

# Effect of Emotional Intelligence on Negotiation Behaviour of Purchasers in a B2B Environment

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## ABSTRACT,

*Emotions have made a breakthrough in management studies in the past decades, especially embodied in the concept of Emotional Intelligence as the ability of recognizing and managing one's own emotions. So too has it become an interesting subject for studies on negotiation behaviour and performance, as negotiations can become quite emotional at times. The aim of this study is to explore whether there is a relationship between the level of Emotional Intelligence and the behaviour of negotiators in a Business-to-Business environment. The Emotional Intelligence of the participants is tested by using the GERT-S, which measures the ability to recognize emotions. The data on negotiation behaviour is gathered through conducting semi-structured interviews with purchasers from 16 manufacturing firms located mainly in the Netherlands and Germany, as well as one in Argentina, and analysed by using the comparative method. The results on the GERT-S test were evenly distributed among participants, where 5 had a low score, 6 a moderate one, and 5 a high score. The low scoring participants showed large differences ranging from very cooperative to very competitive, whereas the moderate and high scoring participants were more balanced. What follows from the results is that people with higher Emotional Intelligence tend to use a greater variety of tactics and perhaps are better at adapting their own behaviour depending on what is required by the context.*

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## Keywords

Negotiation, Negotiation Behaviour, Emotional Intelligence, Manufacturing, Business-to-Business, case study

## 1. INTRODUCTION

This study addresses the effect the level of Emotional Intelligence (EI) of professional negotiators has on their negotiation behaviour in a Business to Business (B2B) context. The definition of EI used in this research is as follows: “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997, pp. 5).

Some research has been conducted on linking EI levels to negotiation outcomes. Elfenbein et al. (2004), found that high EI negotiators are better at coming to integrative solutions than low EI negotiators, and at the same time being less able to claim value for themselves. Schlegel et al. (2018) had similar results. Their study also showed that high EI negotiators are better at creating value through integrative behaviour, and were less able to claim value. As opposed to Elfenbein et al. (2004), their subjects did not earn less for themselves, but rather sacrificed most of the additional value created.

There is a large body of research on negotiation behaviour and negotiation outcomes (for starters, see (Clopton, 1984; Narsimhan & Ungarala, 2016; Sigurdardottir et al., 2018)). So far, the focus of researchers has been mainly oriented towards performance of negotiators and outcome of negotiations. As depicted above, some researchers have found that different EI levels yield different negotiation results, but they do not offer an explanation on how these results are achieved. On the other hand, another body of research has focused specifically on the behaviour that negotiators show and the results yielded by varying behavioural styles. It is unclear if and how EI affects negotiator behaviour.

The aim of the study is to provide empirical evidence to get a clearer picture on how the EI level of negotiators affects the negotiation process. When more is known about the relationship between EI and negotiation behaviour, purchasing departments can take this into account when assigning employees to negotiations with suppliers. The results can also have an impact on the recruitment and assessment process of professional purchasers, because it can be useful to test EI of potential job candidates to get a better picture of the candidates’ suitability for strategic functions. Finally, negotiators can gain more awareness of their own preferred behaviour if it can be linked to their level of EI, and perhaps use this to consciously change their behaviour.

To find out which behaviour and tactics are used the following research question will be addressed: “What type of negotiation behaviour is used by purchasers with regard to their Emotional Intelligence?”

To answer this question, data is needed for two aspects of the question. Firstly, the EI level of purchasers has to be determined, which can be done by a standardized test. Secondly, insight is needed on the negotiation behaviour shown by purchasers, which is gathered through conducting interviews.

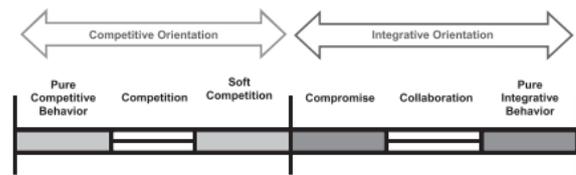
The paper is structured in the following way. Firstly, the current literature that is relevant to the study is discussed, out of which follows the theoretical framework. Then, the methodology for collecting and analysing the data is explained. After this follows the presentation of the findings, and the discussion on the findings and their relevance to literature. After that the limitations of this study are explained and suggestions are made for future research. Lastly, the final conclusions of the research are presented.

## 2. LITERATURE AND THEORY

### 2.1 Negotiation Behaviour

Professionals and managers in the purchasing department have to negotiate with suppliers to come to an agreement. This negotiation process can be broadly classified in two types, distributive and integrative negotiations, where distributive negotiations are about making concessions and claiming value, and the integrative negotiations are about coming to a mutually beneficial agreement (Bartos, 1995). Research indicates that the collaborative style is predominant in an industrial buying context (Perdue et al., 1986). The use of coercion, a distributive tactic, is shown to have a negative effect on supplier satisfaction, whereas a more cooperative approach has a more positive effect on the relationship (Atkin & Rinehart, 2006). Thus, it would be interesting to find out if EI affects the tactics that negotiators show, as research indicates it can impact negotiation outcomes.

To further nuance the dichotomy of integrative versus competitive behaviour, Saorín-Iborra & Cubillo (2019) propose a model that uses six categories that range from purely distributive to purely integrative behaviour. The six categories in this order are: 1: Pure competitive behaviour, 2: Competition, Soft competition, 4: Compromise, 5: Collaboration, 6: Pure Integrative behaviour (See figure 1). To form this model, Saorín-Iborra and Cubillo (2019) have combined several theories that categorize types of competitive behaviour and types of integrative behaviour negotiators tend to show.



**Figure 1. Categories of negotiation behaviour (Saorin-Iborra & Cubillo, 2019)**

Firstly, to measure competitive behaviour they used the classification made by Lewicki and Robinson (1998), who did a study on the perceived ethicality of competitive negotiation behaviour. The five types of behaviour that are given are: 1: Misrepresentation of information, 2: Traditional competitive bargaining, 3: Bluffing, 4: Manipulation of opponent’s network, 5: Inappropriate information gathering. Saorín-Iborra and Cubillo (2019) labelled traditional competitive bargaining as appropriate negotiation behaviour and the other four as inappropriate behaviour, which was indicated by Lewicki and Robinson (1998).

Secondly, to form a coherent construct for measuring integrative behaviours, Saorín-Iborra and Cubillo (2019) combined studies by Adair & Brett (2005), Adler et al. (1992), Graham (1985), Kim et al. (2005), and Saorín-Iborra (2008) and came to the following nine tactics: Ensure understanding of counterpart’s needs, seek mutual satisfaction of negotiators, ensure a positive and productive personal relationship, free flow of information among negotiators, trust the position and information of other negotiators, participation of all parties in the decision making progress, questions, explanations, self-disclosures.

### 2.2 Emotional Intelligence

Emotional Intelligence as defined above has been described as an “elusive construct”, and has been argued that it may not be called an intelligence in itself (Davies et al., 1998). However, Mayer et al. (2000, 2009) have made much progress in developing the construct and measurement methods, and to validate the existence of such an intelligence. They have created a test to

measure four different branches they have attributed to EI, Perceiving Emotions, Using Emotions to Facilitate Thought, Understanding Emotions, and Managing Emotions. The test they have developed is named the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT). Evidence that supports the validity of EI based on the definition of Mayer et al. and that it can have a predictive value in an organizational context has been growing. (Daus & Ashkanasy, 2005).

### 2.3 The influence of emotional intelligence on negotiation behaviour.

Research on the effect of EI on positive behaviour in social interactions may provide interesting insights. Brackett et al., (2006), found that individuals that measured high on the MSCEIT tend to show less destructive behaviour during emotional interactions and were better in social situations. In a different study, Brackett et al., (2004), found that high EI individuals were less aggressive than their low EI counterparts. However, results of these studies were only significant for male participants, so they cannot be attributed to females. Another study also shows that high EI individuals are regarded as more prosocial and show more sensitivity with regard to others (Lopes et al., 2005).

On the other hand, researchers also focused on the negative side of EI. Kilduff et al., (2010), argued that high EI individuals could also use their emotional recognition and control abilities to reach individual strategic goals. This is supported by another study, that shows that individuals scoring high on EI and high on Machiavellianism also tend to show more interpersonal deviance. (Côté et al., 2011).

The two sides of these studies on EI and behaviour imply that the majority of participants that score high on EI would be more capable of acting socially, thus would show more cooperative behaviour. However, it also suggests that high EI individuals can control their behaviour to reach their own goals.

## 3. METHODOLOGY

The study is of an exploratory nature, where the goal is to find behaviours that are typical for different levels of EI. Below, the method of data collection and the analysis methods are explained.

### 3.1 Data collection

The method of data collection is the semi-structured interview the lengths of which can be found in Table 1. The semi-structured method is chosen, because it can be a systematic interview where all relevant aspects are discussed, while leaving free space for the interviewer and interviewee to go further in-depth (Gill et al., 2008).

The questions for the interview guide are developed in collaboration with two researchers that are focusing on the same research question and are centred around the negotiation tactics used by Saorín-Iborra and Cubillo (2019), in order to be able to identify which tactics they use based on the answers. The guide is divided into 9 sections: 1 Introductory questions; 2. Preparations; 3. Values; 4. Information; 5. Competitive behaviour; 6. Integrative behaviour; 7. Behavioural adaptations;

8. Body language; and 9. General questions. The complete interview guide can be found in appendix A.

Some questions are direct inquiries as to the whether the interviewee uses certain tactics. Others are more open-ended general questions, where there is room for the interviewee to explain certain views and where he/she might mention behaviours that would otherwise be unnoticed.

Next to this, the level of EI in purchasers has to be determined, preferably using a validated test, such as the MSCEIT (Mayer, Caruso, & Salovey, 2000). This test provides a complete picture of the EI as shown by the professionals, however, may be quite expensive. A test which focuses mainly on Emotional Recognition Ability (ERA), which is one of the basic abilities in the MSCEIT model, can be used to measure the purchaser's ability instead. This test is named the Geneva Emotion Recognition Test (GERT), of which a short version consisting of 42 items exists (GERT-S) (Schlegel et al., 2014). This test has shown good predictive validity in negotiation research, and access can be gained free of charge (Schlegel et al., 2018). The test results in a score ranging from 0% to 100% correct answers.

### 3.2 Unit of analysis

The participants are recruited by three researchers, each responsible for conducting and transcribing the interviews with the participants that they recruited. Therefore, only the transcripts of the interviews conducted by the author are available for quotations. These are cases 1 to 5.

Participants are 16 purchasers in the Netherlands, Germany, Argentina. They are professionals operating in a Business to Business environment. Interviewees are active in a variety of industrial sectors but are required to buy materials for their own production.

### 3.3 Data analysis

To determine the differences in behaviour shown by purchasers with high EI and low EI, the comparative method analysis is used to gain an in-depth understanding of the phenomenon (Ragin, 1987)

For the codification of the data, the interviewers put brief summarizations of their own interviewees' answers in a table, so short answers are available to all. These answers are used to identify behaviours. Using this method, an overview can be gained that shows which tactics the purchasers use and can then be linked to their EI scores and compared to other groups.

## 4. FINDINGS

The codified data gathered by the other two interviewers is included to determine differences and similarities between their behaviour in relation to their Emotional Intelligence score.

### 4.1 Company Characteristics

The cases are companies of various sizes and operating in different industries, so an overview of the cases is in order, see table 1. The Industries are determined according to the Global Industry Classification Standard. This overview is relevant because the amount of training and the dominant negotiation tactics can vary according to the size and industry of the companies, so this should be taken into account for the analysis.

**Table 1. Company location, industry and size.**

| Company | Country     | Industry                | Employees  | Interview length |
|---------|-------------|-------------------------|------------|------------------|
| 1       | Netherlands | Industrial Conglomerate | 10000+     | 00:44            |
| 2       | Netherlands | Industrial Conglomerate | 100-1000   | 00:46            |
| 3       | Netherlands | Aerospace & Defence     | 100-1000   | 00:59            |
| 4       | Netherlands | Electrical Equipment    | 1000-10000 | 00:40            |

|    |             |                                   |            |       |
|----|-------------|-----------------------------------|------------|-------|
| 5  | Netherlands | Electrical Equipment              | 100-1000   | 00:34 |
| 6  | Germany     | Furniture Industry                | 100-1000   | 00:33 |
| 7  | Germany     | Paper packaging                   | 10000+     | 00:27 |
| 8  | Germany     | Furniture Industry                | 100-1000   | 00:38 |
| 9  | Germany     | Furniture Industry                | 100-1000   | 00:16 |
| 10 | Germany     | Construction & Engineering        | 1000-10000 | 00:35 |
| 11 | Germany     | Electrical Components & Equipment | 1000-10000 | 00:23 |
| 12 | Germany     | Auto Components                   | 1000-10000 | 00:47 |
| 13 | Germany     | Health Care providers & services  | 1-100      | 00:37 |
| 14 | Germany     | Household durables                | 1000-10000 | 00:56 |
| 15 | Argentina   | Tobacco                           | 50000+     | 00:33 |
| 16 | Germany     | Household durables                | 1000-10000 | 00:24 |

## 4.2 Determining negotiation behaviour

As has been laid out previously, the negotiation tactics are determined in accordance with the work of Saorin-Iborra (2019). Most interviewees have reported to change their behaviour depending on the situation, which means they show more competitive behaviour when negotiating for short-term contracts or one-time purchases and more cooperative behaviour when dealing with long-term suppliers or suppliers for strategic products. A typical answer: *“For me it is a mix. I think about what is realistic. Especially for the long-term suppliers I want to find this. For the larger components we also have a KPI for savings, so I want to make sure we are getting a good deal, but also that we do not jeopardize the relationship. (Case 5)”*

Since most interviewees have reported to use a mix of both competitive tactics and cooperative tactics, the next sections are used to bring nuance.

### 4.2.1 Competitive Behaviour

All 16 interviewees have reported to use competitive tactics during negotiations.

15 interviewees, with the exception of case 14, mentioned to use some sort of traditional competitive bargaining, one example by an interviewee:

*“In the end it’s about anchoring, so just put down the bid where they need to go in the first place, so he won’t make his opening bid anymore. I think that’s the most important thing. (case 4)”*

Next to this, all but one (case 9) interviewees reported to use bluff during negotiations, while only cases 2 and 4 expressed that it may not be ethical, but still use it when useful. One answer to whether it is acceptable:

*“Well not really, but sometimes it’s just helpful. That is why it always stays within borders, and we don’t exceed that a lot. Often it ends up somewhere in the middle, so sometimes it just helps to aim a little higher, but this doesn’t always happen. I would say that we usually negotiate according to the facts. (case 2)”*

Another interviewee explained it differently when asked whether he thinks it is acceptable that the opposing party bluffs:

*“I think that is part of the game. As purchaser you need your own accurate background information, you need to know the market price, then you can see through it. (case 1)”*

Only case 15 reported to sometimes misrepresent information in the sense that he/she overstates official numbers to their opponent. The remaining competitive tactics, misrepresentation to opponent’s network and inappropriate

information collection, were not explicitly mentioned in any of the interviews.

In order to distinguish how often purchasers show competitive behaviour, they are divided into three categories based on how often they mentioned using competitive tactics. For simplicity, three categories are used, which are as follows: Low (1-3 mentions), Moderate (4-6 mentions), High (7 or more mentions), see table 2 for results.

**Table 2. Competitive Behaviour**

|              | Low                        | Moderate                     | High |
|--------------|----------------------------|------------------------------|------|
| <b>Cases</b> | 2, 6, 9, 10,<br>11, 13, 14 | 1, 3, 4, 5, 7,<br>8, 12, 15, | 16   |

### 4.2.2 Integrative Behaviour

The use of integrative behaviour has also been observed in all participants, but the use of different tactics is more diversified. In this section, context is given on the use of these tactics. Later, an overview is given to show all the tactics used by the interviewees.

An interviewee explains the importance of understanding your opponent’s position:

*“Depends, the suppliers that we have been working with for a long time, I think it’s important to go to their premise to see what the company looks like. And I also want to know the information behind certain issues, for example when the delivery times are not met or when the price has gone up. (Case 5)”*

Most interviewees expressed an interest in understanding the opponent’s position. When asked whether an interviewee thinks it is important to explain his own situation he responded:

*“I always try to do that as much as possible, so you take the supplier with you in your own situation. Can be very different, that you say that you want to participate in a new market or something like that. And we try to take the supplier with us as much as possible. I think that’s also very important, to get someone excited. I mentioned that already, but you actually want your contact to represent your interests as best as possible in his organization. You can achieve that by taking someone into your situation and show what you want to achieve. (Case 4)”*

The quotations above suggest that the interviewees think it is important to understand opponents and to explain their position. However, a more complete picture of the tactics used by negotiators is shown in table 3.

### 4.3 Emotional Intelligence

The scores for the GERT-S test (in percentages) range from 40 to 81, where participants are divided into three groups: low (40-50), moderate (51-70), and high (71-90). The scoring category for each participant can be found in Table 3.

### 4.4 Combining behaviour and EI

In this section, a complete overview of the results is given to find similarities and differences between the participants. The cases are described in order of their emotional intelligence, starting with the lower end and ending at the high end. For the complete overview, see table 3.

#### 4.4.1 Low Emotional Intelligence

When looking at table 3, some observations can be made about the people that scored low on the test, when also comparing it with table 2. Case 2 does not show a lot of competitive behaviour, while using all but two integrative tactics. When asked which tactics this interviewee used the most, the answer was:

*“I would move towards the cooperation. This is also related to our openness, and sharing more information, showing we really want to work with him, but we need this price, instead of being more aggressive”*

Another interesting case with a low EI score is case 16, who shows a high degree of competitive behaviour, while only one cooperative tactic is identified. The remaining cases with low EI scores, 10 and 11, show a moderate amount of competitive behaviour, and only one and two cooperative tactics are identified respectively. Case 4 is moderate in competitiveness and uses four cooperative tactics. This analysis of people with

low EI implies that they tend to prefer one kind of negotiation style and do not deviate from this style a lot, with the exception of case 4.

#### 4.4.2 Moderate Emotional Intelligence

The group of interviewees that had a moderate score on the EI test show a greater variety of tactics. Of these cases, cases 1, 3, and 5 are considered to show a moderate amount of competitive behaviour and they respectively report to use three, six, and five, kinds of integrative behaviours. Cases 6, 13, and 14 are ranked low on using competitive behaviour and case six shows three kinds of competitive behaviour and case 13 and 14 show five kinds of competitive behaviour.

This may indicate that people with moderate EI are better at using a variety of tactics depending on the situation, which is supported by the interviewee from case 3 when asked whether he adapts to how his opponent behaves:

*“Depends on the situation. But if you have someone on the other side that wants to get the most out of the situation, I also go in more competitively. It will be a more shallow negotiation than when you want to cooperate and discuss all possibilities and alternatives. I prefer when someone does the latter more than when someone just says that this is the offer, take it or leave it.”*

#### 4.4.3 High Emotional Intelligence

This group shows similar results as the group with moderate EI scores. Cases 7, 8, 12, and 15 showed using a moderate amount of competitive behaviour and three (case 7, 8 & 15) and four (case 12) kinds of integrative behaviour. Case 9 showed a low amount of competitive behaviour and three integrative tactics.

**Table 3. Emotional Intelligence score and observed behaviours per case.**

| Case   | 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      | 9      | 10     | 11     | 12     | 13     | 14     | 15     | 16     |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| GERT-S Score*  | M      | L      | M      | L      | M      | M      | H      | H      | H      | L      | L      | H      | M      | M      | H      | L      |
| Country  | N<br>L | N<br>L | N<br>L | N<br>L | N<br>L | D<br>E | A<br>R | D<br>E |
| Misrepresentation  |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | X      |
| Traditional Competitive Bargaining                           | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      | X      |        | X      | X      |
| Bluffing   | X      | X      | X      | X      | X      | X      | X      | X      |        | X      | X      | X      | X      | X      | X      | X      |
| Misrepresentation to opponent's network                      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Inappropriate information collection                         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Ensure understanding of counterpart's needs                  |        | X      | X      | X      | X      | X      | X      | X      | X      |        | X      | X      | X      | X      | X      |        |
| Seek mutual satisfaction of negotiators                      | X      | X      | X      |        | X      |        | X      |        |        |        |        |        |        | X      |        |        |
| Ensure a positive and productive relationship                |        | X      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Free flow of information among negotiators                   |        | X      | X      | X      | X      | X      |        | X      |        | X      | X      | X      | X      |        |        |        |
| Trust the position and information of other negotiators      |        | X      | X      | X      |        |        | X      | X      | X      |        |        |        | X      | X      | X      | X      |
| Participation of all parties in the decision making progress |        |        | X      |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Asking questions   | X      | X      |        |        | X      | X      |        |        |        |        |        | X      | X      | X      |        |        |
| Providing explanations                                       | X      | X      |        | X      | X      |        |        |        | X      |        |        | X      | X      | X      | X      |        |
| Self-disclosure  |        |        | X      |        |        |        |        |        |        |        |        |        |        |        |        |        |

\*L = Low, M = Moderate, H = High

## 5. DISCUSSION

This paper has focused on similarities and differences between negotiators that score low, moderate, and high on an EI test.

The evidence supports the research done by Saorín-Iborra and Cubillo (2019), about the use of a continuum instead of the prevalent dichotomous approach to labelling negotiators either competitive or integrative. From the data can be seen that all participants report to use both competitive and integrative tactics in their negotiations, which means they cannot be simply divided in two categories. A more nuanced view can be gained from using the proposed continuum, especially while most of the cases in this study are somewhere in the middle, either leaning to the competitive side or to the integrative side.

15 of 16 interviewees have mentioned to use a kind of traditional competitive bargaining in their negotiations. However, in itself this may not say much about the relationship between EI and their behaviour, as some do it more reluctantly than others. Therefore, for this research the distinction between levels of competitiveness are made in the amount of times subjects mention to use these behaviours. The same holds for bluffing, because some subjects view the practice of bluffing as part of the game, while others use it more reluctantly and mainly in cases where a breakthrough is needed. Elahee & Brooks, (2004) have shown the occurrence of traditional competitive bargaining and bluffing in the manufacturing sector. However, they have also found evidence for the use of the remaining competitive tactics, of which only one was reported to be used by an interviewee. Case 17 reported using misrepresentation and was the only person to do so. This may be attributed to the size of the company and cultural differences, since it is the only interviewee from Latin-America and works for a very large tobacco company.

For the use of specific integrative tactics, the results conflict, as well as conform to the literature. An example of this is the ensuring of a free flow of information among negotiators, which is observed in four out of five participants with low EI and two out of five with high EI. One would expect this integrative tactic to be used by high EI negotiators. On ensuring understanding of counterpart's needs, all five high EI participants reported using it, and only three of five low scoring individuals did so.

Schlegel et al., (2018) have found that test subjects that score higher on the GERT-S test, tend to show more integrative behaviour. The data support this idea, as most subjects that scored moderately or high on the test are shown to use more integrative tactics. However, this is contradicted in the data by one case where the score was low, but where a large amount of integrative behaviour has been observed. Perhaps this is due to the ability of people with high EI to use their emotions to guide their own thoughts and regulate their behaviour (Mayer & Salovey, 1997). Therefore, individuals with high EI might be better equipped to distinguish between different contexts and adjust their behaviour depending on what is needed for that particular situation, while low EI individuals seem to stick with the same behaviour in varying situations.

## 6. LIMITATIONS AND FUTURE RESEARCH

This study has several limitations, which could have a negative effect on the validity of the results. Firstly, the interviews have been held with purchasers in very different companies in various industries, which means there are many more variables in play that are not considered and cannot be compensated for in this study. The variations in the results can therefore be due

to industry or company differences, or any other personal variations that are not accounted for.

Secondly, the data has been gathered only in the Netherlands and in Germany, so cannot be generalized beyond these two markets, as cultural differences may also greatly influence the negotiation behaviour.

Thirdly, the interviews used for this study have been conducted by three different researchers, after which each researcher summarized the answers of their own interviews. This may influence the results, since researchers may have a different approach to summarize or could interpret the answers by interviewees differently. The identification of behaviours was based on these summaries, which is another opportunity for biases or coding errors to occur.

However, the study has contributed a beginning to further research on this subject. For future studies it could be interesting to conduct quantitative studies, which may provide statistical evidence for the observations made in this study. This could offer some more insight in whether negotiators with higher levels of EI show a greater variety of behaviours.

Next to this, research which observes the actual negotiations could be interesting, as the method used for this study relies heavily on individuals reporting which tactics they used, which could cause certain tactics or behaviours being left unobserved, as they could be unknowingly used.

## 7. CONCLUSION

This research has focused on identifying similarities and differences between negotiators with different levels of Emotional Intelligence. To achieve this, interviews have been conducted with 15 purchasers working in industrial companies in the Netherlands or Germany, and 1 in Argentina, together with the GERT-S, a short Emotions Recognition Ability test to get an indication of the Emotional Intelligence.

The results show an interesting pattern, where negotiators, once scoring a minimum of 50% correct answers on the GERT-S, tend to report using a larger variety of tactics, balancing between competitive tactics and integrative tactics. The subjects scoring low on the test seem to be more inclined to position themselves more on either side of the tactical spectrum or they do not report using many tactics consciously. This observation suggests that higher EI individuals are better in adapting their behaviour according to the situation. However, there are cases in the results that show the opposite of these conclusions, so further research is needed to support this idea.

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## APPENDICES

### Appendix A: Interview Guide

| No.      | Questions   |
|----------|---|
| INTRO1   | How would you describe the negotiation process?   |
| GOALS2   | <p>Do you prepare for your negotiations? How?</p> <p>If yes, do you set a goal?</p> <ul style="list-style-type: none"> <li>a. Why do you set these goals?</li> <li>b. How do you try to reach them?</li> </ul> <p>How do you collect information before the negotiation?</p>  |
| VALUES3  | What is more important to you: relationship or winning?   |
| INFO4    | <p>How do you feel about sharing information?</p> <ul style="list-style-type: none"> <li>a. Do you feel that those you are negotiating with are willing to share information with you?</li> <li>b. If they won't, how does it affect you?</li> <li>c. Do you think information should be shared freely? Why?</li> <li>d. Do you sometimes share false information? How?</li> <li>e. What is trust in your opinion?</li> </ul>                                       |
| COM5     | <p>Do you bluff when you are negotiating?</p> <p>How do you feel about bluffing? Do you think it is ethical or not?</p> <p>Have you been bluffed?</p> <ul style="list-style-type: none"> <li>a. How does it make you feel?</li> <li>b. Do you think it is acceptable?</li> </ul> <p>Do you place the first offer or the other party?</p> <ul style="list-style-type: none"> <li>a. If you place the first offer: what does it look like? (low, too high)</li> </ul> |
| INTEGR6  | <p>Do you think it's important to understand your opponent's position, goals etc?</p> <ul style="list-style-type: none"> <li>a. Can you give some examples of how you try to come to this understanding? (through questions)</li> </ul> <p>Do you try to explain your own position, goals, etc to your opponent?</p> <ul style="list-style-type: none"> <li>a. How do you do this?</li> </ul>   |
| ADOPT7   | <p>How would you describe your negotiation behavior?</p> <p>Do you adapt your own negotiation behavior to your opposition's behavior?</p> <ul style="list-style-type: none"> <li>a. Does a competitive opponent trigger more competitive behavior?</li> <li>b. Does a cooperative opponent trigger more cooperative behavior?</li> </ul>  |
| BODY8    | <p>Do you think body language is important? How?</p> <p>Do you use body language consciously to influence outcomes?</p> <ul style="list-style-type: none"> <li>a. Do you use it to make your opponent feel comfortable or pressured?</li> <li>b. Do you consciously adapt your body language depending on the context?</li> </ul>   |
| GENERAL9 | <p>What tactics (+explanation first) do you use the most?</p> <p>Do you have boundaries?</p> <p>Are you usually satisfied with your agreements?</p>   |