

DOES GOAL SETTING TRAINING AND SELF-MANAGEMENT TRAINING
INCREASE SALARY NEGOTIATION SELF-EFFICACY?

by

Ashley Miller

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master
of Arts in Psychology

Middle Tennessee State University

December 2020

Thesis Committee:

Dr. Michael Hein

Dr. Judith Van Hein

Dr. Mark Frame

ACKNOWLEDGEMENTS

I want to thank my Master's cohort for the continued friendship and encouragement throughout our time together. I especially want to thank my family for supporting and encouraging me throughout my entire academic journey.

ABSTRACT

The current study provides an examination of two negotiation training approaches to determine whether they increase salary negotiation outcomes. Many people have the opportunity to negotiate their salary when accepting a job offer. However, not all recent college graduates feel confident in their ability to negotiate their salary adequately. To examine the effectiveness of the trainings, participants answered questions about negotiation self-efficacy, negotiation attitude, personal expected salary, and negotiation stereotype presence. Additionally, two negotiation scenarios were completed by the participants. The present study examined pre- and post-training self-efficacy outcomes, negotiated salaries, and gender differences in salary goals. Stereotype threat and previous negotiation experience were examined to tell whether they effected the output of self-efficacy and negotiated salaries. The results did not indicate that the presence of training effected participant self-efficacy. However, the present study demonstrates the importance of further research regarding salary negotiation self-efficacy for recent college graduates.

TABLE OF CONTENTS

LIST OF TABLES	iv
CHAPTER 1: INTRODUCTION.....	1
Negotiation Examples.....	1
Salary Negotiation Training.....	3
Training Content.....	3
Goal Setting Training.....	4
Self-Management Training.....	5
Disparities in Negotiation.....	6
Racial.....	6
Personality	7
Gender.....	7
Stereotype Threat.....	8
Training and Stereotype Threat.....	8
Women in Negotiation Training.....	8
Importance of Self-Efficacy.....	10
Current Research.....	11
Hypothesis 1a.....	11
Hypothesis 1b.....	11
Hypothesis 2.....	12
Hypothesis 3.....	12
Chapter II: METHODOLOGY.....	13

Participants.....	13
Materials.....	13
Design.....	13
Procedure.....	15
CHAPTER III: RESULTS.....	17
Preliminary Analysis.....	17
Summary of Findings.....	24
Limitations and Future Directions.....	25
Conclusion.....	26
REFERENCES.....	27
APPENDICES.....	33
APPENDIX A: Consent Form.....	33
APPENDIX B: General Self-Efficacy Scale.....	35
APPENDIX C: Haggling Questions.....	36
APPENDIX D: Compensation Information.....	37
APPENDIX E: Negotiation Scenario 1.....	38
APPENDIX F: Negotiation Scenario 2.....	39
APPENDIX G: Goal Setting Training.....	40
APPENDIX H: Self-Management Training.....	42
APPENDIX I: Manipulation Check for Goal Setting.....	46
APPENDIX J: Manipulation Check for Goal Setting.....	47
APPENDIX K: Stereotype Scale.....	48
APPENDIX L: Demographic Questions.....	49

APPENDIX M: Hexaco Personality Scale.....50

LIST OF TABLES

Table 1: Descriptive statistics based on pre – and post-training of self-efficacy ratings.....	18
Table 2: One-Way MANOVA multivariate tests for self-efficacy ratings.....	18
Table 3: One-Way MANOVA between-subject effects for self-efficacy ratings.....	19
Table 4: Descriptive statistics based on self-efficacy ratings between groups.....	20
Table 5: One-Way MANOVA multivariate tests for self-efficacy ratings between groups.....	20
Table 6: One-Way MANOVA between-subject effects for self-efficacy ratings.....	21
Table 7: Descriptive statistics based on pre- and post-negotiations between groups.....	22
Table 8: One-Way MANOVA multivariate tests between groups.....	22
Table 9: One-Way MANOVA between-subjects effects for negotiation results.....	23

CHAPTER 1: INTRODUCTION

Negotiation Examples

Negotiations of different types have been going on for centuries. The Bible contains a number of negotiation situations. A prime example is Jacob's negotiation with Laban's over working seven years for the right to marry Rachel (Genesis 29). In ancient times, there are several stories that have been carried down through history of the Greek and Roman gods and their negotiations with each other, like the negotiation between Zeus and Hades over Persephone in order to keep the seasons going. A prime example of a lack of negotiation, however, exists with the capture of Helen of Troy and the use of the Trojan horse.

Bargaining or haggling are also considered negotiations. Haggling and bartering for goods was common throughout much of the world until the fixture of prices was introduced in the Parisian store of Bon arché in the 1800s (Terwiesch, Savin, & Hann, 2005). Historically, flea markets and yard sales are common arenas for buyers and sellers to debate prices.

Throughout history, many treaties, pacts, and even marriages were created through negotiations or bargaining. The Treaty of Paris in 1783 ended the American Civil War and Treaty of Versailles in 1919 that was signed at the end of World War 1 are both major examples of negotiations in history. A more current example of a negotiation is the continuing talks that are happening between the U.K. and the European Union over BREXIT.

Different aspects of society utilize negotiation every day. For example, negotiations happen often between sports teams and athletes. Hiring new athletes requires a negotiation as well as when teams trade athletes. Everyone works for the best outcome for their teams or themselves. Negotiations also happen when one organization acquires another organization. There are negotiations that are done for the price of the acquisition and how many current practices will continue once the acquisition is finished.

More frequently than acquisitions are smaller negotiations, like salary negotiations. Negotiations often occur between the organization and a potential employee. These negotiations can be over different aspects of a job, such as the amount of time-off, flexible hours, and the ability to work from home. New employees often negotiate their base salary. Specifically, salary negotiations occur when the prospective employee decides that what the organization is offering is not sufficient, so the employee asks for more (money, benefits, etc.). Negotiations are also used to address discrepancies with pay between individuals. Historically, these discrepancies were often because of a lack of negotiation skills by individuals (Lund, Tamnes, Moestue, Buss, & Vollrath, 2007) or laws that did not address equality of pay. Within the United States, equal pay between genders did not make national headlines until The Equal Pay Act of 1963. However, there were and are still major issues with pay discrepancy, especially between men and women. The story of Lilly Ledbetter is a prime example of the continuation of pay discrepancies. The purpose of the current study compares different training programs to help increase individual's salary negotiation self-efficacy.

Salary Negotiation Training

Training Content

There are many different tactics published and utilized when it comes to salary negotiation. Some of the negotiation tactic training suggests that simple practice can help with negotiation outcomes. Additional gender-neutral techniques include the use of active listening and the ability to understand nonverbal cues (Taylor, Mesmer-Magnus, & Burns, 2008). Another tactic is to acknowledge the power and station of the alternate party in the negotiation (Taylor et al, 2008). Having a mastery-oriented training is ideal for negotiation training. Mastery-oriented training allows the negotiator to believe that the approach taken to complete the task is to blame rather than the task difficulty (Stevens & Gist, 1997). Those with mastery-oriented training do not think that any task is too difficult to master.

For women specifically, there are a few tactics specifically designed to try and help bridge the pay gap. One of the tactics suggested for women is to have them become equipped with the knowledge of the general salary for the position they want to obtain. Specifically, women should especially looking at what men made in those positions. The women should also look at men who have a skill set and qualifications that are close to their own (Johnson, 2016). Another tactic used is for women to make a list of set price points for their negotiations so that they do not settle too quickly (Santovec, 2011). Another recommended tactic for women is for them to question a lower-than-desired salary offer. This would include responding to the offer by asking how that offer compares to what other companies pay for that position (Johnson, 2016).

Johnson (2016) suggests that women use what is considered principled negotiation techniques when negotiating for salaries. Principled techniques include expressing and reiterating the non-monetary goals achieved by a higher salary rather than just emphasizing the desired salary. For example, rather than the individual ask for a salary of \$60,000 (desired salary) they would remind the interviewer the shared goal of wanting to have a well-rounded workforce. Essentially, the individual negotiating their salary is trying to reassure the interviewer that they are both trying to reach the same goal by filling the position. The applicant should also explain why they want the outcome they desire, which would give context to the specific monetary goal. Finally, principled techniques include the reiteration of the goals of the whole negotiating process, whatever they may include (Johnson, 2016). Applicants who use the principled negotiation techniques are theorized to come off as less aversive and helps create shared values, especially when they validate and reiterate their intentions behind why they want a higher salary (Johnson, 2016). In fact, sharing values with the negotiator increases an applicant's persuasiveness and make the process of negotiation more collaborative rather than aggressive (Bowles, Babcock, Lai, 2007).

Goal Setting Training

Many different training approaches contain some aspect of goal setting. Goal setting theory is believed to help change behavior when two criteria are met; that the goal is both specific and moderately difficult (Epton, Currie, & Armitage, 2017). Goal setting training advises that an individual makes goals that have five characteristics: Specific, measurable, ambitious, realistic, and time sensitive. The first of the five characteristics is to be specific (Bexelius, Carlberg, & Lowing, 2018). Having specific and difficult goals

has better goal outcomes than having no goals or just personal best goals (Epton et al, 2017). Having goals that are challenging are valuable to goal setting as well. In fact, persistence has been found to increase with specific and difficult but attainable goals (Locke & Latham, 1990). The second characteristic is for the goal to be measurable. For a goal to be measurable there needs to be specific steps that need to be accomplished in order to achieve change (Bexelius, Carlberg, & Lowing, 2018). Goals must also be achievable. The goal must not be too hard where the anticipated result is not possible (Bexelius, Carlberg, & Lowing, 2018). Additionally, there must be relevancy to the goals a person makes. Finally, the last goal characteristic is that goals need to be time sensitive. For a goal to be time sensitive means that there must be a specific date and time frame for the goal to be completed (Bexelius, Carlberg, & Lowing, 2018). Having a vague timeframe will not help creating an importance to accomplishing the goal. For individuals who were high in self-efficacy, goal setting training was the most helpful for negotiating salary (Gist, Stevens, & Bavetta, 1991).

Self-Management Training

One training approach that has been shown to help decrease the gender gap in negotiation is self-management training. Additionally, self-management training increased negotiation outcomes for individuals with low to moderate self-efficacy levels (Gist, Stevens, & Bavetta, 1991). This training is meant to help increase an individual's self-efficacy and change the individual's behavior (Stevens, Bavetta, & Gist, 1993). To be the most effective, self-management training needs to include a goal setting aspect, which helps to increase transfer of training (Wexley & Baldwin, 1986). Stevens, Bavetta, and Gist (1993) describe the five steps to self-management training. The first two steps

are to anticipate hurdles to performance and develop a plan on how to overcome that hurdle. The third step of self-management training includes setting goals for those plans. Finally, monitoring the set goals and making a reward plan for finishing them are the last two steps of self-management training (Stevens, Bavetta, & Gist, 1993). The question remains to whether goal setting training or self-management training increases self-efficacy.

Hypothesis 1: a.) Participants receiving training will have higher negotiation self-efficacy scores than those in the control group, b.) Participants in the self-management training will have lower negotiation self-efficacy scores than those in the goal setting training, which will be higher than those in the Control Group.

Hypothesis 2: Participants in the self-management training will have a higher percentage differences for the negotiated salaries than those in goal setting training or the control group.

Disparities in Negotiation

Racial

Within salary negotiations in the past, there have been many disparities found within the negotiation process and outcomes. Many researchers have examined the disparities between certain groups of individuals. The range of disparities include racial, personality, and gender. Overall, researchers have found many disparities. In the context of racial differences, black negotiators generally obtain lower salaries than their Caucasian counterparts (Hernandez, Avery, Volpone, & Kaiser, 2018). In fact, Seidel, Polzer, and Stewart (2000) found that minorities overall did not start out with as high of starting salaries as Caucasian males.

Personality

Disparities have also been found for different personality traits within the Big Five. For example, agreeable people are less likely to negotiate as high of salaries as less agreeable people (Judge, Livingston, & Hurst, 2012). However, agreeable interviewers were less likely to be resistant to female interviewee's negotiations (Kang, Xiu, & Roline, 2015). Extraverted interviewers evaluated the whole negotiation process with less positive outcomes (Kang, Xiu, & Roline, 2015). Extraverted interviewees were more likely than conscientious interviewees to negotiate a higher starting salary (Wiersma & Kappe, 2017). However, conscientious negotiators were more likely to excel once in the company (Wiersma & Kappe, 2017). It was also found that if the interviewer and the interviewee shared the same personality trait then the results of the negotiation are more positive than if they differ (Wilson, DeRue, Matta, Schail, & Conlon, 2016).

Gender

There is some research that has found no gender differences in different aspects of negotiation. Mintu-Wimsatt and Gassenheimer (2002) found no gender differences in the use of cooperative negotiation, which is generally associated with women. In fact, some research suggests that men use more cooperative negotiation strategies and women use more competitive strategies (Hottes & Kahn, 1974).

However, there were gender negotiation differences found in many different studies. Overall, women do not negotiate as high of salaries as men (Mazei, Huffmeier, Freund, Stuhlmacher, Bilke, & Hertel, 2015). Even in a female-dominated career, men make more than women (Crothers, Schmitt, Hughes, Lipinski, Theodore, Radliff, & Ward, 2010). Men and women deploy different tactics in their equal efforts to get ahead

in the workplace, which could possibly explain the gender gap (Lund, Tamnes, Moestue, Buss, & Vollrath, 2007). For example, women engaged in less risky behavior than men (Garcia-Gallego, Georgantzis, & Jaramillo-Gutierrez, 2012). Whatever the different tactics, women were just as likely to initiate a negotiation as males (O'Shea & Bush, 2002). Women are often resisted when negotiating because it goes against typical gender roles (Mazei, et al. 2015). Women's negotiations are resisted by both male and female interviewers (Kang, Xiu, & Roline, 2015). However, when the women was the interviewer, they showed equal treatment to both genders (Kang, Xiu, & Roline, 2015).

Women had higher chances of making a higher starting salary if they knew pay information or had previous negotiation experience (Mazei, et al. 2015). In fact, Stevens, Bavetta, and Gist (1993) found that women who participated in a self-management training had a higher starting salary over males in that same training.

Hypothesis 3: Women will report lower initial expected salary goals than men.

Stereotype Threat

An interesting finding associated with negotiation is stereotype threat. Specifically, stereotype threat is when a person is concerned with conforming to a stereotype about their in-group and ends up confirming the stereotype as a result (Steele, 1997). Stereotype threat generally happens when there is a negative stereotype or generalization made to someone's in-group which inhibits the individual's ability to do well on a task (Kray, Galinsky, & Thompson, 2002). Stereotype threat affects people's behaviors (Kray, Galinsky, & Thompson, 2002). Because a person has this fear of confirming this negative group bias, they end up confirming it because this fear creates anxiety and inhibits performance (Steele, 1997).

Training and Stereotype Threat

The success of training can be affected by many factors, including stereotype threat. Since stereotype threat affects behavior, training to be effective at negotiation can be difficult. Assertiveness and doing well in negotiation is considered masculine, whereas doing poorly by being overly agreeable and compassionate is viewed as a feminine response, which could leave an opening for stereotype threat to creep in for females (Kray, Thompson, & Galinsky, 2001). Stereotype threat also affects negotiation training. Specifically, the participant's knowledge and abilities are not being accurately represented because the stereotype threat induces anxiety (Steele, 1997).

Women in Negotiation Training

There are major negative stereotypes about women in the workforce in general. For example, a common stereotype is that women must act like men in order to lead. Additionally, since women have been often found more agreeable, many individuals believe women should not go against that gender role. There are many gender role expectations on women. For example, women are supposed to be compassionate, agreeable, and gentle. Women negotiate better when they are negotiating for someone else because this aligns with the gender stereotype of being selfless and helping others rather than when it's a negotiation for personal reasons, which would be assertive and not considered "feminine" (Amanatullah & Morris, 2010). Women are more successful when they have been told the task's success is related to female gender typical traits (Kray, Galinsky, & Thompson, 2002).

Women had higher and more ambitious goals when they were told that successful negotiation skills were attributed to more female oriented skills like ample expression and

good listening skills than with a more gender neutral oriented skills (humor and open-mindedness) (Kray, Galinsky, & Thompson, 2002). These were found by surveying people on which skills they found more gendered and using those skills most associated with women or as gender neutral (Kray, Galinsky, & Thompson, 2002). Furthermore, women who have higher goals had higher negotiation performance (Kray, Galinsky, & Thompson, 2002). However, when the performance success was based on gender neutral traits, women did not have good negotiation performance, whereas the men performed better (Kray, Galinsky, & Thompson, 2002). Additionally, when women are not reminded that a task is examining their negotiation abilities, the gender gap in negotiation decreases (McCormik & Morris, 2015).

Importance of Self-Efficacy

An additional factor that has been reviewed in various training programs, including negotiation training, is self-efficacy. Self-efficacy is the confidence in one's own ability to complete or succeed at a task or situation (Wood & Bandura, 1989). Essentially, individuals with high self-efficacy feel like they have the ability and motivation to accomplish the given task. Self-efficacy is an expectation (Gist, Stevens, & Bavetta, 1991). With high levels of self-efficacy, individuals are motivated to perform better because they have a better feeling of control over the task (Bandura, 1986). Individuals with higher self-efficacy at work are more likely to be persistent at their work and reach for higher goals than those with low self-efficacy (Bandura, 2006).

Not only does self-efficacy increase effort (Gist & Mitchell, 1992) but there is also a positive correlation between self-efficacy and skill maintenance in goal setting (Elliot & Dweck, 1988). Both job performance and commitment are also shown to be

strongly positively related to self-efficacy (Chan, Kalliath, Brough, O'Driscoll, Siu, & Timms, 2017; Carter, Nesbit, Badham, Parker, & Sung, 2018). A 1998 meta-analytic study found a strong, positive correlation between work-related self-efficacy and work-related job performance (Stajkovic & Luthans, 1998). In training, individuals with higher self-efficacy have been shown to have higher scores after the training (Gist, Schwoerer, & Rosen, 1989). Gist, Stevens, and Bavetta (1991) found that salary negotiation performance was strongly, positively related to self-efficacy.

Current Research

In the present study, it was hypothesized that participants who received training would have a higher change in negotiation self-efficacy than those in the control group. Participants in the self-management training would have a higher change in negotiation self-efficacy than those in the goal setting training, which would be higher than those in the Control Group. Specifically, this study asked participants to answer questions to assess their negotiation self-efficacy, expected salaries, and how much they would negotiate about self-efficacy, a negotiation scenario, participate in one of three training methods (goal setting, self-management, control group), and then answer another scenario about negotiating starting salary. After the second scenario, participants answered another round of self-efficacy questions. Specifically, this study asked participants to answer questions to assess their negotiation self-efficacy, expected starting salaries, and how much money they would negotiate.

Hypothesis 1: a.) Participants receiving training will have higher negotiation self-efficacy scores than those in the control group, b.) Participants in the self-management

training will have lower negotiation self-efficacy scores than those in the goal setting training, which will be higher than those in the Control Group.

Hypothesis 2: Participants in the self-management training will have a higher percentage differences for the negotiated salaries than those in goal setting training or the control group.

Hypothesis 3: Women will report lower initial expected salary goals than men.

CHAPTER II: METHODOLOGY

Participants

Participants were undergraduate and graduate students eighteen years or older. The participants did not receive any sort of compensation for participation in this study. One-hundred and twenty participants were presented with an opportunity to participate in a salary negotiation skills training via Qualtrics survey. Participants were given access to the training through a Qualtrics link. Participants included upper class undergraduate and graduate students who wished to increase their salary negotiation abilities. This study was available on social media.

Materials

Participants filled out a consent form that has information about the different aspects of the training (Appendix A). Their self-efficacy about haggling and negotiation (Appendix B) was also assessed. This 10 question, four-point Likert scale was specialized from a general self-efficacy scale (Schwarzer & Jerusalem, 1995). Two questions about whether participants have haggled in the past six months (Appendix C) was asked next. The participants also encountered compensation information about base wage, benefits, and pay ranges (Appendix D). Participants were then asked their expected salary as a recent graduate. Training included two salary negotiation scenarios (Appendix E; Appendix F) to assess the percentage differences of the negotiated salaries. These scenarios were loosely based off of the study done by McCormick and Morris (2015). The scenarios had non-gender specific jobs in order to not invoke a gender stereotype. Furthermore, scenario 2 described a job (Social Media Coordinator) that is the same standing but in a different company than the job in scenario 1 (Social Media Specialist).

Additional materials consist of content about goal setting training (Appendix G) and self-management training (Appendix H). Furthermore, the self-management training has been adapted from a study done by Stevens, Bavetta, and Gist (1993). Manipulation check materials included three questions for the goal setting training (Appendix I) and self-management training (Appendix J). A four-question stereotype scale (Appendix K) was used to assess if stereotypes about negotiation are present. This is a five-point Likert scale. Demographic questions (Appendix L) were also included in the study. Finally, the 100 question Hexaco personality test (Appendix M) was included but will be used for research in the future (Lee & Ashton, 2018). The Hexaco is a five-point, Likert scale.

Design

This study is a between-subjects study comparing two training programs and a control group by using a MANOVA. The analysis focuses on evaluating the dependent variables: percentage difference in self-efficacy pre- and post-training, initial expected salary goals, and the size of the participant's counteroffer. Participants were found via a convenience sampling format. The study was available through social media.

The independent variable in this study is training type (goal setting, self-management, control). The goal setting training includes information and an opportunity to create goals for negotiation that are specific, measureable, attainable, realistic, and time sensitive. The self-management training encompasses the goal setting training and expands to include an activity about anticipating obstacles and developing ideas to overcome those obstacles. Finally, the activity includes how the participant will know their goal is reached and a reward system for meeting those goals.

The dependent variables include change in self-efficacy ratings, their initial expected salary goal, and the participant's counteroffer. Self-efficacy ratings were determined by assessing the differences in the pre- and post-training self-efficacy ratings. The second dependent variable analyzed was the difference between pre- and post-training negotiation salary expectations. The final dependent variable, the participant's pre- and post-training counteroffer, was determined by taking the percentage difference of each offer. The presence of negotiation stereotype threat was also assessed as a covariate.

Procedure

Participants found the salary negotiation training in an online format and voluntarily completed the study. To start, participants were randomly assigned to either a control condition or a training condition (goal setting, self-management). Once assigned, participants were asked to complete a consent form. Then they were given questions to measure their self-efficacy about negotiation. Next, the participants were asked a couple of questions about if they have ever haggled or negotiated in the last six months. Then there was some compensation information to give a semblance of training to the control group. This information consists of defining base pay, benefits, and salary ranges. After this information, the participants were randomly assigned to participate in one of two negotiation scenarios. These scenarios included jobs that are of equal standing with similar salary ranges but in different organizations. The scenarios also included a job description, a statement about the transparency of the company to give equal pay, and then the range of pay for that specific job. After seeing this information, the individual was asked what their expected offer would be from the organization. Next, the

participants were given a salary offer from the company that they had the option to accept, decline, or negotiate. If they accepted or declined the offer, they were directed to another page either congratulating them (accept) or thanking them for their time (decline). If they negotiated, however, the participant had one chance to come back with a counteroffer. If the counteroffer was at or below the preset company limit then the company accepted the offer. The company limit is the midpoint of the given range. If the counteroffer was higher than the company's limit, then they were given the highest offer available, which was the company's limit/midpoint of the range. Once given this offer, they could accept or decline it. After the negotiation, the participants completed one of three conditions: control (no training), goal setting training, or self-management training. The control group went straight through to the next set of questions. The training groups answered questions based on training prompts. After the training, they were given a negotiation self-efficacy scale. The participants then encountered another salary negotiation. This second negotiation was different than the one they completed before the training. This negotiation process was the same. Additionally, each participant was asked questions about the training they encountered as a manipulation check. Questions measuring the presence of a negotiation stereotype were also asked. Once the participant answers these questions, if they were in the control group, they were randomly assigned to one of the initial trainings (goal setting or self-management) so that they still got the benefit of training. Once this whole process was finished, the participant answered demographic questions and the Hexaco Personality Scale (Lee & Ashton, 2018).

CHAPTER III: RESULTS

Preliminary Analysis

The total sample size was 120 participants. There was $n = 63$ in the control group, $n = 30$ in the self-management training group, and $n = 27$ in the goal setting training group. There were $n = 48$ males and $n = 68$ females that participated in the study. Of those who participated, 80% were white, 5% were black or African American, 5% identified as Hispanic, 2.5% of the participants identified as Asian, and less than 1% of the participants were American Indian or an Alaska native. Thirty percent of the participants had previous salary negotiation experience. There was a total of twelve people who were not included in the final analysis. Eleven participants did not complete the training and one participant was under 18 years old.

Hypothesis 1a stated that the participants who received training ($n = 52$) would have higher negotiation self-efficacy scores than those in the control group ($n = 57$) (see Table 1). The hypothesis was tested using a one-way MANOVA (See Table 2). Stereotype threat and previous negotiation/haggling experience were evaluated as covariates (see Table 3). A familywise alpha of .05 was utilized. The percentage difference in pre and post self-efficacy ratings were not significantly dependent on whether the participants were in the control group or the experimental group, Wilk's $F(2, 104) = .80, p = .45$.

Table 1

Descriptive statistics on pre- and post-training self-efficacy ratings for the control group and the experimental group.

Self-Efficacy	Condition	<i>n</i>	<i>M</i>	Std. Deviation
Pre-Training	Control	57	2.70	0.55
	Experimental	52	2.75	0.43
Post-Training	Control	57	2.84	0.59
	Experimental	52	2.79	0.41

Table 2

One-Way M ANOVA multivariate tests for pre- and post- self-efficacy ratings for the control group and the experimental group.

Effect	<i>df</i>	Error	<i>Wilk's F</i>	<i>p</i>
Condition	109	104	.80	.452
Gender Stereotype Presence	109	104	3.04	.052
Negotiation Experience	109	104	2.46	.091

Table 3

One-Way MANOVA between-subject effects for pre- and post- self-efficacy ratings for the control group and the experimental group.

Effect	Self-Efficacy	Mean Square	<i>F</i>	<i>p</i>
Condition	Pre-Training	.02	0.09	.75
	Post-Training	.24	0.98	.33

Hypothesis 1b detailed that the participants in the self-management training ($n = 30$) will have lower negotiation self-efficacy scores than those in the goal setting training ($n = 27$), which will be higher than those in the control group ($n = 63$) (see Table 4). A one-way MANOVA was used to test the condition (control, self-management, goal setting) as the independent variable and the pre- and post- training self-efficacy scores as the dependent variables (see Table 5). Stereotype threat and previous negotiation/haggling experience were evaluated as covariates (see Table 6). A familywise alpha of .05 was utilized. The percentage difference in pre and post self-efficacy ratings were not significantly dependent on whether the participants were in the control, self-management, goal setting, Wilk's $F(4, 206) = .98, p = .42$. The results from hypothesis 1a and hypothesis 1b suggest that training does not affect self-efficacy scores. The covariates were not significant and thus did not affect the outcome.

Table 4

Descriptive statistics on pre- and post-training self-efficacy ratings for the control group, the self-management group, and the goal settings group.

Self-Efficacy	Condition	<i>n</i>	<i>M</i>	95% CI	
				Lower Bound	Upper Bound
Pre-Training	Control	63	2.71	2.58	2.84
	Self-Management	30	2.64	2.44	2.83
	Goal Setting	27	2.75	2.65	3.04
Post-Training	Control	63	2.75	2.61	2.88
	Self-Management	30	2.76	2.56	2.95
	Goal Setting	27	2.92	2.73	3.11

Table 5

One-Way M ANOVA multivariate tests for pre- and post-training self-efficacy ratings for the control group, the self-management group, and the goal settings group.

Effect	<i>df</i>	Error	<i>Wilk's F</i>	<i>p</i>
Condition	206	103	.98	.42
Stereotype	206	103	3.01	.054
Experience	206	103	2.78	.067

Table 6

One-Way MANOVA between-subject effects for pre- and post-training self-efficacy ratings for the control group, the self-management group, and the goal settings group.

Effect	Self-Efficacy	Mean Square	<i>F</i>	<i>p</i>
Condition	Pre-Training	.291	1.22	.30
	Post-Training	.284	1.16	.32

Hypothesis 2 specified that the participants in the self-management training ($n = 16$) will have higher percentage differences for the negotiated salaries than those in goal setting training ($n = 19$) or the control group ($n = 41$) (see Table 7). Forty-four participants did not have a percentage difference to calculate because they either walked-away from the scenario offer or accepted the offer without negotiation. In both salary negotiation scenarios, 44 of the 120 participants did not chose to negotiate the initial offer. They chose to either accept the offer ($n = 24$) or walk-away ($n = 20$). Hypothesis 2 was tested with a one-way MANOVA, with the condition (control, self-management, goal setting) as the independent variable and the pre- and post- training negotiated salaries as the dependent variables (see Table 8). Stereotype threat and previous negotiation/haggling experience were evaluated as covariates (see Table 9). The covariates did not affect the outcome because they were not significant. A familywise alpha of .05 was utilized. The percentage difference in pre- and post-salary negotiation were not significantly dependent on which condition they were in, control, self-

management, goal setting, Wilk's $F(4, 96) = .89, p = .47$. The results suggest that the presence of training does not impact negotiated salaries.

Table 7

Descriptive statistics on pre- and post-salary negotiations for the control group, the self-management group, and the goal settings group.

Negotiated Salary	Condition	<i>n</i>	<i>M</i>	95% CI	
				Lower Bound	Upper Bound
Pre-Training	Control	41	\$39280.27	\$36182.51	\$42378.03
	Self-Management	16	\$41024.24	\$36291.53	\$45756.94
	Goal Setting	19	\$38841.01	\$34104.84	\$43578.01
Post-Training	Control	41	\$40927.54	\$38950.78	\$42904.29
	Self-Management	16	\$40736.91	\$37716.86	\$43756.96
	Goal Setting	19	\$43085.14	\$40062.61	\$46107.66

Table 8

One-Way M ANOVA multivariate tests pre- and post-salary negotiations for the control group, the self-management group, and the goal settings group.

Effect	<i>df</i>	<i>Wilk's F</i>	<i>p</i>
Condition	96	.90	.47
Stereotype	48	.73	.49
Experience	48	5.89	.06

Table 9

One-Way MANOVA between-subject effects for pre- and post-salary negotiations for the control group, the self-management group, and the goal settings group.

Effect	Negotiated Salary	Mean Square	<i>F</i>	<i>p</i>
Condition	Pre-Training	16599064.53	.25	.78
	Post-Training	22984596.93	.85	.43

Hypothesis 3 stated that women will report lower initial expected salary goals than men. This hypothesis was tested with an independent samples t-test. A familywise alpha of .05 was utilized. There were $n = 48$ males and $n = 68$ females that participated in the study. The control group included twenty-six males and thirty-five females. Fifteen females and eleven males were in the goal-setting training. Within the self-management training, eleven males and eighteen females participated. There was not a significant difference in the expected salary goals between males ($M = \$51108.91$, $SD = \$6182.36$) and females ($M = \47627.8, $SD = \$1486.12$); $t(108) = 1.68$, $p = .096$. The men had more variability in their salary goals than the women, which is seen in the different standard deviations. The results suggest that gender does not have an effect on initial salary negotiations.

CHAPTER IV: DISCUSSION

Summary of Findings

This research examined whether the presence of training increased participants salary negotiation self-efficacy. In previous research, self-management and goal setting training have helped increase the negotiation self-efficacy of those who are not confident in salary negotiation. Additionally, previous research has shown that women often negotiate lower numbers than males. None of the hypotheses tested in the study were supported by the data. Though there was not a significant difference between male and female initial negotiated salary, this is noteworthy because it goes against much of the research, which states that males often negotiate higher (Mazei, Huffmeier, Freund, Stuhlmacher, Bilke, & Hertel, 2015).

There are some different reasons for the lack of significance. First, the administration of the training could have also impacted the significance. Much of the previous trainings were in person, so the online aspect of the training may have influenced the training effects.

For hypothesis 2, an affect may not have been seen in the data with negotiation percentage differences because not everyone negotiated the salary. The participants could have accepted an offer or walked away as well, which decreased the number of negotiation differences examined. Of the 120 participants in the current study, twenty percent accepted the offer and sixteen percent walked-away.

Finally, hypothesis 3 may not have been supported because women are becoming more knowledgeable and confident with negotiation than in the past. There also may not

have been any significance because the salary negotiation simulation was not as high stakes and anxiety inducing as an actual negotiation scenario.

Limitations and Future Directions

Though there are some insights to consider from the current study, there are also many limitations that should be considered. First, the sample size was small. This probably occurred because of Covid-19 and the current unemployment rates; most people are looking for any job and are not thinking about negotiating. Future research could be conducted to understand the impact that Covid-19 has on salary negotiations.

Furthermore, not all the participants completed each part of the training. For example, some participants did not negotiate their salaries but instead walked away, which did not give much information. One reason that could explain the smaller sample size on certain aspects could be the time frame needed to complete the training. The training takes 20-30 minutes, which can be daunting to many individuals.

Another possible limitation could be that the training was conducted online rather than in person. By having the training online, there may not have been the same sense of reality that could influence negotiation choices and outcomes. Future research could examine the difference in negotiation outcomes specifically between in-person and online studies. Additionally, the sample was gathered via social media and a snowball effect. Due to collecting data via social media, the sample may not be as generalizable, especially to non-white populations pursuing their college education. Future research could include more salary negotiation outcomes from a more diverse and generalizable sample.

Overall, there should be increased research on negotiation self-efficacy. Due to the current research showing that there was no gender difference with initial negotiation,

future research should delve into whether there are gender differences still at play within salary negotiations.

Conclusion

Being confident when negotiating salary is an obviously useful for anybody searching for a job. However, there is not a full understanding on the perfect route to teach individuals that confidence. Though none of the hypotheses were supported by the research, the current research gave an increased understanding into cultivating salary negotiation self-efficacy. Overall, there was very little differences between any of the group, which might suggest that a different method to increasing salary negotiation self-efficacy might be sought after. There were many limitations to this study, however, there was also much that can be learned and adapted for future research.

Finally, it seems like neither the self-management nor goal setting training advanced participant's self-efficacy more than having no training at all. Future research should evaluate different methods of increasing the confidence of individuals when negotiating their salary. Additionally, research should continue to evaluate the gender differences that may or may not be present in different trainings. Most research has shown that there are gender differences in the past, but research should re-evaluate whether those historical differences still exist. Overall, future research has much to discover and understand about salary negotiation and the effect of self-confidence.

REFERENCES

- Amanatullah, E. T., & Morris, M. W. (2010). Negotiating gender roles: Gender differences in assertive negotiating are mediated by women's fear of backlash and attenuated when negotiating on behalf of others. *Journal of Personality and Social Psychology*, (2), 256-267. doi:10.1037/a0017094
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J: Prentice-Hall.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1, 164–180. doi:10.1111/j.1745-6916.2006.00011.x
- Bexelius, A., Carlberg, E. B., & Lowing, K. (2018). Quality of goal setting in pediatric rehabilitation-A SMART approach. *Child: Care, Health and Development*, (6), 850-856.
- Bowles, H. R., Babcock, L., & Lai, L. (2007). Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*. (1), 84-103. doi:10.1016/j.obhdp.2006.09.001
- Carter, W. R., Nesbit, P. L., Badham, R. J., Parker, S. K., & Sung, L. (2018). The effects of employee engagement and self-efficacy on job performance: A longitudinal field study. *International Journal of Human Resource Management*, 29(17), 2483-2502. doi:10.1080/09585192.1244096
- Chan, X.W., Kalliath, P.B., Brough, P., O'Driscoll, M., Siu, O. L. & Timms, C. (2017). Self-efficacy and work engagement: Test of a chain model. *International Journal of Manpower*, (6), 819-834.

- Crothers, L. M., Schmitt, A. J., Hughes, T. L., Lipinski, J., Theodore, L. A., Radliff, K., & Ward, S. (2010). Gender differences in salary in a female-dominated profession. *Gender in Management*, (7), 605-626.
- Elliot, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, (1), 5-12. doi:10.1037/0022-3514.54.1.5
- Epton, T., Currie, S., & Armitage, C. J. (2017). Unique effects of setting goals on behavior change: Systematic review and meta-analysis. *Journal of Consulting and Clinical Psychology*, 85(12), 1182-1198. doi:10.1037/ccp0000260
- Garcia-Gallego, A., Georgantzis, N., & Jaramillo-Gutierrez, A. (2012). Gender differences in ultimatum games: Despite rather than due to risk attitudes. *Journal of Economic Behavior and Organization*, 83, 42-49. doi:10.1016/j.jebo.2011.06.012
- Gist, M. E., Schwoerer, C., & Rosen, B. (1989). Effects of alternative training methods on self-efficacy and performance in computer software. *Journal of Applied Psychology*, 74(6), 884-891. doi: 10.1037/0021-9010.74.6.884
- Gist, M. E., Stevens, C. K., & Bavetta, A. G. (1991). Effects of self-efficacy and post-training intervention on the acquisition and maintenance of complex interpersonal skills. *Personnel Psychology*, (4), 837-861. Doi:10.1111/j.1744-6570.1991.tb00701.x
- Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *The Academy of Management Review*, (2), 183-211. doi:10.2307/258770.

- Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018) Bargaining while black: The role of race in salary negotiations. *Journal of Applied Psychology*, 104(4), 581-592. Doi: 10.1037/apl0000363
- Hottes, J. H., & Kahn, A. (1974). Sex differences in a mixed-motive conflict situation. *Journal of Personality*, 42(2), 260–275. doi:10.1111/j.1467-6494.1974.tb00673.x.
- Johnson, J. M. (2016). Gender differences in negotiation: Implications for salary negotiations. *UCLA Entertainment Law Review*, (2), 131.
- Judge, T. A., Livingston, B. A., & Hurst, C. (2012). Do nice guys—and gals—really finish last? The joint effects of sex and agreeableness on income. *Journal of Personality and Social Psychology*, (2), 390-407. doi:10.1037/a0026021
- Kang, G., Xiu, L., & Roline, A. C. (2015). How do interviewers respond to applicant's initiation of salary negotiation? An exploratory study on the role of gender and personality. *Evidence-Based HRM*, (2), 145-158.
- Kray, L. J., Thompson, L., & Galinsky, A. (2001). Battle of the sexes: Gender stereotype confirmation and reactance in negotiations. *Journal of Personality and Social Psychology*, (6), 942-958. doi: 10.1037/0022-3514.80.6.942
- Kray, L. J., Thompson, L., & Galinsky, A. (2002). Reversing the gender gap in negotiations: An exploration of stereotype regeneration. *Organizational Behavior and Human Decision Processes*, 87(2), 386-409. doi: 10.1006/obhd.2001.2979
- Lee, K., & Ashton, M. C. (2018). Psychometric properties of the HEXACO-100. *Assessment*, 25, 543-556.
- Locke, E. A., & Latham, G.P. (1990). A theory of goal setting and task performance. Englewood Cliffs, N. J.: Prentice Hall.

- Lund, O. C. H., Tamnes, C. K., Moestue, C., Buss, D. M., & Vollrath, M. (2007). Tactics of hierarchy negotiation. *Journal of Research in Personality*, 41, 25-44. doi: 10.1016/j.jrp.2006.01.002
- Mazei, J., Huffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin*, (1), 85-104.
- McCormick, J., & Morris, W. L. (2015). The effects of stereotype threat and power on women's and men's outcomes in face-to-face and E-mail negotiations. *Psi Chi Journal of Psychological Research*, 20(3), 114-124. Doi: 10.24839/2164-8204.JN20.3.114
- Mintu-Wimsatt, A. & Gassenheimer, J. B. (2002). The impact of demographic variables on negotiators' problem-solving approach: A two country study. *Journal of Marketing Theory and Practice*, 10(1), 23–35, doi:10.1080/10696679.2002.11501907
- O'Shea, P. G. & Bush, D. F. (2002). Negotiation for starting salary: Antecedents and outcomes among recent college graduates. *Journal of Business and Psychology*, 16(3), 365-382. doi:10.1023/A:1012868806617
- Santovec, M. L. (2011). Women and negotiations: Don't wait to be asked/offered. *Women in Higher Education*, 20(11), 22.
- Schwarzer, R., & Jerusalem, M. (1995). *Generalized self-efficacy scale* [Measurement instrument]. Retrieved from <http://userpage.fu-berlin.de/~health/engscal.htm>

- Seidel, M. L., Polzer, J. T., & Stewart, K. J. (2000). Friends in high places: The effects of social networks on discrimination in salary negotiations. *Administrative Science Quarterly*, 45(1). doi: 10.2307/2666977
- Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, (1), 4-28. doi: 10.1006/jesp.1998.1373
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. doi: 10.1037/0003-066X.52.6.613
- Stevens, C. K., Bavetta, A. G., & Gist, M. E. (1993). Gender differences in the acquisition of salary negotiation skills: The role of goals, self-efficacy, and perceived control. *Journal of Applied Psychology*. (5). 723-735
- Stevens, C. K. & Gist, M. E. (1997). Effects of self-efficacy and goal-orientation training on negotiation skill maintenance: What are the mechanisms? *Personnel Psychology*, 50(4), 955-978. doi:10.1111/j.1744-6570.1997.tb01490.x
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A metaanalysis. *Psychological Bulletin*, 124(2), 240-261. doi:10.1037/0033-2909.124.2.240
- Taylor, K. A., Mesmer-Magnus, J., & Burns, T. M. (2008). Teaching the art of negotiation: Improving students' negotiation confidence and perceptions of effectiveness. *Journal of Education for Business*, 83(3), 135-140. doi:10.3200/JOEB.83.3.135-140.

- Terwiesch, C., Savin, S., & Hann, I. (2005). Online haggling at a name-your-own-price retailer: Theory and application. *Management Science*, 51(3), 339-351.
doi:10.1287/mnsc.1040.0337
- Wexley, K. N., & Baldwin, T. T. (1986). Posttraining strategies for facilitating positive transfer: An empirical exploration. *Academy of Management Journal*, 29(3), 503-520. doi:10.2307/256221
- Wiersma, U. J. & Kappe, R (2017). Selecting for extroversion but rewarding for conscientiousness. *European Journal of Work and Organizational Psychology*, 26(2), 314-323. doi: 10.1080/1359432X.2016.1266340
- Wilson, K. S., DeRue, D. S., Matta, F. K., Howe, M., & Conlon, D. E. (2016). Personality similarity in negotiations: Testing the dyadic effects of similarity in interpersonal traits and the use of emotional displays on negotiation outcomes. *Journal of Applied Psychology*, 101(10), 1405-1421. doi:10.1037/apl0000132
- Wood, R. E. & Bandura, A. (1989). Social cognitive theory of organizational management. *The Academy of Management Review*, 361-384.

APPENDICES

APPENDIX A

Consent Form

Salary Negotiation Training

Informed Consent Form

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to email any questions you may have about this study and the information given below to Ashley Miller at alf5n@mtmail.mtsu.edu.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time.

For additional information about giving consent or your rights as a participant in this study, please feel free to contact the MTSU Office of Compliance at (615) 494-8918.

Purpose of the Study:

You are being asked to participate in a research study because we are interested in looking at the effect of training on negotiation.

Description of procedures to be followed and approximate duration of the study:

Participants will be asked to a series of questions about themselves and their negotiating/haggling behavior. Additionally, participants will be asked to complete a negotiation training, which includes negotiation scenarios. The study will take approximately 30 minutes to complete.

Expected costs:

There are no costs for participating in this study.

Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:

There are no known discomforts, inconveniences, and/or risks associated with participating in this study.

Anticipated benefits from this study:

The potential benefits include improvements in salary negotiation training.

Compensation for participation:

There is no compensation for participating in this study.

Circumstances under which the Principal Investigator may withdraw you from study participation:

You may be withdrawn from this study if you are under the age of 18, or you have completed this study at an earlier time.

What happens if you choose to withdraw from study participation:

You may refuse to participate or quit at any time without penalty. Please be aware that some questions require a response to advance through the study, and these questions may not be skipped if you wish to continue.

Contact Information.

If you should have any questions about this research study or possible injury, please feel free to contact **Ashley Miller** via email at alf5n@mtmail.mtsu.edu. You may call the MTSU IRB Compliance Officer at (615) 898-8918 for any questions you may have about your rights as a research participant.

Confidentiality:

Your information will be kept confidential because your name will not be tied to your responses. Although your rights and privacy will be maintained, the MTSU IRB and personnel particular to this research have access to the study records. Your responses, informed consent document, and records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

APPENDIX B

General Self-Efficacy Scale

(Schwarzer & Jerusalem, 1995).

All items used a 4-point Likert-type scale (1 = Not at all true, 4 = Exactly true).

Please answer the following questions about yourself.

1. I can always manage to solve difficult problems with haggling if I try hard enough.
2. If someone opposes my negotiation, I can find the means and ways to get what I want.
3. It is easy for me to stick to my aims and accomplish my negotiation goals.
4. I am confident that I could deal efficiently with unexpected events by negotiating.
5. Thanks to my resourcefulness, I know how to handle unforeseen haggling situations.
6. I can solve most negotiation problems if I invest the necessary effort.
7. I can remain calm when facing negotiation difficulties because I can rely on my coping abilities.
8. When I am confronted with a negotiation problem, I can usually find several solutions.
9. If I am in trouble while haggling, I can usually think of a solution.
10. I can usually handle whatever comes my way when in a negotiation.

APPENDIX C

Haggling questions

Note: Haggling is defined as “the act of negotiating or arguing over the terms of a purchase, agreement, or contract.” From: Merriam-Webster Dictionary.

Around how many times have you haggled over something in the past 6 months?

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 13 or more

Around how many times have you negotiated for something in the past 6 months?

- 0
- 1-3
- 4-6
- 7-9
- 10-12
- 13 or more

APPENDIX D

Compensation Information

Compensation has many different parts. One major part of an individual's compensation is their base wage. Base Wage is made up of the cash compensation an employee gets for the work they performed. Compensation also consists of different benefits, which may include medical insurance, life insurance, and possible stock ownership.

Additionally, organizations use pay ranges to determine the pay span for a specific job or group of jobs. The pay range puts minimum and maximum limits on what an organization will pay for a particular job. For example, the pay range for an Accountant in a particular company could be \$55,000-\$70,000. This means that an Accountant in this company is not paid less than \$55,000 or more than \$70,000.

APPENDIX E

Negotiation Scenario 1

Social Media Specialist

Responsibilities: Social Media Specialists oversee the company's social media presence, work with other departments to keep social media apprised of different aspects of the company including working with the marketing department to maintain various social media platforms.

Entry Requirements: Must have a Bachelor's degree from an accredited university, as well as a proficient knowledge of social media software such as Snapchat, Facebook, LinkedIn and more.

You are a recent college graduate searching for a job. After some job hunting, you have applied for a job as a "Social Media Specialist" in a local business called Tuttle Metals. The company prides themselves on being transparent about everybody's salary information. The salary range for a Social Media Specialist is from \$23,000 to \$54,000.

APPENDIX F

Negotiation Scenario 2

Social Media Coordinator

Responsibilities: Social Media Coordinators research current trends in social media. Creates attractive picture and video content on social media. Oversees the company's social media presence by upholding and establishing a buzz around the company's products. Establish posting schedule that relates best to the company's customers.

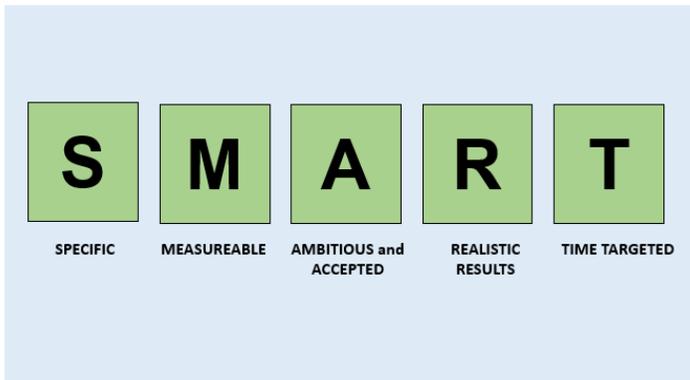
Entry Requirements: Must have a Bachelor's degree from an accredited university, proficient knowledge of social media software such as Snapchat, Facebook, and Instagram, and excellent communication skills.

You are a recent college graduate searching for a job. After some job hunting, you have applied for a job as a "Social Media Coordinator" in a local business called Fischer Corporation. The company prides themselves on being transparent about everybody's salary information. The salary range for a Social Media Specialist is from \$25,000 to \$50,000.

APPENDIX G

Goal Setting Training

Goal Setting Training:



S Goals should be SPECIFIC

- What exactly do you want to accomplish?
- Who is involved?
- What is the deadline?

Be Specific! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

M Goals should be MEASUREABLE

- Define success in terms you can measure
- How do you know when your goal is achieved?

Make them measurable! Write out more information about how your goals on negotiating salary can be achieved.

AGoals should be **AMBITIOUS** and **ACCEPTED**

- Aim high
- Ambitious means Inspiring
- Ambitious means Commitment
- Use an action verb (e.g. Increase, provide)

Be Ambitious! Write out more specific information about how your negotiation goals. Give this as much detail as you can.

RGoals should have **REALISTIC RESULTS**

- Realistic = Possible, but not easy
- Results = Impact, not just activities
- What are you accountable to accomplish?

Be Realistic! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

TGoals should be **TIME TARGETED**

- Say specifically when your goal will be completely met

Be timely! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

APPENDIX H

Self-Management Training

Step 1 The Basics of Effective Goals

S	M	A	R	T
SPECIFIC	MEASUREABLE	AMBITIOUS and ACCEPTED	REALISTIC RESULTS	TIME TARGETED

S Goals should be SPECIFIC

- What exactly do you want to accomplish?
- Who is involved?
- What is the deadline?

Be Specific! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

M Goals should be MEASUREABLE

- Define success in terms you can measure
- How do you know when your goal is achieved?

Make them measurable! Write out more information about how your goals on negotiating salary can be achieved.

A

Goals should be **AMBITIOUS** and **ACCEPTED**

- Aim high
- Ambitious means Inspiring
- Ambitious means Commitment
- Use an action verb (e.g. Increase, provide)

Be Ambitious! Write out more specific information about how your negotiation goals. Give this as much detail as you can.

R

Goals should have **REALISTIC RESULTS**

- Realistic = Possible, but not easy
- Results = Impact, not just activities
- What are you accountable to accomplish?

Be Realistic! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

T

Goals should be **TIME TARGETED**

- Say specifically when your goal will be completely met

Be timely! Write out more specific information about your goals on negotiating salary. Give this as much detail as you can.

Step 2

Anticipate Performance Obstacles

Write down any obstacles or problems that might happen with a salary negotiation. Be as specific as you can.

Step 3

Planning to Overcome Performance Obstacles

Now that you have thought about what problems might occur with salary negotiation, make a specific plan about how you could overcome those issues if they would happen.

Step 4

Setting Goals to Overcome Obstacles

Just like with the SMART goals you made for negotiating your salary, make goals about overcoming the issues that may arise in negotiation. These new goals should be Specific, Measurable, Ambitious, Realistic, and Time Targeted.

Step 5

Monitoring One's Own Progress

After making the goals for overcoming possible negotiation issues, keep watch on how these goals progress. How would you monitor your goal progress?

Step 6

Rewarding One's Goal Alignment

Finally, think of a way to reward yourself if you met your goals! Be as specific as possible.

APPENDIX I

Manipulation Check for Goal Setting

What was the five-letter acronym to help explain the kind of goals you should have?

- G.O.A.L.S.
- S.M.A.R.T.
- S.M.I.L.E.

According to the training, what should measurable goals include?

- Defining who is involved
- Defining a realistic goal
- Defining success

When creating ambitious goals, you should aim your goals _____.

- High
- Evenly
- Low

Which type of training did you receive?

- Goal setting training
- Self-management training
- Money management training

APPENDIX J

Manipulation Check for Goal Setting

What was the five-letter acronym to help explain the kind of goals you should have?

- G.O.A.L.S.
- S.M.A.R.T.
- S.M.I.L.E.

According to the training, you should make negotiation goals to

- Negate performance obstacles
- Overcome performance obstacles
- Value your performance obstacles

Goals should be

- Ambitious
- Vague
- Average

Which type of training did you receive?

- Goal setting training
- Self-management training
- Money management training

APPENDIX K**Stereotype Scale**

All items used a 5-point Likert-type scale (1 = strongly disagree to 5 = strongly agree).

For each statement, please indicate how much you agree with the statement.

1. Men are generally better than women at negotiating.
2. Men are usually more comfortable negotiating.
3. Men are more likely to negotiate than women.

APPENDIX L

Demographic questions

Which of the following best describes your standing in college.

Freshman

Sophomore

Junior

Senior

Graduate Student

What is your gender?

-Male

-Female

- Non-binary / third gender

-Transgender

-Prefer to self-describe (open text box)

-Prefer not to say

Choose one or more races that you consider yourself to be:

-White

-Black or African American

-American Indian or Alaska Native

-Asian

-Native Hawaiian or Pacific Islander

-Mixed: _____

-Other: _____

Please choose the response that best describes you.

-I have previous salary negotiation experience

-I do not have previous salary negotiation experience

APPENDIX M

Hexaco Personality Scale

(Lee & Ashton, 2018)

In the following questions you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then select your response in the space next to the statement using the following scale:

Strongly disagree, disagree, neutral, agree, strongly agree

Please answer every statement, even if you are not completely sure of your response.

- 1 I would be quite bored by a visit to an art gallery.
- 2 I clean my office or home quite frequently.
- 3 I rarely hold a grudge, even against people who have badly wronged me.
- 4 I feel reasonably satisfied with myself overall.
- 5 I would feel afraid if I had to travel in bad weather conditions.
- 6 If I want something from a person I dislike, I will act very nicely toward that person in order to get it.
- 7 I'm interested in learning about the history and politics of other countries.
- 8 When working, I often set ambitious goals for myself.
- 9 People sometimes tell me that I am too critical of others.
- 10 I rarely express my opinions in group meetings.
- 11 I sometimes can't help worrying about little things.
- 12 If I knew that I could never get caught, I would be willing to steal a million dollars.
- 13 I would like a job that requires following a routine rather than being creative.
- 14 I often check my work over repeatedly to find any mistakes.
- 15 People sometimes tell me that I'm too stubborn.
- 16 I avoid making "small talk" with people.
- 17 When I suffer from a painful experience, I need someone to make me feel comfortable.
- 18 Having a lot of money is not especially important to me.
- 19 I think that paying attention to radical ideas is a waste of time.
- 20 I make decisions based on the feeling of the moment rather than on careful thought.

- 21 _____ People think of me as someone who has a quick temper.
- 22 _____ I am energetic nearly all the time.
- 23 _____ I feel like crying when I see other people crying.
- 24 _____ I am an ordinary person who is no better than others.
- 25 _____ I wouldn't spend my time reading a book of poetry.
- 26 _____ I plan ahead and organize things, to avoid scrambling at the last minute.
- 27 _____ My attitude toward people who have treated me badly is "forgive and forget".
- 28 _____ I think that most people like some aspects of my personality.
- 29 _____ I don't mind doing jobs that involve dangerous work.
- 30 _____ I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.
- 31 _____ I enjoy looking at maps of different places.
- 32 _____ I often push myself very hard when trying to achieve a goal.
- 33 _____ I generally accept people's faults without complaining about them.
- 34 _____ In social situations, I'm usually the one who makes the first move.
- 35 _____ I worry a lot less than most people do.
- 36 _____ I would be tempted to buy stolen property if I were financially tight.
- 37 _____ I would enjoy creating a work of art, such as a novel, a song, or a painting.
- 38 _____ When working on something, I don't pay much attention to small details.
- 39 _____ I am usually quite flexible in my opinions when people disagree with me.
- 40 _____ I enjoy having lots of people around to talk with.
- 41 _____ I can handle difficult situations without needing emotional support from anyone else.
- 42 _____ I would like to live in a very expensive, high-class neighborhood.
- 43 _____ I like people who have unconventional views.
- 44 _____ I make a lot of mistakes because I don't think before I act.
- 45 _____ I rarely feel anger, even when people treat me quite badly.
- 46 _____ On most days, I feel cheerful and optimistic.
- 47 _____ When someone I know well is unhappy, I can almost feel that person's pain myself.
- 48 _____ I wouldn't want people to treat me as though I were superior to them.
- 49 _____ If I had the opportunity, I would like to attend a classical music concert.
- 50 _____ People often joke with me about the messiness of my room or desk.
- 51 _____ If someone has cheated me once, I will always feel suspicious of that person.
- 52 _____ I feel that I am an unpopular person.

- 53 _____ When it comes to physical danger, I am very fearful.
- 54 _____ If I want something from someone, I will laugh at that person's worst jokes.
- 55 _____ I would be very bored by a book about the history of science and technology.
- 56 _____ Often when I set a goal, I end up quitting without having reached it.
- 57 _____ I tend to be lenient in judging other people.
- 58 _____ When I'm in a group of people, I'm often the one who speaks on behalf of the group.
- 59 _____ I rarely, if ever, have trouble sleeping due to stress or anxiety.
- 60 _____ I would never accept a bribe, even if it were very large.
- 61 _____ People have often told me that I have a good imagination.
- 62 _____ I always try to be accurate in my work, even at the expense of time.
- 63 _____ When people tell me that I'm wrong, my first reaction is to argue with them.
- 64 _____ I prefer jobs that involve active social interaction to those that involve working alone.
- 65 _____ Whenever I feel worried about something, I want to share my concern with another person.
- 66 _____ I would like to be seen driving around in a very expensive car.
- 67 _____ I think of myself as a somewhat eccentric person.
- 68 _____ I don't allow my impulses to govern my behavior.
- 69 _____ Most people tend to get angry more quickly than I do.
- 70 _____ People often tell me that I should try to cheer up.
- 71 _____ I feel strong emotions when someone close to me is going away for a long time.
- 72 _____ I think that I am entitled to more respect than the average person is.
- 73 _____ Sometimes I like to just watch the wind as it blows through the trees.
- 74 _____ When working, I sometimes have difficulties due to being disorganized.
- 75 _____ I find it hard to fully forgive someone who has done something mean to me.
- 76 _____ I sometimes feel that I am a worthless person.
- 77 _____ Even in an emergency I wouldn't feel like panicking.
- 78 _____ I wouldn't pretend to like someone just to get that person to do favors for me.
- 79 _____ I've never really enjoyed looking through an encyclopedia.
- 80 _____ I do only the minimum amount of work needed to get by.
- 81 _____ Even when people make a lot of mistakes, I rarely say anything negative.
- 82 _____ I tend to feel quite self-conscious when speaking in front of a group of people.
- 83 _____ I get very anxious when waiting to hear about an important decision.
- 84 _____ I'd be tempted to use counterfeit money, if I were sure I could get away with it.

- 85 _____ I don't think of myself as the artistic or creative type.
- 86 _____ People often call me a perfectionist.
- 87 _____ I find it hard to compromise with people when I really think I'm right.
- 88 _____ The first thing that I always do in a new place is to make friends.
- 89 _____ I rarely discuss my problems with other people.
- 90 _____ I would get a lot of pleasure from owning expensive luxury goods.
- 91 _____ I find it boring to discuss philosophy.
- 92 _____ I prefer to do whatever comes to mind, rather than stick to a plan.
- 93 _____ I find it hard to keep my temper when people insult me.
- 94 _____ Most people are more upbeat and dynamic than I generally am.
- 95 _____ I remain unemotional even in situations where most people get very sentimental.
- 96 _____ I want people to know that I am an important person of high status.
- 97 _____ I have sympathy for people who are less fortunate than I am.
- 98 _____ I try to give generously to those in need.
- 99 _____ It wouldn't bother me to harm someone I didn't like.
- 100 _____ People see me as a hard-hearted person.
- _____