

EFFECTS OF GENDER, PERSONALITY, SELF-EFFICACY, LOCUS OF CONTROL,
AND MONEY ETHICS ON THE PROPENSITY TO NEGOTIATE STARTING
SALARY DURING THE JOB OFFER PROCESS

by

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ABSTRACT

In the 1970s, the study of the relationship between individual differences and negotiation was deemed a fruitless pursuit. Recent research has contradicted that assertion and the current study seeks to do the same by looking at the effect of personality, gender, locus of control, self-efficacy, and money ethics on the propensity to initiate salary negotiation. A total of 290 students were recruited from an introductory psychology research pool at a large, public university. The results found that students higher in extraversion, conscientiousness, general and task-specific (in particular, job- and negotiation-specific) self-efficacy, and locus of control are more likely to initiate salary negotiation during the job offer process.

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CHAPTER I: INTRODUCTION & LITERATURE REVIEW

Salary negotiation is an important part of the job offer process and is usually one of the final steps before an official employment decision is made (either to accept or reject that offer). Despite the fact that salary negotiation provides an opportunity to increase one's starting salary, not everyone does it. The decision to engage in negotiation (or the propensity to initiate negotiation) is a combination of social, cultural, and individual factors with some individuals being more comfortable or skilled than others. The role of individual differences in the propensity to initiate negotiation has received relatively minimal attention since an in-depth review of the negotiation literature to date was conducted by Rubin and Brown (1975), who argued that the topic offers little potential in predicting negotiation behaviors; however, in recent years, there has been a resurgence of interest and the current study will expand on this literature (see Sharma, Bottom, & Elfenbein, 2013).

Negotiation is the "process by which individuals with initially divergent interests can resolve their differences to reach mutual agreement" (Walters, Stuhlmacher, & Meyer, 1998, p. 1). It can take many forms such as bartering for the best prices on products or services, resolving disagreements, contract agreement, and during a job offer (Walters et al., 1998). At its most basic, it is a form of conflict – one party disagrees with another and, together, they work to find a resolution. There are four characteristics present in all forms of negotiation: two or more individuals or parties, the belief of

conflict, communication, and a mutual interest in reaching an arrangement (Zarankin, 2009).

There are two main types of negotiation – distributive and integrative (Putnam, 1990) – that differ in terms of the motivation, behavior, and outcomes (Zarankin, 2009). Distributive negotiation is considered a zero-sum (or win-lose) where one of the parties involved “wins” and the other party “loses”. This results in increased competition since each party is trying to optimize their own gains while limiting those of the other party. Distributive negotiation tends to be more common in situations with a significant power imbalance between the two parties. Alternatively, integrative negotiation is a non-zero-sum (or win-win) where both parties have their individual requests met. This leads to increased collaboration because there is not a “winner” and a “loser”. More effort and creativity is required since both parties are attempting to meet the other’s demands (Zarankin, 2009).

The behavior leading up to initiating negotiation involves a series of decisions and actions that all need to be complete before negotiation can successfully happen. First, the decision needs to be made whether to engage the other party (as opposed to other alternatives, such as redirection or avoidance). The second decision that needs to be made is whether to verbalize the request (instead of waiting on the other party to initiate conversation). Finally, the decision needs to be made to optimize the request (instead of asking for less than what is desired and hoping that a more favorable response will be

offered). As a result, negotiating is more than just a one-time decision – it requires several instances of being assertive to even complete once (Volkema & Fleck, 2012).

Rubin and Brown's (1975) decades-long consensus that individual differences do not play a significant role in determining negotiation behaviors has been challenged and contradicted by recent research (Elfenbein, 2015; Elfenbein, Curhan, Eisenkraft, Shirako, & Baccaro, 2008; Harris & Mowen, 2001; Sharma, et al., 2013; Volkema & Fleck, 2012; Volkema, Kapoutsis, & Nikolopoulos, 2013; Xiu, Kang, & Roline, 2015; Zarankin, 2009). The current study will continue and expand upon these works to determine the role of personality (the Big Five personality traits), gender, locus of control, self-efficacy (both general and task-specific), and money ethics on propensity to initiate negotiation. A discussion of each individual characteristic and its relationship to negotiation initiation is included below.

Personality

Personality has been the focus of research for decades and has become a strong and consistent predictor of individual thought, behavior, and feeling variables (Elfenbein, 2015; Elfenbein, et al., 2008; Sharma et al., 2013). From this research, the Big Five model has emerged as one of the most valid and reliable measures of predicting decision-making behavior (Costa & McCrae, 1992; Judge, Heller, & Mount, 2002; McCrae & John, 1992; Xiu, et al., 2015). The model contains five personality factors— extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience (McCrae &

John, 1992). The literature on each of the Big Five personality traits and its relationship with negotiation initiation is outlined in this review.

Extraversion.

Extraversion is the “tendency to be sociable, dominant, assertive, gregarious, confident, and positive” (Costa & McCrae, 1992; Watson & Clark, 1997; as cited in Sharma et al., 2013, p. 302). The opposite of extraversion is introversion. Extraverts tend to spend more time with others and in social situations, are more talkative and more assertive than introverts (Harris & Mowen, 2001; Mooradian & Olver, 1997). Extroverted individuals tend to be more likely to engage in competition when faced with conflict (Wood & Bell, 2008; Xiu et al., 2015)

Results have been mixed on the nature of the relationship between extraversion and negotiation initiation. Harris and Mowen (2001) found a significant relationship between extraversion and complaint propensity; however, no significant relationship was observed between extraversion and bargaining proneness. Research by Wood and Bell (2008) found that extraversion is a significant predictor of most conflict resolution styles (their work was based on Rosenthal’s (1983) model – extraversion was positively related to the “compete” style, negatively related to the “accommodate” and “avoid” styles, and not significantly related to the “collaborate” style). Finally, extraversion had a significant influence on interviewee negotiation decisions, meaning that individuals higher in extraversion will be more likely to initiate salary negotiation (Xiu et al., 2015).

Neuroticism.

Neuroticism is defined as “a general level of anxiety, depression, worry, and insecurity” (Costa & McCrae, 1992; John & Srivastava, 1999; as cited in Sharma et al., 2013, p. 303). It is sometimes referred to as emotional stability, which is its inverse. Individuals high in neuroticism tend to more frequently experience negative emotions (including fear, guilt, or anger) and are generally more irritable, moody, jealous, sensitive to negative stimuli, and become stressed out more easily (Harris & Mowen, 2001; Sharma et al., 2013).

Research into the relationship between neuroticism and negotiation initiation has been limited, and is contradictory, suggesting no significant relationship. Mooradian and Olver (1997) found that consumers high in neuroticism are less likely to initiate a complaint; however, later work by Harris and Mowen (2001) found mixed results – neuroticism was negatively related to complaint propensity but had no relationship with bargaining proneness. Soane and Chmiel (2005) identified an indirect connection between neuroticism and career-related risk taking behavior – individuals high on risk propensity, high in neuroticism, and low in agreeableness tend to be inconsistent in their risk preferences, leading to increased career-related and decreased health and personal finance-related risk taking (Zarankin, 2009). In light of these conflicting results and the inability to identify a significant relationship, Sharma et al., (2013) suggested that it is more likely that instead of being related to propensity to initiate negotiation, neuroticism is connected to negotiation outcomes.

Agreeableness.

Agreeableness is “courteousness, flexibility, sympathy, trust, cooperation, and tolerance” (Sharma et al., 2013, p. 303). Individuals high in agreeableness tend to be friendly, altruistic, trusting, and trustworthy due to the value they place on relationships and developing interpersonal intimacy. As a result, they are more likely to avoid conflict and less likely to be assertive during negotiations (Cable & Judge, 2003; Costa & McCrae, 1992; Graziano, Jensen-Campbell, & Hair, 1996; John & Srivastava, 1999; Sharma et al., 2013). Kowalski (1996) found a negative correlation between agreeableness and complaint propensity; however, Harris and Mowen (2001), who conducted further research did not find statistically significant results.

Rode, Arthaud-Day, Mooney, Near, and Baldwin (2008) found that agreeableness was negatively related to initial salary. This may be due to the fact that those lower in agreeableness (disagreeable individuals) place a higher value on competition and are less interested in achieving harmony in their interpersonal interactions. As a result, they tend to be more likely to pursue their own interests in distributive bargaining situations, even at the expense of others (Barry & Friedman, 1998; Liu, Friedman, & Chi, 2005) due to the combination of their higher feelings of psychological entitlement (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004) and greater desire to achieve their individual goals (Barry & Friedman, 1998).

Agreeableness has been shown to be a predictor in decision-making and negotiation behaviors (Bullock-Yowell, Andrews, & Buzzetta, 2011; Cable & Judge,

2003; Rode et al., 2008; Wood & Bell, 2008) and positively predicts preference for negotiation as a conflict-resolution style (Ome, 2013). During job offer negotiations, disagreeable individuals tend to be less likely to settle on a salary or other aspects of the offer when it does not meet their expectations (Judge, Livingston, & Hurst, 2012). Xiu et al., (2015) hypothesized that agreeableness would be able to predict propensity to negotiate during a job offer. Their initial analysis did not find support for this; however, deeper conditional process analysis identified an effect when moderating for risk attitudes. Even though the direct relationship between agreeableness and propensity to negotiate has not always been consistent, the literature suggests that, at the very least, there is an indirect effect.

Conscientiousness.

Conscientious individuals are self-disciplined, hardworking, organized, responsible, and achievement-oriented and follow rules and schedules (Barry & Friedman, 1998; Costa & McCrae, 1992; John & Srivastava, 1999; McCrae & John, 1992; Nyhus & Pons, 2012; Sharma et al., 2013). While it has been shown to be a strong predictor of overall job performance across a range of occupations (Barrick & Mount, 1991; Mount & Barrick, 1995; Sharma et al., 2013), research has not been as conclusive on the relationship between negotiation-related behaviors and conscientiousness. Harris and Mowen (2001) found a positive significant correlation with complaint propensity but not with bargaining proneness and Ome (2013) found that conscientiousness positively predicted preference for the conflict-resolution style of negotiation; however, Sharma et

al., (2013) found no significant relationship between conscientiousness and negotiation. One possible explanation for these differences in results could be because conscientiousness is directly related to negotiation preparation and, in turn, negotiation outcomes, but does not have a direct connection with negotiation propensity (Barry & Friedman, 1998; Sharma et al., 2013).

Openness to Experience.

Openness to experience is defined as “imaginativeness, broad-mindedness, and divergent thinking, describing people who are intellectually curious, creative, resourceful, and willing to consider unconventional ideas” (Costa & McCrae, 1992; John & Srivastava, 1999; as cited in Sharma et al., 2013, p. 303). Those high in openness tend to approach negotiation with increased flexibility and a greater willingness to employ creative strategies in an attempt to reach more integrative settlements (Barry & Friedman, 1998; Sharma et al., 2013). They also tend to be more interested in highly explorative and challenging situations. As a result, highly open individuals have a stronger preference for negotiation during conflict resolution situations (Ome, 2013). Additional research by Harris and Mowen (2001) found that openness to experience was positively and significantly related to general bargaining proneness; however, not related to complaint propensity. Together, the literature suggests a positive relationship between openness to experience and propensity to initiate negotiation.

Gender

Gender differences in negotiation can have an impact on a wide range of outcomes (Babcock, Gelfand, Small, & Stayn, 2006). Research has found a substantial difference in career entry and peak pay expectations between professional men and women (Major & Konar, 1984; Rode et al., 2008), which helps to reinforce and perpetuate the glass ceiling for women. The cause of this difference has received a great deal of attention across many fields of study in the last 40 years, including the role that gender plays in the propensity to initiate negotiation.

Females generally adhere to more conservative behavior during negotiation and have a lower propensity to initiate negotiations than males (Babcock & Laschever, 2003; Babcock et al., 2006; Bowles, Babcock, & Lai, 2007; Bowles, Babcock, & McGinn, 2005; Greig, 2008; Hall & Krueger, 2008; Kaman & Hartel, 1994; Kugler, Kaschner, Reif, & Brodbeck, 2013; Lauterbach & Weiner, 1996; Martin, 2006; Rigdon, 2012; Small, Gelfand, Babcock, & Gettman, 2007; Tromski & Subich, 1990; Wood & Bell, 2008). Research has found that men are between four and nine times more likely to initiate salary negotiations (Babcock & Laschever, 2003; Babcock et al., 2006; Small et al., 2007). Additionally, when asked about past instances of negotiation, men recalled initiating negotiations approximately four times as recent as women. When asked about expectations regarding future negotiation, men also predicted that they will start a new negotiation within seven days as compared to women (30 days) (Babcock et al., 2006).

One explanation for these significant results are due to differences in feelings of entitlement, with women tending to feel less entitled than men, particularly in regards to pay (Babcock et al., 2006; Barron, 2003; Bylsma & Major, 1992; Desmarais & Curtis, 1997; Jost, 1997; Major, 1994; Major, McFarlin, & Gagnon, 1984; Xiu et al., 2015).

First, women tend to have less self-confidence and a lower sense of perceived competence (Babcock et al., 2006; Barron, 2003; Lenney, 1977; Major & Forcey, 1985; Xiu et al., 2015). Secondly, men and women do not receive the same information about typical and reasonable pay, which can create a significant difference in their senses of entitlement (Babcock et al., 2006). Finally, women in the United States, as well as in several other countries around the world, are more likely to have an internal locus of control, believing that their situation is less changeable than men (Babcock et al., 2006; Parkes, 1985; Smith, Dugan, & Trompenaars, 1997; Strickland & Haley, 1980).

Individuals that feel they deserve more are more likely to be dissatisfied with the current situation and will, in turn, do something to change it, such as through negotiation (Austin, McGinn, & Susmilch, 1980; Babcock et al., 2006; Crosby, 1982; Goodman, 1974; Ilgen, 1971; Lawler, 1971; Locke, 1976; Porter & Lawler, 1968).

Women are also more likely to fear the potential negative consequences of negotiation over salary. While negotiation may boost her initial salary, due to stereotypical beliefs about appropriate gender-related behavior, it may simultaneously undermine her ability to be successful in that job (Johnson, 1976; Martin, 2006; Wade, 2001). Additionally, since women tend more than men to consider the relationship

between the parties during negotiation, they are able to better anticipate the effect(s) their behavior may have on future exchanges (Babcock & Laschever, 2003; Babcock et al., 2006; Bowles, Babcock, & Lai, 2005; Bowles et al., 2007; Kolb & Coolidge, 1991; Martin, 2006; Xiu et al., 2015). Alternatively, men generally see negotiation as an isolated event and a means to promote their own interests (Barron, 2003; Kolb & Coolidge, 1991; Martin, 2006; Williams, 1993).

Other research has not found the same relationship between gender and propensity to initiate negotiations (Bohnet & Greig, 2007; Gerhart & Rynes, 1991; Xiu et al., 2015). They suggest that it could be due to the timing of the study – Xiu et al., (2015) worked with college students who may have more knowledge about speaking up and negotiating – or that women’s lower salary outcomes are due to gender differences during the negotiation (Barron, 2003; Bowles & McGinn, 2008; Gerhart & Rynes, 1991; Stevens, Bavetta, & Gist, 1993). Leibbrandt and List (2012) only found a significant difference between men and women in their propensity to initiate negotiations if there was no indication that the wages are negotiable in the job advertisement presented in the study. There was no gender difference in initiating negotiation when the job advertisement included that wages were negotiable. Even in spite of these results, the volume of research supporting the effect of gender differences on propensity to initiate negotiation demonstrates consistency over time and across situations.

Locus of Control

Locus of control, a construct pioneered by Rotter (1966), is the extent to which an individual believes that they can control life events (Volkema & Fleck, 2012). It is rated on a continuum from high internal locus of control to high external locus of control. For individuals with a high internal locus of control, their own behaviors and actions drive the events in their life. Alternatively, individuals with a high external locus of control attribute life's events to other people or situations outside of their control (e.g., fate, destiny) (Volkema & Fleck, 2012).

Prior research has suggested that highly internal individuals are more assertive than highly external individuals (Cooley & Nowicki, 1974; Hartwig, Dickson, & Anderson, 1980; Volkema & Fleck, 2012) and are more likely to exhibit greater control over their behavior, attempt to influence others, are more competitive (Ford, 1983), ask for more in their initial offers (Bigoness, 1976; Volkema & Fleck, 2012), and come to better to arrangements (Stolte, 1983; Volkema & Fleck, 2012). They generally are more likely to be able to move beyond a non-favorable initial offer (Shalvi, Moran, & Ritov, 2010) and tend to seek out more information and knowledge about the situation (Volkema & Fleck, 2012). Even though Volkema and Fleck (2012) did not find a significant correlation between locus of control and propensity to initiate negotiation, there was a positive significant relationship between locus of control and assertiveness; meaning that internals are higher in assertiveness than externals. These results, combined

with the strength of the past literature, suggest a relationship between locus of control and propensity to negotiate.

Self-Efficacy

Self-efficacy is an individual's assessment of and belief in their ability to meet situational demands (Gist & Mitchell, 1992; Miles & Maurer, 2012). It is not merely an unchanging predictor of future behavior but, rather, "involves a generative capability by which resources and subskills are orchestrated into successful performance" (Gist, Stevens, & Bavetta, 1991, p. 838). Since self-efficacy is dynamic, it has the ability to change over time. Bandura (1982) identified four types of experience that can affect the development of self-efficacy – enactive mastery (experience/familiarity, either personally or vicariously, with the specific task), vicarious experience (such as by watching others/modeling), verbal persuasion (receiving ability-related feedback or instruction), and physiological arousal (the mood and/or somatic indicators experienced when faced with a given task) (Gist & Mitchell, 1992). From Bandura's four types of experience, Gist and Mitchell (1992) developed a model of self-efficacy formation (see Figure 1).

Bandura's four types of experiences lead to three assessment processes. First, analysis of task requirements produces conclusions about what is needed to perform at a given level. Secondly, attributional analysis of experience results in conclusions about why a given level of performance happened. Finally, it is necessary to examine personal and situational resources and constraints. The assessment processes are largely independent even though movement through them may happen iteratively. The

importance given to and time spent considering each process often depends on the task as well as prior related experience. Individuals can then use this data to form judgments about their ability to perform the task, or self-efficacy (Gist & Mitchell, 1992).

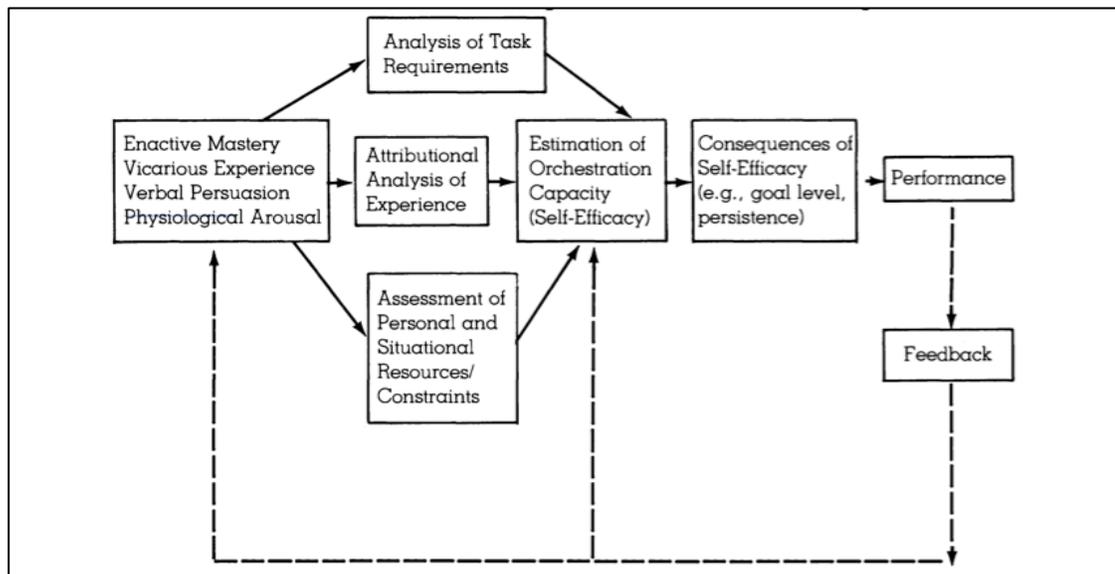


Figure 1. Gist & Mitchell's (1992) Model of Self-Efficacy-Performance Relationship (p. 189).

Self-efficacy can be general, domain- or task-specific (Miles & Maurer, 2012; Yeo & Neal, 2006); however, for all three, the greater an individual's self-efficacy, the less risk there is to take action (Cho & Lee, 2006; Volkema & Fleck, 2012). Self-efficacy has been shown to effect coping and perseverance in the face of difficulties (Bandura, 1986). As a result, it is an important contributor to performance on complex, interpersonal tasks (such as negotiating, customer service, and employment interviews). These types of tasks require utilizing intellectual resources as well as the ability to cope

emotionally with unpredictable, often interrelated events (Gist, et al., 1991). Gist, et al., (1991) found that self-efficacy was positively correlated with performance on a salary negotiation simulation task. By expanding upon this work, more recent research has found that self-efficacy is also positively associated with propensity to initiate negotiations (Volkema & Fleck, 2012; Volkema, et al., 2013).

Money Ethics

Money ethics measures attitudes about money. In many parts of the world, money is an important part of daily life and, subsequently, plays a critical role in business where it is a key factor in employee work-related attitudes and behaviors (Milkovich & Newman, 1993; Tang, 1995). Prior to 1992, there had been little research into the psychological role of money on these behaviors and attitudes (including attracting, retaining, and motivating employees). As a result, Tang (1992) developed a 30-item Money Ethic Scale (MES) to assess the relationship between money attitudes in the workplace. Due to concerns about the length of the scale, the MES was later shortened to 12-items.

The MES contains six major factors – Good, Evil, Achievement, Respect, Freedom/Power, and Budget (Tang, 1995). Those with higher scores on the MES (both the 30-item and 12-item versions) place a high value on money and want to have more (materialism). They are also more likely to express dissatisfaction with their pay than those with a lower score on the MES (Tang, 1995). As a result, it would be natural to

expect that these individuals will be more likely to initiate salary negotiations since it has the potential to fulfill their internal drive to have more money.

Current Study

The current study is designed to analyze the relationship between propensity to initiate salary negotiation during a job offer and individual characteristics (personality, gender, self-efficacy, locus of control, and money ethics). The following hypotheses will be assessed:

Hypotheses.

Hypothesis 1a: Extraversion will be positively related with propensity to negotiate.

Hypothesis 1b: Neuroticism will have no relationship with propensity to negotiate.

Hypothesis 1c: Agreeableness will be negatively related to propensity to negotiate.

Hypothesis 1d: Conscientiousness will have no relationship with propensity to negotiate.

Hypothesis 1e: Openness to experience will be positively related with propensity to negotiate.

Hypothesis 2: Females will initiate negotiations less frequently than males.

Hypothesis 3: An individual with a high internal locus of control will be more likely to initiate negotiation than those with a high external locus of control.

Hypothesis 4: Individuals with higher levels of general and task-specific (represented by job- and negotiation-related) self-efficacy will be more likely to initiate negotiation.

Hypothesis 5: Individuals who score high on the Money Ethic Scale will be more likely to initiate negotiations than those with low scores.

CHAPTER II: METHODS

Participants

Data was collected from 316 undergraduate students at Middle Tennessee State University (MTSU) in Murfreesboro, Tennessee. The survey was created online in Qualtrics and administered through the University's Sona research pool. Undergraduate students currently enrolled in Introductory Psychology courses have access to Sona, where they can sign up for and complete available research studies. The students that completed the survey were granted course credit in accordance with the MTSU Psychology Department Research Pool policy.

A total of 284 participants completed the demographic information section, 67% (n=192) were female, while 33% (n=93) were male. The average age of the participants was 19.46 years. 60% of participants were Freshmen in college and 28% were college Sophomores. Additional demographic questions were asked, including: current GPA, major, highest level of education completed, highest level of education hoping to complete, current employment (hours worked per week, job title, job tenure, and income), and previous negotiation experiences. Appendix B contains all demographic information.

Measures

Propensity to Negotiate.

Participant propensity to negotiate starting salary will be assessed using a measure developed by Paulson and Van Hein. The measure presents participants with a job ad for

a Social Media Specialist position with Campbell's located in Philadelphia, PA. The average salary for similar roles in the Philadelphia area (\$34,000-\$52,000) was also provided. Participants are asked how interested they were in the role – only 42% were at least moderately interested in the position – and then presented with three job offer scenarios, each with a different salary associated with it. For each scenario, participants were asked three questions to assess their propensity to negotiate the salary – how likely they are to negotiate, how much salary they would ask for, and how they would respond if the organization did not accept their counter-offer. Appendix C contains these results.

Personality.

Personality was measured using the 50-item IPIP (International Personality Item Pool, n.d.) representation of the Goldberg (1992) markers for the Big-Five factor structure (Goldberg, Johnson, Eber, Hogan, Ashton, Cloninger, & Gough, 2006). The 50-item IPIP measures the Big Five personality factors – extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience – by asking participants how much they agree with 50 statements on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The scores are calculated by summing the responses for each factor.

Locus of Control.

A shortened and adapted version of Rotter's Locus of Control Scale (Rotter, 1966) was used to assess participant locus of control. The measure contains 13 items and uses a forced choice design where participants must choose which of two statements they

most agree with. Participant scores range from 0 to 13 (lower scores represent an internal locus of control while higher scores are indicative of an external locus of control).

Self-Efficacy.

Self-efficacy was measured in three ways. First, the 10-question inventory developed by Schwarzer and Jerusalem (1995) assessed general self-efficacy. Job-specific self-efficacy (how skilled participants believe they will be as a Social Media Specialist) was measured by a three-question measure developed by Paulson and Van Hein. Finally, negotiation-related self-efficacy was assessed by an eight-item measure also developed by Paulson and Van Hein. All self-efficacy questions utilized a 4-point scale (1 = not at all true to 4 = exactly true) and each sub-scale was summed to calculate self-efficacy scores.

Money Ethics.

Money ethics was measured using the 12-item version of the Money Ethic Scale (MES) developed by Tang (1995). This questionnaire is rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) and summed to calculate an overall money ethic score and sub-scores for each of the six factors.

Demographic & Applicant Questions.

A series of demographic and applicant-specific questions were included at the end of the survey. The applicant-specific questions cover six of the most common negotiation situations participants may have encountered in the past (e.g., for pay on a job offer, at a

store). Additionally, participants were able to describe any additional experience(s) they have had negotiating.

Procedure

Participants signed up for the survey in MTSU's Sona research pool. When they began the survey, they were presented with brief introduction, confidentiality, and consent information. After reviewing these sections, those participants that still wished to proceed with the study and were over 18 years of age completed each measure. At the end of the final measure, participants were thanked for their time. Due to the nature of the study, no debrief was necessary. Manipulation checks were also included in order to more easily identify incomplete or inaccurate responses. A copy of the survey in its entirety is included in Appendix A.

Analyses

The data received for the following variables – personality (extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience), self-efficacy (general, job-specific, and negotiation-related), money ethics, and locus of control – was analyzed using correlations. Gender differences were analyzed using a t-test. Data analysis was conducted using SPSS.

CHAPTER III: RESULTS

Quality Assurance Check

A total of 316 participants started this study but that number was reduced to 306 when partial survey completions were excluded. The number of participants was further reduced to 290 due to their failure to answer the appropriate number of quality assurance questions correctly. The survey included five quality assurance items that either prompted participants to select a specific response (e.g., “Mark agree”) or asked a question with an obvious answer (e.g., “I have played quarterback for the Denver Broncos”). The cutoff was set at three correct quality assurance items out of five (60%), leaving a total of 290 responses.

Personality

Hypothesis 1a: Extraversion will be positively related with propensity to negotiate.

Hypothesis 1b: Neuroticism will have no relationship with propensity to negotiate.

Hypothesis 1c: Agreeableness will be negatively related to propensity to negotiate.

Hypothesis 1d: Conscientiousness will have no relationship with propensity to negotiate.

Hypothesis 1e: Openness to experience will be positively related with propensity to negotiate.

Correlation analyses were completed to determine if there were significant relationships between the five personality traits (extraversion, neuroticism, agreeableness, conscientiousness, and openness) and overall propensity to initiate negotiation during the salary offer process. The descriptive statistics for each personality factor are listed in

Table 1 and the correlations between each factor and propensity to negotiate are displayed in Table 2. Hypothesis 1a was the only personality-related hypothesis fully supported. Extraversion was positively related to propensity to negotiate, indicating that students exhibiting higher levels of extraversion are more likely to initiate negotiation. While conscientiousness was positively correlated with negotiation propensity, Hypothesis 1d was not supported.

Table 1
Descriptive Statistics for Personality Variables

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Alpha</i>
Extraversion	276	34.93	5.93	.800
Neuroticism	280	25.44	6.74	.830
Agreeableness	278	36.55	5.11	.757
Conscientiousness	277	36.63	5.37	.780
Openness	282	35.62	5.24	.712

Table 2
Propensity to Negotiate and Personality Correlations

	<i>Negotiation Propensity</i>
Extraversion	.148*
Neuroticism	-.019
Agreeableness	-.109
Conscientiousness	.121*
Openness	.057

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Gender

Hypothesis 2: Females will initiate negotiations less frequently than males.

A t-test was completed to identify a significant relationship between gender and overall propensity to initiate negotiation during the salary offer process. Hypothesis 2 was not supported, $t(279) = 1.18$, *n.s.* signifying that males are no more likely to initiate salary negotiation than females.

Locus of Control

Hypothesis 3: An individual with a high internal locus of control will be more likely to initiate negotiation than those with a high external locus of control.

A correlation analysis was conducted to determine the relationship between locus of control and overall propensity to initiate negotiation during the salary offer process. The average score on the shortened Rotter's Locus of Control Scale ($\alpha = .449$) was 5.91 ($SD = 2.11$). Hypothesis 3 was supported, $r(268) = -.145$, $p = .017$, meaning individuals with an internal locus of control are more likely to initiate salary negotiation than individuals with an external locus of control.

Self-Efficacy

Hypothesis 4: Individuals with higher levels of general and task-specific (represented by job- and negotiation-related) self-efficacy will be more likely to initiate negotiation.

Correlation analyses were completed to assess the relationships between self-efficacy (general, job-specific, and negotiation) and overall propensity to initiate negotiation during the salary offer process. The descriptive statistics for all three self-efficacy types are presented in Table 3 and the correlations between these self-efficacy types and propensity to negotiate are displayed in Table 4. All three self-efficacy types

have a positive significant relationship to negotiation propensity, fully supporting Hypothesis 4. Students with a greater belief in their general skills and abilities, those that believe they will be successful Social Media Specialists, and that consider themselves to be good at negotiation will be more likely to initiate negotiation.

Table 3
Descriptive Statistics for Self-Efficacy Variables

	<i>n</i>	<i>Number of Items</i>	<i>M</i>	<i>SD</i>	<i>Alpha</i>
General	275	10	32.09	4.63	.874
Job-Specific	281	3	7.80	2.42	.860
Negotiation	277	8	21.01	5.06	.852

Table 4
Propensity to Negotiate and Self-Efficacy Correlations

	<i>Negotiation Propensity</i>
General	.194**
Job	.163**
Negotiation	.237**

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Money Ethics

Hypothesis 5: Individuals who score high on the Money Ethic Scale will be more likely to initiate negotiations than those with low scores.

A correlation analysis was completed to assess the relationship between money ethics and overall propensity to initiate negotiation during the salary offer process. The average score on the shortened MES ($\alpha = .698$) was 39.34 ($SD = 6.56$). Hypothesis 5 is

not supported, $r(273) = .110$, *n.s.*, meaning students with higher scores on the MES (meaning they place a high value on money and they want to have more) are no more likely to initiate negotiation than those that score lower.

CHAPTER IV: DISCUSSION

The current study expands the past literature and contributes to a better understanding of the role that individual differences have on a candidate's propensity to initiate salary negotiation during the job offer process. Salary negotiation will become increasingly important since younger generations (i.e., millennials and the generation behind millennials, sometimes referred to as Generation Z) have gained a reputation for job-hopping, making more frequent job- and career-related changes (Adkins, 2016). This will lead each person to receive more job offers during their lifetime and, subsequently, increased opportunities for salary negotiation. Several hypotheses were supported.

Personality

Of the five personality traits making up the Big Five model – extraversion, neuroticism, agreeableness, conscientiousness, and openness (Costa & McCrae, 1992) – the only traits with a statistically significant relationship to propensity to initiate negotiation were extraversion and conscientiousness. The extraversion result makes sense and supports previous research (Harris & Mowen, 2001; Sharma et al., 2013; Wood & Bell, 2008; Xiu et al., 2015) since extroverts are more likely to engage in competition with others during conflicting situations (Wood & Bell, 2008; Xiu et al., 2015); however, conscientiousness is a bit more puzzling as the literature has not previously found a relationship with negotiation propensity (Barry & Friedman, 1998; Harris & Mowen, 2001; Ome, 2013; Sharma et al., 2013). One possible explanation is that due to the achievement-oriented nature of highly conscientious individuals, they may be more

driven to succeed when faced with tasks, such as negotiation. Since conscientiousness was statistically significant, while neuroticism, agreeableness, and openness were not, further research with other samples, as well as including the sub-dimensions associated with each trait, may provide the additional information necessary to better understand their potential influence on the propensity to initiate negotiation.

Gender

There was not a significant relationship found between gender and propensity to initiate negotiation. This lack of significance is not necessarily surprising, however, since previous research has both been in support of (i.e., Babcock et al., 2006; Kaman & Hartel, 1994; Martin, 2006; Rigdon, 2012) and opposed this relationship (i.e., Bohnet & Greig, 2007; Gerhart & Rynes, 1991; Xiu et al., 2015). One possibility for this in the current study may be due, at least in part, to the larger proportion of female as compared to male participants (67% to 33%, respectively). Additionally, it could also be related to sampling college students as they (especially women) have more knowledge about speaking up and negotiating than the general public, as Xiu et al., (2015) experienced.

Locus of Control

The relationship between locus of control and propensity to initiate negotiation was significant – internal individuals were more likely to initiate negotiation than external individuals. These results are consistent with previous research since highly internals are more assertive (Cooley & Nowicki, 1974; Hartwig, Dickson, & Anderson, 1980; Volkema & Fleck, 2012), competitive, more likely to attempt to influence others

(Ford, 1983), and tend to seek out additional information and/or knowledge about a situation (Volkema & Fleck, 2012). This can also be explained by the fact that internals believe the events in their life are predominantly controlled by their own behavior and actions, so when they have the opportunity to better their situation, such as in salary negotiation during a job offer, they are more likely to take action.

Self-Efficacy

Significance was found between all three self-efficacy types tested (general, job-specific, and negotiation) and overall propensity to initiate negotiation. This means that individuals with a stronger belief in their general, Social Media Specialist, and negotiation-related skills will be more likely to initiate pay negotiation, supporting the current study's hypothesis as well as the previous literature (Gist, et al., 1991; Volkema & Fleck, 2012; Volkema, et al., 2013).

One possible explanation for this is that individuals higher in all three types of self-efficacy have a strong enough belief in their skills and abilities that they can achieve the goal (negotiating for a higher salary). As a result, they tend to consider negotiation to be low risk (Cho & Lee, 2006; Volkema & Fleck, 2012), and are, therefore, more willing to initiate a salary negotiation. Alternatively, since self-efficacy is both a component of personality (Judge, Erez, Bono, & Thoresen, 2002) and can be influenced by personal or vicarious experiences, social influences, and/or physiological factors (Bandura, 1997, 2001; Volkema & Fleck, 2012), high self-efficacy individuals may have also had prior positive exposure to negotiation, influencing their propensity to negotiate in this study.

The implication is that by experiencing or observing positive outcomes associated with negotiation initiation, negotiators can increase their self-efficacy and, in turn, become more comfortable with and likely to initiate negotiation in the future.

Money Ethics

This is believed to be the first study analyzing the effect of money ethics (as measured by the 12-item MES) on the propensity to initiate salary negotiation. Overall money ethics was not significantly related to negotiation propensity. These results may indicate that an individual's attitudes and beliefs about the nature of money do not play a role in their decision to initiate negotiation; however, additional research should be considered. It may be beneficial to use the original 30-item MES, which provides increased reliability and includes enough questions that sub-scores can be generated for each of the six major factors.

Limitations and Future Research

One major limitation was the number of responses that had to be eliminated due to survey incompleteness and incorrect answers to the quality assurance questions (nearly 9% of the original responses were removed). While the quality assurance criteria could have been less strict so that more responses remained included, the integrity of the data from those participants was of greater concern. Additionally, all participants were from a southeastern public university and 60% were college Freshmen. As a result, many participants have not held professional jobs and, therefore, have not had the opportunity to negotiate for pay. This is supported by the fact that even though 69% of participants

indicated that they have negotiated before, only 44% of those individuals have negotiated for pay (29% of all respondents).

One final limitation is the low reliability of several of the measures, including multiple personality traits (openness, conscientiousness, and agreeableness) and money ethics; however, locus of control was most notable. One item on Rotter's Locus of Control Scale had the largest impact on the overall reliability of the measure – participants were asked whether they agree more with the statement “This world is run by the few people in power, and there is not much the little guy can do about it” or, the alternative, “The average citizen can have an influence in government decisions.” It is possible that the political climate in the United States at the time this survey was administered may have resulted in more participants feeling that a few powerful people run the world and the average citizen is unable to do anything about it.

Future research may want to sample individuals that are currently in the workforce full-time so that a larger proportion of participants have actually experienced negotiating for pay. This may also allow more realistic salary negotiation scenarios to be used due to their prior experience with obtaining employment. There are a wide variety of variables and other directions future research can take to gain an even better understanding of the role of individual differences on negotiation, including: additional research into personality traits (especially conscientiousness, neuroticism, agreeableness, and openness) and money ethics, negotiation or conflict styles, motivational styles,

intelligence, creativity, culture, and negotiation expectations and beliefs (e.g., whether negotiation can be learned, ethics, the appropriateness of negotiation).

Conclusion

Negotiation is a complex interpersonal task and, given the delay caused by the skepticism in the field as the result of Rubin and Brown's (1975) work, research is only just beginning to understand the process of negotiation – initiation, bargaining or problem-solving, and outcomes. This study examined the role of individual differences, specifically personality, gender, locus of control, self-efficacy, and money ethics, on propensity to initiate salary negotiation during the job offer process. Significant relationships were found between extraversion, conscientiousness, general, negotiation, and job-related self-efficacy, locus of control, and negotiation propensity. This lends further support to the past literature and directly contradicts Rubin and Brown's (1975) assertion that individual differences are not an important part of negotiation. Developing a better understanding of the process of negotiation is important for social science and organizational research. It can have meaningful and far-reaching implications for both researchers and practitioners alike, resulting in more negotiations being initiated, hopefully leading to an increase in successful outcomes.

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APPENDICES

APPENDIX A

SURVEY

Q1 Project Title: Personality and Work

Purpose of Project: Participants' involvement will help researchers gain a better understanding of the factors that lead to the acceptance or declining of job offers.

Procedures: As a voluntary participant in this study, you will be asked to complete an online survey. Participants will be asked to answer questions about themselves and evaluate several different job offers. The study will take approximately 20-30 minutes.

Risks/Benefits: While it is unlikely, it is possible that some participants may find that some questions (e.g., pertaining to gender, values, etc.) in the study illicit feelings of discomfort; however, participants will not be subjected to any deception, psychological intervention or biomedical procedures. Participants' involvement will help researchers gain a better understanding of the factors that lead to the acceptance or decline of job offers.

Compensation for Participation: Participants who are required to complete research as part of course requirements will receive one (1) research credit for participating in the proposed study. Other adults (non-students) will be invited to participate in the study, but no direct compensation will be offered for participation.

Principal Investigator / Contact Information: If you should have any questions or concerns about this research study, please feel free to contact Sarah Janisewski at skj2s@mtmail.mtsu.edu.

Confidentiality: Every attempt will be made to see that your study results are kept confidential. A copy of the records from this study will be securely stored in the Department of Psychology for at least three (3) years after the end of this research. The results of this study may be published and/or presented at meetings without naming you as a subject. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the MTSU IRB, and personnel particular to this research (Dr. Van Hein) 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. Participating in this project is voluntary, and refusal to participate or withdrawing from participation at any time during the project will involve no penalty or loss of benefits to which the subject is otherwise entitled. All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised, for example, your information may be shared with the Middle Tennessee State University Institutional Review Board. In the event of questions or difficulties of any kind during or following participation, the subject may contact the Principal Investigator as indicated above. 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.

Consent I have read the above information and my questions have been answered satisfactorily by project staff. I believe I understand the purpose, benefits, and risks of the study and give my informed and free consent to be a participant. Please do not use the "Back" button on your internet browser while completing this survey. Please click the ">>" button to begin.

Q2 STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY I have read and understand the above consent form. By choosing the “I wish to participate in this study” option, I indicate my willingness voluntarily take part in the study. If you do not wish to participate in the research study, please decline participation by choosing the "I do not wish to participate in this study" option.

- I wish to participate in this study (1)
- I do not wish to participate in this study (2)

If I do not wish to participat... Is Selected, Then Skip To End of Survey

Q3 Are you 18?

- I certify that I am over 18 years old (1)
- I am not yet 18 years old (2)

If I am not yet 18 years old Is Selected, Then Skip To End of Survey

Q4 Directions: Please carefully read the following statements and choose the option that corresponds to how much you agree with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (10)	Agree (11)	Strongly Agree (4)
I feel comfortable around people. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good word for everyone. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mark strongly disagree. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I waste my time. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel blue. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in abstract ideas. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have little to say. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that others have good intentions. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always prepared. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely get irritated. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a vivid imagination. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to captivate people. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have a sharp tongue. (13)	<input type="radio"/>				
I find it difficult to get down to work. (14)	<input type="radio"/>				
I seldom feel blue. (15)	<input type="radio"/>				
I do not like art. (16)	<input type="radio"/>				
I keep in the background. (17)	<input type="radio"/>				
I suspect hidden motives in others. (18)	<input type="radio"/>				
I pay attention to details. (19)	<input type="radio"/>				
I feel comfortable with myself. (20)	<input type="radio"/>				
I enjoy hearing new ideas. (21)	<input type="radio"/>				
Mark disagree. (22)	<input type="radio"/>				
I make friends easily. (23)	<input type="radio"/>				
I respect others. (24)	<input type="radio"/>				
I do just enough work to get by. (25)	<input type="radio"/>				
I have frequent mood swings. (26)	<input type="radio"/>				
I avoid philosophical discussions. (27)	<input type="radio"/>				

I would describe my experiences as somewhat dull. (28)	<input type="radio"/>				
I accept people as they are. (29)	<input type="radio"/>				
I shirk my duties. (30)	<input type="radio"/>				
I am very pleased with myself. (31)	<input type="radio"/>				
I do not enjoy going to art museums. (32)	<input type="radio"/>				
I am skilled in handling social situations. (33)	<input type="radio"/>				
Mark agree. (34)	<input type="radio"/>				
I cut others to pieces. (35)	<input type="radio"/>				
I get chores done right away. (36)	<input type="radio"/>				
I panic easily. (37)	<input type="radio"/>				
I tend to vote for liberal political candidates. (38)	<input type="radio"/>				
I don't like to draw attention to myself. (39)	<input type="radio"/>				
I get back at others. (40)	<input type="radio"/>				
I carry out my plans. (41)	<input type="radio"/>				
I dislike myself. (42)	<input type="radio"/>				

I believe in the importance of art. (43)	<input type="radio"/>				
I don't talk a lot. (44)	<input type="radio"/>				
I make people feel at ease. (45)	<input type="radio"/>				
I don't see things through. (46)	<input type="radio"/>				
I have played quarterback for the Denver Broncos. (55)	<input type="radio"/>				
I am not easily bothered by things. (47)	<input type="radio"/>				
I tend to vote for conservative political candidates. (48)	<input type="radio"/>				
Mark strongly agree. (49)	<input type="radio"/>				
I am the life of the party. (50)	<input type="radio"/>				
I insult people. (51)	<input type="radio"/>				
I make plans and stick to them. (52)	<input type="radio"/>				
I am often down in the dumps. (53)	<input type="radio"/>				
I carry the conversation to a higher level. (54)	<input type="radio"/>				

Q5 Please read the job description below and answer the question that follows.

Social Media Specialist

Campbell's

Philadelphia, PA

The Social Media Specialist role is responsible for the management and growth of Campbell's social media presence.

Primary Job Duties:- Develop marketing and communications plans to make the most of Campbell's social media space.- Creates, manages, and grows Campbell's presence across social media sites, including blogs, Twitter, Facebook, Pinterest, LinkedIn, YouTube, & Instagram.

Experience/Education Required:- BA or BS in any relevant field or working towards achieving one.- Experience with social media sites- Experience writing, editing, and crafting content for social media spaces.

The average salary for this position in this location is between \$34,000 and \$52,000 per year.

Q6 How interested are you in this job?

- Not at all interested (1)
- Slightly interested (2)
- Moderately interested (3)
- Very interested (4)
- Extremely interested (5)

Q7 Social Media Specialist

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Experience/Education Required:- BA or BS in any relevant field or working towards achieving one.- Experience with social media sites- Experience writing, editing, and crafting content for social media spaces.

The average salary for this position in this location is between \$34,000 and \$52,000 per year.

Q8 You are applying for this job and are offered a salary of \$34,000 per year. Directions: Please answer the questions that follow.

Q9 How likely are you to negotiate that salary?

- Extremely Unlikely (1)
- Unlikely (2)
- Undecided (3)
- Likely (4)
- Extremely Likely (5)

Q10 How much salary would you ask for?

Q11 What would you do if they rejected your proposal?

- Try to negotiate again (1)
- Accept their original offer (2)
- Walk away from the company (3)

Q12 Social Media Specialist

Campbell's

Philadelphia, PA

The Social Media Specialist role is responsible for the management and growth of Campbell's social media presence.

Primary Job Duties:- Develop marketing and communications plans to make the most of Campbell's social media space.- Creates, manages, and grows Campbell's presence across social media sites, including blogs, Twitter, Facebook, Pintrest, LinkedIn, YouTube, & Instagram.

Experience/Education Required:- BA or BS in any relevant field or working towards achieving one.- Experience with social media sites- Experience writing, editing, and crafting content for social media spaces.

The average salary for this position in this location is between \$34,000 and \$52,000 per year.

Q13 You are applying for this job and are offered a salary of \$43,000 per year. Directions: Please answer the questions that follow.

Q14 How likely are you to negotiate for that salary?

- Extremely Unlikely (1)
- Unlikely (2)
- Undecided (3)
- Likely (4)
- Extremely Likely (5)

Q15 How much salary would you ask for?

Q16 What would you do if they rejected your proposal?

- Try to negotiate again (1)
- Accept their original offer (2)
- Walk away from company (3)

Q17 Social Media Specialist

Campbell's

Philadelphia, PA

The Social Media Specialist role is responsible for the management and growth of Campbell's social media presence.

Primary Job Duties:- Develop marketing and communications plans to make the most of Campbell's social media space.- Creates, manages, and grows Campbell's presence across social media sites, including blogs, Twitter, Facebook, Pinterest, LinkedIn, YouTube, & Instagram.

Experience/Education Required:- BA or BS in any relevant field or working towards achieving one.- Experience with social media sites- Experience writing, editing, and crafting content for social media spaces.

The average salary for this position in this location is between \$34,000 and \$52,000 per year.

Q18 You are applying for this job and are offered a salary of \$52,000 per year. Directions: Please answer the questions that follow.

Q19 How likely are you to negotiate for that salary?

- Extremely Unlikely (1)
- Unlikely (2)
- Undecided (3)
- Likely (4)
- Extremely Likely (5)

Q20 How much salary would you ask for?

Q21 What would you do if they rejected your proposal?

- Try to negotiate again (1)
- Accept their original offer (2)
- Walk away from company (3)

Q22 Directions: Please carefully read the following statements and choose the option that corresponds to how much you agree with the statement.

	Not at all true (1)	Hardly true (2)	Moderately true (3)	Exactly true (4)
I have the skills needed to be a Social Media Specialist. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would enjoy this job. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be good at this job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can always manage to solve difficult problems if I try hard enough. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
if someone opposes me, I can find the means and ways to get what I want. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to stick to my aims and accomplish my goals. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could deal efficiently with unexpected events. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to my resourcefulness, I know how to handle unforeseen situations. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can resolve most problems if I invest the necessary effort. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can remain calm when facing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

difficulties because I can rely on my coping abilities. (10)				
When I am confronted with a problem, I can usually find several solutions. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in trouble, I can usually think of a solution. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When in a negotiation situation, I always get my way. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that I am a good negotiator. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating comes easily to me. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy bargaining. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I were better at negotiating. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I never learned to negotiate. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had lots of opportunities to bargain. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating makes me uncomfortable. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Directions: Please carefully read the following statements and choose the option that corresponds to how much you agree with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Money is a symbol of success. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money will help you express your competence and abilities. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money represents one's achievement. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value money very highly. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money makes people respect you in the community. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money can give you the opportunity to be what you want to be. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money gives you autonomy and freedom. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money is important. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I budget my money well. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use my money very carefully. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money is the root of all evil. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money is evil. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Directions: Carefully consider each of the following set of items and choose the one that you agree with the most.

- Many of the unhappy things in people's lives are partly due to bad luck. (1)
- People's misfortunes result from the mistakes they make. (2)

Q25

- One of the major reasons why we have wars is because people don't take enough interest in politics. (1)
- There will always be wars, no matter how hard people try to prevent them. (2)

Q26

- In the long run people get the respect they deserve in this world. (1)
- Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries. (2)

Q27

- The idea that teachers are unfair to students is nonsense. (1)
- Most students don't realize the extent to which their grades are influenced by accidental happenings. (2)

Q28

- Without the right breaks one cannot be an effective leader (1)
- Capable people who fail to become leaders have not taken advantage of their opportunities. (2)

Q29

- No matter how hard you try some people just don't like you (1)
- People who can't get others to like them don't understand how to get along with others. (2)

Q30

- I have often found that what is going to happen will happen. (1)
- Trusting to fate has never turned out as well for me as making a decision to take a definite course of action. (2)

Q31

- In the case of the well prepared student there is rarely if ever such a thing as an unfair test. (1)
- Many times exam questions tend to be so unrelated to course work that studying is really useless. (2)

Q32

- Becoming a success is a matter of hard work, luck has little or nothing to do with it. (1)
- Getting a good job depends mainly on being in the right place at the right time. (2)

Q33

- The average citizen can have an influence in government decisions. (1)
- This world is run by the few people in power, and there is not much the little guy can do about it. (2)

Q34

- When I make plans, I am almost certain that I can make them work. (1)
- It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow. (2)

Q35

- In my case getting what I want has little or nothing to do with luck. (1)
- Many times we might just as well decide what to do by flipping a coin. (2)

Q36

- What happens to me is my own doing. (1)
- Sometimes I feel that I don't have enough control over the direction my life is taking.
(2)

Q37 Directions: Please complete the following questions.

Q38 Age:

Q39 Which of the following do you identify with most?

- Male (1)
- Female (2)

Q40 Are you currently enrolled at a college or university?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Highest level of education YOU have c...

Q41 Class:

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Master's/PhD (5)

Q42 GPA:

Q43 Major:

Q44 Highest level of education YOU hope to complete:

- Bachelor's (1)
- Master's (2)
- Doctoral/Professional (PhD, MD, JD) (3)

Q45 Highest level of education YOU have completed:

- High School/GED (1)
- Associate's Degree (2)
- Bachelor's Degree (3)
- Master's Degree (4)
- Doctoral/Professional Degree (PhD, MD, JD) (5)

Q46 Are you currently employed?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Block

Q47 How many hours per week do you work?

Q48 What is the title of your current position?

Q49 How long have you been in this position?

Q50 Income level per year:

- \$0.00-\$25,000 (1)
- \$25,001-\$50,000 (2)
- \$50,001-\$75,000 (3)
- \$75,001-\$100,000 (7)
- \$100,001-\$125,000 (4)
- \$125,001-\$150,000 (5)
- \$150,001+ (6)

Q51 Directions: Please complete the following questions.

Q51 Have you ever negotiated before?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Survey

Q53 Have you negotiated for pay?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Have you negotiated at a store?

Q54 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q55 Please describe what happened and what the outcome was:

Q56 Have you negotiated at a store?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Have you negotiated on a bill?

Q57 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q58 Please describe what happened and what the outcome was:

Q59 Have you negotiated on a bill?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Have you negotiated at a market/yard ...

Q60 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q61 Please describe what happened and what the outcome was:

Q62 Have you negotiated at a market/yard sale?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Have you negotiated on Craigslist?

Q63 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q64 Please describe what happened and what the outcome was:

Q65 Have you negotiated online (e.g., Craigslist, Ebay)?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Any other times?

Q66 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q67 Please describe what happened and what the outcome was:

Q68 Have you negotiated in any other situations not described above?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Survey

Q69 Where?

Q70 How successful were you?

- Very unsuccessful (1)
- Unsuccessful (2)
- Neutral (3)
- Successful (4)
- Very successful (5)

Q71 Please describe what happened and what the outcome was:

Q72 Thank you so much for participating in this research project! Your time and effort will greatly contribute to the success of this research project.

APPENDIX B

DEMOGRAPHIC INFORMATION

Variable	<i>n</i>	%
<u>Gender</u>		
Male	93	32.6
Female	192	67.4
Total	285	100.0

Variable	<i>n</i>	Range	Mean ± SD
<u>Age</u>	280	18-48	19.46 ± 2.88

Variable	<i>n</i>	%
<u>Year in School</u>		
Freshman	170	60.1
Sophomore	80	28.3
Junior	20	7.1
Senior	13	4.6
Total	283	100.0

Variable	<i>n</i>	Range	Mean ± SD
<u>GPA</u>	212	1.00-4.00	3.26 ± 0.54

Variable	<i>n</i>	%
<u>Major by Department</u>		
Accounting	3	1.1
Aerospace	8	2.9
Agribusiness & Agriscience	9	3.2
Biology	15	5.4
Chemistry	7	2.5
Communication Studies & Organizational Communication	1	0.4
Computer Information Systems/Computer Science	9	3.2
Concrete & Construction Management	3	1.1
Criminal Justice Administration	9	3.2
Dual	6	2.2
Economics & Finance	2	0.7
Education	8	2.9
Electronic Media Communication	9	3.2
Engineering Technology	1	0.4
English	2	0.7
Foreign Languages & Literatures	1	0.4
Forensic Science	5	1.8
Geosciences	1	0.4
Health & Human Performance	22	7.9
History	1	0.4
Human Sciences	13	4.7
Journalism	2	0.7
Liberal Studies	2	0.7
Management	9	3.2
Marketing	4	1.4
Music	1	0.4
Nursing	52	18.6
Pre-Professional Studies	7	2.5
Professional Studies	1	0.4
Psychology	26	9.3
Recording Industry	19	6.8
Social Work	3	1.1
Sociology & Anthropology	1	0.4
Undecided	17	6.1
Total	279	100.0

Variable	<i>n</i>	%
<u>Highest Level of Education Completed</u>		
High School/Equivalent	277	98.2
Associate's	5	1.8
Total	282	100.0

Variable	<i>n</i>	%
<u>Highest Level of Education Hope to Complete</u>		
Bachelor's	102	36.4
Master's	95	33.9
Doctoral/Professional	83	29.6
Total	280	100.0

Variable	<i>n</i>	%
<u>Work Status</u>		
Yes	177	62.1
No	108	37.9
Total	285	100.0

Variable	<i>n</i>	%
<u>Hours Worked</u>		
0-5	3	1.8
6-10	7	4.1
11-15	22	13.0
16-20	38	22.5
21-25	35	20.7
26-30	29	17.2
31-35	9	5.3
36-40	10	5.9
40 or more	4	2.4
Varies (by more than 10 hours)	12	7.1
Total	169	100.0

Variable	<i>n</i>	%
<u>Job Tenure</u>		
Less than 6 months	66	37.9
Greater than or equal to 6 months but less than 12 months	34	19.5
Greater than or equal to 1 year but less than 1.5 years	35	20.1
Greater than or equal to 1.5 years but less than 2 years	12	6.9
Greater than or equal to 2 years but less than 2.5 years	13	7.5
Greater than or equal to 2.5 years but less than 3 years	2	1.1
3+ years	12	6.9
Total	174	100.0

Variable	<i>n</i>	%
<u>Annual Income</u>		
\$0.00-\$25,000	162	92.0
\$25,001-\$50,000	13	7.4
\$50,001-\$75,000	1	0.6
Total	176	100.0

Variable	<i>n</i>	%
<u>Have you ever negotiated before?</u>		
Yes	195	68.7
No	89	31.3
Total	284	100.0

Variable	<i>n</i>	%
<u>Have you negotiated for pay?</u>		
Yes	85	43.8
No	109	56.2
Total	194	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	4	4.7
Unsuccessful	1	1.2
Neutral	10	11.6
Successful	52	60.5
Very Successful	19	22.1
Total	86	100.0

Variable	<i>n</i>	%
<u>Have you negotiated at a store?</u>		
Yes	89	45.4
No	107	54.6
Total	196	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	5	5.7
Unsuccessful	2	2.3
Neutral	14	16.1
Successful	48	55.2
Very Successful	18	20.7
Total	87	100.0

Variable	<i>n</i>	%
<u>Have you negotiated on a bill?</u>		
Yes	28	14.4
No	167	85.6
Total	195	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	3	11.5
Unsuccessful	1	3.8
Neutral	4	15.4
Successful	12	46.2
Very Successful	6	23.1
Total	26	100.0

Variable	<i>n</i>	%
<u>Have you negotiated at a market/yard sale?</u>		
Yes	95	48.7
No	100	51.3
Total	195	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	6	6.5
Unsuccessful	3	3.2
Neutral	7	7.5
Successful	55	59.1
Very Successful	22	23.7
Total	93	100.0

Variable	<i>n</i>	%
<u>Have you negotiated on a online (e.g., Craigslist, Ebay)?</u>		
Yes	50	25.8
No	144	74.2
Total	194	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	2	4.0
Unsuccessful	2	4.0
Neutral	7	14.0
Successful	25	50.0
Very Successful	14	28.0
Total	50	100.0

Variable	<i>n</i>	%
<u>Have you negotiated anywhere else?</u>		
Yes	55	28.4
No	139	71.6
Total	194	100.0

Variable	<i>n</i>	%
<u>Where?</u>		
Automobile	3	6.0
Home	17	34.0
Multiple Locations	6	12.0
Online	3	6.0
Restaurant	1	2.0
School	9	18.0
Social Events	6	12.0
Store	3	6.0
Work	2	4.0
Total	50	100.0

Variable	<i>n</i>	%
<u>How successful were you?</u>		
Very Unsuccessful	2	3.8
Unsuccessful	2	3.8
Neutral	9	17.0
Successful	27	50.9
Very Successful	13	24.5
Total	53	100.0

APPENDIX C

PROPENSITY TO INITIATE NEGOTIATION INFORMATION

Variable	<i>n</i>	%
<u>How interested are you in the Campbell's Social Media Specialist position?</u>		
Not at all interested	80	27.7
Slightly interested	88	30.4
Moderately interested	85	29.4
Very interested	23	8.0
Extremely interested	13	4.5
Total	289	100.0

Variable	<i>n</i>	%
<u>How likely are you to negotiate if the offer was for \$34,000?</u>		
Extremely unlikely	9	3.1
Unlikely	50	17.4
Undecided	48	16.7
Likely	126	43.9
Extremely likely	54	18.8
Total	287	100.0

Variable	<i>n</i>	%
<u>How much salary would you ask for?</u> (Top 5 responses)		
No response	42	14.5
\$40,000	57	19.7
\$45,000	30	10.3
\$50,000	30	10.3
\$60,000	20	6.9
Total	290	100.0

Variable	<i>n</i>	%
<u>What would you do if they rejected your proposal?</u>		
Walk away from the company	58	20.5
Accept their original offer	78	27.6
Try to negotiate again	147	51.9
Total	283	100.0

Variable	<i>n</i>	%
<u>How likely are you to negotiate if the offer was for \$43,000?</u>		
Extremely unlikely	22	7.7
Unlikely	87	30.4
Undecided	50	17.5
Likely	101	35.3
Extremely likely	26	9.1
Total	286	100.0

Variable	<i>n</i>	%
<u>How much salary would you ask for?</u> (Top 5 responses)		
No response	73	25.2
\$43,000	18	6.2
\$45,000	44	15.2
\$50,000	35	12.1
\$60,000	12	4.1
Total	290	100.0

Variable	<i>n</i>	%
<u>What would you do if they rejected your proposal?</u>		
Walk away from the company	31	11.2
Accept their original offer	146	52.9
Try to negotiate again	99	35.9
Total	276	100.0

Variable	<i>n</i>	%
<u>How likely are you to negotiate if the offer was for \$52,000?</u>		
Extremely unlikely	102	35.3
Unlikely	80	27.7
Undecided	16	5.5
Likely	52	18.0
Extremely likely	39	13.5
Total	289	100.0

Variable	<i>n</i>	%
<u>How much salary would you ask for? (Top 5 responses)</u>		
No response	126	43.4
\$52,000	52	17.9
\$55,000	24	8.3
\$60,000	15	5.2
\$75,000	8	2.8
Total	290	76.9

Variable	<i>n</i>	%
<u>What would you do if they rejected your proposal?</u>		
Walk away from the company	23	8.6
Accept their original offer	194	72.1
Try to negotiate again	52	19.3
Total	269	100.0

APPENDIX D

IRB APPROVAL LETTER



3/10/2014

Investigator(s): Sarah Janisewski, Dr. Judy VanHein
Department: Psychology
Investigator(s) Email Address: skj2s@mtmail.mtsu.edu, Judith.VanHein@mtsu.edu

Protocol Title: The effects of gender, personality, self-efficacy, and locus of control on propensity to negotiate pay

Protocol Number: #14-273

Dear Investigator(s),

Your study has been designated to be exempt. The exemption is pursuant to 45 CFR 46.101(b)(2) Educational Tests, Surveys, Interviews, or Observations.

We will contact you annually on the status of your project. If it is completed, we will close it out of our system. You do not need to complete a progress report and you will not need to complete a final report. It is important to note that your study is approved for the life of the project and does not have an expiration date.

The following changes must be reported to the Office of Compliance before they are initiated:

- Adding new subject population
- Adding a new investigator
- Adding new procedures (e.g., new survey; new questions to your survey)
- A change in funding source
- Any change that makes the study no longer eligible for exemption.

The following changes do not need to be reported to the Office of Compliance:

- Editorial or administrative revisions to the consent or other study documents
- Increasing or decreasing the number of subjects from your proposed population

If you encounter any serious unanticipated problems to participants, or if you have any questions as you conduct your research, please do not hesitate to contact us.

Sincerely,

Kellie Hilker, Compliance Officer
Office of Compliance
615-494-8918