



# Emotions, Confrontations, and Trust

**Dr. Connson C. Locke**



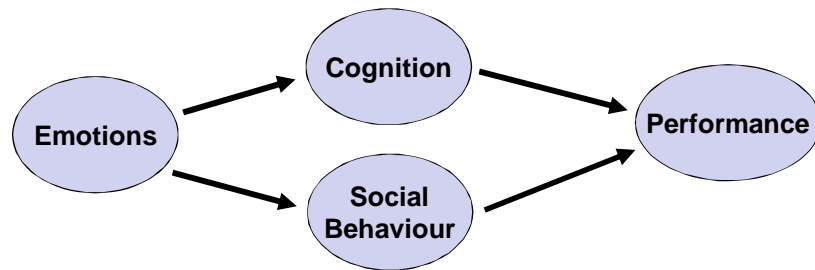
## Agenda

### **Emotions and Negotiation**

### **Managing Emotions in Negotiations**

### **Negotiation Exercise**

## Why do emotions matter in negotiation?

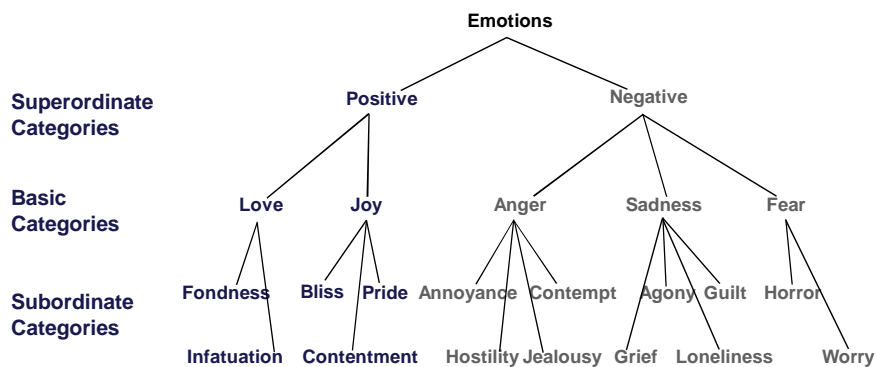


Dr. Connon Locke  
Executive Summer School

3

**LSE** Department of  
Management

## Emotions are typically categorised as either positive or negative



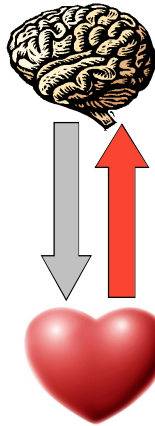
Dr. Connon Locke  
Executive Summer School

4

**LSE** Department of  
Management

## Which comes first: emotion or cognition?

**Traditional view:**  
Thoughts generate feelings



**More recent view:**  
Feelings influence thoughts

Dr. Connon Locke  
Executive Summer School

5

**LSE** Department of  
Management

## Positive mood generally improves cognitive function

### Memory

- Easier to recall positive memories

### Judgement

- Tend to give more favourable evaluations
- Increased confidence
- Positive biases such as belief that economy is improving and that one is healthier than others

### Decision-Making

- Perform complex decision-making tasks faster
  - Because simplify with heuristics
- Better integrative thinking
  - Combine dimensions
  - Less confusion
- Risk-averse if potential for meaningful loss (maintain positive state)
  - Risk-taking when loss not real

### Creativity

- More novel associations with neutral stimuli
- Better cognitive flexibility
  - Able to see potential relationships
- Better creative problem solving
  - e.g., Duncker candle task

(Isen & Baron, 1991)

Dr. Connon Locke  
Executive Summer School

6

**LSE** Department of  
Management

## Duncker candle task

**Positive Mood**

**67% solved**



**Neutral or  
Negative Mood**

**20-27% solved**

Dr. Connon Locke  
Executive Summer School

7

**LSE** Department of  
Management

## Positive mood also influences social behaviour

- **Tendency to engage in helpful behaviours**
  - e.g., donate to a charity, help carry stranger's packages, assist with experiment, help passerby pick up dropped papers
- **But clear desire to maintain positive state**
  - More willing to assist with experiment that benefits third party; less willing to assist when experiment requires annoying a third party
  - Help a liked cause more; help a disliked cause less
- **Effect of manipulation lasted around 20 minutes**

Dr. Connon Locke  
Executive Summer School

8

**LSE** Department of  
Management

## In negotiations, positive mood can prevent conflict...

### Baseline Condition

- Hostile interactions
- No agreement

VS.

### Positive Mood

- Less hostility
- More likely to reach mutually satisfactory (optimal) agreement

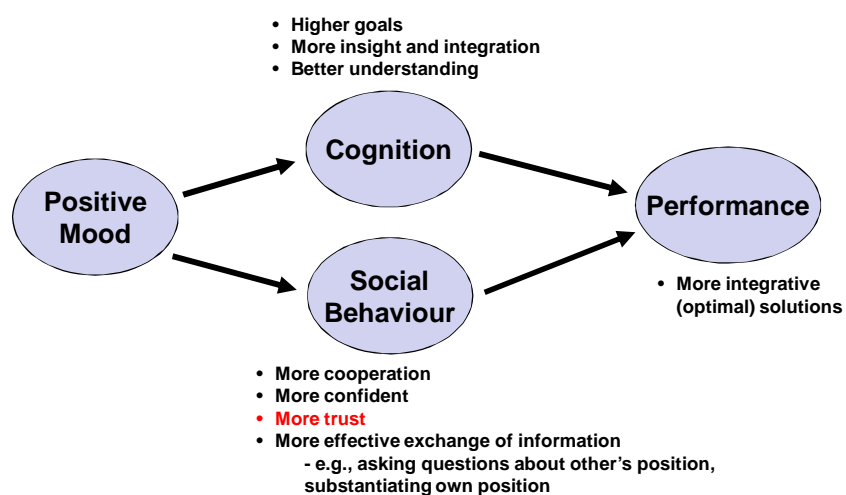
(Isen & Baron, 1991)

Dr. Connon Locke  
Executive Summer School

9

**LSE** Department of  
Management

## ...and improve integrative outcomes



Dr. Connon Locke  
Executive Summer School

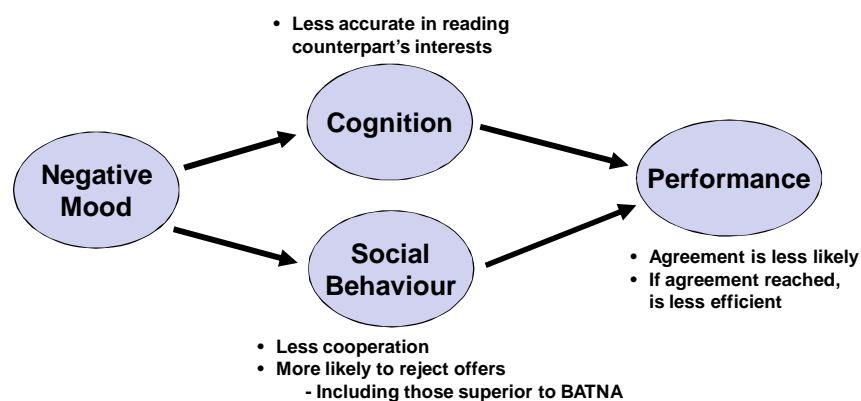
10

**LSE** Department of  
Management

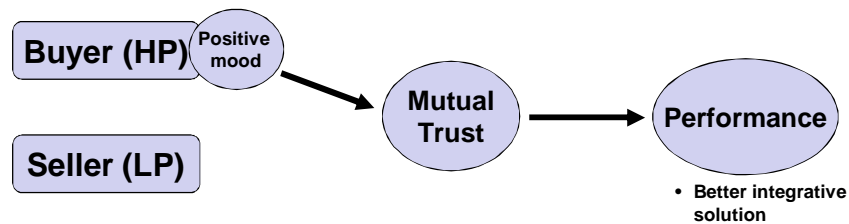
## The effects of negative mood are not as easy to determine

- **Results are not always symmetrical to positive mood**
  - Helpfulness: no difference, help more, help less
  - Memory recall: no effect
- **Less research because more challenging to manipulate**
  - People more resistant to adopting a negative mood
  - Ethical issues
- **Some past research on negative emotions at work**
  - Effects of depression or anxiety on performance
  - Effects of frustration and anger on aggression

## In negotiations, negative mood tends to harm outcomes



## The mood of high-power individuals is particularly influential



(Anderson & Thompson, 2004)

Dr. Connon Locke  
Executive Summer School

13

**LSE** Department of  
Management

## Emotion is relevant even after the negotiation

- **Positive Affect predicts:**
  - post-settlement compliance
  - continuation of the working relationship
- **Counterpart's affective reaction can be used to judge own success**
  - Positive = feel less successful
  - Negative = feel more successful
    - but also feel less honest, friendly, fair, and likable

Dr. Connon Locke  
Executive Summer School

14

**LSE** Department of  
Management

# Agenda

## Emotions and Negotiation

### Managing Emotions in Negotiations

## Negotiation Exercise

## What is the difference between emotion and mood?

### Emotion

- Relatively intense
- Ephemeral
- Discernable cause
- **Interrupts cognition and behaviour**
- After addressed, can become mood

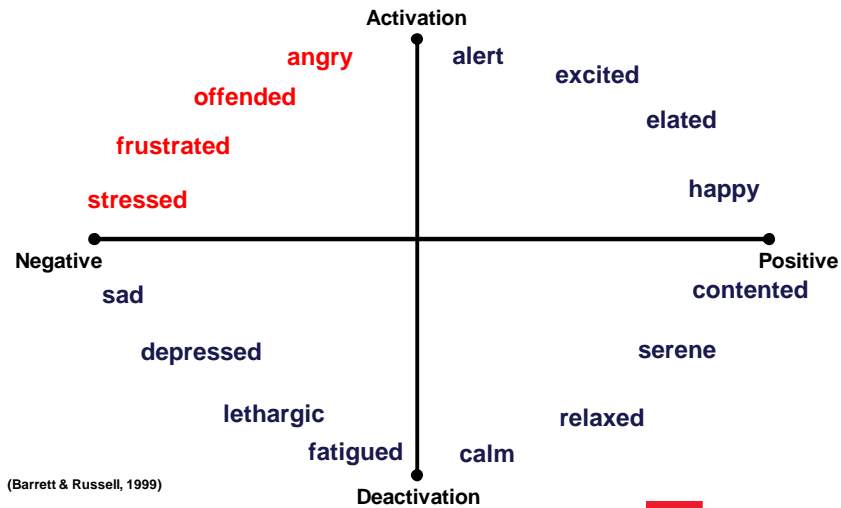
vs.

### Mood

- Low intensity
- Pervasive
- Less identifiable cause
- Does not interrupt ongoing activities

**“Affect” refers to both emotion and mood, but “emotion” is often used as well.**

## Strong negative emotions are particularly difficult to manage



(Barrett & Russell, 1999)

Dr. Connon Locke  
Executive Summer School

17

**LSE** Department of  
Management

## The inability to manage strong emotions can derail negotiations

- **Diverts attention from the issues**
  - Thinking is distracted by emotional reaction (e.g., Should I storm out of the room or sit and fume?)
- **Takes control of behaviour**
  - E.g., withhold important information out of spite
- **Damages the relationship**
  - E.g., say something that later regret; walk out

Dr. Connon Locke  
Executive Summer School

18

**LSE** Department of  
Management

## How to manage strong emotions

1. Take your **emotional temperature** regularly during the negotiation
2. Plan a “**cooling down**” strategy and use it when necessary
3. Diagnose the possible **triggers** for the emotion and respond accordingly

(Fisher & Shapiro, 2005)

Dr. Connon Locke  
Executive Summer School

19



## Take your emotional temperature

- **Out of control**
  - Past the boiling point
  - Already saying things that are better left unsaid
- **Risky**
  - Simmering
  - Too hot to be safe for long
- **Manageable**
  - Under control
  - Aware of emotions and able to keep them in check

(Fisher & Shapiro, 2005)

Dr. Connon Locke  
Executive Summer School

20



## Tips for cooling yourself down

- Slowly count backward from ten.
- Breathe deeply three times, in through nose and out through mouth.
- Pause. Allow yourself to sit comfortably in silence for a moment. Ask yourself what is at stake for you.
- Take a break to go to the bathroom or make a phone call. During the break, relax. Think about how to move the negotiation forward.
- Adopt a relaxed posture.

(Fisher & Shapiro, 2005)

Dr. Connon Locke  
Executive Summer School

21



## Tips for cooling down others

- **Appreciate their concerns**
  - Understand their point of view
  - Find merit in what they are thinking or feeling
  - Communicate the merit that you see
- **Call for a break, ostensibly for yourself**
- **Change the players or the place**
  - Change of scenery can shift the atmosphere, e.g., coffee shop versus office

(Fisher & Shapiro, 2005)

Dr. Connon Locke  
Executive Summer School

22



## Diagnose the core concern that triggered the breakdown

- **Appreciation:** find merit and express it
  - E.g., their efforts were not recognized
- **Affiliation:** find commonalities and rapport
  - E.g., they are being treated as an adversary
- **Autonomy:** consult and get their input
  - E.g., they feel cornered and forced into a decision
- **Status:** treat them with respect and esteem
  - E.g., they feel you are condescending to them

(Fisher & Shapiro, 2005)

Dr. Connon Locke  
Executive Summer School

23

**LSE** Department of  
Management

## Communication is critical to understanding the underlying issues

### Inquiry

- What is your perspective?
- What did you see/hear/ feel?
- How did my actions/ words affect you?

### Advocacy

- This is what I saw/heard/ felt ...
- This is how your actions/words affected me ...

Dr. Connon Locke  
Executive Summer School

24

**LSE** Department of  
Management

## People leave many things unsaid

Greek's silent thoughts	What was said
	American: How long will it take you to finish this report?
You're not making any sense. You're the boss, you should be giving me an order.	Greek: I don't know. How long should it take?
	American: You are in the best position to analyze time requirements.
What nonsense. Fine, I'll give you an answer.	Greek: 10 days
	American: Take 15. Is it agreed? You will do it in 15 days?
Okay, I guess those are my orders.	Greek: Yes, sir
	(15 days later) American: Where is the report?
What an incompetent boss! Not only did you give me the wrong orders, but you don't even appreciate that I did a 30-day job in 16 days.	Greek: It will be ready tomorrow.
	American: But we agreed it would be ready today.
This is too much. I can't work for such a man.	The Greek hands in his resignation.

Triandis, H.C. (1977) *Interpersonal Behavior*.

Dr. Connon Locke  
Executive Summer School

25

**LSE** Department of  
Management

## Use inquiry and advocacy to reveal the unspoken and repair misunderstanding

	Inquiry	Advocacy
Promotes Learning	<ul style="list-style-type: none"> <li>Seeks the range of views</li> <li>Encourages examination of both my view and others' views</li> </ul>	<ul style="list-style-type: none"> <li>Explains steps in thinking</li> <li>Gives specific data</li> </ul>
Limits Learning	<ul style="list-style-type: none"> <li>Seeks a limited range of views</li> <li>Asks leading questions</li> <li>Doesn't encourage examination of my view and others' views</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't explain thinking</li> <li>Doesn't give specific data</li> </ul>

Dr. Connon Locke  
Executive Summer School

26

**LSE** Department of  
Management

## Preparation, Preparation, Preparation

- In addition to thinking about their BATNA and interests, think about how to:
  - **Show appreciation**, e.g., understand and find merit in their point of view
  - **Create affiliation**, e.g., schedule downtime to get to know each other
  - **Give autonomy**, e.g., give several options for them to choose from
  - **Grant status**, e.g., acknowledge areas where they are more knowledgeable than you

## Agenda

### Emotions and Negotiation

### Managing Emotions in Negotiations

### Negotiation Exercise

## Emotions in negotiation

- Moving On
  - Situation: Landlord and tenant in an end-of-tenancy walk-through
  - Goal: Landlord wants property returned in good condition. Tenant wants security deposit.
- Three roles:
  1. Landlord
  2. Tenant
  3. Observer

## The observer plays an important role

- Observe the tenant and give feedback
  - What did the tenant do that was effective?
  - What could the tenant have done differently?
  - Please be specific (exact words, nonverbals)
- Landlord also gives feedback to tenant
- Observer keeps the triad on track
  - Find a location away from other groups
  - Keep track of negotiation time (10 minutes)

## If time permits, rotate roles and run the scenario again

- Roles should rotate as follows:
  - Landlord becomes Observer
  - Tenant becomes Landlord
  - Observer becomes Tenant
- Tenant receives feedback from Observer and Landlord
- Return to room by **5:00pm**

## Debrief

- What did you learn about managing emotions during a negotiation?
  - How well did you monitor your own emotional temperature?
  - What cooling down techniques did you use?
  - Which core concerns triggered the breakdown? (appreciation, affiliation, autonomy, status)

## How do you handle someone with conflicting style?

- Do not reciprocate undesired behaviours
- Do reinforce desired behaviours
- Don't get personal
- Use the core concerns
  - Show appreciation
  - Try to create affiliation
  - Give autonomy and status
- Prepare by role playing

## Key Points

- **Positive mood can improve negotiation outcomes**
  - Positive mood enhances trust and creativity
  - Negative mood increases the likelihood of stalemate
- **Strong negative emotions can derail negotiations and harm relationships**
  - Learn to monitor your own emotional temperature
  - Plan a cooling down strategy
  - Diagnose the triggers
- **In planning a negotiation, consider the core concerns and how they might trigger strong emotions**
  - During the negotiation, balance advocacy with inquiry