants as a mental preparation strategy and the importance of fully engaging in the task was stressed both verbally and in writing. The rationale for the task was presented as follows: *“Now that everyone understands how the negotiation will work, we want everybody to take a few minutes to prepare for the negotiation. To get ready to negotiate, we want to inform all of you about a field of research which suggests that where someone focuses their attention during a negotiation can affect how they perform”*. Participants were then instructed to focus on themselves, their negotiation partner, or the negotiation task. As part of the manipulation, participants were asked to write down information that they might think about or notice during the negotiation. This was done to ensure adherence to the manipulation instructions and also served as part of the manipulation check. Participants who failed to write relevant or adequate information were removed from the analyses ( $n = 8$ ), since we could not ensure that they had completed the manipulation correctly.

Participants and partners were given 10 minutes to complete the negotiation task, and were informed that failure to reach an agreement within the specified time limit

would result in an impasse and that neither person would receive any commission. With the exception of four dyads (whose data were excluded from the analyses), all individuals in the study were able to reach an agreement within the specified time limit. Finally, participants completed a post-negotiation questionnaire (see Appendix E), which assessed self-reported anxiety experienced during the negotiation and field-observer perspective. In addition, participants reported on their level of motivation during the task and completed the manipulation checks, as described in more detail below.

### *Design*

This study used a between subjects design. The between-subject factors were social anxiety (HSA or LSA) and focus of attention (control, external, or self). The dependent variables were self-reported anxiety and field-observer perspective during the negotiation task, as well as negotiation performance outcomes in total dollars earned.

### *Measures*

The *Social Phobia Inventory* (SPIN; Connor et al., 2000) is a 17-item self-report scale that assesses fear, avoidance and physiological arousal symptoms characteristic of social anxiety (See Appendix F). Participants rated the extent to which they were bothered by each item on a 5-point Likert scale ranging from 0 (*not at all*) to 4 (*extremely*). Sample items include “Talking to strangers scares me,” “I would do anything to avoid being criticized,” and “I am bothered by blushing in front of people”. The SPIN has been shown to differentiate between individuals with and without social anxiety and to have good test-retest reliability with correlations of .86 between two administrations of the scale spaced several weeks apart (Antony, Coons, McCabe, Ashbaugh, & Swinson, 2006). The SPIN has also demonstrated excellent internal consistency (Cronbach’s  $\alpha$  ranging from .87 to .94) and has been shown to have

discriminant validity (Antony , Coons, et al., 2006; Connor et al., 2000). The psychometric properties of the SPIN have been confirmed in nonclinical samples, which provides support for the measure's use with student populations (Radomsky et al., 2006). In the current study, the SPIN demonstrated excellent internal consistency with a Cronbach's alpha of .95.

The *Subjective Units of Distress Scale* (SUDS; Wolpe, 1958) was administered to measure participants' state anxiety during the negotiation task. Subjective Units of Distress ratings for anxiety experienced during the negotiation were provided by participants on a scale from 0 (*not at all anxious*) to 10 (*extremely anxious*) immediately after the negotiation task. Although the SUDS has been widely used in research studies and clinical settings (e.g., Cody & Teachman, 2010; Heimberg & Becker, 2002; Kocovski & Rector, 2008; Laposa, Cassin, & Rector, 2010; Morissette, Spiegel, & Barlow, 2008), there are limited psychometric data for this scale. The paucity of psychometric data is due to the fact that this is a single item scale and, thus, internal consistency cannot be calculated. Furthermore, since the SUDS is a measure of state anxiety, it is not appropriate to assess its test-retest reliability (Sloan & Kring, 2007). However, an advantage of the SUDS is that it is easy and quick to administer and has strong face validity (Sloan & Kring, 2007).

Perspective was measured on a 7-point bipolar scale ranging from -3 (*entirely looking out through my eyes*) to +3 (*entirely observing myself from an external point of view*). This scale was originally developed by Wells, Clark and Ahmad (1998) and has been used in a number of subsequent studies (e.g., George & Stopa, 2008; Papageorgiou & Wells, 2002; Spurr & Stopa, 2003). Individuals with social anxiety consistently show greater observer perspective on this scale when compared to individuals with other

anxiety disorders and healthy controls (Wells & Papageorgiou, 1998; Wells & Papageorgiou, 1999). It is also sensitive to changes produced by attentional focus manipulations among HSA and LSA individuals (George & Stopa, 2008; Wells & Papageorgiou, 1998).

The *Focus of Attention Questionnaire* (FAQ; Woody, Chambless, & Glass, 1997) is a measure of self- and external-focus that is designed to be used following a social task (See Appendix G). It consists of 10 items with separate subscales for self- and external-focus, and participants respond using a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*totally*). The self-focus subscale assesses the extent to which individuals are focused on their own behaviour and internal experience (e.g., “I was focusing on what I would do or say next”), while the external subscale measures the degree to which individuals are focused on their interaction partner and on the environment (e.g., “I was focusing on what the other person was saying or doing”). The FAQ has adequate internal consistency with prior studies finding Cronbach’s alpha values of .72 for the internal and .76 for the external subscales (Woody et al., 1997). Factor analysis has also shown that the subscales are independent (Woody et al., 1997). The FAQ is sensitive to attentional focus manipulations, thus supporting its construct validity (Woody, 1996). In the current study, Cronbach’s alpha was only .60 for the external-focus subscale and .59 for the self-focus subscale.

## Results

### *Preliminary analyses*

In order to assess whether the focus of attention manipulation had the desired effect, participant ratings on the FAQ were compared across the three conditions. Participant ratings in the self- and external-focus conditions were compared to the ratings in the control condition. We expected that individuals in the self-focus condition would show higher scores on the self-subscale of the FAQ and individuals in the external condition would show higher scores on the external-subscale of the FAQ. Means and standard deviations for these data are presented in Table 1. To determine whether our manipulation significantly changed focus of attention, we conducted two (group) by two (condition) analyses of variance with each of the FAQ subscales as dependent variables. Examining results from the FAQ external subscale, there was a significant main effect of condition ( $F(1, 57) = 7.56, p = .01, \text{partial } \eta^2 = .12$ ), but no effect of group ( $F(1, 57) = .67, p = .42, \text{partial } \eta^2 = .01$ ) and no group by condition interaction ( $F(1, 57) = .01, p = .91, \text{partial } \eta^2 = .00$ ). These results suggest that the external-focus manipulation successfully increased external attention in both groups. For the FAQ self-subscale, we did not find a significant main effect of condition ( $F(2, 89) = 2.14, p = .12, \text{partial } \eta^2 = .05$ ), suggesting that the self-focus manipulation did not significantly change participants' attentional focus relative to the control condition. We did, however, find a main effect of group ( $F(1, 89) = 6.62, p = .01, \text{partial } \eta^2 = .07$ ) which demonstrates that, as expected, the HSA group was more self-focused across experimental conditions. There was no significant group by condition interaction,  $F(2, 89) = .57, p = .60, \text{partial } \eta^2 = .01$ . Since our self-focus manipulation did not significantly increase self-focused attention, the self-focus condition was removed from further analyses. Our primary data

analyses, therefore, examined the effects of group (HSA vs. LSA) and condition (external-focus vs. control) on the dependent variables of interest. The sample sizes for each of these four cells are reported in Table 2.

To ensure that participants understood the negotiation task, we examined their responses on an 8-item quiz that was administered following the preparatory period. Eighty percent of individuals answered all of the questions correctly, 14.4% missed a single item, 4.4% missed two items, and 1.1% missed three items. The quiz measured understanding of negotiation roles, priorities, and pay-off structures, and these results indicate that overall, participants had an excellent understanding of these constructs.

We also assessed the extent to which participants felt motivated to do well on the negotiation task. The following questions were developed to measure this construct: “To what extent did you want to ‘win’ the negotiation?”, “To what extent were you motivated to make a lot of commissions during the negotiation exercise?”, and “To what extent were you motivated by the chance to win the \$100 prize?” Individuals rated these items on a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*extremely*). On average, participants were somewhat motivated to do well on the negotiation task, with a mean rating of 3.25 ( $SD = .77$ ) across all participants. We conducted a two way ANOVA to ensure that there were no differences between groups or across conditions in levels of motivation. The results indicated that there were no effects of group ( $F(1, 57) = .17, p = .68, \text{partial } \eta^2 = .00$ ) or condition ( $F(1, 57) = .13, p = .72, \text{partial } \eta^2 = .00$ ), and no group by condition interaction ( $F(1, 57) = .06, p = .81, \text{partial } \eta^2 = .00$ ).

Participants were randomly assigned to one of two negotiation roles (Purchasing Agent or Sales Representative). Since the negotiation role was not standardized across all participants, we examined whether the two roles had differential effects on negotiation

performance. The results indicated that there was no effect of negotiation role on monetary negotiation outcomes,  $F(1, 57) = .13, p = .72$ .

#### *Participant characteristics*

Table 2 displays the demographic and symptom characteristics for the final study sample. There were no differences in age between the HSA and LSA groups ( $t(54) = .56, p = .58$ ) or between the external-focus and control conditions ( $t(54) = .33, p = .75$ ). The HSA and LSA groups differed significantly with regard to ethnic distribution,  $\chi^2(2, N = 55) = 8.10, p = .02$ . A greater proportion of participants identified as ethnically Asian in the HSA group (29.1%) compared to the LSA group (18.2%). In contrast, a larger proportion of participants identified themselves as Caucasian in the LSA (27.3%) group in comparison to the HSA group (7.3%). There were no ethnic differences between the external-focus and control conditions,  $\chi^2(2, N = 55) = .47, p = .79$ . Trait social anxiety, as assessed by the SPIN, did not differ significantly between the external and control conditions,  $t(55) = .91, p = .37$ .

#### *Anxiety during the negotiation*

Participants' state anxiety was measured following the negotiation task. For the HSA group, the mean anxiety ratings were 4.0 ( $SD = 2.51$ ) in the external-focus condition and 5.27 ( $SD = 2.72$ ) in the control condition. For the LSA group, the mean anxiety ratings were 2.55 ( $SD = 2.04$ ) in the external-focus condition and 4.08 ( $SD = 2.14$ ) in the control condition. These data were analyzed using a 2 (group) by 2 (condition) ANOVA. There was a significant main effect of group ( $F(1, 57) = 4.51, p = .04, \text{partial } \eta^2 = .08$ ), and a main effect of condition ( $F(1, 57) = 5.05, p = .03, \text{partial } \eta^2 = .09$ ) but no interaction between group and condition ( $F(1, 57) = .04, p = .84, \text{partial } \eta^2 = .00$ ). As shown in Figure 1, HSA individuals were more anxious than LSA participants

across both conditions, and the external-focus condition was associated with decreased anxiety relative to the control condition across both groups.

#### *Perspective during the negotiation*

Participants' perspective during the negotiation was measured using a -3 to +3 scale, where negative numbers indicated field perspective and positive numbers indicated observer perspective. For the HSA group, the mean ratings were .64 ( $SD = 1.36$ ) in the control condition and -.86 ( $SD = 1.79$ ) in the external focus condition. For the LSA group, mean ratings were -.15 ( $SD = 1.52$ ) in the control condition and -.50 ( $SD = 1.28$ ) in the external focus condition. These data were analyzed using a two way ANOVA. Results indicated that there was a significant main effect of condition ( $F(1, 57) = 5.31, p = .03, \text{partial } \eta^2 = .09$ ) but no effect of group ( $F(1, 57) = .29, p = .59, \text{partial } \eta^2 = .01$ ) and no interaction between group and perspective ( $F(1, 57) = 2.07, p = .16, \text{partial } \eta^2 = .04$ ). As illustrated in Figure 2, the external-focus condition, relative to the control condition, was associated with greater field than observer perspective across both groups. Of note, as can be seen in Figure 2, LSA participants reported greater field perspective in both conditions, whereas the perspective of HSA participants shifted from greater observer perspective in the control condition to greater field perspective in the external-focus condition. Although this group by condition interaction was not statistically significant ( $p = .16$ ), it may have become significant with greater experimental power.

#### *Monetary negotiation outcomes*

Negotiation performance was measured by the total commission (i.e., money) earned during the negotiation task, and the results are presented in Figure 3. Higher numbers indicate more profit earned and thus better performance (range = \$0 - \$8000). For the HSA group, the mean commission earned was \$4372.73 ( $SD = 988.02$ ) in the

control condition and \$4200.00 ( $SD = 675.96$ ) in the external focus condition. For the LSA group, the mean commission earned was \$4607.69 ( $SD = 758.79$ ) in the control condition and \$4655.00 ( $SD = 896.47$ ) in the external focus condition. These data were analyzed using a two way ANOVA. Contrary to our predictions, the results indicated that there were no significant effect of condition ( $F(1, 57) = .08, p = .79, \eta^2 = .00$ ), or group ( $F(1, 57) = 2.35, p = .13, \text{partial } \eta^2 = .04$ ), and no group by condition interaction ( $F(1, 57) = .24, p = .63, \text{partial } \eta^2 = .00$ )<sup>2</sup>. Although the group differences failed to reach significance ( $p = .13$ ), it is possible that they would have become significant with greater experimental power.

We further examined negotiation performance by comparing the integrative and distributive outcomes separately across conditions and groups. For distributive outcomes, we again found no effect of condition ( $F(1, 57) = 1.70, p = .20, \text{partial } \eta^2 = .03$ ), group ( $F(1, 57) = 1.28, p = .26, \text{partial } \eta^2 = .02$ ), and no group by condition interaction ( $F(1, 57) = 0.02, p = .90, \text{partial } \eta^2 = .00$ ). Similarly, for integrative outcomes, we found no effect of condition ( $F(1, 57) = 1.37, p = .25, \text{partial } \eta^2 = .03$ ), or group ( $F(1, 57) = 0.91, p = .34, \text{partial } \eta^2 = .02$ ), and no interaction ( $F(1, 57) = 0.39, p = .54, \text{partial } \eta^2 = .01$ ).

## Discussion

The goal of this study was to investigate the role of external- and self-focused attention in HSA and LSA negotiators. Given that negotiations are by definition interpersonal conflicts and are considered one of the key sources of stress by employees (Bluen & Jubiler-Lurie, 1990; Kelloway & Francis, 2006; Pruitt & Carnevale, 1993; Spear, Wood, Chawla, Devis, & Nelson, 2004), it seemed reasonable to assume that socially anxious individuals would find negotiations particularly stressful. To our knowledge, only one study has specifically examined the role of social anxiety in a negotiation context (Gilin et al., manuscript submitted for publication). This study found that social anxiety handicaps negotiators and leads to performance decrements – an effect that was due, at least in part, to heightened self-focused attention. As such, we hypothesized in the present study that socially anxious negotiators who were specifically encouraged to adopt an external focus of attention during the negotiation would experience decreased anxiety, a change in perspective from observer to field, and better negotiation performance.

Results confirmed that the external-focus manipulation was effective at increasing externally focused attention, and this was true for both the HSA and LSA groups. However, contrary to previous research (Wells & Papageorgiou, 1998), the manipulation was not effective at altering self-focused attention in either group. It is possible that this result was due to the fact that the manipulation materials were presented in writing rather than verbally, as has been done in past research. The approach used in the current study was chosen for practical reasons; however it may have made the manipulation less potent. Although possible, this explanation is unlikely to be valid because the external manipulation was successful and the instructions were presented in

an identical manner between the two conditions. An alternative explanation is that HSA participants were already self-focused and the manipulation did little to increase self-focus over and above baseline levels. If this explanation were valid, we would still expect to see the self-focus manipulation lead to significant changes on the FAQ for the LSA group. Although this was not a significant finding in the current study, the results were trending in that direction ( $p = .12$ ), and it is thus possible that results would reach significance given greater experimental power. Future studies wishing to manipulate attention in a similar fashion should conduct extensive pilot testing to determine whether and under what conditions the manipulation is effective.

As predicted, increased focus on one's partner and the surrounding environment resulted in significant decreases in anxiety. Negotiation researchers have demonstrated this effect previously in normal populations (Galinsky et al., 2008), but this was the first study to replicate it in socially anxious negotiators. Furthermore, consistent with our prediction, individuals in the external-focus condition adopted more of a field rather than observer perspective in comparison to the control condition, and this was true of individuals in both the HSA and LSA groups. In other words, participants in the external focus condition were less likely to remember the negotiation task from an observer's point of view and were more likely to recall the situation from their own perspective. The fact that our manipulation was successful at shifting participants' perspective relative to the control condition is an important finding. As reviewed above, adopting an observer perspective has been associated across a number of studies with increased anxiety and objective performance deficits. Therefore, shifts in perspective have the potential to improve performance and emotional well-being across a range of social situations, including negotiation.

Contrary to predictions and the results of previous research (Gilin et al., manuscript submitted for publication), our focus of attention manipulation had no impact on negotiation performance. There were also no group differences between the HSA and LSA groups on negotiation outcomes. A number of explanations are possible for these surprising findings. Because negotiation partners were not trained confederates who followed a predetermined script, their behaviour across participants was likely highly variable, which may have introduced a lot of noise in the data, which in turn, may have obscured any significant results. We did originally consider the option of using trained confederates rather than other participants as negotiation partners, but decided that creating a standardized script for such a complex negotiation task would have been extremely difficult and may have threatened the external validity of the task and its generalizability to “real world” negotiations. Future research should, perhaps, examine the impact of externally focused attention on negotiation performance in a more structured manner, perhaps by increasing internal validity and utilizing a less complex negotiation simulation. It is also possible that the contradicting findings between this study and the Gilin et al. (manuscript submitted for publication) study are the result of task differences. In the current study, we randomly paired participants with a single negotiation partner and provided them with a complex, yet structured negotiation exercise. In contrast, Gilin et al. (manuscript submitted for publication) had participants negotiate multiple times with different partners. Perhaps, in simulated and structured negotiation tasks such as the ones used in these studies, the impact of social anxiety is not strong enough to be detected by a single negotiation trial and multiple trials are, perhaps, needed for any deficits associated with social anxiety to emerge. Finally, it is important to note that some non-significant results in the present study were trending

toward significance; thus, it is possible that there was simply inadequate statistical power in the current study to detect significant effects due high levels of variability (as mentioned above) and/or the relatively small overall sample size and uneven distribution of participants across cells.

A number of factors have been outlined in the literature that are associated with negotiation performance but were not assessed in the current study. Prior studies have identified negotiation experience (Simone & Ilana, 2007), personality factors (Barry & Friedman, 1998), and cognitive ability (Barry & Friedman, 1998) as important predictors of negotiator efficacy. It would be interesting to examine how these factors relate to social anxiety and negotiation outcomes, and to identify any potential moderators of this relationship. For example, one could easily imagine a situation in which a highly experienced socially anxious negotiator does quite well in a simulated negotiation research study. Furthermore, it would be interesting to examine partner effects and to identify whether any potential partner characteristics influence negotiation outcome. For example, a socially anxious individual may perform significantly better in a negotiation task if they are paired with someone who has a highly agreeable, submissive, or introverted personality style than if they were required to negotiate with a hostile, dominant, or extraverted partner. Future research should thoroughly assess personality factors, negotiation experience, and cognitive abilities in addition to social anxiety of both participants and negotiation partners to determine whether and how these variables influence performance.

This study has a number of limitations that need to be considered. First, we must acknowledge that although stringent selection criteria were used to select participants into the HSA and LSA groups, we cannot assume that our results will be generalizable to

clinical samples of individuals with social anxiety disorder. Second, there were some limitations with regards to the assessment instruments that were used. The SUDS was used to measure anxiety following the negotiation. However, the SUDS is a single-item rating and as such is prone to error variance due to rater subjectivity. A more thorough assessment of anxiety using multiple reliable measures would have significantly improved the study methodology. Similarly, field-observer perspective was also assessed using a single-item measure, as there are currently no comprehensive measures of this construct. Although this scale was adopted from prior research, it has the same limitations as the SUDS. On a related note, the internal consistency of the FAQ was relatively low which may suggest that there is significant measurement error in this scale or that the items are not highly intercorrelated. As such, these results should be interpreted with caution. Moreover, as mentioned above, the negotiation task used in this study was a simulation, and may have lacked external validity. Although an attempt was made to create a realistic scenario and information regarding roles was provided to participants to facilitate their engagement, the task may have seemed superficial to participants. Participants in the current study did exhibit a moderate degree of anxiety during task, and reported that they were somewhat motivated to succeed in the negotiation. However, it is likely that “real world” negotiations such as salary arrangements with ones employer would be associated with significantly higher levels of both anxiety and motivation than those reported here. It would, therefore, be important for future studies to examine the role of social anxiety in “high stakes” negotiation scenarios to determine whether social anxiety represents a greater handicap under such circumstances.

In sum, despite the limitations of the present study and the need for future research to clarify and extend our preliminary findings, the fact that our manipulation significantly reduced participants' anxiety levels and changed their perspective offers a potentially promising start for developing workplace interventions. Given that anxiety and other mental health concerns have a deleterious impact on the Canadian economy by contributing to increased time away from work, higher unemployment rates, and increased disability claims (Government of Canada, 2006), that negotiations are a key source of stress in the workplace (Bluen & Jubiler-Lurie, 1990; Kelloway & Francis, 2006; Spear et al., 2004), and that socially anxious individuals may be particularly disadvantaged with respect to these high-stress interpersonal interactions, interventions targeting this specific workplace challenge have the potential both to enhance the lives of socially anxious individuals and positively impact the Canadian economy. Externally-focused attention represents a useful and straightforward strategy that can be implemented in workplace seminars and negotiation training programs.

## Footnotes

<sup>1</sup> Galinsky et al. (2008) examined the role of perspective taking in negotiations rather than externally-focused attention per se. Perspective taking is one type of externally focused attention. It is specific to taking the perspective of an interaction partner (e.g., negotiation partner) and trying to understand the situation from their point of view. Perspective taking is the ability to perceive another's thoughts, feelings and internal mental states and understand that these might be discrepant from one's own (Epley & Caruso, 2009). Externally focused attention on the other hand is a more general focus on the external world, which may include perspective taking.

<sup>2</sup> Partner data and participant-partner interactions were not analyzed as part of the present study.

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Figure 1.  
*Mean anxiety ratings for the high and low social anxiety groups in the external focus and control conditions.*

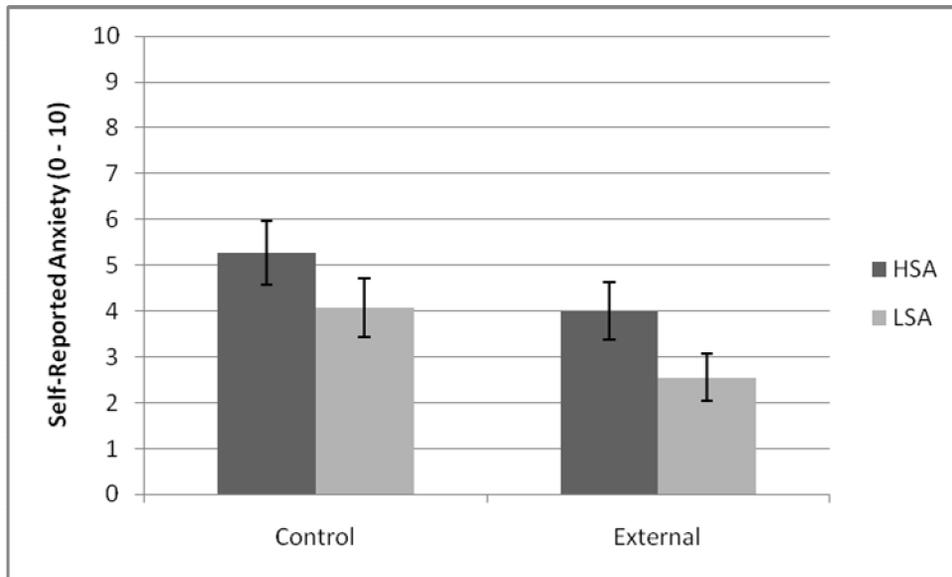


Figure 2.

*Mean perspective ratings for the high and low social anxiety groups in the external focus and control conditions.*

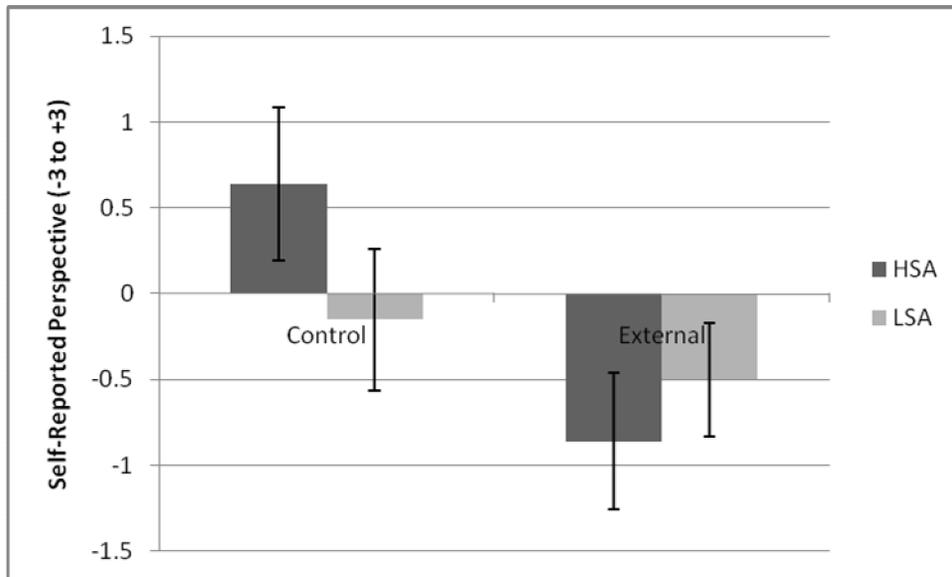


Figure 3.  
*Total commission earned in the negotiation task for the high and low social anxiety groups in the external focus and control conditions.*

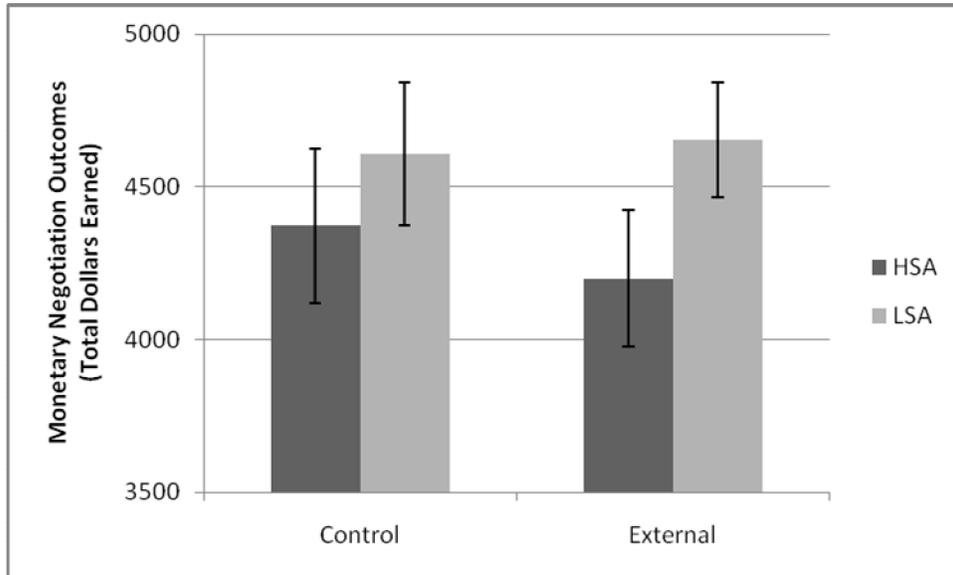


Table 1.  
*Means and standard deviations for the Focus of Attention Questionnaire (FAQ) subscale scores for the high and low anxiety groups in the self focus, external focus and control conditions.*

	Control	External	Self
FAQ Subscale			
External Focus			
HSA	11.00 (2.4)	13.21 (2.83)	12.07 (2.96)
LSA	10.46 (2.30)	12.5 (3.47)	11.05 (3.05)
Self Focus			
HSA	11.64 (3.88)	10.07 (2.92)	11.38 (2.81)
LSA	9.31 (2.14)	9.15 (1.72)	10.42 (2.39)

Table 2.  
*Means and standard deviations for participant characteristics in high and low social anxiety groups and across external focus and control conditions.*

Participant Variable	HSA		LSA	
	Control	External	Control	External
	( <i>n</i> = 11)	( <i>n</i> = 14)	( <i>n</i> = 13)	( <i>n</i> = 20)
Age	19.7(1.77)	19.64(1.69)	19.54(2.44)	19.32(1.2)
Ethnicity				
Caucasian	18.2%	16.7%	41.7%	50.0%
Asian	63.6%	75.0%	33.3%	30.0%
Other	18.2%	8.3%	25.0%	20.0%
SPIN	40.09(8.72)	36.5(4.57)	7.17(3.30)	6.5(3.19)

Appendix A  
Negotiation Role - Sales Representative

Personality and Negotiation Study

Winter, 2009

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Please write down your 5 digit SONA ID number

(It is very important that you write this number down for us because without it we will not be able to give you your research participation credit).

If you do not know your SONA ID, please see a researcher.

\_\_\_\_\_

(Your SONA Identification Number)

Please do not flip ahead until you are instructed to do so.

# Refrigerator Market Exercise



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## Background information

In this exercise, you will have the chance to negotiate with another participant. You will be given a role to play and you will interact with another student with whom you will need to negotiate. Your goal is to earn as much profit and get the best deal possible for yourself in a wholesale refrigerator negotiation. This kit contains all the materials you need to prepare for the task, including role information, negotiation instructions, a transaction receipts for recording your settlements, and a survey to be completed at the end of the exercise.

## Your role: Salesperson

You will play the role of a Sales Representative for FrigidAir, a leading manufacturer of refrigerators. In this exercise, you must imagine you work as a seller of refrigerators for FrigidAir. Your goal is to arrange a profitable sales term with the Purchasing agent (your negotiation partner) from Fridges-R-Us, a major retail appliance store. You do not need to decide on the amount of refrigerators you will sell—Fridges-R-Us will order what they need on an ongoing basis and this is decided by the store manager. Your job is simply to set up a business relationship, that is, the sales deal for all future sales. The “terms” you must make deals on are: the delivery time of refrigerators to the store, the discount amount the store will receive for their bulk business, and the financing (at what interest rate stores will have to pay outstanding bills to your company).

## Negotiation simulation procedure.

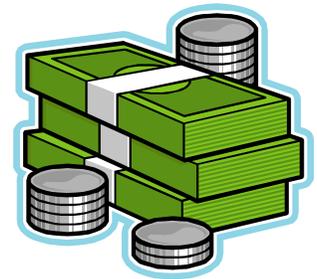
You will be randomly paired up with one participant who plays the role of one of the Fridges-R-Us Purchasers, whom you will meet at a designated negotiation station. You will then have ten minutes to settle three issues with your partner and to reach an agreement. When you have finished your negotiation, you will need to complete the transaction record based on the agreements you have made. You will then privately complete a post-negotiation survey.





## Profits, points, and prize money.

You should of course try to make a deal that is as profitable for yourself as possible! The more profit you make during the 10-minute negotiation period, the better it is for you. Getting the best deal possible will not only give you the satisfaction of succeeding in the negotiation and winning the negotiation, but it will also give you a better chance of earning “real life” money. The deals you make during the negotiation will translate into a “commission.” The commission you earn during the negotiation will be totalled and converted into points. You will be given 1 ticket towards the cash draw for every \$100 you earn in the task, so the more points you earn the more tickets you will receive. However, you will only be entered into the draw if you complete all the portions of the study (including the follow-up tomorrow and in one week). Once we have finished running this study, we will give away one cash prize of \$100 via a draw! This means that the more profit you make during the negotiation exercise, the better your chance of winning the \$100 prize!



## Key Information for Sales Representative.

Here is the key information you need in order to perform well as a Sales Representative for FrigidAir in the Refrigerator Market.

**NOTE:** It is very important that you understand this key information (and it will help you succeed in the negotiation), and there will be a quiz at the end to check your understanding.

- You are a Sales Representative for FrigidAir, and it is your job to create a business relationship with Fridges-R-Us, who sells your refrigerators to the public. Your goal is to set up the best deal possible, and make a personal profit to you, of course!

## Negotiation Issues

There are only three negotiable issues for you to debate with the Purchaser: delivery time, discount terms, and financing terms. You must negotiate and try to agree on an option for each issue. It is very important that you come to an agreement with your partner, as your boss really wants you to set up a working relationship with Fridges-R-Us. Failure to reach an agreement will result in an impasse, which means no profit for FrigidAir or Fridges-R-Us, and a very unhappy boss for you!

YOUR PRIORITIES: You work for FrigidAir, who wants:

1. To get a very high interest rate on outstanding balances.
2. To give low discounts from the standard wholesale price.
3. To give slow delivery once an order is placed.

Your boss pays you strictly on commission, based on how much your deals meet these goals. The specific options for each issue, and your commission for each option, are listed in the next pages.

Financing terms. You must agree with the Purchaser from Fridges-R-Us on what will be the financing terms (interest rate) for any refrigerators they order in the future.

- This is the most important issue to you!



You should try to push for the highest interest rate possible, and you should do everything in your power to achieve the highest possible settlement for this issue. You can get more points for negotiating a high interest rate than for any of the other issues. Your boss highly rewards you if you get a high interest rate, which means more profit for you. Below is your employment contract. The column on the left lists all the possible settlements you can achieve for Financing Terms. The column on the right tells you what each settlement is worth. Notice that Option I is your ideal settlement for this issue. It will give you the greatest amount of profit, and you should do everything you can to receive option I in the negotiation.

Financing Term Options	Commission (Profit)
Option A: No interest up to 3 months	\$0
Option B: 1% interest	\$500
Option C: 3% interest	\$1000
Option D: 5% Interest	\$1500
Option E: 7% Interest	\$2000
Option F: 9% Interest	\$2500
Option G: 11% Interest	\$3000
Option H: 13% Interest	\$3500
Option I: 15% Interest	\$4000

Discount Terms. You must agree with the Fridges-R-Us Purchaser on what will be the discount terms for any refrigerators they order in the future.

- Discounts are the second most important thing to you and your company. You should push for the smallest discount possible, since the smaller the discount Fridges-R-Us receives, the more money goes into your pocket! You will earn profit for negotiating for a smaller discount. Your employment contract is written below. Again, notice that the possible settlements are in the left hand column, and the amount of points you earn for each settlement is in the right hand column. Your best option is once again Option I, and the closer you can get to option I the more profit it will mean for you.



Discount Term Options	Commission (Profit)
Option A: 15% Discount	\$0
Option B: 13% Discount	\$300
Option C: 11% Discount	\$600
Option D: 9% Discount	\$900
Option E: 7% Discount	\$1200
Option F: 5% Discount	\$1500
Option G: 3% Discount	\$1800
Option H: 1% Discount	\$2100
Option I: 0% Discount	\$2400

Delivery Time. You must agree with the Fridges-R-Us Purchaser on what will be the delivery time for any refrigerators they order in the future.



- Delivery time is the third most important issue to your boss, and you should push for the longest possible delivery time. You will earn some profit for negotiating a better delivery time. "Better" for you means a longer time frame, as your company prefers to deliver refrigerators only once or twice a month to save costs. Your employment contract is copied below. Notice again that the best option for you is Option I, and you should try to get as close to this option as you can.

Delivery Time Options	Commission (Profit)
Option A: Same day delivery	\$0
Option B: Next day delivery	\$200
Option C: Three day delivery	\$400
Option D: Five day delivery	\$600
Option E: One week delivery	\$800
Option F: Nine day delivery	\$1000
Option G: Eleven day delivery	\$1200
Option H: Two week delivery	\$1400
Option I: Fifteen day delivery	\$1600

**Please note that you signed a non-disclosure agreement when you began your job at FrigidAir. What this means is that you are not allowed to tell or show the Fridges-R-Us Purchaser your commissions for different options under any circumstances. For example, you may not say that Option I for you is worth \$4000. No commission values may be disclosed, or you could lose your job. The Purchaser will debrief with us at the end of the negotiation, to ensure that the non-disclosure agreement was not violated.**

## Summary of Issues and Commissions: Sales Representative

Here is a summary sheet of all the available options, and the commissions you can earn for each option.

Financing Terms		Discount Terms		Delivery Time	
Options	Commission (Profit)	Options	Commission (Profit)	Options	Commission (Profit)
A: No interest	\$0	A: 15% Discount	\$0	A: Same day delivery	\$0
B: 1% interest	\$500	B: 13% Discount	\$300	B: Next day delivery	\$200
C: 3% interest	\$1000	C: 11% Discount	\$600	C: 3 day delivery	\$400
D: 5% Interest	\$1500	D: 9% Discount	\$900	D: 5 day delivery	\$600
E: 7% Interest	\$2000	E: 7% Discount	\$1200	E: 1 week delivery	\$800
F: 9% Interest	\$2500	F: 5% Discount	\$1500	F: 9 day delivery	\$1000
G: 11% Interest	\$3000	G: 3% Discount	\$1800	G: 11 day delivery	\$1200
H: 13% Interest	\$3500	H: 1% Discount	\$2100	H: 2 week delivery	\$1400
I: 15% Interest	\$4000	I: 0% Discount	\$2400	I: 15 day delivery	\$1600

# STOP!

DO NOT FLIP AHEAD UNTIL YOU ARE INSTRUCTED TO DO SO.

## Quiz for Sales Representative

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

1. What role will you be playing in this simulation?
  - a) Sales Representative for FrigidAir
  - b) Refrigerator Purchaser for Fridges-R-Us
  
2. How will you earn commissions in the Negotiation?
  - a) One point for each issue that is settled.
  - b) The total of the commissions earned for financing, discount, and delivery options.
  - c) The total number of points earned for "financing terms"
  
3. What has to occur for you to get a successful 'deal'?
  - a) The Purchaser and I must agree on at least one issue (delivery, discount, or financing)
  - b) The Purchaser and I must choose how many refrigerators will be in the order
  - c) The Purchaser and I must agree on an option for EACH of the three issues (delivery, discount, and financing).
  
4. What is your top priority issue in the negotiation?
  - a) Financing
  - b) Discount
  - c) Delivery time
  
5. Let's say you decide on a deal with options I – I – I for Delivery, Discount, and Financing, respectively.
  - a) Is this a good deal for your profits? a. NO b. YES
  
  - b) What is your total commission for the deal? \_\_\_\_\_
  
6. Let's say you decide on a deal with options A – A – A for Delivery, Discount, and Financing, respectively.
  - a) Is this a good deal for your profits? a. NO b. YES
  
  - b) What is your total commission for the deal? \_\_\_\_\_

When you have finished the quiz please **STOP HERE.**  
Wait for the instructor to give you the next directions.

## Quiz - Answers

Please take a moment to mark your quiz.

Please write a ✓ beside the answers that are correct, and an ✗ beside the answers that are incorrect. Please do not change any of your answers.

1.	A
2.	B
3.	C
4.	A
5.	a) B    b) \$ 8000
6.	a) A    b) \$ 0.00

Take a moment to look up the instructions and clarify any answers you did not answer correctly.

When you have finished marking the quiz please **STOP HERE.**  
Wait for the instructor to give you the next set of directions.

## Summary of Issues and Commissions: Sales Representative

Here is a summary sheet of all the available options, and the commissions you can earn for each option. It may be helpful for you to refer to this while you negotiate, but be careful not to let your partner see it.

Financing Terms		Discount Terms		Delivery Time	
Options	Commission (Profit)	Options	Commission (Profit)	Options	Commission (Profit)
A: No interest	\$0	A: 15% Discount	\$0	A: Same day delivery	\$0
B: 1% interest	\$500	B: 13% Discount	\$300	B: Next day delivery	\$200
C: 3% interest	\$1000	C: 11% Discount	\$600	C: 3 day delivery	\$400
D: 5% Interest	\$1500	D: 9% Discount	\$900	D: 5 day delivery	\$600
E: 7% Interest	\$2000	E: 7% Discount	\$1200	E: 1 week delivery	\$800
F: 9% Interest	\$2500	F: 5% Discount	\$1500	F: 9 day delivery	\$1000
G: 11% Interest	\$3000	G: 3% Discount	\$1800	G: 11 day delivery	\$1200
H: 13% Interest	\$3500	H: 1% Discount	\$2100	H: 2 week delivery	\$1400
I: 15% Interest	\$4000	I: 0% Discount	\$2400	I: 15 day delivery	\$1600

## Negotiation Agreement Record

Important: Please write your partner's  
SONA Identification Number here: \_\_\_\_\_

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If you reached an agreement with your partner, please fill in the details in the table below.

Financing Terms	Discount Terms	Delivery Time
Option Agreed: (please circle the option you agreed on)	Option Agreed: (please circle the option you agreed on)	Option Agreed: (please circle the option you agreed on)
A: No interest B: 1% interest C: 3% interest D: 5% Interest E: 7% Interest F: 9% Interest G: 11% Interest H: 13% Interest I: 15% Interest	A: 15% Discount B: 13% Discount C: 11% Discount D: 9% Discount E: 7% Discount F: 5% Discount G: 3% Discount H: 1% Discount I: 0% Discount	A: Same day delivery B: Next day delivery C: Three day delivery D: Five day delivery E: One week delivery F: Nine day delivery G: Eleven day delivery H: Two week delivery I: Fifteen day delivery

Please fill this part out privately:		
The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)	The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)	The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)
Add your total points across each of the issues. MY TOTAL COMMISSIONS (POINTS) FOR THIS NEGOTIATION = _____		

Appendix B  
Negotiation Role - Purchasing Agent

Personality and Negotiation Study

Winter, 2009

Please write down your 5 digit SONA ID number

(It is very important that you write this number down for us because without it we will not be able to give you your research participation credit).

If you do not know your SONA ID, please see a researcher.

\_\_\_\_\_  
(Your SONA Identification Number)

Please do not flip ahead until you are instructed to do so.

# Refrigerator Market Exercise

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## Background information

In this exercise, you will have the chance to negotiate with another participant. You will be given a role to play and you will interact with another student with whom you will need to negotiate. Your goal is to earn as much profit and get the best deal possible for yourself in a wholesale refrigerator negotiation. This kit contains all the materials you need to prepare for the task, including role information, negotiation instructions, a transaction receipts for recording your settlements, and a survey to be completed at the end of the exercise.

## Your role: Purchasing Agent

You will play the role of a Purchasing Agent for Fridges-R-Us, a major retail appliance store. In this exercise, you must imagine you work as a buyer of refrigerators for a big appliance store. Your goal is to arrange profitable purchase terms with the Sales Representative (your negotiation partner) from FrigidAir, a leading manufacturer of refrigerators. You do not need to decide on the amount of refrigerators you will buy—Fridges-R-Us will order what they need on an ongoing basis and this is decided by the store manager. Your job is simply to set up a business relationship, that is, the sales deal for all future sales. The “terms” you must make deals on are: the delivery time of refrigerators to the store, the discount amount the store will receive for their bulk business, and the financing (at what interest rate stores will have to pay outstanding bills to your company).



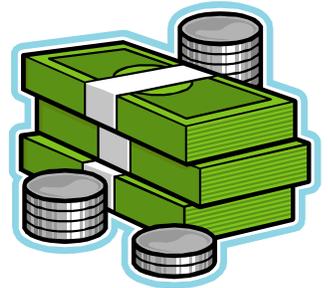
## Negotiation simulation procedure

You will be randomly paired up with one participant who plays the role of one of the FrigidAir Salespeople, whom you will meet at a designated negotiation station. You will then have ten minutes to settle three issues with your partner and to reach an agreement. When you have finished your negotiation, you will need to complete the transaction record based on the agreements you have made. You will then privately complete a post-negotiation survey.



## Profits, points, and prize money

You should of course try to make a deal that is as profitable for yourself as possible! The more profit you make during the 10-minute negotiation period, the better it is for you. Getting the best deal possible will not only give you the satisfaction of succeeding in the negotiation and winning the negotiation, but it will also give you a better chance of earning “real life” money. The deals you make during the negotiation will translate into a “commission.” The commission you earn during the negotiation will be totalled and converted into points. You will be given 1 ticket towards the cash draw for every \$100 you earn in the task, so the more points you earn the more tickets you will receive. However, you will only be entered into the draw if you complete all the portions of the study (including the follow-up tomorrow and in one week). Once we have finished running this study, we will give away one cash prize of \$100 via a draw! This means that the more profit you make during the negotiation exercise, the better your chance of winning the \$100 prize!



## Key Information for Purchasing Agent

Here is the key information you need in order to perform well as a Purchasing Agent for Fridges-R-Us in the Refrigerator Market.

**NOTE:** It is very important that you understand this key information (and it will help you succeed in the negotiation), and there will be a quiz at the end to check your understanding.

- You are a Purchasing Agent for Fridges-R-Us, and it is your job to create a business relationship with FrigiAir, who manufactures the refrigerators you sell to the public. Your goal is to set up the best deal possible, and make a personal profit to you, of course!

## Negotiation Issues

There are only three negotiable issues for you to debate with the Salesperson: delivery time, discount terms, and financing terms. You must negotiate and try to agree on an option for each issue. It is very important that you come to an agreement with your partner, as your boss really wants you to set up a working relationship with FrigidAir. Failure to reach an agreement will result in an impasse, which means no profit for Fridges-R-Us or FrigidAir, and a very unhappy boss for you!

YOUR PRIORITIES: You work for Fridges-R-Us, who wants:

1. To get fast delivery once an order is placed.
2. To get a large discount from the standard wholesale price.
3. To get a low interest rate on outstanding balances.

Your boss pays you strictly on commission, based on how much your deals meet these goals. The specific options for each issue, and your commission for each option, are listed in the next pages.

Delivery Time. You must agree with the Salesperson from FrigidAir on what will be the delivery time for any refrigerators you order in the future.

➤ This is the most important issue to you!

You should try to push for the fastest delivery possible, and you should do everything in your power to achieve the highest possible settlement for this issue. You can get more points for negotiating a fast delivery time than for any of the other issues. Your boss highly rewards you if you get a fast delivery time, which means more profit for you. Below is your employment contract. The column on the left lists all the possible settlements you can achieve for Delivery Terms. The column on the right tells you what each settlement is worth. Notice that Option A is your ideal settlement for this issue. It will give you the greatest amount of profit, and you should do everything you can to receive option A in the negotiation.

Delivery Time Options	Commission (Profit)
Option A: Same day delivery	\$4000
Option B: Next day delivery	\$3500
Option C: Three day delivery	\$3000
Option D: Five day delivery	\$2500
Option E: One week delivery	\$2000
Option F: Nine day delivery	\$1500
Option G: Eleven day delivery	\$1000
Option H: Two week delivery	\$500
Option I: Fifteen day delivery	\$0

Discount Terms. You must agree with the FrigidAir Salesperson on what will be the discount terms for any refrigerators they order in the future.

- Discounts are the second most important thing to you and your company. You should push for the largest discount possible, since the larger the discount Fridges-R-Us receives, the more money stays in your pocket! You will earn profit for negotiating for a larger discount. Your employment contract is written below. Again, notice that the possible settlements are in the left hand column, and the amount of points you earn for each settlement is in the right hand column. Your best option is once again Option A, and the closer you can get to option A the more profit it will mean for you.



Discount Term Options	Commission (Profit)
Option A: 15% Discount	\$2400
Option B: 13% Discount	\$2100
Option C: 11% Discount	\$1800
Option D: 9% Discount	\$1500
Option E: 7% Discount	\$1200
Option F: 5% Discount	\$900
Option G: 3% Discount	\$600
Option H: 1% Discount	\$300
Option I: 0% Discount	\$0

Financing terms. You must agree with the FrigidAir Salesperson on what will be the financing terms for any refrigerators you order in the future.

- Financing is the third most important issue to your boss, and you should push for the lowest possible rate. You will earn some profit for negotiating better financing terms. "Better" for you means a lower interest rate on balances unpaid 14 days after placing an order. Your employment contract is copied below. Notice again that the best option for you is Option A, and you should try to get as close to this option as you can.

Financing Term Options	Commission (Profit)
Option A: No interest up to 3 months	\$1600
Option B: 1% interest	\$1400
Option C: 3% interest	\$1200
Option D: 5% Interest	\$1000
Option E: 7% Interest	\$800
Option F: 9% Interest	\$600
Option G: 11% Interest	\$400
Option H: 13% Interest	\$200
Option I: 15% Interest	\$0

**Please note that you signed a non-disclosure agreement when you began your job at Fridges-R-Us. What this means is that you are not allowed to tell or show the FrigidAir Salesperson your commissions for different options under any circumstances. For example, you may not say that Option A for you is worth \$4000. No commission values may be disclosed, or you could lose your job. The Salesperson will debrief with us at the end of the negotiation, to ensure that the non-disclosure agreement was not violated.**

## Summary of Issues and Commissions: Purchasers

Here is a summary sheet of all the available options, and the commissions you  
can earn for each option.

Delivery Time		Discount Terms		Financing Terms	
Options	Commission (Profit)	Options	Commission (Profit)	Options	Commission (Profit)
A: Same day delivery	\$4000	A: 15% Discount	\$2400	A: No interest	\$1600
B: Next day delivery	\$3500	B: 13% Discount	\$2100	B: 1% interest	\$1400
C: 3 day delivery	\$3000	C: 11% Discount	\$1800	C: 3% interest	\$1200
D: 5 day delivery	\$2500	D: 9% Discount	\$1500	D: 5% Interest	\$1000
E: 1 week delivery	\$2000	E: 7% Discount	\$1200	E: 7% Interest	\$800
F: 9 day delivery	\$1500	F: 5% Discount	\$900	F: 9% Interest	\$600
G: 11 day delivery	\$1000	G: 3% Discount	\$600	G: 11% Interest	\$400
H: 2 week delivery	\$500	H: 1% Discount	\$300	H: 13% Interest	\$200
I: 15 day delivery	\$0	I: 0% Discount	\$0	I: 15% Interest	\$0

# STOP!

DO NOT FLIP AHEAD UNTIL YOU ARE INSTRUCTED TO DO SO.

## Quiz for Purchasing Agents

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

7. What role will you be playing in this simulation?
  - a) Refrigerator purchasing agent
  - b) Salesperson for manufacturer
  
8. How will you earn commissions in the Negotiation?
  - a) One point for each issue that is settled.
  - b) Total of the commissions earned for financing, discount, and delivery options.
  - c) Total number of points earned for "financing terms".
  
9. What has to occur for you to get a successful 'deal'?
  - a) The Salesperson and I must agree on at least one issue (delivery, discount, or financing).
  - b) The Salesperson and I must choose how many refrigerators in the order.
  - c) The Salesperson and I must agree on an option for EACH of the three issues (delivery, discount, and financing).
  
10. What is your top priority issue in the negotiation?
  - a) Delivery time
  - b) Discount
  - c) Financing
  
11. Let's say you decide on a deal with options A – A – A for Delivery, Discount, and Financing, respectively.
  - a) Is this a good deal for your profits? a. NO b. YES
  
  - b) What is your total commission for the deal? \_\_\_\_\_
  
6. Let's say you decide on a deal with options I – I – I for Delivery, Discount, and Financing, respectively.
  - a) Is this a good deal for your profits? a. NO b. YES
  
  - b) What is your total commission for the deal? \_\_\_\_\_

When you have finished the quiz please **STOP HERE.**  
Wait for the instructor to give you the next directions.

## Quiz - Answers

Please take a moment to mark your quiz.

Please write a ✓ beside the answers that are correct, and an ✗ beside the answers that are incorrect. Please do not change any of your answers.

7.	A
8.	B
9.	C
10.	A
11.	a) B    b) \$ 8000
12.	a) A    b) \$ 0.00

Take a moment to look up the instructions and clarify any answers you did not answer correctly.

When you have finished marking the quiz please **STOP HERE.**  
Wait for the instructor to give you the next set of directions.

## Summary of Issues and Commissions: Purchasing Agent

Here is a summary sheet of all the available options, and the commissions you can earn for each option. It may be helpful for you to refer to this while you negotiate, but be careful not to let your partner see it.

Delivery Time		Discount Terms		Financing Terms	
Options	Commission (Profit)	Options	Commission (Profit)	Options	Commission (Profit)
A: Same day delivery	\$4000	A: 15% Discount	\$2400	A: No interest	\$1600
B: Next day delivery	\$3500	B: 13% Discount	\$2100	B: 1% interest	\$1400
C: 3 day delivery	\$3000	C: 11% Discount	\$1800	C: 3% interest	\$1200
D: 5 day delivery	\$2500	D: 9% Discount	\$1500	D: 5% Interest	\$1000
E: 1 week delivery	\$2000	E: 7% Discount	\$1200	E: 7% Interest	\$800
F: 9 day delivery	\$1500	F: 5% Discount	\$900	F: 9% Interest	\$600
G: 11 day delivery	\$1000	G: 3% Discount	\$600	G: 11% Interest	\$400
H: 2 week delivery	\$500	H: 1% Discount	\$300	H: 13% Interest	\$200
I: 15 day delivery	\$0	I: 0% Discount	\$0	I: 15% Interest	\$0

## Negotiation Agreement Record

Important: Please write your partner's SONA Identification Number here:

\_\_\_\_\_

If you reached an agreement, please fill in the details in the table below.

Financing Terms	Discount Terms	Delivery Time
Option Agreed: (please circle the option you agreed on)	Option Agreed: (please circle the option you agreed on)	Option Agreed: (please circle the option you agreed on)
A: No interest B: 1% interest C: 3% interest D: 5% Interest E: 7% Interest F: 9% Interest G: 11% Interest H: 13% Interest I: 15% Interest	A: 15% Discount B: 13% Discount C: 11% Discount D: 9% Discount E: 7% Discount F: 5% Discount G: 3% Discount H: 1% Discount I: 0% Discount	A: Same day delivery B: Next day delivery C: Three day delivery D: Five day delivery E: One week delivery F: Nine day delivery G: Eleven day delivery H: Two week delivery I: Fifteen day delivery

Please fill this part out privately:		
The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)	The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)	The commission (points) I earned for this option:  _____ (please write in the commission you earned for this option)
Add your total points across each of the issues. MY TOTAL COMMISSIONS (POINTS) FOR THIS NEGOTIATION = _____		

## Appendix C Financial Pay-Off Structure

Purchasing Agent: Delivery Time		Purchasing Agent: Discount Terms		Purchasing Agent: Financing Terms	
Options	Profit	Options	Profit	Options	Profit
A: Same day delivery	\$4000	A: 15% Discount	\$2400	A: No interest	\$1600
B: Next day delivery	\$3500	B: 13% Discount	\$2100	B: 1% interest	\$1400
C: 3 day delivery	\$3000	C: 11% Discount	\$1800	C: 3% interest	\$1200
D: 5 day delivery	\$2500	D: 9% Discount	\$1500	D: 5% Interest	\$1000
E: 1 week delivery	\$2000	E: 7% Discount	\$1200	E: 7% Interest	\$800
F: 9 day delivery	\$1500	F: 5% Discount	\$900	F: 9% Interest	\$600
G: 11 day delivery	\$1000	G: 3% Discount	\$600	G: 11% Interest	\$400
H: 2 week delivery	\$500	H: 1% Discount	\$300	H: 13% Interest	\$200
I: 15 day delivery	\$0	I: 0% Discount	\$0	I: 15% Interest	\$0

Sales Representative: Financing Terms		Sales Representative: Discount Terms		Sales Representative: Delivery Time	
Options	Profit	Options	Profit	Options	Profit
A: No interest	\$0	A: 15% Discount	\$0	A: Same day delivery	\$0
B: 1% interest	\$500	B: 13% Discount	\$300	B: Next day delivery	\$200
C: 3% interest	\$1000	C: 11% Discount	\$600	C: 3 day delivery	\$400
D: 5% Interest	\$1500	D: 9% Discount	\$900	D: 5 day delivery	\$600
E: 7% Interest	\$2000	E: 7% Discount	\$1200	E: 1 week delivery	\$800
F: 9% Interest	\$2500	F: 5% Discount	\$1500	F: 9 day delivery	\$1000
G: 11% Interest	\$3000	G: 3% Discount	\$1800	G: 11 day delivery	\$1200
H: 13% Interest	\$3500	H: 1% Discount	\$2100	H: 2 week delivery	\$1400
I: 15% Interest	\$4000	I: 0% Discount	\$2400	I: 15 day delivery	\$1600

## Appendix D Focus of Attention Manipulations

### Mental Preparation (External-Focus Condition)

Now that everyone understands how the negotiation will work, we want everybody to take a few minutes to prepare for the negotiation. To get ready to negotiate, we want to inform all of you about a field of research which suggests that where someone focuses their attention during a negotiation can affect how they perform. We are interested in studying how focusing attention on YOUR PARTNER during the negotiation will impact your performance on the task. Please take a couple of minutes to get into this mindset.

During the negotiation, focus your attention on your negotiation PARTNER. Focus on what they look like and how they are coming across to you. Try to monitor their behaviour and reactions and be aware of how they look. Try to really understand what they are thinking in their negotiation role, and what they might want out of the situation. Take a couple of minutes to imagine yourself doing this while you are negotiating. Close your eyes if that helps.

Please write down some of the things you might think about or notice about your partner during the negotiation.

### Mental Preparation (Self-Focus Condition)

Now that everyone understands how the negotiation will work, we want everybody to take a few minutes to prepare for the negotiation. To get ready to negotiate, we want to inform all of you about a field of research which suggests that where someone focuses their attention during a negotiation can affect how they perform. We are interested in studying how focusing attention on YOURSELF during the negotiation will impact your performance on the task.

During the negotiation, we would like you to focus your attention on YOURSELF. Try to imagine what you look like, or how you might be coming across to your partner. Try to monitor your own behaviour and reactions and be aware of yourself and how you look. Take a couple of minutes to imagine yourself doing this while you are negotiating. Close your eyes if that helps.

Please write down some of the things you might think about or notice about yourself during the negotiation.

### Mental Preparation (Control Condition)

Now that everyone understands how the negotiation will work, we want everybody to take a few minutes to prepare for the negotiation. To get ready to negotiate, we want to inform all of you about a field of research which suggests that taking some time to prepare before a negotiation can affect performance. We are interested in how mental preparation for the negotiation will impact negotiation performance on this task.

Take some time to focus on the NEGOTIATION SCENARIO, and on the Sales Representative role information you have been provided. Take a couple of minutes to envision the negotiation, and what might happen during the exercise. Close your eyes if that helps.

Please write down some of the things you might think about or notice during the negotiation.

Appendix E  
Post-Survey

Personality and Negotiation Study

Post-Survey

## Post – Negotiation Survey

Please answer the following questions about your perceptions and experiences during the negotiation exercise. Your answers will be kept completely confidential. Please circle your response for each item, below.

1.	<p>What percent of the talking did you do in the negotiation?</p> <p style="text-align: center;">A) 0%      B)25%      C)50%      D)75%      E)100%</p>
2.	<p>How well did you understand the negotiation instructions?</p> <p style="text-align: center;">1) Not at all      2) A little      3) Somewhat      4) Fairly Well      5) Very Well</p>
3.	<p>How well did you know your negotiation partner prior to participating in this study?</p> <p style="text-align: center;">1) Not at all      2) A little      3) Somewhat      4) Fairly Well      5) Very Well</p>
4.	<p>How anxious did you feel during the negotiation exercise?</p> <p style="text-align: center;">1      2      3      4      5      6      7      8      9      10</p> <p style="text-align: center;">Not at all      Moderately      Extremely</p>
5.	<p>How would you rate the quality of your performance during the negotiation task?</p> <p style="text-align: center;">1      2      3      4      5      6      7      8      9      10</p> <p style="text-align: center;">Very Poor      Moderate      Very Good</p>
6.	<p>Were you able to follow the Mental Preparation Instructions?</p> <p style="text-align: center;">1)Not at all      2) A little      3) Somewhat      4) Fairly Well      5) Very Well</p>
7.	<p>Did the mental preparation exercise help you in the negotiation?</p> <p style="text-align: center;">1)Not at all      2) A little      3) Somewhat      4) Quite a bit      5) Extremely</p>
8.	<p>Was your attention focused on yourself during the negotiation exercise?</p> <p style="text-align: center;">1) Not at all      2) A little      3) Somewhat      4) Most of the time      5) All the time</p>
9.	<p>Was your attention focused on your partner during the negotiation exercise?</p> <p style="text-align: center;">1) Not at all      2) A little      3) Somewhat      4) Most of the time      5) All the time</p>

10.	<p>Please look at this scale and provide a rating of your perspective during the negotiation exercise.</p> <p style="text-align: center;"> -3                      -2                      -1                      0                      +1                      +2                      +3  entirely looking out through my eyes                      entirely observing myself from an external point of view </p>
11.	<p>Did you violate the non-disclosure agreement. That is, did you share with your partner your commission values for different options?</p> <p>1) Yes, I intentionally violated the agreement  2) Yes, I accidentally violated the agreement  3) No, I did not violate the agreement</p>
12.	<p>Did your partner violate the Non-disclosure agreement. That is, did your partner share her commission values for different options?</p> <p>1) Yes                      2) No</p>
13.	<p>To what extent did you want to “win” the negotiation?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>
14.	<p>To what extent were you motivated to make a lot of commissions during the negotiation exercise?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>
15.	<p>To what extent were you motivated by the chance to win the \$100 prize?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>
16.	<p>To what extent did you try to make a good impression on your partner?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>
17.	<p>Did you find this task interesting?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>
18.	<p>Did you find this task stressful?</p> <p>1) Not at all                      2) A little                      3) Somewhat                      4) Quite a bit                      5) Extremely</p>

## Appendix F

### Social Phobia Inventory (SPIN)

Please check how much the following problems have bothered you during the past week. Mark only one box for each problem, and be sure to answer all items.

	Not at all	A little bit	Somewhat	Very much	Extremely
1. I am afraid of people in authority.	<input type="checkbox"/>				
2. I am bothered by blushing in front of people.	<input type="checkbox"/>				
3. Parties and social events scare me.	<input type="checkbox"/>				
4. I avoid talking to people I don't know.	<input type="checkbox"/>				
5. Being criticized scares me a lot.	<input type="checkbox"/>				
6. Fear of embarrassment causes me to avoid doing things or speaking to people.	<input type="checkbox"/>				
7. Sweating in front of people causes me distress.	<input type="checkbox"/>				
8. I avoid going to parties.	<input type="checkbox"/>				
9. I avoid activities in which I am the centre of attention.	<input type="checkbox"/>				
10. Talking to strangers scares me.	<input type="checkbox"/>				
11. I avoid having to give speeches.	<input type="checkbox"/>				
12. I would do anything to avoid being criticized.	<input type="checkbox"/>				
13. Heart palpitations bother me when I am around people.	<input type="checkbox"/>				
14. I am afraid of doing things when people might be watching.	<input type="checkbox"/>				
15. Being embarrassed or looking stupid are among my worst fears.	<input type="checkbox"/>				
16. I avoid speaking to anyone in authority.	<input type="checkbox"/>				
17. Trembling or shaking in front of others is distressing to me.	<input type="checkbox"/>				

Appendix G  
Focus of Attention Questionnaire (FAQ)

Please circle the choice on the scale below each question that best corresponds to your experience *during the negotiation with your partner*

1.	I was focusing on what I would say or do next.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
2.	I was focusing on the impression I was making on the other person.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
3.	I was focusing on my level of anxiety.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
4.	I was focusing on my internal bodily reactions (for example, heart rate).  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
5.	I was focusing on past social failures.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
6.	I was focusing on the other person's appearance or dress.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
7.	I was focusing on the features or conditions of the physical surroundings (e.g., appearance, temperature).  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
8.	I was focusing on how the other person might be feeling about himself/herself.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
9.	I was focusing on what I thought of the other person.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally
10.	I was focusing on what the other person was saying or doing.  1 = not at all      2 = somewhat      3 = to a moderate degree      4=mostly      5 = totally