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1 Introduction

This section is an introduction to emotional intelligence and interest-based negotiations, and how these concepts have emerged simultaneously. The problem statement is further presented based on the concepts' novelty, leading to the research questions and aimed contributions of this study.

For many people, intelligence refers to both the capability of acquiring knowledge and the knowledge itself, but in a narrow sense, intelligence should be distinguished from knowledge since one can be intelligent, yet ignorant (Freeman, 1925). For example, an individual may have a heightened ability to acquire knowledge, but unless exposed to learning opportunities, the individual may be ignorant of many facts. Mayer and Salovey (1997) emphasize the complexity and elusiveness of intelligence and explain that it essentially corresponds to one's intellectual capacity. Intelligence is developed through both genes and the environment, and is conventionally measured through an intelligence quotient (IQ) test (Brody, 1999).

Kuhn (1976) defines IQ as the ability to process information and learn faster than other people. IQ is one out of countless measurement tools that organizations use to assess its programs and employees in order to make judgments about potential performance and success (Amaratunga, Baldry & Sarshar, 2001). The authors further suggest that these tests reveal technical, conceptual and analytical skills and have, for a long time, been used as a successful competence measurement in hiring processes. However, Cadman and Brewer (2001) claim that individuals with high IQ may, to some extent, lack social instinct. As certain positions may require skills and behaviors that go beyond the elements of IQ alone, other complementary areas of competence may be necessary. For example, personality tests can help account for some aspects that are excluded in the IQ tests by identifying desired and undesired traits and behaviors (Downey, Lee & Stough, 2011).

In the 1950s, emphasis was put on IQ, as the ideal businessman was expected to be detached from feelings as these were seen to endanger and be in conflict with the organizational goals (Maccoby, 1976). According to Maccoby's study in 1976, managers feared that emotions would disable them to make tough decisions. However, the business world has changed since 1950, and so has the perception of emotions' role in organizations. Already in 1988, Zuboff explored how the emotional arena developed as hierarchal structures weakened. This business transformation created space for emotions and led to the development of the concept emotional intelligence (EQ), which is the ability to understand and manage one's own and other's emotions (Salovey & Mayer, 1990).

As a complement to IQ and personality tests, EQ is suggested to have a strong connection to effective workplace performance (Downey et al., 2011; Schutte et al., 2001). Aydin, Leblebici, Arslan, Kilic and Oktem (2005) further suggest that IQ has little to do with personal achievements and career development, and that overall performance of identical tasks conducted by people with the same IQ, often differs. This proposes that a complement to IQ is useful to account for the overall work performance. This is in line with the findings of Herrnstein and Murray (1987), who found that even those with the highest IQ did not end up as the most successful business people. According to Goleman (1995), a person that is emotionally intelligent has an advantage in many domains of life as they have the ability to effectively handle one's own feelings as well as read and manage other people's emotions. Notwithstanding, it is important to point out that both concepts

are valuable as they measure different aspects of mental abilities, and EQ should therefore be considered a complement, rather than a substitute to IQ.

According to researchers (e.g. Waterhouse, 2006; Van Rooy & Viswesvaran, 2004), the obscure construct and novelty of emotional intelligence has created a united skepticism towards the concept of EQ, and whether it should be considered a valid intelligence concept. Due to the already existing knowledge of intelligence, e.g. IQ, identification of a new intelligence, e.g. EQ, has to go through a process of verification (Freeman, 1925). This process shows if the new concept can be related to already known intelligences by looking for moderate correlation. If the correlation is too high the concepts are considered the same, and if there is no correlation, this suggests that the new concept may not be an intelligence at all. Even though it is difficult to acknowledge EQ as an accepted intelligence, the development of theory may suggest it to cover new aspects that IQ does not account for, and which may be important to certain organizations activities, e.g. negotiations.

Encounters with opposing interests are inevitable and frequently occurring in organizations, particularly in negotiations. Hence, emotions are unavoidable and negotiations become arenas for feelings to take place (Ogilvie & Carsky, 2002). Kelchner (2016) states that parties involved in a negotiation must identify and analyze problem areas that require a problem-solving approach and an analytical mindset, which are evident skills of IQ. Apart from handling hard facts, a successful negotiator also needs to be socially aware in order to understand and manage the opponent. This involves skills such as listening, emotional control, verbal- and non-verbal communication, collaboration and interpersonal skills, which according to Deleon (2015) are much like the qualities linked to EQ, and to some extent IQ. According to Ogilvie and Carsky (2002), novice negotiators tend to assume that successful negotiators should be unemotional. However, according to Thompson (2001), strong negotiators are constantly aware of their emotions in order to handle and manage them properly. Hence, EQ could be considered a complementing skill in negotiations. Ogilvie and Carsky (2002) claim EQ to play three major roles in negotiations. First, understanding emotional responses in oneself and in others may increase the ability to understand reasons behind responses, and the likelihood of achieving better outcomes. Second, understanding how these emotions may change during a negotiation enables a negotiator to foresee responses and behave accordingly. Finally, EQ may be used in a manipulative manner by being able to understand and influence an opponent's emotions.

Fisher and Ury (2011) argue that the purpose of negotiations is to serve the interests of all parties, even though these may seem conflicting. The traditional approach to negotiations, known as position-based negotiation (PBN), tends to produce less optimal solutions and lead to destructive relationships (Katz & Pattarini, 2008). It assumes that both parties have a predetermined starting point in the negotiation, where one or both parties will be disappointed with the outcome (Ridge, 2015). Too often, focus lies in the positions by determining who is right and who is more powerful (Lewicki, Saunders & Barry, 2009). Thus, a new way of bargaining and negotiating has emerged. Ridge (2015) discusses the interest-based approach as a new way of negotiating, where the parties form a discussion to explore each other's underlying interests and values. Interest-based negotiation (IBN) is the optimal approach in today's environment as it aims for a win-win outcome, focuses on interests, and fosters long-term relationships, which are essential business practices in a global and interconnected business world (e.g. Lewicki et al, 2009; Ridge, 2015; Katz & Pattarini, 2008). This approach also generates an opportunity to be creative and come up with solutions that would benefit all stakeholders involved (Katz & Pattarini, 2008).

One type of profession highly involved in negotiations on a regular basis is purchaser (Perdue & Summers, 1991). The authors explain that negotiations are a major part of the purchasing function in organizations, since the decision-making process between a buyer and a seller is established through negotiated settlements. The view and context of purchasing has changed over the last 20 years and has, according to Hesping and Schiele (2010), evolved from traditional transactions of cheap products, to making total use of resources, and building long-term business partners relationships. Axelsson and Hakansson (1984) further state that purchasing accounts for more than half of the total cost in most companies, making it an essential part of businesses survival and success. Due to the significant role of the purchasing function in organizations, the possible economic benefits of more efficient negotiations, through EQ's impact, is highly relevant.

1.1 Problem statement

Organizations are progressively developing towards a decentralized structure where positional power is diminishing and integrative business strategies are on the rise (Zuboff, 1988). People are becoming an increasingly valuable resource to organizations and along with this advancement, emotions will naturally follow. Therefore, emotions are integrated in today's globalized business environment, which may account for the increased emphasis on EQ. However, the concept of EQ is novice and complex, and a lack of unanimity and acceptance amongst researchers exist (e.g. Waterhouse, 2006; Van Rooy & Viswesvaran, 2004).

Similarly, the view of successful negotiations and ways of doing business has changed. The power in a PBN approach originates from who is right, and this approach is likely to lead to poor outcomes and unfavorable relationships (Ridge, 2015; Katz & Pattarini, 2008), which is not in harmony with the decentralization of organizations. A new approach that builds on sustainability and long-term relationships, and puts interests over positions has emerged. Even though the idea of integrative bargaining has existed for a long time, Fisher and Ury (1983) developed the idea into a commonly accepted framework, creating an awareness and understanding of its importance. An interests-based negotiation approach is considered essential for business to prosper (Patton, 2008) and requires cognitive abilities rather than positional power (e.g. Lewicki et al., 2009; Patton, 2008).

EQ has emerged simultaneously to the development of IBN, creating an interest on their possible interconnection. Despite the known importance of EQ in today's business, not much research has emphasized how it is correlated with IBN, but rather claiming EQ as an important aspect of a negotiation. Based on the reviewed literature, few researchers have explored the connection between the two concepts. Although EQ is a rather new and modern concept, there is a common agreement that EQ has become an essential skill among business professionals. Nevertheless, there is no consensus on how organizations should use this skill to draw on its benefits. Similarly, IBN is considered profitable, but there is inadequate knowledge of the skills required to embrace its competitive advantages. Investigating the relationship between EQ and IBN could increase the awareness of what role EQ has in organizations.

1.2 Purpose and research questions

The purpose of this paper is to examine the relationship between high EQ and the use of an IBN approach. The purpose leads to the following research questions:

Does high EQ lead to the use of an IBN approach in the purchasing industry?

How are the subcategories of EQ related to the components of IBN?

1.3 Delimitations

This paper focuses on the purchasing function and the sample includes purchasers, who negotiate on a regular basis. The reasons to why only purchasers are represented in the sample is that they are able to easily identify themselves in a negotiation situation and a contribution to this area could be of significant relevance for the purchasing industry. Even though EQ emanates from IQ and that both are mental capability measurements, IQ will not be taken into account in this paper, as the focus is on EQ as a complement. This paper aims to see the connection between EQ and negotiation approaches, regardless of the participant's IQ.

1.4 Contribution

By investigating the relationship between EQ and IBN, this study aims contribute with knowledge regarding the role and implications of EQ in organizational functions including negotiations and related tasks. Since EQ is considered as an essential skill in a modern business environment, the empirical findings in this study may aid in the utilization and application of this skill in an organizational setting. Further, by exploring the different aspects of EQ in relation to the aspects of IBN, a more thorough and detailed picture of the role of EQ and the use of IBN may be provided. In doing so, organizations might be able to take advantage of the benefits of EQ by allocating employees to tasks, which require certain mental skills, e.g. negotiations. Finally, considering the lack of consensus in terms of the role and use of EQ, this study will add to the existing research on how EQ can be expressed in an organizational context. By analyzing the relationship between EQ and IBN, in both a broader and a detailed perspective, a contribution to the theory development in the field of study is be provided.

1.5 Definition of key terms and abbreviations

Emotional intelligence (EQ)	"The ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p.10).
IQ	The ability to process information and assimilate knowledge at a faster rate than others (Kuhn, 1976, p. 157).
Negotiation	Two or more parties' effort of making an agreement based on conflicting positions and interests (Sonenber, 2010).
Interest-based negotiation (IBN)	Parties explore each other's underlying interest and values through discursive communication and aims to achieve a win-win outcome (Ridge, 2015).
	Areas of IBN (Fisher & Ury, 2011):
PP	Separating people from the problem
IP	Focusing on interests, not positions
MG	Inventing options for mutual gain
OC	Insisting on using objective criteria
Position-based negotiation (PBN)	Parties use their power and position to outcompete their opponent because they perceive negotiations as a fixed pie, where one party's gain correspond to the other party's loss (Pasquier, et al., 2011).
Purchaser	An individual who is involved in purchasing situations, which are not merely straight re-buys, or order placement, but rather elaborated discussions.

2 Frame of references

In this section, previous literature within the research fields is presented. The main theories are emotional intelligence and interest-based negotiation, which originates from seminal work within the areas of inquiry. The theory forms the foundation of the hypotheses development.

2.1 Emotional intelligence

Salovey and Mayer (1990) initially identified emotional intelligence as: "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). This definition has been accused for being vaguely stated and thus, the authors later revised the definition to: "the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p.10). The latter definition is embraced in this study.

Some researchers raise criticism towards EQ due to the lack of consensus on the area, but Cherniss, Extein, Goleman and Weissberg (2006) suggest that this is a sign of vitality, rather than a weakness. The authors state that it is unreasonable to expect a concept at this stage in the theory development to be absolute and straightforward. However, several different models are being studied today, bringing scientific evidence to the legitimacy of the concept (Cherniss et al., 2006). George (2000) argues that EQ should, in either way, be acknowledged as a heightened mental ability. Mayer, Salovey and Caruso (2008) describe EQ as a vast continuum with different levels, where the fundamental abilities involve perceiving emotions accurately, and the ability to effectively manage emotions is more complex. The upswing of EQ through the theory development of Goleman (1995) has helped shed light on the seminal framework of Mayer and Salovey (1997), which is divided into four categories and further presented below: perception, appraisal and expression of emotion; emotional facilitation; understanding and analyzing emotions; and reflective regulation of emotions.

2.1.1 Perceiving and appraising emotions

The basic ability of perceiving and appraising emotions, which is considered the most fundamental aspect of EQ (Mayer et al., 2008), is developed early in infants and young children (Mayer & Salovey, 1997). Goleman (1995) refers to this phase of EQ as self-awareness, characterized by the ability to recognize a feeling or emotion as it happens, and to observe and assess emotions from different moments and situations.

This phase includes the capability to identify emotions in oneself and in others, with regards to physical state, feelings, thoughts, language and appearance (Mayer & Salovey, 1997). According to Mayer, Salovey and Caruso (2008), this aspect is associated with recognition and input of information originating from the emotional system. These abilities may develop into skills of accurately expressing emotions and needs, and to correctly discriminate between honest or dishonest, and accurate or inaccurate expressed feelings (Mayer & Salovey, 1997). In example, one individual may easier sense when someone fakes a smile in attempt to seem happy, whereas an

individual with lower EQ cannot connect the facial expression to the underlying emotion. George (2000) emphasizes this stage of EQ because receptivity of nonverbal cues is fundamental for discourse and conveyance, and accurately expressing emotions ensures effective communication.

2.1.2 Emotional facilitation

The second aspect of EQ involves facilitation of emotions to assist intellectual processing, i.e. how emotions serve as an alerting system to changes in the individual's environment (Mayer & Salovey, 1997). Mayer et al. (2000) describe this as using emotions to improve cognitive processes. For example, Salovey and Mayer (1990) explain how moods and emotions can be used as a motivation to persist challenging tasks, e.g. as a preparation during tests to perform better by imagining negative outcomes that will motivate additional effort to the task. Emotional facilitation is linked to what Goleman (1995) calls the motivational aspect of EQ, which is described to build on self-awareness, and is the ability to handle emotions to make them appropriate. An individual who is able to use emotions as a facilitator or motivation is more likely to recover quickly from a setback (Goleman, 1995).

The early-developed capabilities of emotional facilitation include the ability to let emotions prioritize thinking by focusing on important issues and information (Mayer & Salovey, 1997). This is exemplified by the authors of an immature child worrying about homework while watching TV, whereas a teacher who worries about next day's class while watching TV finalizes the work before it takes over the enjoyment. Further, emotional facilitation also include the ability to use emotions as a tool to generate feelings on demand, which Mayer and Salovey (1997) describe as a "theater in the mind", where emotions are anticipated and experienced in order to understand them accurately. Other aspects of emotional facilitation involve the skills of considering multiple alternatives and perspectives to a situation by utilizing different moods, which increases the ability and encouragement to solve problems through creative options (Mayer & Salovey, 1997). These abilities are, according to Mayer and Salovey (1997), useful in times of uncertainty.

2.1.3 Understanding and analyzing emotions

The third aspect of EQ concerns the ability to cognitively process emotions (Mayer et al., 2000), i.e. to understand and use emotional knowledge (Mayer & Salovey, 1997). It incorporates the ability to label emotions and to find connections among the labels, and to relate the reactions to situations in everyday life (Mayer & Salovey, 1997). Later, these skills may develop into abilities of understanding the complexity of feelings, e.g. to feel love and hatred or surprise and fear simultaneously, and also to be able to identify and explain transitions from one emotion to another (Mayer & Salovey, 1997). George (2000) further highlights that this aspect of EQ includes the ability to understand how different stimuli may affect emotions and how emotions may change over time. According to the author, an individual with high EQ has the ability to recognize how the consequences of emotions may differ from individual to individual. To illustrate this, a person who is oblivious to the effects of their feelings, is likely to project their bad mood onto others, contaminating their surrounding and creating a vicious circle (George, 2000).

2.1.4 Reflective regulation of emotions

To consciously reflect and regulate emotions is the last aspect of EQ and it concerns management of emotions in oneself and in others (Mayer et al. 2000). Even though most people are able to control their feelings, emotional intelligent individuals have the ability to consciously regulate their emotions to meet specific goals (Salovey & Mayer, 1990). Salovey and Mayer (1990) also highlight that individuals can regulate their own and other's moods to charismatically motive people towards beneficial goals, but also to use this ability to manipulate people to please their own interest.

Reflective regulation of emotions is described as the capacity to tolerate and welcome emotional reactions independently of their meaning and significance (Mayer & Salovey, 1997). It can further be developed into the ability of judging the content and usefulness of an emotion and determine whether the emotion should be regarded (Mayer & Salovey, 1997). Individuals with high EQ may distinguish a feeling of nervousness from true fear, rather than to acknowledge it as an actual threat. George (2000) refers to this stage as a proactive dimension of EQ as it helps anticipate another individual's reaction. As the individual matures, these skills develop into the capability to monitor and guide one's emotions in order to recognize how influential, rational and clear they are, and further, to moderate one's own and others' emotions to enhance pleasant ones (Mayer & Salovey, 1997).

Emotions are unavoidable in various situations in organizations, especially where conflicting interests meet (Ogilvie & Carsky, 2002). The ability to handle and manage emotions appropriately, i.e. emotional intelligence, will be elaborated below in regards to negotiations.

2.2 Negotiations

Throughout history, decision-making took place at the top of the hierarchical pyramid while opinions of subordinates were neglected (Lewicki et al., 2009). Pasquier, Hollands, Rahwan, Dignum and Sonenber (2010) explain that the traditional view of negotiations is characterized by two or more parties' effort of making an agreement based on conflicting positions and interests. The parties bargain by exchanging offers until a deal, that is acceptable to both parties, is made. Traditional negotiations, also referred to as position-based negotiations (PBN), are commonly looked upon as a fixed pie, where one party's gain corresponds to the other party's loss (Fisher & Ury, 2011). This is in line with the findings of Guillespie, Brett and Weingart (2000), who found that some negotiators perceive a successful negotiation to be one where they obtain the largest piece of the pie.

Pasquier et al. (2010) acknowledge some of the negative aspects of PBN. All relevant information about the situation and the negotiator is assumed to be available and correct. This approach is rather naive as parts of the information never reaches the table, and since opponents rarely know of all the alternatives of the other party. The authors further state that PBN often leads to unacceptable motions being rejected or counter-proposed, hence omitting further discussion. Today however, due to globalization, information and innovation, organizations are decentralizing and one cannot control others or rely on giving orders. Subsequently, one has to integrate all parts of the organization to reach a commonly agreed solution in decision-making processes (Fisher & Ury, 2011).

2.3 Interest-based negotiation

An alternative approach to PBN is interest-based negotiation (IBN). Contrary to PBN, this approach offers creative solutions and increased satisfaction for the stakeholders involved, in terms of substantive, procedural, and psychological outcomes (Katz and Pattarini, 2008). An IBN approach does not emanate a negotiation from a position, but rather initiates the discussion regarding the situation and context to gain an understanding of the interests, perceptions, needs and desires involved (Ridge, 2015).

To put PBN and IBN in perspective to one another, Kolb (1995) tells the story of two chefs disputing over the use of an orange to finalize each of their particular recipes for the President's dinner. To solve the situation, the chefs compromised by cutting the orange in half. One chef used half the orange to squeeze the juice into a sauce he was preparing, but unfortunately it was not sufficient to make the sauce perfect. The other chef used the second half of the orange to grate the peel to use in his special-made cake. The peel from half the orange was not enough either, but given the situation, what could he have done? To the reader, it may seem obvious that the most beneficial solution would be to use the part they needed of the orange and both chefs would have enough for their recipes. In the given scenario, however, both chefs were focused on each other's positions, rather than each other's interests. By reconsidering the scenario from an interest-based perspective, the chefs could have utilized the orange and prepared their recipes in a way that satisfied both of their needs and interests if they had given attention to each other's interests.

Patton (2005) elaborates on the importance of focusing on interests in negotiations. According to the author, interests are the main drivers in negotiations and serve as measurements to determine the success of negotiations, in other words, to what extent one's interests are met. Interests enable multiple outcomes to exist, whereas positions have predetermined outcomes and merely represent one out of all possible solutions (Patton, 2005). Similarly, Patton (2005) explains that interests cover a wide range of outcomes, from instrumental aspects of money and goals to guarantees in terms of emotions and desires. In comparison, position refers to the substantive aspects (Patton, 2005). In line with these findings, Katz and Pattarini (2005) and Ridge (2015) also highlight the importance of discovering and evaluating the interests of the opponent to determine which are identical, differing or conflicting, in order to achieve a sustainable solution.

IBN has support for being a favorable approach in negotiations (e.g. Katz & Pattarini, 2008; Thompson, 2006; Fisher & Ury, 2011). Nevertheless, it may be discussed what is considered "better" in terms of negotiation approaches. Ury, Brett and Goldberg (1988) outline three possible criteria to resolve the term "better". Firstly, transaction costs associated with the time, energy and financial resources spent during a dispute or negotiation. The second criterion involves the level of satisfaction with the outcomes, which subsequently is determined by the degree to which one's interests are met. The last criterion concerns the recurrence of resolution, i.e. whether the solutions remain. Ury et al. (1988) further discuss the three criteria to intertwine, since failing on one criterion will affect the others, as the different costs are correlated with each other. According to Patton (2005), IBN is a superior approach as it is more beneficial to focus on discussing interests and the variety of solutions rather than accepting the first option as a final outcome. This inhibits quick and uncreative commitments and enables coverage of a wider range of possible solutions. In any way, formal engagements should be stored to the end of the negotiation to avoid disadvantageous concessions (Patton, 2005). Also, instead of making irrational decisions by "splitting-even" and

compromising, all outcomes should be well reasoned. A well-reasoned argument strengthens its validity and allows for irrelevant content to be dismissed (Ertel, 1999).

In 1983, Fisher and Ury brought attention to IBN, referring to it as principled negotiation, and developed a set of principles that has become commonly accepted and widely used in further research within negotiations (e.g., Ridge, 2015; Katz & Pattarini, 2008; Leornadelli & Thompson, 2004). The framework includes the following principles: 1. Separate the people from the problem; 2. Focus on interests, not positions; 3. Invent options for mutual gain; and 4. Insist on using objective criteria.

2.3.1 Separate people from the problem

At times, negotiations are seen as strictly corporate transactions, in which Fisher and Ury (2011) argue that human aspects are unrecognized. However, emotions, egos, different backgrounds, and misunderstandings are integrated in all negotiations and if ignored, it may have a disastrous impact. If negotiators use a PBN approach, relationships tend to get entangled with the substance of the, as increased focus on positions put relationship and outcome in conflict (Fisher & Ury, 2011). The contrary approach, IBN, proposes that the two do not have to be competing variables, but instead, acknowledged and treated as separate issues (Fisher & Ury, 2011). What is referred to as "people-problem" involves perception, emotion and communication aspects, which all have to be taken into account to deal with relationships and substantive issue separately, further presented below (Fisher and Ury, 2011).

Even though there is an objective reality, the issues in negotiations are ultimately observed and interpreted from the different perspective. Thus, one should discuss views and create an understanding of each other's perceptions without assuming opponents' intentions to be one's worst nightmare. This issue also involves emotions, which may be difficult to deal with, e.g. anger, anxiety or fear. Consequently, a negotiator must be aware of how to alleviate and distinguish between emotions of people and the actual issue or dispute. Another major difficulty is poor communication. The authors identify common communication problems, which facilitate the diffusion of relationships and issues. Firstly, disputants may not be talking to each other, but rather to an outside crowd and thus losing focus of the core issue. Secondly, the disputants are not listening to each other, but instead preparing a response while the opponent is putting forward an argument. To actively prevent entangling relationships with the problems through miscommunication, active listening and paying attention can increase understanding of the people involved and their needs, and thus make the negotiations more efficient.

Negotiators should separate people from the problem in the sense that people have feelings and emotions, which can influence the core issue. Consequently, it is important to understand the human beings who are part of the negotiation in order to achieve an optimal outcome. In line with this, Katz and Pattarini (2008) contrast IBN from PBN by claiming position-based negotiators to see each other as a problem, whereas interest-based negotiators see each other as partners and their disagreements as challenges to overcome.

2.3.2 Focus on interests, not positions

Lewicki et al. (2009) explain that in contrast to IBN, some negotiators try to solve problems through their positions by determining who is right or who has more power. Instead of addressing issues from different positions, i.e. saying what you want, agents should start off by discussing the situation, contexts and perceptions (Ridge 2015). The aim of an IBN approach is to create solutions that meet interests of both parties, whereas position-based negotiators strive to achieve one's own predetermined solution (Katz & Pattarini, 2008). Lewicki et al. (2009) define interests as needs, desires, fears and things that we essentially care about and the problematic aspect of interests is that they can be intangible, inconsistent or even unconscious. Positions are easier to uncover since it concerns what the agents say they want. Lax and Sebenius (1986) further claim that negotiating agents often try to focus on concrete things that can be bought, sold or put in a contract. In contrast, Fisher and Ury (2011) argue that negotiating parties must find out about each other's abstract interests, since interests define the problem and the core of the negotiations. To uncover interests, according to Katz and Pattarini (2008), is beneficial because it continuously discloses the priorities of the parties involved, and allow them to develop alternative solutions and encourage a dynamic onward conversation. Yet, to merely identify interests is not sufficient to develop sustainable solutions. To gain a comprehensive understanding of interests and needs, motivators behind those interests need to be determined (Katz & Pattarini, 2008). According to Lewicki et al. (2009), motivators can be revealed by asking "why" questions during negotiations and Katz and Lawyer (1992) suggest two essential skills in order to develop a discussion where underlying interests and motivators can be identified (cited in Katz & Pattarini, 2008). First, reflective listening ensures that the needs are understood and heard, and if handled properly it may increase trust, which in turn may generate in revealed interests. Second, chunking questions is a tool to deepen knowledge of interests and to disclose the reasons behind certain needs. For example, one can fill information gaps and achieve a full and detailed understanding of the situation by asking probing and follow-up questions.

2.3.3 Invent options for mutual gain

Fisher and Ury (2011) explain that in negotiations it often seems like one faces an "either/or"-situation where an offer will satisfy either yourself or the counterpart. This constellation normally results in distributive, "split-even" outcomes, which are suboptimal compared to an integrative approach of win-win solutions (Thompson, 2006). Lewicki et al. (2009) emphasize that successful negotiations involve a nature of joint problem-solving where mutually beneficial alternatives are created. Albin (1993) also states that in long-term business relationship where a sense of fairness is important, parties should help each other to identify, evaluate and assess various alternatives.

Fisher and Ury (2011) point out issues that prevent negotiators from searching for alternatives. Negotiators may search for one single answer and narrow down the options because they considered it comprehendible and close to closure. However, Fisher and Ury (2011) highlight the importance of using brainstorming as an initial step of the negotiation process before the actual decision-making, to ensure all possible outcomes are covered and evaluated. In alignment, Katz and Pattarini (2008) state that a winning solution is usually a combination of different alternatives and that choosing one too quick, will result in incomplete solutions. Patton (2005) also suggests that an IBN approach allows for more options to a solution, rather than positioned based negotiation, where the positions are set and hard to stretch. Furthermore, parties often make the mistake of

assuming that the possible outcomes are a fixed pie that should be distributed, instead of broadening the options and enlarging the pie. Albin (1993) suggests that negotiating parties should redefine or modify the problems laid out to invent more options. Also, negotiators are found to have an attitude of "issues not concerning me is not my problem to solve", which in the end will make it difficult to develop mutually beneficial solutions, which require a cooperation and support (Katz & Pattarini, 2008). The authors further claim that looking for shared interests can be practically difficult because it requires each side to uncover what is important to them and thus, exposing them to the risk of being deceived.

2.3.4 Insist on using objective criteria

Fisher and Ury (2011) explain that no matter how well you understand the other side's interests, there will likely be some conflicting interests that you have to deal with. A way to deal with these situations is to develop and use objective criteria in decision-making. The authors describe objective criteria as independent standards such as laws, scientific qualifications, precedent, or measures of fairness and efficiency. Katz and Pattarini (2008) argue that parties need fair and jointly accepted standard in order to properly evaluate all the options for a solution.

In addition, Fisher (1983) argues that using objective standards can strengthen an argument or option since legitimacy as a source of power enhances the rational approach. Patton (2005) also states that well-reasoned options are, by far, more successful than irrational arguments. Fisher and Ury (2011) further claim that if a potential solution is built on substantial criteria, it is more likely to create a solution that will solve the problem. The easiest way for negotiating parties to agree on what standards and criteria to use is if they first agree on wider principles, and later narrow the standards to manageable criteria. Another way to agree on what objective standards to use is to appoint a third party to decide upon suitable criteria (Fisher & Ury, 2011). Objective criteria also help shape the discussion and make it more efficient as it aggravates unnecessary and irrelevant substance (Ertel, 1999).

2.3.5 Factors influencing interest-based negotiations

Theory suggests that IBN may be influenced by various factors. Gender and years of negotiation experience may be determinants of whether an individual is more likely to use an IBN approach. Also, the number of participant, the relationship incentive, and the duration of the negotiation can indicate the complexity of the issue, and thus, increase the likeliness of applying an IBN approach. These predictors are presented below.

2.3.5.1 Gender

The general finding amongst researchers in the field of negotiations, is that women tend to be more focused on, and involved in, relationship- and interpersonal matters (e.g. Rubin & Brown, 1975; Kolb & Coolidge, 1988). Findings of Vinacke, Robert, William, Charles and Robert (1974) indicate that women have a tendency to emphasize discussion and discursive communication in bargaining situations, which is one of the main characteristics of IBN. Also, Kolb and Coolidge (1988) claim that women use a problem-solving approach when framing and conducting negotiations, further implicating a use of IBN. Kray and Thompson (2005) claim that men and women are fundamentally different in conflict handling situations. This could be exemplified by findings of

Vinacke et al. (1974) and King, Miles and Kniska (1991), where men used a competitive attitude, which hinders a problem-solving approach, and consequently, the use of IBN.

Buchan, Croson and Solnick (2004) found that women are more trustworthy, indicating that they would be able to easier encourage information sharing from the other party. The ability to create a trusting environment is, according to Katz and Lawyer (1992), important to reveal underlying interests (cited in Katz & Pattarini, 2008). Kray and Thompson (2005) state that women include relationships as a natural component of negotiations, and often use information exchange to identify mutually beneficial alternatives. The authors further claim that women use verbal communication to seek consensus, contrary to men who use conversation to seek independence. They further suggest that when it comes to moral values, women have a care-based perspective, i.e. promoting preservation of relationships, addressing both parties interests, and focus on higher priorities, while men have a justice-based approach, resulting in a clear "win or lose" standpoint. This may indicate that women are able to apply IBN instinctively.

2.3.5.2 Experience

Murningham, Bancock, Thompson and Pillutle (1999) state that experienced negotiators use information about the opposing party's interest to achieve mutual outcomes, while simultaneously increasing their own outcome. Ogilvie and Carsky (2002) claim that novel negotiators, with little or no experience, have a tendency to believe that a successful negotiator is unemotional and apathetic. This indicates that inexperienced negotiators overlook the importance of the behavioral aspects of emotions, hindering the ability to understand the other party and its underlying interests. In addition, Einhorn and Hogarth (1981) point out how negotiation experience may provide negotiators with feedback that allows one to correct judgments and aid decision-making situations. Hence, experience enables negotiators to screen out destructive behaviors, and acknowledge what is most important. Accumulated experience of negotiations will increase the ability to achieve mutual gain and improve IBN performances (Thompson, 1990).

2.3.5.3 Relationship incentive

The choice of negotiation strategy can vary depending on the orientation of the desired outcome, i.e. relationship- or substantive outcome (Grant, Blair & Ritch, 1985). Geiger (2010) states that negotiators tend to apply IBN approaches when the future relationship is of great significance. However, when the future relationship is of no or little importance, negotiators tend to use a PBN strategy (Geiger, 2010). In line with this, Greenhalgh (1987) explains that, whether the negotiation is a one-time transaction or concerns a long-term commitment, the nature of the negotiation and the chosen approach will change. That is, if the future is determined to be irrelevant, a competitive PBN approach is more likely to take place. Katz and McNutely (1995), suggest that using a position-based approach in negotiations with long-term incentives, may lead to continuous resentments, conflicts and destructive behavior. Consequently, IBN approaches are more often used where there are long-term relationship incentives (Katz & McNutley, 1995). Moreover, the more compatible a relationship is, the greater the willingness to share information will be, which is essential for IBN to work (Chapman & Greenhalgh 1998).

2.3.5.4 Duration and number of participants

Geiger (2010) explains that the level of complexity is a determinant to the choice of bargaining approach. Olser Hampson and Hart (1999) emphasize how a large number of participants increase the complexity of a negotiation, and Geiger (2010) claim that highly complex situations tend to result in the use of an IBN approach. The level of complexity can be determined by factors such as the number of participants in the negotiation, and the duration of it (Crump, 2015; Simonelli, 2011; Niedzwiecki, 2013). O'Connor (1997) explains that individuals who negotiate in teams feel less responsible for the outcome and, consequently, do not have high intentions to increase the relative gain. On the other hand, individuals that negotiate on a solo basis, tend to feel more accountable for the outcome and thus, use competitive approaches to achieve a maximized relative gain (O'Connor, 1997). Hence, in negotiations with a large number of participants, an IBN approach to negotiations is prominent.

In line with this, Geiger (2010) suggests that in negotiations with limited resources, e.g. participants and time, parties tend to apply PBN. Simonelli (2011) explains that a discursive process such as IBN that includes extensive information search, expertise, and trust building, expands the negotiation duration. Hence, the use of IBN is more likely applied to extensive negotiations. Geiger (2010) also states that as more time is spent in a negotiation, the trust level increases, which further facilitates the use of IBN strategies where trust is an essential element.

2.4 The role of emotional intelligence in interest-based negotiations

Emotions are inevitable during negotiations and the ability to handle the variety of present emotions is an essential part of EQ (Goleman, 1995). Thus, EQ's role during negotiations may be of significance (Fulmer & Barry, 2004; Kim, Cundiff & Choi, 2015). One element that can affect the negotiation process is the negotiator's emotional state. Positive emotions in negotiations are connected to a problem-solving attitude and tend to generate win-win solutions (Allred, Mallozzi, Matsui & Raia, 1997; Hollingshead & Carnevale, 1990; Freshman, 2010). The authors further claim that negative emotions have a tendency to generate lower joint gain and may harm relationships between the parties involved. In line with this, negotiators in a good mood have also shown to reach more interest-based outcomes (Freshman, 2010). Further, Freshman (2010) found negotiators with negative emotions to show less concern for the opponent's feelings and needs, whereas Blanding (2014) claim smart negotiators to become aware of the existing emotions at the negotiation table in order to manage and handle them appropriately. Kim, Cundiff and Choi (2015) elaborate on this and claim emotionally intelligent individuals to use constructive behavior to effectively manage emotions in negotiations.

In negotiations with highly emotional intelligent individuals, the opponents experience increased trust and comfort (Kim et al., 2015; Anderson & Thompson, 2004). This results in a discursive behavior that enhances discussions regarding interests and preferences, which is an essential aspect of IBN (Simonelli, 2011). Similarly, Rothman and Northcraft (2015) explain how EQ generates trust in negotiations, triggers communication of interests and priorities, and consequently, creates opportunities of enlarging the pie rather than splitting it. This process is facilitated by positive emotions, whereas negative emotions hinder it (Rothman & Northcraft, 2015). Thus, the ability to understand, manage and regulate various emotions in negotiations indicates EQ as an essential skill of IBN.

According to Morris and Keltner (2000), negotiators' expressions provide information of important cues during all phases of a negotiation. If expressions and emotions are correctly understood and managed, these are useful in IBN as they may reveal underlying interests (Morris & Keltner, 2000; Katz & Sosa, 2015). In line with these findings, Fulmer and Barry (2004) explain how high EQ provides individuals with a greater sensitivity to emotional cues, e.g. defensive body language. Negotiators who chose to leave out emotions are unable to achieve interest-based outcomes, as they are unable to address needs and interests related to specific emotions (Freshman, 2010). This suggests that EQ, which includes accurately perceiving, appraising and understanding emotions, facilitates the process of determining needs and interests of another party.

In addition to using EQ as a tool to identify emotions and expressions, Allred et al. (1997) explain how the inability to do so leads to diminished joint gains in negotiations. Foo, Elfenbein, Tan and Aik (2005) found that individuals with high EQ were able to create value for mutual gain, compared to individuals of low EQ who had a tendency to claim value for the individual gain. In line with these findings, Forgas (1998) also states that emotionally intelligent people are more likely to find ways to cooperate and achieve mutual gain, instead of adopting a competitive approach. Similarly, EQ provide individuals with the ability of navigating the situation, regardless of its complexity, and to extract commitment from people who would not have cooperated otherwise (Leary, Pillemer and Wheeler, 2013).

2.5 Hypotheses development

Based on this theoretical framework, there is reason to believe that there is a connection between high EQ and the use of the IBN approach. To answer the first research question "*Does high EQ lead to the use of an IBN approach in the purchasing industry?"*, EQ is tested to IBN as a whole, and to its four subcategories, as each category of IBN represent different aspects of the negotiation (Fisher & Ury, 2011). According to Fisher and Ury (2011) the four aspects should be regarded as different processes, but still needs to be collaborated during the entire negotiation. Similarly, Mayer and Salovey (1997) divide EQ into four dimensions in their seminal framework as each area of the intelligence represent different aspects of the human cognition. Hence, the hypothesis testing begins with the overall relationship between the two main concepts, then analyzing the relationship between EQ and the four individual components of IBN, and finally, examining the potential effect of the different areas of EQ on the use of IBN.

H1: High emotional intelligence is related to the use of an interest-based negotiation approach.

Based on IBN's four components: separate people from the problem, focus on interests, not positions, invent options for mutual gain, and use objective criteria, the following sub-hypotheses are proposed:

H1a: High emotional intelligence is related to separating people from the problem.
H1b High emotional intelligence is related to focusing on interests, not positions.
H1c: High emotional intelligence is related to inventing options for mutual gain.
H1d: High emotional intelligence is related to insisting on using objective criteria.

To answer the second research question "*How are the subcategories of EQ related to the components of IBN?"*, a correlation analysis is performed and interpreted in section 4.9.

3 Method

In this section, the research methodology and methods applied in this study are presented. Further, the quantitative research approach and the data collection process are introduced. Finally, the variables are clarified, and the research credibility and ethical considerations are discussed.

3.1 General research method

This quantitative study applied an abductive approach. The first research question studied the relationship between EQ and IBN through hypotheses in regression analyses. To answer the second research question, the relationship between the components of the concepts was explored through a Pearson correlation analysis. The data was collected by a self-completion survey consisting of two tests.

3.2 Methodology

The extensive debate about the variety of philosophical assumptions is insatiable and ongoing amongst philosophers according to Easterby-Smith, Thorpe and Jackson (2015). The philosophical debate concerns issues regarding the nature of reality, i.e. ontology, and the theory of knowledge, i.e. epistemology (Easterby-Smith et al., 2015). Easterby-Smith et al. (2015) explain the importance to understand the philosophical issues, e.g. to understand the researcher's reflexive role in the process, clarify the research layout, and to identify the suitable approaches and methods when pursuing the research. The philosophical assumptions for this study will be illustrated below.

According to Easterby-Smith et al. (2015), the main philosophical debate in terms of ontology concerns realism and relativism. The authors claim that realists believe the world to be concrete and in the existence of one single truth with direct access to reality. Contrary, relativists believe that there are several perspectives to an issue and that reality depends on various viewpoints, which together form scientific laws that lead to no truth or no single reality (Easterby-Smith et al., 2015). This study is not in line with a realist or relativist ontology because it does not aim for verification or falsification, or let knowledge emerge from discourse and intervention (Easterby-Smith et al., 2015). Alternative approaches to the two contrary views, is a continuum of philosophical views between the two standpoints, e.g. internal realism, which is the philosophical perspective of this study. Internal realism assumes that there is one reality, to which there only is no direct access, and where evidence is indirectly gathered (Easterby-Smith et al., 2015). The empirical data in this study is gathered through objective measures of EQ and IBN, but based on the subjectivity of the participants through a self-reflective survey, suggesting a standpoint of internal realism.

Easterby-Smith et al. (2015) distinguish between two contrasting epistemological approaches: positivism and social constructionism. Welman, Kruger and Mitchell (2005) argue that research with positivistic assumptions should be limited to what can be objectively observed and measured, and that research aims to develop generally applicable laws. This study is partly in line with positivistic assumptions because the participants and researchers are independent of each other and the results are obtained through statistical measures. Further, as the results of this study are based on self-reflective surveys, originating from the participants' view of the world, social constructionism is apparent. This epistemology focuses on the context and interactions amongst

individuals and how they create meaning through experience (Creswell, 2003). Welman et al. (2005) explain that this approach is dependent on and produced by the minds of the participants and that the data is presented in language, rather than numbers. Thus, this study has a positivistic approach with influences of social constructionism, which is coherent with the ontology of internal realism (Easterby-Smith et al., 2015).

3.3 Research method

In order to identify a relationship between EQ and IBN, statistical and numerical measures were used when collecting and analyzing the data. Since a quantitative research is objective and applicable to phenomena that can be statistically measured, this study follows a quantitative research approach (Bryman & Cramer, 2005; Crowther & Lancaster, 2009). Based on theory, hypotheses were tested to answer the first research question, and the second research question was analyzed through a correlation analysis without hypotheses. In this study, theory is initially tested and further elaborated on to explore new aspects of the relationship between EQ and IBN. This approach allows for theory to be tested and simultaneously develop emerging findings into new theory. The process of going back and forth from data to theory, suggests an abductive approach (Kovács & Spens, 2005).

Since this study is abductive, where the relationship between EQ and IBN is explored, the logical research approach is of explanatory nature. Pinsonneault and Kramer (1993) explain that the purpose of explanatory research is to test theory and inquire about the relationship between variables, while descriptive research aims to describe or compare distributions throughout a population or situation. Furthermore, this study is of cross-sectional design that compares variables in a given point in time, contrary to longitudinal studies that observe variations over time (Easterby-Smith et al., 2015).

3.4 Method for literature review

Since the beginning of 1990, the research field of EQ has grown exponentially. Even though the concept of EQ existed prior to the work of Mayer and Salovey's, they coined the terminology of EQ and were the first researchers to develop a fundamental model of the concept EQ (Salovey & Mayer, 1990). This seminal model was further advanced through a study conducted by Daniel Goleman (1995), and challenged the traditional view of IQ and put EQ in the spotlight. Even though EQ is in a theory development process, the majority of the existing research still refers back to the model developed by Salovey and Mayer (1990) and Goleman (1995). Hence, these authors have laid the basis of the theoretical framework in this study as they have shown to provide the most influential work within the research field.

Similar to EQ, the development of literature within the IBN field has shown a comparable advancement. In 1983, Fisher and Ury brought forward a framework of a negotiation approach that challenged previous views of negotiations (2011). The new approach put forward, formed the basis on which future literature continued to build upon (e.g. Lewicki et al., 2009). Literature of Fisher and Ury (2011) and Lewicki et al. (2009) is also the foundation on which the theoretical framework of this paper is formed.

To gain a proper understanding and knowledge of the fields of study, relevant research was identified through a literature review. The keywords used in the literature review were combined in a manner to acquire relevant books, journal articles and business reviews (see table 1). In the majority of the examined literature, references to the seminal researchers, previously mentioned, were present. Due to the recent development of the two concepts and continuous reference back to the seminal authors, snowballing technique was useful when searching for literature in order to broaden the scope of literature. That is, based on a relevant article, one may use the references of that article in order to trace other relevant literature within the field of study (Malthora & Birks, 2007).

Compared to the traditional literature review performed in this study, a systematic literature review may increase the replicability and the transparency, highlight cross-disciplinary fields and increase the scope of the review (Easterby-Smith et al., 2015). However, since the concepts are rather new and there is continuous emerging literature within the field, a traditional literature review was conducted to ensure that important "grey" literature was covered.

Table 1: Keywords for literature review

Initial keywords in literature review
Emotional intelligen*
Emotion*
Negotiat*
Interest-based negotiat*
Interest-based bargain*
Purchas*
Position
Interest

3.5 Sample and sampling technique

Negotiations are highly perennial within the purchasing industry, where conflicts and emotions inevitably arise (McGuinness & Blaud, 2006). The authors further argue that for a negotiator, the most valuable asset is the ability to overcome emotion-based problems. In line with research on IBN, McGuiness and Blaud (2006) also claim that showing interest in others increases the ability to understand and address customer needs, and to foster long-term relationships in the purchasing industry. Moreover, as EQ has shown to be a useful element within negotiations, research among highly active professionals within this area is of significant interest. Based on the above reasoning, the profession purchaser is considered highly relevant for this study and for the area of research within EQ and IBN. This study includes purchasers operating in Swedish companies, and who are involved in purchasing situations, which are not merely straight rebuys, but rather elaborated discussions.

Several sampling techniques were used in order to gather a sufficient sample size that would represent the target population. With regards to the time frame of this study and the chosen target group, three sampling techniques were applied: purposive; convenient; and snowball sampling. Teddlie and Yu (2007) suggest that purposive sampling should be used when the target group has a specific purpose. Purposive sampling is also appropriate when participant are chosen form specific

criteria (Easterby-Smith et al., 2015). In this study, purchasers were required to have been involved in complex negotiation processes rather than placing orders or performing straight rebuys. Also, since participants were identified through personal connections and by using keywords such as "purchaser" via LinkedIn, convenience sampling was used. According to Easterby-Smith et al. (2015), this sampling technique is used in time restrictive studies to easily access participants. Lastly, snowball sampling was used since participants, initially approached, generated a second wave of participants, i.e. identified purchasers were asked if they had colleagues who also met the criteria (Handcock & Gilet, 2011; Easterby-Smith et al., 2015).

We contacted 114 companies by phone, at first hand, and through email. Of the companies that initially agreed to participate, the average number of purchasers per company was three, resulting in the potential of 342 participating purchasers. A total number of 51 purchasers finalized the survey and contributed to the study, equaling a response rate of 14.9% and completion rate of 68.9% of all initiated surveys.

3.6 Survey

Survey research is a method that requires information about or from participants, and where the analysis aims to investigate relationships or project findings of a population (Pinsonneault & Kraemer, 1993). In this study, an inferential survey, which generally assumes an internal realist ontology (Easterby-Smith et al., 2015), was used to establish the relationship between EQ and IBN. Hence, a survey was found to be most appropriate method to measure EQ and IBN, and the underlying relationships between the concepts. Further, given the limited time frame of this study, a survey allowed for a larger number of participants to answer in a shorter period of time. Considering the purpose and the quantitative approach of this study, the method used for data collection was a self-reflective survey.

The survey was a combination of two tests. The first part of the survey consisted of the Short Profile of Emotional Competence test (S-PEC) based on research by Mikolajczak, Brasseur and Fanntini-Hauwel (2014). The second part was an IBN test, created for the purpose of this study and based on findings of Fisher and Ury (2011). Potential participants were initially contacted through phone or email, in which they were introduced to the researchers, informed of the purpose of the study, and ultimately asked to participate in the survey.

To be able to access the survey, the participants had to read and accept an informed consent (see appendix B). Bell and Bryman (2007) highlight the informed consent as a necessary ethical element to establish trust and protect human subjects. As this survey was self-reflective, it was of great importance to ensure anonymity in order to generate truthful and honest answers. According to Easterby-Smith et al. (2015), the anonymity offered in a in a self-reflective survey enables increased honesty from the participants when exploring sensitive topics, which EQ may be.

The final version of the survey consisted of 40 statements (see appendix A). The participants responded by choosing one out of five alternatives on a likert scale. The survey took approximately 10 minutes to complete and participants were initially given two weeks to answer. When the two weeks had passed, a reminder was sent out with the link to the survey, providing the participants with an additional week to respond.

3.6.1 Profile of Emotional Competence

In order to measure the EQ in our sample, the S-PEC developed by Mikolajczak et al. (2014), was used. It originates from a more extensive version (PEC) by Brasseur, Grégoire, Bourdu and Mikolajczak (2013). The original PEC-test was established by using items based the four aspects of EQ developed by Mayer and Salovey (1997). 70 items were concentrated into 50, addressing areas of: identifying, expressing, understanding, regulating and using emotions of oneself and others (Brasseur et al., 2013). The reduction was based on the comprehensibility, psychometric quality, abnormal differences or extreme values of correlation among the items (Brasseur et al., 2013). The increased demand for designing a shorter version of the PEC led to the development of the S-PEC (Mikolajczak et al., 2014). Through structural equation modeling analyses, the authors minimized the set of 50 items into 20 items. The shorter test was shown to be as reliable as the original in terms of measuring EQ. Of the 20 items, four were assigned to each aspect of EQ, and eight of the items were statements in reverse (see table 2). The test was conducted by reflecting upon each of the 20 statements, and determining how well it describes their own behavior by selecting an answer on a 5-point likert scale, ranging from "always" to "never", represented by the values 16 (low EQ) to 20 (high EQ) (see appendix A).

Among the variety of EQ tests, the S-PEC was chosen since it was accessible, free of charge and a valid measurement of EQ. The original version of PEC was estimated to take 10-15 minutes to complete, while the S-PEC was estimated to 5-10 minutes. As their validity did not show significant differences in terms of validity, the S-PEC was chosen to be less time consuming for participants.

Table 2: Components of EQ in the S-PEC test

Statement of S-PEC (Mikolajczak et al., 2014)	**Dimension of EQ** (Mikolajczak et al., 2014)	**Dimensions of EQ** (Mayer & Salovey, 1997)
When I am touched by something, I immediately know what I feel	Identification	Perceiving and appraising emotions
When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.		
I am good at sensing what others are feeling		
Quite often I am not aware of people's emotional state (R)		
I do not always understand why I respond in the way I do (R)	Expression	
When I am feeling low, I easily make a link between my feelings and a situation that affected me		
I do not understand why the people around me respond the way they do (R)		
Most of the time, I understand why the people feel the way they do		
I find it difficult to explain my feelings to others even if I want to (R)	Comprehension	Understanding and analyzing emotions
I am good at describing my feelings		
Other people tend to confide in me about personal issues		

I find it difficult to listen to people who are complaining (R)		
When I am angry, I find it easy to calm myself down	Regulation	Reflective regulation of emotions
I find it difficult to handle my emotions (R)		
When I see someone who is stressed or anxious, I can easily calm them down		
If someone came to me in tears, I would not know what to do (R)		
My emotions inform me about changes I should make in my life	Utilization	Emotional facilitation
I never base my personal life choices on my emotions (R)		
I can easily get what I want from others		
If I wanted, I could easily make someone feel uneasy		

Table 2 demonstrates the statements of the final version of the S-PEC, and how the statements are related to the five areas of EQ. Mikolajczak et al. (2014) base their S-PEC on the seminal model of Mayer and Salovey (1997), where "identification" and "expression" refer to "perceiving and appraising emotions", "comprehension" refer to "understanding and analyzing emotions", "regulation" refer to "reflective regulation of emotions", and "utilization" refer to "emotional facilitation".

3.6.2 Interest-based negotiations test

The IBN survey was developed on the theoretical basis of IBN, where each of the four categories, i.e. separate the people from the problem; focus on interest, not positions; invent options for mutual gain; and using objective criteria, was transformed into five statements each (see table 3). When creating the statements, the most characteristical features of each category were emphasized and converted into statements, to which the participants had to take a stand. The statements were either in line with, or contradictory to theory. For the contradictory statements, the likert scale was reversed during analysis. Before addressing each statement, the participants were asked to consider a specific negotiation scenario, which led to a transaction. The participants were further asked to keep this scenario in mind while reflecting upon the statements. Similar to the EQ test, this part of the survey ranged from "describes me extremely well" to "does not describe me" on a 5-point likert scale, represented by 1 to 5, where 5 represent a distinct IBN approach (see appendix A).

Table 3: IBN test

IBN-test	Subcategory of IBN (Fisher & Ury, 2011)
I came up with my next response, while I listened to others' arguments.	Separating people from the problem (PP)
If the other party was stressed, I believed the result of the negotiation was of great significance to him/her.	
I believed that the seller was trying to mislead me. Although I disagreed about an issue, I tried to understand the other party's point of view.	
I let personal conflicts with the negotiator influence the negotiation.	
I found out the main concerns and priorities of the other party.	Focusing on interests, not positions (IP)
I strengthened my position by using arguments that have been to my advantage before.	
I asked questions to reveal the underlying needs of the negotiating agents.	
I frequently asked questions starting with "why".	
I took advantage of the negotiating agents' weaknesses.	
Before the negotiation, I tried to invent as many alternatives to reaching an agreement as I could.	Inventing options for mutual gain (MG)
Whenever I could, I compromised by meeting halfway.	
I found options that met both parties' needs and concerns.	
In disagreements I suggested offers that combined a variety of viewpoints.	
If we reached a somewhat satisfying outcome in the early stages of negotiation, I settled if possible.	
I found accepted standards to serve as criteria for decision-making.	Insisting on using objective criteria (OC)
I compared my offer to market price, law, precedent or company policy.	
I expected all decisions in the negotiation to be based on my criteria.	
It was important that we both used the same criteria when developing alternative outcomes.	
I never allowed a third, independent, party to set the criteria for the negotiation.	

Table 3 shows the 20 statements related to IBN, based on the seminal work of Fisher and Ury (2011). The subcategories PP, IP, MG and OC are followed by five statements each, to which the participants were asked to indicate how well it describes their negotiation actions. To demonstrate

the transformation from theory into statements, two examples are provided below. Katz and Pattarini (2008) highlight the importance of investigating interests to disclose priorities and needs in order to develop alternative solutions that meet all parties' standards. This generated the statement: "I asked questions to reveal the underlying needs of the negotiating agents". Further, Lewicki et al. (2009) argue that some negotiators try to use their power and outplay their negotiating agent, which is contrary to the view of IBN. This lead to the reversed statement: "I took advantage of the negotiating agents' weaknesses."

3.6.3 Pilot questionnaire

Prior to the survey being sent out to participants, the survey was presented to, and interpreted by, non-participating professionals in order to eliminate potential errors and to avoid misunderstandings or uncertainties in the survey. The survey was distributed to individuals how work within sales, and perform certain tasks similar to purchasers, e.g. negotiating and creating business relationships. The five sales people were asked to read through the questions and evaluate the statements in terms of phrasing, logic and overall comprehension of entire the questionnaire. One participant in the pilot questionnaire raised questions regarding the instructions provided in the section of IBN in terms of interpretation. Due to the identified issue, the instructions were reformulated and clarified to eliminate misunderstandings (see table 4).

Table 4: Reformulation of instructions

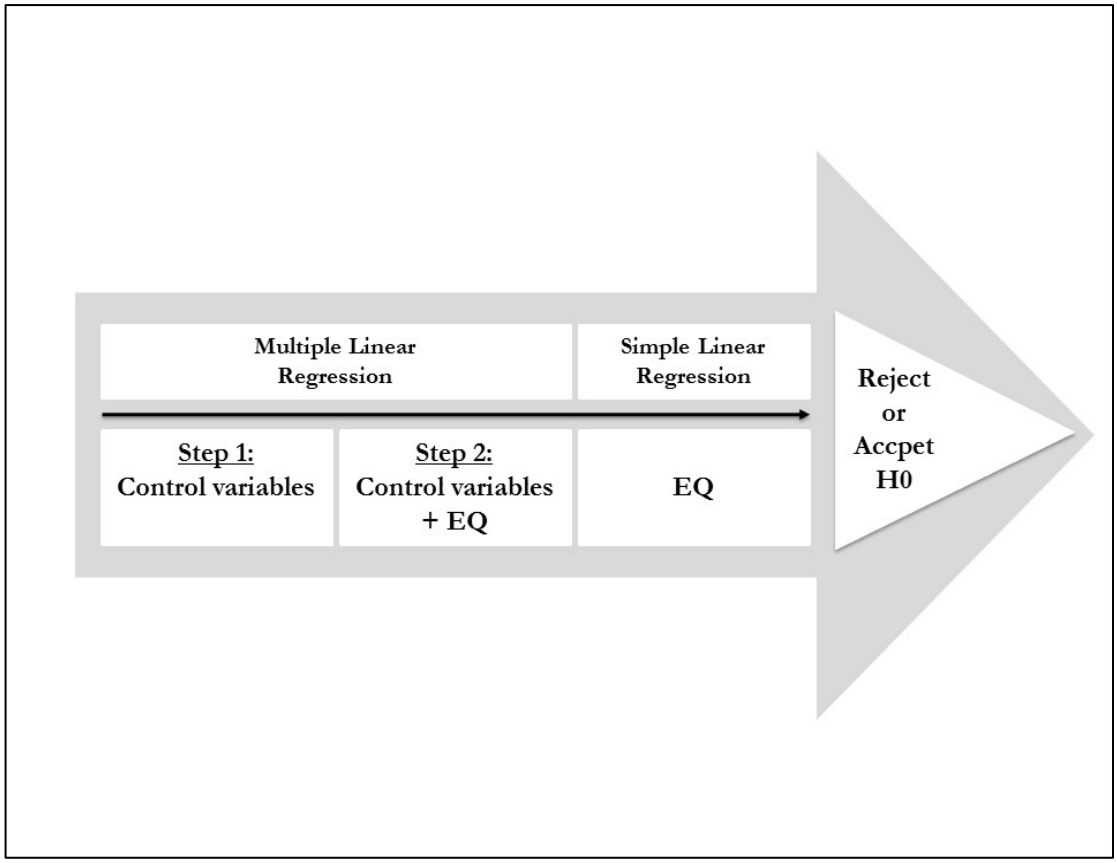
First version of the instructions
"For the following questions we ask you to consider one specific situation where you were part of a negotiation that led to a transaction, and which involved a thorough discussion."
Final version of the instructions
"For the following questions we ask you to consider one specific situation where you were part of a negotiation that led to a transaction, and which involved a discussion and not a simple "order" or straight re-buy."

To ensure that the participants of the study considered a situation where IBN would appropriate, the initial instructions were to reflect upon a situation which involved a through discussion. The definition of "thorough discussion" was, according to the participant in the pilot study, difficult to interpret. Thus, it was reformulated in to "a discussion and not a simple "order" or straight re-buy" to clarify its meaning.

3.7 Method of data analysis

To analyze the first research question: "*Does high EQ lead to the use of an IBN approach in the purchasing industry?"* hypotheses H1-H1d are tested through multiple linear regressions in two steps (see figure 1). First, the variables found to influence IBN, i.e. control variables, are taken into account and their relationship to IBN and its subcategories is tested in a multiple linear regression analysis. In step 2, EQ is added to the model to reveal if it has a significant impact. The findings show how the control variables are statistically insignificant, and thus, a simple linear regression between EQ and IBN and its subcategories is conducted to look at EQ's impact alone (see figure 1).

Figure 1: Method of hypothesis testing



The process of how the first research question is analyzed through a regression analysis is demonstrated in figure 1. All the regression analyses are taken into account when deciding to either reject or accept the null-hypothesis.

To examine the second research question "*Are there stronger connections between certain aspects of EQ and IBN?*" a Pearson correlation analysis is performed. In a Pearson's correlation matrix, potential relationships between the independent variables (EQ and its subcategories) and dependent variables (IBN and its subcategories) may be revealed.

When assessing the goodness of fit for the regression models, the *adjusted R squared* is considered because it takes the number of predictors into account and will only increase if there is an actual improvement of the model (Ricci, 2010). Ricci (2010) explains that *R squared* can be a misleading estimate, as it will increase as variables are added to the model. Hypotheses are tested on the assumption of a 0.05 level of significance and the null-hypothesis will be rejected when the p-value > 0.05 (Easterby-Smith, 2015).

3.8 Criticism of method

Although the applied research method is chosen based upon the suitability to the purpose of this study, the disadvantages and drawbacks of the chosen strategy should be acknowledged. Considering the objectivity in a quantitative study it is difficult to obtain detailed information about the phenomenon being studied. In particular when a sensitive topic, e.g. emotional intelligence, is analyzed through numbers and figures, which may require personal interactions to be fully understood. Along with this drawback comes the risk of missing out on important variables, which a quantitative study is unable to recognize. Thus, the research design of this study may lead to the exclusion of important variables related to the relationship between EQ and IBN. Another disadvantage of this study is the IBN test, which is constructed for the purpose of this paper and has not been used in previous research. Hence, the validity of this test should be recognized and taken into account when analyzing the empirical findings. Finally, even though purchasers are chosen as a representative target group in relation to the purpose, it will affect the generalizability of this study.

3.9 Dependent and dependent variables

EQ is the independent variable and IBN is the dependent variable in this study. As IBN represents different aspects of the negotiation process it is divided into its four subcategories: separate people from the problem; focus on interest not positions; invent options for mutual gain; and using objective criteria. These subcategories and IBN as a whole represent the five dependent variables. Similarly, EQ is divided into four aspects of the human cognition: perceiving and appraising emotions; understanding and analyzing emotions; emotional facilitation; and reflective regulation of emotions, where each area represents different skills and capabilities. Consequently, EQ as a whole and its subcategories will represent the independent variables in this study. Another reason for analyzing the components of IBN and EQ independently is to be able to make a thorough and detailed investigation of the relationship between EQ and IBN.

The responses to the statements in the questionnaires are formed as a five point likert scale: always to never, and describes me extremely well, to does not describe me. Even though the labels may be interpreted as categories, it is treated as an interval scale for both the EQ test and the IBN test. In order to use the results in our statistical model, the mean scores from these continuous variables was used.

3.10 Control variables

The most prominent factors that might affect IBN were taken into consideration by acting as control variables in this study (see appendix A). **Firstly**, women seem to be more likely to adopt IBN, which is why this was controlled for (Kolb & Coolidge, 1988). **Secondly**, since more experienced negotiators have an increased ability to understand other parties' underlying interests, and use this to increase mutual gain, experience was also taken into account (Thompson, 1990). **Thirdly**, as the chosen negotiation strategy can vary depending on the desired relationship between the negotiating parties, relationship incentive was taken into consideration (Grant et al., 1985). **Finally,** since the level of complexity in terms of the number of participants in, and duration of, a negotiation may influence the strategic approaches applied, these were controlled for (Olser

Hampson & Hart, 1999; Geiger, 2010). Despite the theoretical support, the control variables in this study did not show a significant impact on IBN.

3.11 Reliability

Reliability refers to the consistency of results in a test (Heale & Twycross, 2015). Internal consistency reassures that questions in a questionnaire correlate with one another, are consistently interpreted, and answered in the same manner (Saunders, Lewis & Thornhill, 2012). Reliability is confirmed by high internal consistency and is, in this study, measured through the Cronbach's alpha coefficient. The coefficient should ideally be above 0.7, but the value is sensitive to the number of items in the scale. If the number of items is less than ten, a low alpha coefficient (e.g. 0.5) is common (Pallant, 2005).

Brasseur et al. (2013) found the original PEC test to have a high internal consistency with an overall Cronbach's alpha ranging from 0.6 to 0.83. The follow-up S-PEC test also demonstrated a satisfying internal consistency where all aspects of the test resulted in Dillion-Goldstein's Rho measures above 0.7 (Mikolajczak et al., 2014). In this study, the Cronbach's alpha for the S-PEC was 0.552, which is not considered highly reliable as the number of items is more than ten (Pallant, 2005). The measure of internal consistency in our S-PEC was not as high as in the original PEC found by Brasseur et al. (2013), which indicates a low reliability. "Comprehension" and "regulation" of the S-PEC (see table 5) even demonstrate negative Cronbach's alpha, which is a result of no internal consistency and these components of EQ will therefore not be further analyzed. This may be due to the small sample size, and the low number of items in the test, (Nunnally & Bernstein, 1994). Brasseur et al. (2013) had 1000 participants and 50 items, whereas this study had 51 participants and 20 items. However, considering the previously performed credibility tests on S-PEC (e.g. Mikolajczak et al., 2014), the findings in this study should not be disregarded, but recognized with limited reliability.

In the questionnaire created to measure the use of IBN, the overall Cronbach's alpha was 0,753, indicating a good internal consistency as it is above 0.7. However, the internal consistency of each part of IBN was lower. Each category of IBN had five questions related to the aspect, which may be reason to the lower Cronbach's alpha scores. According to Nunnally and Bernstein (1994), Cronbach's alpha is affected by the length of tests, i.e. the number of items. Further, Saunders, Lewis and Thornhill (2012) explain that reliability in a self-reflective survey does not guarantee validity since people can consistently interpret questions in one way, while the researchers' intentions are different.

Table 5: Cronbach's Alpha Coefficients

Area of survey	Cronbach's Alpha Coefficient
S-PEC	0.552
Identification	0.386
Expression	0.213
Comprehension	-0.956
Regulation	-0.293
Utilization	0.490
IBN	0.753

"Separating people from the problem"	0.334
"Focusing on interests, not positions"	0.508
"Inventing options for mutual gain"	0.560
"Insisting on using objective criteria"	0.504

Table 5 demonstrates the Cronbach's alpha coefficients for all the aspects of EQ and IBN. Overall, IBN shows high internal consistency and may therefore be considered reliable, with the exception of "separating people from the problem" (α=0.334). As shown, the S-PEC as a whole has a higher internal consistency (α =0.552) than its subcategories, which indicates that general relationship of EQ to IBN is more reliable than its components.

3.12 Validity

Validity determines the accuracy of a concept in a quantitative study (Heale & Twycross, 2015). In research conducted by Brasseur, Grégoire, Bourdu and Mikolajczak (2013), the 50-item PEC test, to which the S-PEC is equally representative, was found valid through a four stage validation process.

To ensure content validity of the questionnaire, questions should be based on a thorough literature review of the seminal work within the appropriate research field (Saunder, Lewis & Thornhill, 2009), which is how the statements are created in this survey. To eliminate possible misinterpretations of the content of the test and to identify statements with a possible need for clarification, it was distributed to acquaintances within sales prior to being sent out to participants. This is a useful way to enhance validity (Easterby-Smith et al., 2015).

In a self-reflective web-based survey, it is difficult to control the setting and context of the people who are answering the questionnaire. Consequently, the data obtained cannot fully be guaranteed from participants not matching to the profile. In order to reduce the risk of non-matching profiles participating, hence increasing validity, participants were addressed through phone or email and informed of the specific profile applicable to this study (see table 6). Participants were also continuously informed of their anonymity and advised to remain honest while answering the questions.

Table 6: Participant Profile

Participant profile
✓ **Currently working as a purchaser** ✓ **Active in a company based in Sweden** ✓ **Has been part of a negotiation that involved more than a straight rebuy or placing orders**

The requirements of the participants are presented in table 6. To match the profile of this study, the respondent had to currently work as a purchaser in a company based in Sweden and been part of a negotiation, which involved a through discussion.

3.13 Ethical considerations

Researcher must be aware of certain ethical concerns during a research process in order to protect organizations and participants from any harm that the research may cause (Easterby-Smith et al., 2015). Participation in the study was voluntary and the participants were able to withdraw at any point in time. The survey was further designed to not be excessively time consuming for participant by excluding open-ended questions and by choosing the short version of the EQ test (Malhotra, Birks & Willis, 2010). The participants were informed of the purpose of the study, their role in it, and that their anonymity was ensured. This information was provided through the initial contact and accepted by the participants through an informed consent (see appendix B). Contact details were provided if any questions would arise before, during or after participating in the survey. To enhance transparency, all participants were offered the opportunity to take part of the final version of the study. Also, the data gathered from the respondents was confidentially upheld by not allowing any third party to access the raw data.

To minimize the risk of affecting the answers of participants, through leading or misguiding statements, some precautionary actions were taken. Reversed statements were incorporated in the survey to inhibit the risk of participants answering in a systematic, rather than in a truthful manner. Also, a pilot test was sent out before the final questionnaire. A pilot questionnaire can enhance the accuracy of the statements by letting respondents identify unclear statements and problems (Malhotra et al., 2010).

4 Results and interpretations

This section includes results of the hypotheses testing, regression analyses and correlation analysis. Summary tables are presented, while detailed SPSS output of the statistical findings are found in the appendices. As part of the result, interpretations are presented throughout the empirical data.

4.1 Descriptive statistics

The mean, median, variance and standard deviation are shown for all continuous variables in table 7, including EQ, IBN and their subcategories. The mean values of participants' EQ and IBN scores are used in further data analysis. The frequency distributions of the control variables are shown in figure 2-6.

Table 7: Descriptive statistics

	Mean	**Median**	**Variance**	**Std. Deviation**
EQ	17.9814	17.95	0.077	0.27766
Identification	17.5784	17.50	0.209	0.45686
Expression	18.1422	18.25	0.156	0.39451
Comprehension	18.0490	18.00	0.133	0.36407
Regulation	18.2794	18.25	0.147	0.38291
Utilization	17.8578	18.00	0.366	0.60468
IBN	2.7539	2.7	0.153	0.39164
Separate people from the problem	3.1294	3	0.211	0.45926
Focus on interest, not position	2.5373	2.4	0.327	0.57200
Invent options for mutual gain	2.6745	2.6	0.299	0.54693
Insist on using objective criteria	2.6745	2.6	0.310	0.55708

Figure 2: Gender

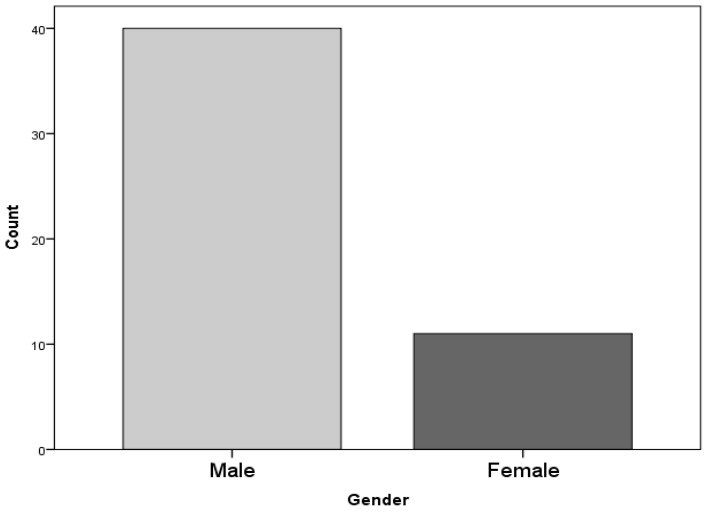
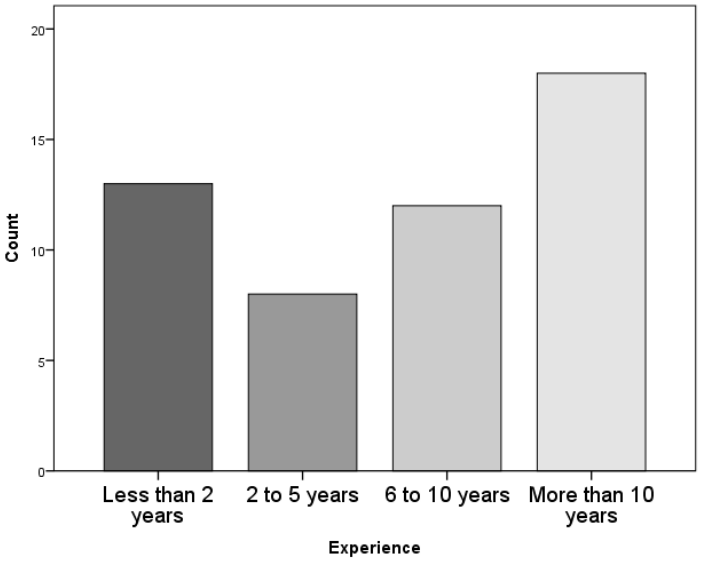


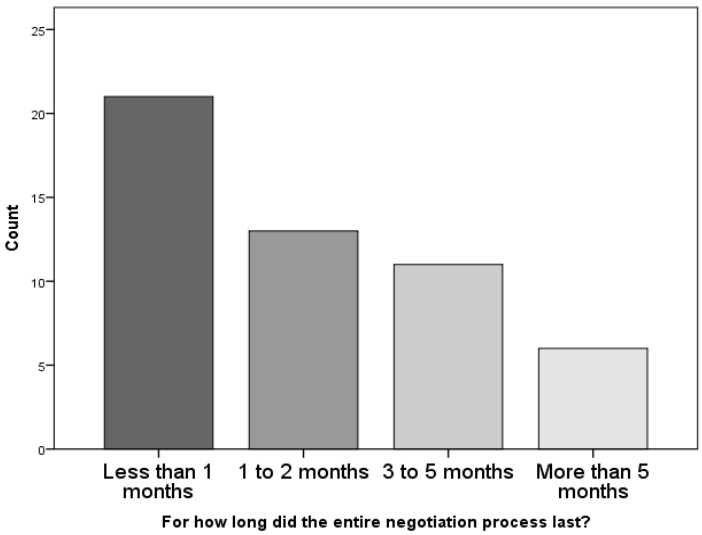
Figure 2 illustrates that the majority of the participants were male (40), and 11 participants were female.



The years of purchasing experience amongst the participants are illustrated in figure 3.

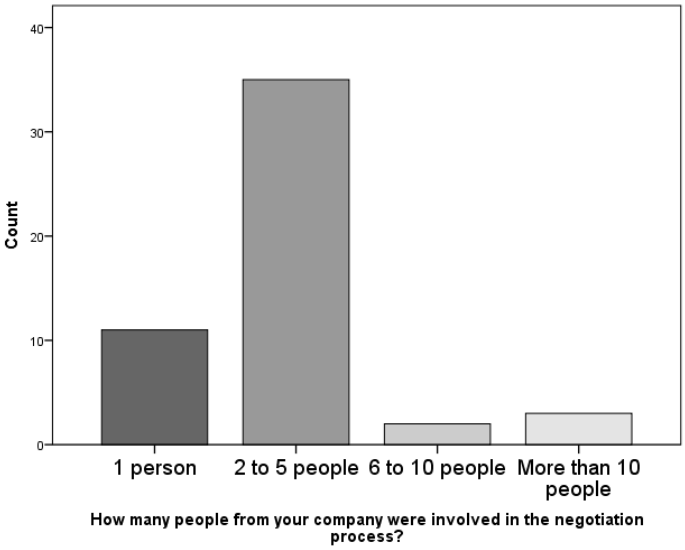
Figure 3: Experience

Figure 4: Duration



To control for the duration in the negotiation scenario, participants were asked to note how long it lasted for. The distribution is shown in figure 4.

Figure 5: Number of participants

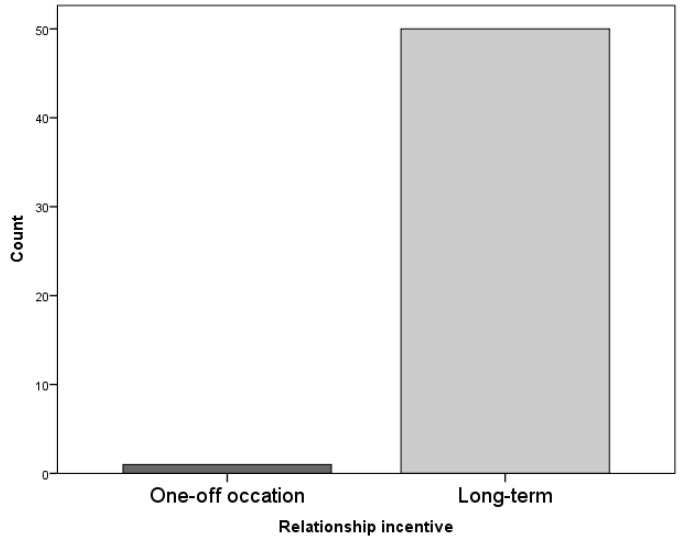


The number of participants in the negotiation scenarios is demonstrated in figure 5. In 35 of the cases, the negotiation involved 2 to 5 people, while the least frequent scenarios included 6 or more participants.

4.2 Assumption of regression analysis

In order to analyze data through a multiple linear regression model, the data must fulfill the assumption of such an analysis. These assumptions are normal distribution, linearity, non-multicollinearity and homoscedasticity (Wahlgren, 2013). The findings show that all subcategories of IBN indicate linearity, homoscedasticity and show no sign of multicollinearity (see appendix C2-C4). According to Wahlgren (2013), if the variance inflation factor (VIF) is lower than 4, no multicollinearity can be detected and in this study all VIF values were below 4 (see appendix C4). In terms of normality, the results indicated varying outcomes. The majority of the subcategories demonstrated normally distributed, with exception of "focusing on interests, not positions" (see appendix C1). However, due to

Figure 6: Relationship incentive



In figure 6, the participant's incentive in terms of relationship of the scenario is presented. As illustrated, all, but one case concerned a negotiation with a long-term perspective.

the sample size of 51, it is reasonable to consider the central limited theorem of 30, which suggests that a sample above 30 will be approximately normal despite the underlying spread (Saunders et al., 2009). Thus, it is possible to progress with a multiple linear regression analysis.

4.3 Hypothesis 1

Emotional intelligence is related to using an interest-based negotiation approach

H^0: Emotional intelligence is not related to using an interest-based negotiation approach.
H^A: Emotional intelligence is related to using an interest-based negotiation approach.

When conducting the first step in H1, the significance level is 0.824 (see table 8). In step 2, which includes EQ, H^0 is accepted at a 0.05 significance level ($p>0.05$). In this model, EQ shows to be the most significant variable influencing IBN, with a beta of 0.611 and a significance level of 0.009 (see table 8). This shows how the model as a whole cannot support hypothesis 1, but the EQ variable in this model rejects H^0 ($p<0.05$). In table 9, a simple linear regression is performed between EQ and IBN, without controlling for other variables as these showed no significance to the previous models. This model supports hypothesis 1 ($p=0.002$).

Table 8: Multiple linear regression – Hypothesis 1

Hypothesis 1: Step 1	**B**	**Sign.**	**Hypothesis 1: Step 2**	**B**	**Sign.**
Control variables			*Control variables*		
Gender - female	0.033	0.828	Gender - female	-0.024	0.868
Experience - 3-5 years	-0.139	0.493	Experience - 3-5 years	-0.080	0.671
Experience - 6-10 years	-0.112	0.528	Experience - 6-10 years	-0.142	0.389
Experience – More than 10 years	0.022	0.892	Experience – More than 10 years	-0.098	0.535
Duration – 1-2 months	-0.110	0.483	Duration – 1-2 months	-0.128	0.38
Duration – 3-5 months	-0.054	0.755	Duration – 3-5 months	-0.039	0.808
Duration – More than 5 months	-0.050	0.816	Duration – More than 5 months	-0.045	0.821
Number of participants - 2-5	-0.179	0.262	Number of participants - 2-5	-0.151	0.309
Number of participants - 6-10	-0.347	0.325	Number of participants - 6-10	-0.094	0.781
Number of participants - More than 10	-0.506	0.093	Number of participants - More than 10	-0.401	0.153
Relationship incentive - long-term	0.407	0.372	Relationship incentive - long-term	0.343	0.417
			Emotional intelligence	**0.611**	**0.009**
R squared	0.143		R squared	0.284	
R squared adjusted	-0.099		R square adjusted	0.058	
Sign.	0.824		Sign.	0.283	

Table 9: Simple linear regression - Hypothesis 1

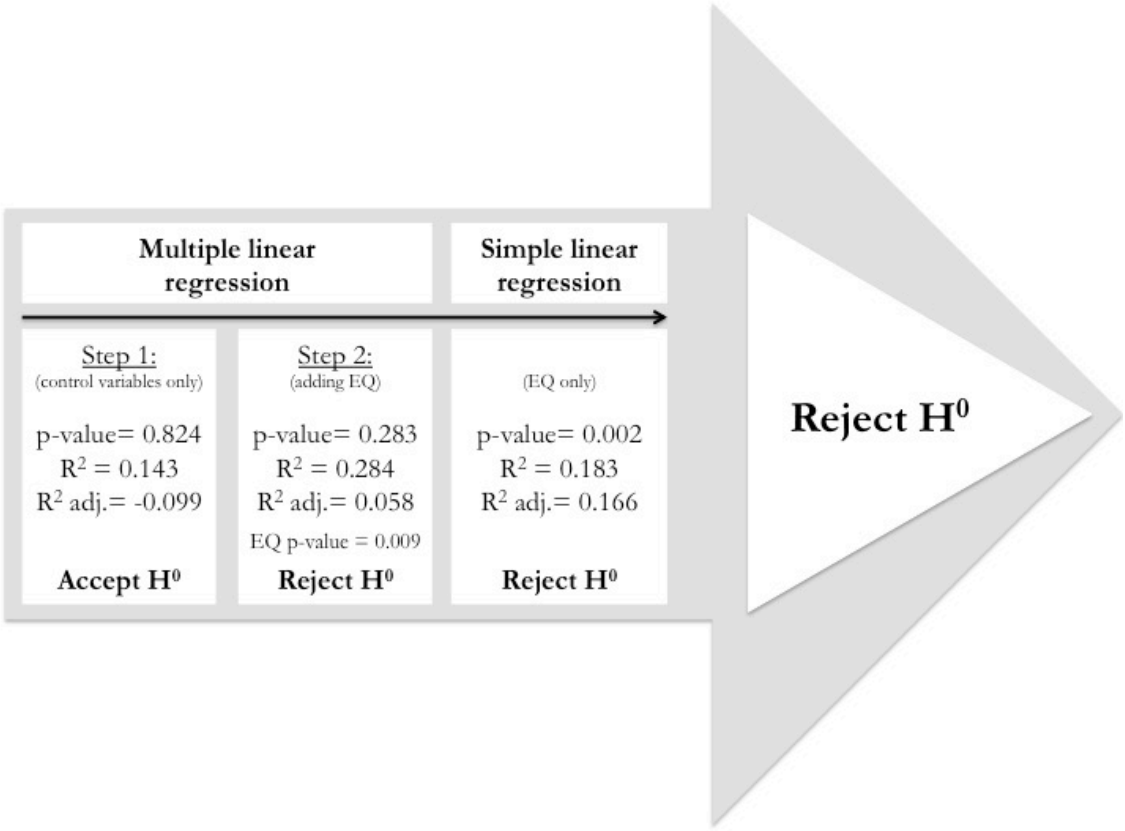
H1: Simple linear regression	**Beta**	**Sign.**
Emotional intelligence	0.603	0.002
R squared	0.183	
R squared adjusted	0.116	
Sign.	**0.002**	

Interpretation of hypothesis 1

When analyzing the overall perspective of IBN with all subcategories included, the role of EQ is evident (see figure 7). In step 1, the model has a significance level of 0.824, which demonstrates an insignificance of the control variables. When adding EQ, the level of significance drops to 0.283, indicating a notable change in the model. Even though the model in step 2 is insignificant as a whole, EQ has a significance level of 0.009, which would support H1. To further look at the relationship through a simple linear regression, the role of EQ becomes clear. In this model, EQ has a significance level of 0.002. In addition, the R^2 adjusted goes from a negative figure in step 1 to 0.116 in the simple linear regression, which further show the impact of EQ. Since the R^2 is 0.183 in the latter model, this suggests there are other predictors of IBN apart from EQ. Nevertheless, some evidence was found to **support hypothesis 1** at a 0.05 level of significance.

The findings of hypothesis 1 support the theoretical framework, suggesting that EQ plays a mediating role in whether or not an individual applies an IBN approach. As emotions are inevitable in negotiations, recognition and management of emotions, become an important skill of the negotiator (Goleman, 1995), and Blanding (2014) specifically claim that these are the traits of a smart negotiator. Kim et al. (2015) explain that EQ facilitates trust and enables information sharing and open communication. This aspect facilitates the process to gather information of interests and priorities, which are main elements in IBN (Rothman & Northcraft, 2015). Moreover, Katz and Pattarini (2008) suggest that a central difference between IBN and PBN is that the first has a discursive standpoint and aims to create a discussion, which brings forward underlying needs and interests. As theory suggests, emotionally intelligent individuals have the ability to manage their emotions in a manner, which allows for an open discussion of interests (e.g. Kim et al, 2015; Anderson & Thompson, 2004).

Figure 7: Hypothesis 1



4.4 Hypothesis 1a

Emotional intelligence is related to separating people from the problem

H^0: Emotional intelligence is not related to separating people from the problem.
H^A: Emotional intelligence is related to separating people from the problem.

For hypothesis 1a, all models are insignificant and H^0 is accepted in all regression analyses (step 1: $p>0.05$, step 2: $p>0.05$, simple linear regression: $p>0.05$) (see table 10 and 11).

Table 10: Multiple linear regression - Hypothesis 1a

Hypothesis 1a: Step 1	**B**	**Sign.**	**Hypothesis 1a: Step 2**	**B**	**Sign.**
Control variables			*Control variables*		
Gender - female	0.25	0.167	Gender - female	0.208	0.244
Experience - 3-5 years	0.215	0.365	Experience - 3-5 years	0.258	0.271
Experience - 6-10 years	-0.046	0.822	Experience - 6-10 years	-0.068	0.736
Experience – More than 10 years	0.037	0.847	Experience – More than 10 years	-0.052	0.791
Duration – 1-2 months	-0.11	0.548	Duration – 1-2 months	-0.123	0.494
Duration – 3-5 months	-0.045	0.823	Duration – 3-5 months	-0.034	0.863
Duration – More than 5 months	0.001	0.997	Duration – More than 5 months	0.005	0.985

Number of participants - 2-5	-0.148	0.427	Number of participants - 2-5	-0.127	0.487
Number of participants - 6-10	0.004	0.991	Number of participants - 6-10	0.191	0.648
Number of participants - More than 10	-0.231	0.505	Number of participants - More than 10	-0.154	0.653
Relationship incentive - long-term	-0.008	0.998	Relationship incentive - long-term	-0.055	0.916
			Emotional intelligence	0.45	0.111
R squared	0.149		R squared	0.205	
R squared adjusted	-0.091		R squared adjusted	-0.046	
Sign.	0.779		Sign.	0.633	

Table 11: Simple linear regression - Hypothesis 1a

H1a: Simple linear regression	**Beta**	**Sign.**
Emotional intelligence	0.322	0.170
R squared	0.038	
R squared adjusted	0.018	
Sign.	0.170	

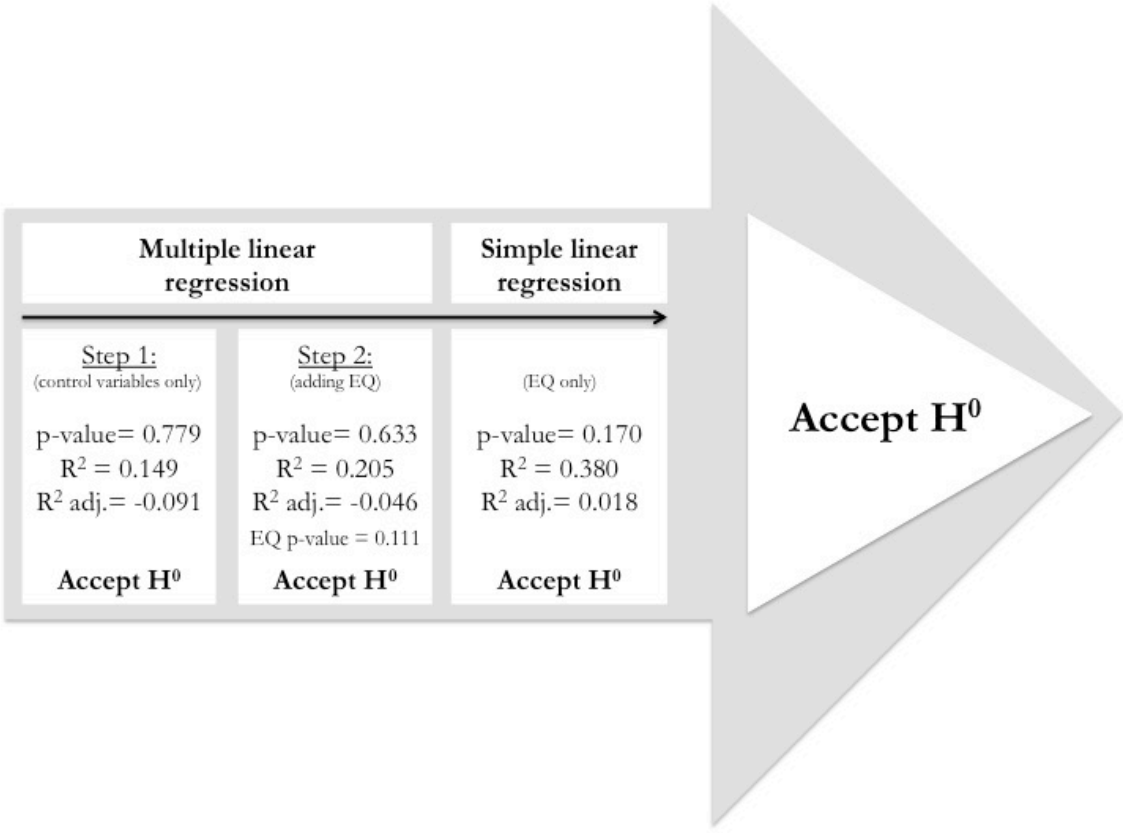
Interpretation of hypothesis 1a

The results from the hypothesis testing show no relationship between EQ and the subcategory "separating the people from the problem". The significance level decreases from 0.779 when testing the model with only control variables, to 0.633 as EQ is added in step 2 (see figure 8). This minor change suggests that EQ has an impact, although it is not sufficient to make the model significant. EQ is the most significant of all the other predictors with a significance level of 0.111 and when tested alone in the simple linear regression the model has a significance level of 0.170. Both of these significance levels (0.111 and 0.170) are close to a confidence level of 90%, which could indicate a weak, but potential relationship between EQ and this subcategory. Nevertheless, this is not adequate to account for a relationship between the two variables in neither of the models shown in figure 8.

Hence, the **null-hypothesis is accepted** at a 0.05 level of significance, which indicates that the findings do not support the presented theory. More specifically the results fail to prove that individuals with high EQ would have a heightened ability to distinguish people from the substantial problem in negotiation situations and deal with these issues separately. Although this category is a fundamental aspect of IBN, it can also be considered the most confusing and complex one. Fisher and Ury (2011) ostentatiously refer to it as the "people-problem" since recognizing people issues, and distinguish them from core issues, is more complex than is appears.

The five items related to "separating the people from the problem" have a Cronbach's alpha of 0.334, which indicates low internal consistency. A low alpha coefficient is not unexpected, since the number of items is 5, but the value (0.334) is still insufficient. The low internal consistency and the sample size (51) in this model could be contributing factors to the low reliability of this test, and it could also be an explanation of the insignificant models.

Figure 8: Hypothesis 1a



4.5 Hypothesis 1b

Emotional intelligence is related to focusing on interests, not positions

H^0: Emotional intelligence is not related to focusing on interests, not positions.
H^A: Emotional intelligence is related to focusing on interests, not positions.

When testing the control variables in step 1, the model is insignificant ($p>0.05$) (see table 12). In step 2, the model as a whole is still insignificant ($p>0.05$), which would suggest to accept H^0. Nevertheless, in the latter model, EQ is the most significant factor ($p<0.05$, B=0.798), which supports hypothesis 1b. When conducting a simple linear regression (table 13), hypothesis H^0 is again rejected ($p<0.05$, B=0.768).

Table 12: Multiple linear regression - Hypothesis 1b

Hypothesis 1b: Step 1	**B**	**Sign.**	**Hypothesis 1b: Step 2**	**B**	**Sign.**
Control variables			*Control variables*		
Gender - female	0.139	0.53	Gender - female	0.065	0.758
Experience - 3-5 years	-0.14	0.164	Experience - 3-5 years	-0.333	0.231
Experience - 6-10 years	-0.208	0.417	Experience - 6-10 years	-0.247	0.309
Experience – More than 10 years	-0.207	0.383	Experience – More than 10 years	-0.364	0.122
Duration – 1-2 months	-0.286	0.210	Duration – 1-2 months	-0.309	0.152
Duration – 3-5 months	-0.211	0.400	Duration – 3-5 months	-0.191	0.418
Duration – More than 5 months	-0.103	0.739	Duration – More than 5 months	-0.096	0.740
Number of participants - 2-5	-0.142	0.536	Number of participants - 2-5	-0.105	0.629
Number of participants - 6-10	-0.309	0.541	Number of participants - 6-10	0.021	0.967
Number of participants - More than 10	-0.443	0.302	Number of participants - More than 10	-0.306	0.453
Relationship incentive - long-term	0.774	0.241	Relationship incentive - long-term	0.691	0.268
			Emotional intelligence	**0.798**	**0.020**
R square	0.163		R square	0.276	
R squared adjusted	-0.073		R squared adjusted	0.047	
Sign.	0.738		Sign.	0.314	

Table 13: Simple linear regression - Hypothesis 1b

H1b: Simple linear regression	**Beta**	**Sign.**
Emotional intelligence	0.768	0.007
R square	0.139	
R squared adjusted	0.121	
Sign.	**0.007**	

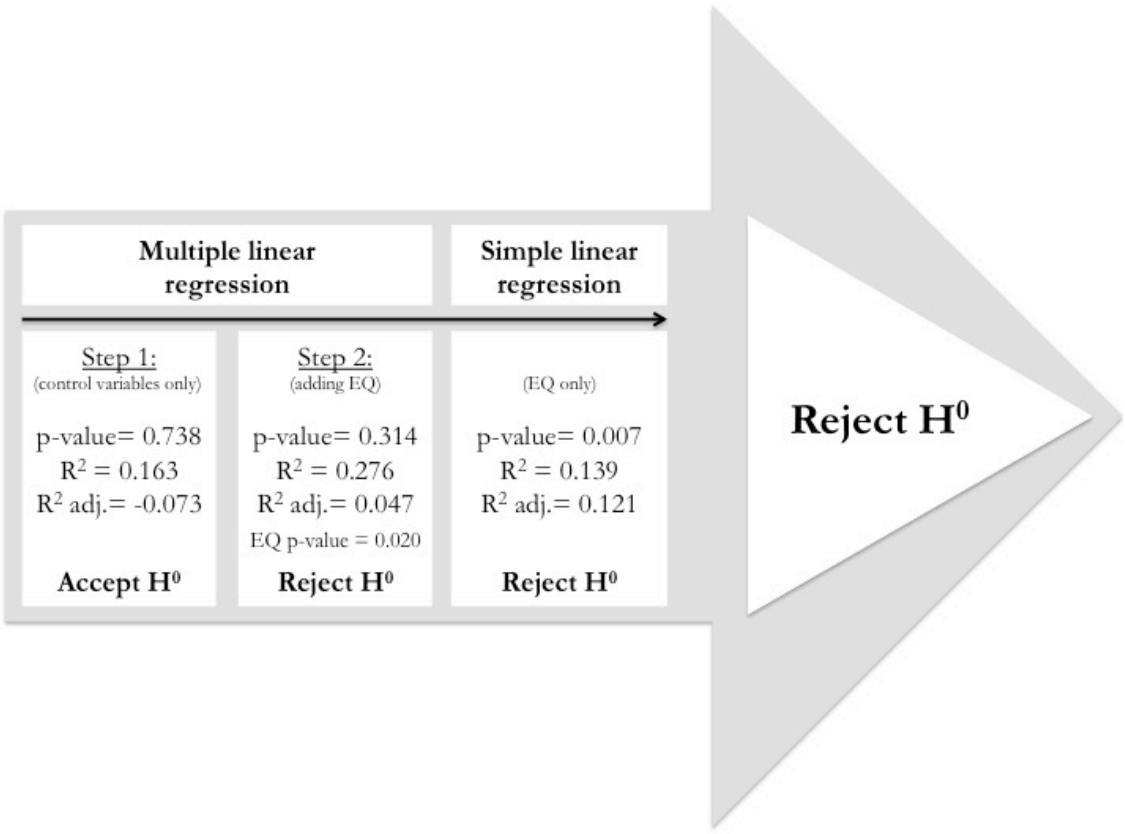
Interpretation of hypothesis 1b

When analyzing the relationship between the control variables and the subcategory of IBN "focus on interests not positions", no significant results can be defined. When adding EQ to the model it is still insignificant. However, the significance level drops from 0.738 to 0.314 (see figure 9). In this model, EQ alone is significant indicating its relationship to "focusing on interests, not positions"

(see figure 9). When further analyzing the relationship through a simple linear regression between EQ and "focus on positions, not interests", hypothesis 1b is significant. The latter analysis confirms the change in significant level from step 1 to step 2, as EQ alone is shown to have an extensive impact in comparison to the control variables. The change in R^2 adjusted show similar evidence, as it moves from a negative to a positive value (see figure 9). This would mean that the initial model, with a negative R^2 adjusted, contain elements that cannot help predict the outcome, whereas the model in step two is able to make predictions.

The betas of EQ (0.798 and 0.768) indicate a positive relationship to "focus on interests, not positions" (see table 12 and 13). Considering the impact of EQ in step 2, and in the simple linear regression of EQ alone, it is reasonable to **support hypothesis 1b** at a 0.05 level of significance. Nevertheless, the R^2 for the simple linear regression is 0.139, which demonstrates that there are other variables that will influence this aspect of IBN, not included in this study. This would suggest that EQ facilitates the part of IBN, which concerns the ability to reach the core problem of the negotiation through active listening and focusing on abstract interests, rather than positions (Fisher & Ury, 2011; Lewicki et al., 2009; Lax & Sebenius, 1986). This requires skills of reflective listening, and the ability to discuss and understand underlying interests (Katz & Lawyer, 1992; Fisher & Ury, 2011), which further can correspond to aspects found in the framework of EQ. Mayer and Salovey (1997) explain how emotionally intelligent individuals are able to understand the complexity of feelings within oneself and in others, and to further distinguish among them. George (2000) also states how EQ contributes to the ability of knowing the effects of certain emotions, but also to control for these feelings. This said, skills required to perform this aspect of IBN match with some of the main characteristics of EQ, confirming our findings in hypothesis 1b, and the rejection of the null-hypothesis.

Figure 9: Hypothesis 1b



4.6 Hypothesis 1c

Emotional intelligence is related to inventing options for mutual gain

H^0: Emotional intelligence is not related to inventing options for mutual gain.
H^A: Emotional intelligence is related to inventing options for mutual gain.

In step 1, the control variables are insignificant in relation to the ability of finding options for mutual gain ($p>0.05$) (see table 14). Further, H^0 is accepted when adding EQ ($p>0.05$) (see table 14). However, when testing hypothesis 1c through a simple linear regression, H^0 is rejected ($p<0.05$) (see table 15).

Table 14: Multiple linear regression - Hypothesis 1c

Hypothesis 1c: Step 1	**B**	**Sign.**	**Hypothesis 1c: Step 2**	**B**	**Sign.**
Control variables			*Control variables*		
Gender - female	-0.052	0.806	Gender - female	-0.098	0.640
Experience - 3-5 years	-0.053	0.847	Experience - 3-5 years	-0.006	0.984
Experience - 6-10 years	-0.053	0.827	Experience - 6-10 years	-0.078	0.746
Experience – More than 10 years	0.311	0.171	Experience – More than 10 years	0.213	0.357
Duration – 1-2 months	-0.036	0.866	Duration – 1-2 months	-0.051	0.811
Duration – 3-5 months	0.074	0.755	Duration – 3-5 months	0.086	0.712
Duration – More than 5 months	0.306	0.300	Duration – More than 5 months	0.310	0.286
Number of participants - 2-5	-0.065	0.767	Number of participants - 2-5	-0.041	0.847
Number of participants - 6-10	-0.495	0.306	Number of participants - 6-10	-0.289	0.557
Number of participants - More than 10	-0.896	0.032	Number of participants - More than 10	-0.811	0.050
Relationship incentive - long-term	0.276	0.658	Relationship incentive - long-term	0.224	0.746
			Emotional intelligence	0.496	0.136
R square	0.171		R square	0.219	
R squared adjusted	-0.063		R squared adjusted	-0.028	
Sign.	0.701		Sign.	0.566	

Table 15: Simple linear regression - Hypothesis 1c

H1c: Simple linear regression	**Beta**	**Sign.**
Emotional intelligence	0.581	0.036
R square	0.087	
R squared adjusted	0.068	
Sign.	**0.036**	

Interpretation of hypothesis 1c

Neither step 1 nor step 2 in the multiple regression analyses indicate a significant relationship between EQ and the subcategory "inventing options for mutual gain" as the p-values are above 0.05 (step 1: 0.701 and step 2: 0.566) (see figure 10). The EQ variable in the multiple regression model, is not significant either (p=0.136), but when EQ is tested in a single linear regression, the significance level drops to 0.036, which would support H4 (see figure 10). The adjusted R^2 is negative in the models of multiple linear regression, but turns positive when conducting the simple linear regression, which suggests the latter model to be able to predict an outcome compared to the first two (see figure 10). However, it is important to be aware of the R^2 of 0.087 in the simple linear regression, which would indicate that the ability to strive of mutual gain is influenced by far more factors than EQ.

Although hypothesis 1c can be supported with the simple linear regression, the fact that the significance level is just below 0.05 and that the R^2 is 0.087, raise suspicion to what the variance can depend on and how strong the relationship really is. To see if specific items within the aspect of IBN can contribute to this variation, EQ and each item is investigated through a simple linear regression (see table 16). Considering the fact that one out of five statements (Q11) had a substantially lower significance level (p=0.001) in relation to the other four statements, it may be questioned to what degree this single statement influences the initial simple linear regression (p=0.036) (see table 15). To elaborate on this, a new simple linear regression model, not including Q11, was conducted to identify whether Q11 had a conclusive impact. The results are shown in figure 10 and as predicted, the simple linear regression model is, without Q11, insignificant (p=0.168). This suggests that hypothesis 1c relies on Q11, and without this statement it cannot be supported. Thus, the **H^0 is in this case accepted** at a 0.05 level of significance.

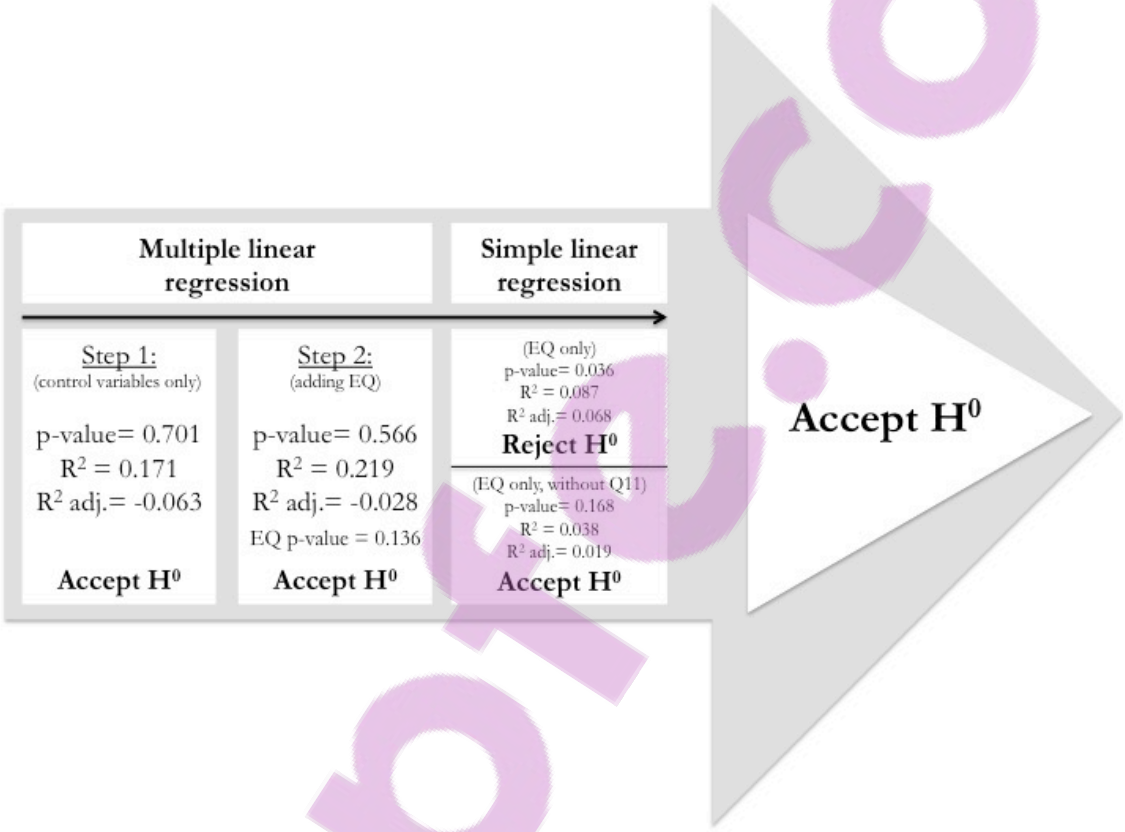
Table 16: P-values of IBN Q11-Q15

IBN	"Inventing options for mutual gain"	Sign.(2-tailed)
Q11	In disagreements, I suggested a variety of viewpoints.	**0.001**
Q12	I found options that met both parties' needs and concerns.	0.174
Q13	Whenever I could, I compromised by meeting halfway.	0.490
Q14	Before the negotiation, I tried to invent as many alternatives as possible to reaching an agreement as I can.	0.309
Q15	If we reached a somewhat satisfying outcome in the early stages of the negotiation, I tried to settle.	0.474

As the null-hypothesis is accepted, the findings in this study do not confirm the theoretical assumptions. The theoretical assumptions would suggest that individuals with high EQ would consciously regulate emotions to meet specific goals, and use emotions as a motivational factor to persist challenging tasks (Salovey & Mayer, 1990), which this part of IBN is considered to be (Fisher & Ury, 2011). This may suggest that a negotiator with high EQ should obtain the skills required to be able to invent alternative options for mutual gain as it may enable a negotiator to evaluate alternatives and create an open and trusting environment. Instead, the empirical findings show evidence of what Fisher and Ury (2011) refer to as common mistakes among negotiators. According to the authors, it is difficult to evaluate a variety of alternatives to achieve a mutually agreed outcome, and negotiators tend to rely on one single answer and strive to narrow down the

alternatives. Katz and Pattarini (2008) elaborate and state that the inability to understand each other is a contributing factor to this issue. As Fisher and Ury (2011) explain, inventing alternatives for mutual gain is a complicated process and even though EQ seem to propose the skills required to overcome the complexity of this task (Salovey & Mayer, 1990), the empirical findings show that EQ does not alleviate this part of IBN.

Figure 10: Hypothesis 1c



4.7 Hypothesis 1d

Emotional intelligence is related to insisting on using objective criteria

H^0: Emotional intelligence is not related to insisting on using objective criteria.
H^A: Emotional intelligence is related to insisting on using objective criteria.

The model including control variables is insignificant ($p>0.05$) (see table 17). In step 2, the model as a whole does not support hypothesis 1d at a 0.05 level of significance ($p>0.05$). In this model, emotional intelligence is a significant predictor and does alone reject H^0 ($p<0.05$, $B=0.701$) (see table 17). The simple linear regression also supports hypothesis 1d at a 0.05 level of significance ($p<0.05$, $B=0.742$) (see table 18).

Table 17: Multiple linear regression - Hypothesis 1d

Hypothesis 1d: Step 1	B	Sign.	Hypothesis 1d: Step 2	B	Sign.
Control variables			*Control variables*		
Gender - female	-0.205	0.323	Gender - female	-0.27	0.177
Experience - 3-5 years	-0.306	0.263	Experience - 3-5 years	-0.239	0.361
Experience - 6-10 years	-0.14	0.556	Experience - 6-10 years	-0.175	0.442
Experience – More than 10 years	-0.052	0.813	Experience – More than 10 years	-0.19	0.386
Duration – 1-2 months	-0.008	0.968	Duration – 1-2 months	-0.029	0.886
Duration – 3-5 months	-0.034	0.883	Duration – 3-5 months	-0.017	0.939
Duration – More than 5 months	-0.403	0.166	Duration – More than 5 months	-0.397	0.152
Number of participants - 2-5	-0.363	0.095	Number of participants - 2-5	-0.33	0.110
Number of participants - 6-10	-0.588	0.217	Number of participants - 6-10	-0.298	0.524
Number of participants - More than 10	-0.452	0.259	Number of participants - More than 10	-0.332	0.387
Relationship incentive - long-term	0.585	0.341	Relationship incentive - long-term	0.512	0.381
			Emotional intelligence	**0.701**	**0.029**
R square	0.232		R square	0.324	
R squared adjusted	0.016		R squared adjusted	0.111	
Sign.	0.407		Sign.	0.16	

Table 18: Simple linear regression - Hypothesis 1d

H1d: Simple linear regression	Beta	Sign.
Emotional intelligence	0.742	0.008
R square	0.137	
R squared adjusted	0.119	
Sign.	**0.008**	

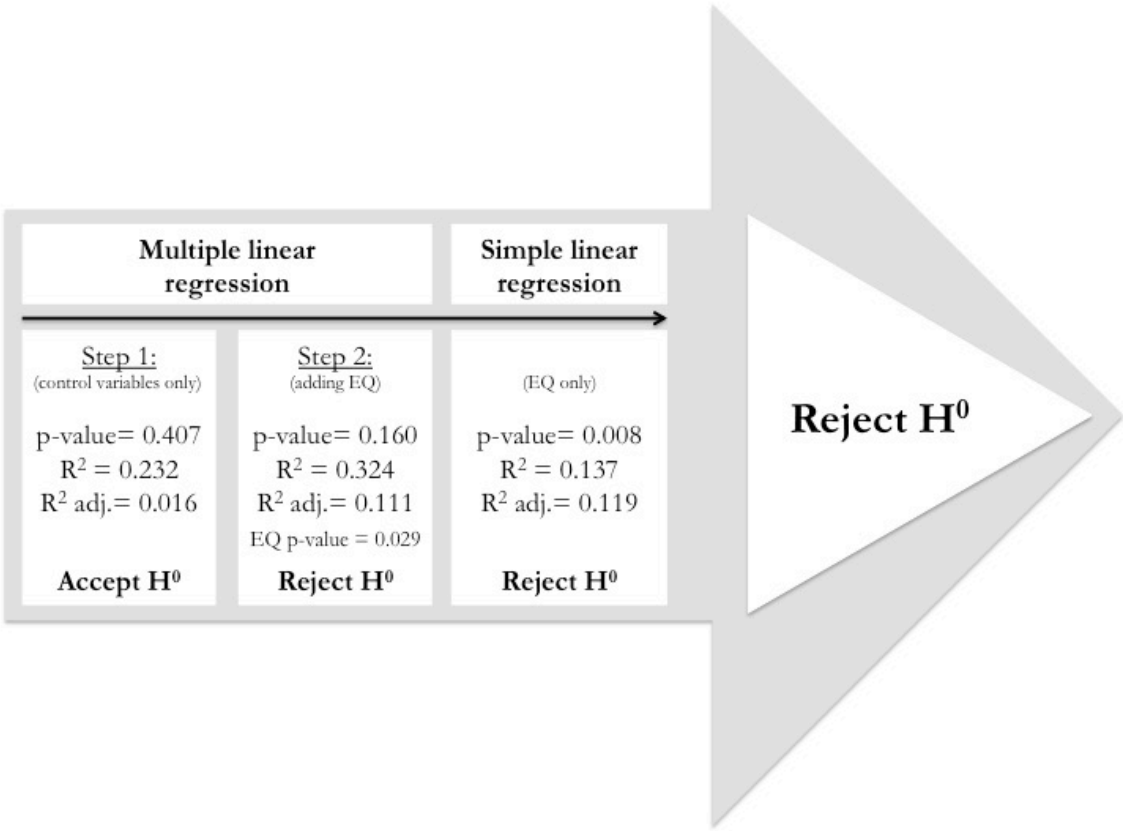
Interpretation of hypothesis 1d

When testing the hypothesis to see the relationship between EQ and the subcategory "insisting on using objective criteria", the significance level of the model changed from 0.407 in step 1, to 0.16 in

step 2. Even if 0.16 is not significant enough to reject the null-hypothesis, it shows a notable difference in the significance level between the models. The significance level of EQ alone in the multiple regression is 0.029, which indicates that this particular variable is significant. Further, when EQ is analyzed in a simple linear regression, the significance level is 0.008, which indicates a strong relation to this IBN category. EQ's beta in the multiple regression (0.701) and in the simple linear regression (0.742) further indicates a correlation between EQ and "insisting on using objective criteria". Moreover, the adjusted R^2 increases from 0.016 in step 1, to 0.110 in step 2, and further to 0.190 in the simple linear regression (see figure 11). Also, the fact that the R^2 in the simple linear regression is 0.137 implies that EQ has a increasing significance but that there are other predictors influencing this category of IBN. Due to the significance level of EQ in the multiple regression model (p=0.029) and when it is tested alone (p=0.008), the **null-hypothesis is rejected** at a 0.05 level of significance (see figure 11).

The findings are in line with the theoretical assumptions of this study. Hence, using objective criteria seems to be the most appropriate way to deal with conflicting issues that, to some extent, are inevitable (Fisher & Ury, 2011). Thus, it is reasonable to suggest that emotionally intelligent individuals are able to handle conflicts by using objective criteria in negotiations. This approach also allows for more rational and substantial arguments, which strengthens one's standpoint generates an efficient discussion (Ertel, 1999). In this regard, EQ can be considered valuable since it is important to recognize emotions and regulate them in a manner that they do not jeopardize the objectivity of the criteria (Salovey & Mayer, 1990).

Figure 11: Hypothesis 1d



4.8 Interpretation of control variables

To ensure that the participants related to a situation where IBN was applicable while answering the survey, the respondents were asked consider a situation, which involved more than a simple transaction. The duration of the negotiations varied, almost all situations had long-term incentives and the majority included two or more participants (see figures 2-3). The distributions of the control variables indicate that the majority of the participants related to a situation, which could more likely be interpreted as a situation where IBN is appropriate.

In all regression analyses, the control variables are insignificant and contradict theory ($p>0.05$), with one exception for hypothesis 4 where the dummy variable "Relationship incenting - long-term" has a significance level of 0.032 in step 1 and 0.05 in step 2 (see table 12). However, as 50 participants have a long-term incentive, and one participant has a short-term incentive, it is reasonable to exclude this variable for further analysis.

4.9 Correlation matrix of EQ and IBN

Taking the results of hypothesis 1 to 1d into account, which are all elements of hypothesis 1, contradictory findings emerge. Hypothesis 1a "separate people from the problem" and hypothesis 1c "inventing options for mutual gain" are not supported, whereas hypothesis 1b "focus on interests, not positions" and hypothesis 1d "using objective criteria" are supported. The notion that hypothesis 1 is supported, while a relationship is found in only two of four aspects of IBN, can be considered contradictory. An explanation may be that certain aspects of EQ have a relationship to certain parts of IBN, which leads to the second research question: "*How are the subcategories of EQ related to the components of IBN?".* Hence, a Pearson's correlation analysis is conducted and shown in the matrix below (see table 19).

Table 19: Correlation matrix

		IBN	IBN – PP	IBN – IP	IBN – MG	IBN – OC
EQ	Pearson Correlation	0.428**	0.195	0.373**	0.295*	0.370**
	Sig. (2-tailed)	0.002	0.170	0.007	0.036	0.008
Identification	Pearson Correlation	0.138	0.146	0.146	0.124	0.047
	Sig. (2-tailed)	0.334	0.306	0.504	0.385	0.742
Expression	Pearson Correlation	0.174	-0.015	0.222	0.158	0.119
	Sig. (2-tailed)	0.221	0.915	0.117	0.267	0.405
Comprehension	Pearson Correlation	0.344*	0.195	0.265	0.242	0.297*
	Sig. (2-tailed)	0.013	0.171	0.060	0.087	0.034
Regulation	Pearson Correlation	0.063	0.058	-0.064	0.128	0.069
	Sig. (2-tailed)	0.663	0.688	0.653	0.371	0.629
Utilization	Pearson Correlation	0.518**	0.194	0.520**	0.253	0.513**
	Sig. (2-tailed)	0.000	0.173	0.000	0.073	0.000

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

The values followed by * indicate a correlation at a 0.05 level of significance, and values followed by ** indicate a correlation at a 0.01 level of significance. A correlation coefficient ranges from a perfectly negative correlation at the value of -1 to a perfectly positive correlation at the value of +1 (Wahlgren, 2013).

4.9.1 Interpretation of correlation matrix

The correlation matrix shows that aspects of EQ have varying correlations to IBN and its subcategories. In particular "utilization", which has strong correlation (above 0.5) to IBN, IBN-IP and IBN-OC at a 0.001 level of significance. Also, the correlation between "utilization" and IBN-MG should be recognized as it is close to a 0.05 level of significance, and a correlation coefficient of 0.253. Further, "comprehension" correlates to IBN and IBN-OB at a significance level of 0.05. The three other aspects of IBN have a positive correlation to "comprehension" close to a significance level of 0.05. However, the Cronbach's alpha for "comprehension" and "regulation" were found negative, and further interpretations and conclusions of these variables can therefore not be presented (see table 5). No other subcategories of EQ demonstrate significance correlations to components of IBN.

The aspect, which Mayer and Salovey (1997) label as "perceiving and appraising emotions", is divided into "identification" and "expression" in the S-PEC (Mikolajczak et al., 2014) and considered the most basic parts of EQ (Mayer & Salovey, 1997). However, these areas did not demonstrate a significant correlation to any subcategory of IBN, which may indicate that identifying and expressing emotions is too fundamental to account for any significant correlation to complex concept of IBN. Based on the correlation analysis, "utilization" demonstrates the most significant correlations to IBN in comparison to the other components of EQ.

4.9.2 Utilization of emotions in IBN

According to Mikolajczak et al. (2014), utilizing emotions corresponds to what Mayer and Salovey (1997) refer to as emotional facilitation and is found to correlate with "focusing on interests, not positions". Emotional facilitation concerns the ability to creatively use emotions as a motivational incentive (Mayer et al., 2000). As "focus on interests, not positions" requires the ability to imagine the other party's perspective and being able to acknowledge both tangible and intangible issues in a negotiations (Fisher & Ury, 2011; Lax & Sabenius, 1986), it is not completely unforeseen that this is correlated to emotional facilitation. Emotional facilitation is useful in times of uncertainty (Mayer & Salovey, 1997), and one way to deal with uncertainty in a negotiation situation is to seek and attain missing information from the other party. Katz and Laywer (1992) explain that one essential skill when "focusing on interest, not position" is to use chunking questions (cited in Katz & Pattarini, 2008). Further, Mayer and Salovey (1997) explain how emotional facilitation enhances the ability to anticipate and experience emotions in advance, suggesting it to be easier to recognize the opponent's underlying interests and imminent reactions.

According to Ertel (1999) it is important to distinguish between necessary and irrelevant matter in negotiations, and by using objective criteria one can easier neglect less important issues. One aspect of emotional facilitation is the capability to prioritize among information in any given context (Mayer and Salovey, 1997). This further supports the correlation found between "utilization" and "insisting on using objective criteria".

Neither "inventing options for mutual gain" nor "separating people from the problem" illustrate a significant correlation to "utilization". It is therefore not possible to draw any conclusion based on the empirical evidence in these areas. However, considering the low Cronbach's alpha of

"separating people from the problem" (0.334), one cannot exclude the possibility of attaining a significant correlation if a higher internal consistency was obtained.

In summary, from the first research question it is possible to identify an overall relationship between the concepts of EQ and IBN. More specifically, the regression analyses show how EQ is connected to two of the subcategories of IBN: "focusing on interests, not positions" and "insisting on using objective criteria" (see figure 12). Further, the correlation analysis demonstrates how one component of EQ, i.e. "emotional facilitation", is significantly correlated to the mentioned aspects of IBN (see figure 12).

Figure 12: Summary model by Janze & Lundberg

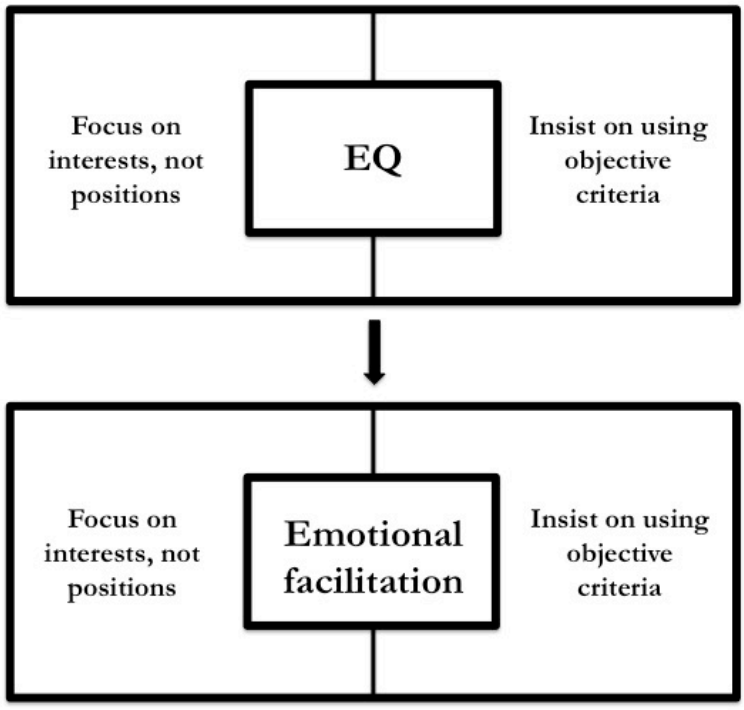


Figure 12 illustrates a summarized model of the empirical findings of this study. The upper box in the model includes hypotheses testing and regression analyses. The box below shows the detailed relationship between EQ and IBN, which was found in the Pearson correlation analysis.

5 Conclusion

The following section summarizes the concluding remarks drawn from empirical findings and analyses of this study.

The purpose of this paper is to examine the relationship between high EQ and the use of an IBN approach. To answer the first research question brought forward in the introduction "*Does high EQ lead to the use of an IBN approach in the purchasing industry?*", this study suggests that high EQ might contribute to the use of an IBN approach in the purchasing industry. Support was found for hypothesis 1, hypothesis 1b and hypothesis 1d. This proposes that a relationship between high EQ and IBN (H1) might exists, in particular between EQ and the subcategories "focusing on interests, not position" (H1b), and "insisting on using objective criteria" (H1d). This is in line with theory as some of the skills of EQ match certain abilities required to focus on underlying interests, and base decision-making on objective criteria (e.g. Katz & Pattarini, 2008; Lax & Sebenius, 1986; Salovey & Mayer, 1990; Fisher & Ury, 2011; Ertel, 1999). Hypotheses 1a and 1c were not supported, which indicates that "separating people from the problem" and "inventing options for mutual gain" cannot be related to high EQ based on the findings of this study. These are, indeed, considered the most complex and difficult aspects of IBN (Fisher & Ury, 2011), and not even EQ, which is considered a heightened cognitive ability, may be sufficient to facilitate the use of these areas of IBN.

Regarding the second research question: "*How are the subcategories of EQ related to the components of IBN?",* the aspect "utilization of emotions" shows significant correlation to IBN as a whole, "focusing on interest, not positions" and "insisting on using objective criteria". This may suggest that emotional facilitation, which is Mayer and Salovey's (1997) corresponding component to "utilization", is particularly important in relation to IBN. The other aspects of EQ demonstrate a positive relationship, but are not statistically significant, which may be a result of low internal consistency. Nevertheless, the subcategories of EQ concern different aspects of one's emotional competence (Mayer & Salovey, 1997), and this is partly illustrated by the empirical findings as "emotional facilitation" had a significant correlation to two aspects of IBN.

EQ is the most significant predictor in the supported hypotheses, suggesting that EQ does play an important role in the use of IBN. However, as the control variables in this study are statistically insignificant in all hypotheses and considering the low R^2, a reasonable interpretation would be that other factors contribute to the relationship between EQ and IBN. As illustrated in figure 12, EQ appears to be insufficient to account for all aspects of IBN, which may suggest that EQ is merely a complement to other abilities, e.g. IQ, to achieve the optimal use and benefits of IBN.

6 Discussion

The last section concerns the limitation found in this study, ethical and societal implications of the findings, and suggestions for future research.

6.1 Limitations

The imperfection of this study's research design is acknowledged and several limitations can be recognized. **First**, although the aimed number of participants was 342, the final sample size consisted of 51 participants. Considering the low number of respondents and the fact that a larger sample size could have contributed to a higher reliability, the lack of generalizability of the results should be acknowledged as a limitation in this study. **Second**, a higher internal consistency, i.e. Cronbach's alpha, for the subcategories of IBN and the S-PEC test could have increased the reliability of the empirical findings. By using the full version of PEC and a larger number of items for each subcategory of IBN may generate a higher Cronbach's alpha. However, a trade-off was made between the number of possible participants and using a more extensive versions of the tests, where the conclusion drawn led to using the short versions to attract a large sample size. **Third,** as the IBN test was constructed for the purpose of this study and has never been used in previous research, the uncertain validity of this test should be recognized. Nonetheless, as no similar tests exist and since the statements used, represents one framework within IBN based on seminal work of Fisher and Ury (2011), this was considered the most appropriate method to use in order to fulfill the purpose of this study. **Finally**, as the data is collected through a self-completion survey, the inability to guarantee honest answers can jeopardize the validity of a quantitative study. It is impossible to ensure that all respondents match the purchaser profile in this study and that the answers truthfully represent the respondent's behavior. To minimize these risks, all participants were informed of the profile requirements, ensured of their anonymity and continuously asked to respond in a truthful manner.

6.2 Contributions and future research

Despite the limitations, this study involves a group of active negotiators that are involved in negotiations on a regular basis and have agreed to match with the participant profile provided for the purpose of this study. This would imply that the respondents could easily relate to a suitable situation, and are aware of their negotiation behaviors and thus, act as a representative sample for their occupation. The demonstrated relationship between high EQ and IBN as a whole in this study adds to the existing body of research, and opens up for new areas to be explored.

IBN is a way for organizations to create long-term partnerships and represents a sustainable approach of doing business in a modern world. As our findings show, the use of IBN is influenced by the negotiators' EQ level and indicates the importance of a cognitive capacity when working with sustainable business strategies. However, IBN is merely one of many contributing elements to the organization as a whole, which could suggest EQ to play a role in other functions that require a sustainable mindset to create and maintain business relationships.

6.2.1 A new recruitment tool

The acknowledged relationship between high EQ and the ability to use IBN may affect the hiring processes in organizations as EQ can be used as a helpful tool to measure certain capabilities. Since an employee's academic achievements and a high IQ do not necessarily meet the need of a certain position, particularly regarding negotiations, an EQ test can be a suitable complement when assessing potential employees. However, just as it is important to highlight the ethical considerations for personality tests during recruitment processes, EQ tests should be considered likewise. Hence, the risks of violating personal integrity should be recognized in the same way. A personality test is not used as a ranking system. Instead, it determines an applicant's fit with the organization and position. Thus, a personality test is an ethically accepted method as it cannot distinguish between better or worse personalities. Contrary to personality tests, EQ may be considered rankable, where high EQ is more appreciative than low EQ. Using EQ for other purposes than a screening filter, e.g. evaluation of current employees, may be found offensive and is discriminatory. Consequently, using EQ as an assessment tool requires ethical cautiousness.

6.2.2 Educational agenda

As EQ may be important for recruitment purposes, it will also come to affect future candidates for the positions where EQ assessments are used. As the role of EQ changes in organizations, this should also be recognized and reflected in educational institutions. Increased emphasis on EQ in organizations could lead to an increased pressure on future candidates, and consequently the educational content to meet the emerging demands of the labor market. However, considering the disagreements amongst researchers in terms of the existence and effects of EQ, the concept is subject to a variety of interpretations. Even though it may be necessary for EQ to be present in higher education, it raises concerns whether it is ethically appropriate to practice and educate a concept that is not fully accepted.

Although EQ's role for successful negotiations ought to be integrated in the educational system, the existing organizational competence should not be neglected. It should be equally important to realize the potential in current human resources, as it is to focus on future employees. Hence, EQ needs to be integrated into the competence development of organizations. Nevertheless, the conformation of such internal training raises ethical concerns. As previously mentioned, EQ evaluations should mainly be used during screening processes to optimize the match between vacancies and applicants, and not to assess employees. This results in a challenge for talent management. Organizations need to sustain a competitive advantage and support its employees' talent through competence development. However, measuring and evaluating an individual's EQ might jeopardize personal integrity, which leads to an ethical dilemma.

6.2.3 Influencing factors

An interesting implication for organizations, is the contradiction found between theory and empirical findings in terms of control variables, which indicates that there are factors influencing the use of IBN apart from EQ and the control variables presented in the theoretical framework. One factor that could influence the ability to apply an IBN approach could be the industry in which the

negotiator is active. Certain industries are subjects to common practices or regulations that hinder the use of an IBN approach. In example, public and private sectors may be required to negotiate with regards to different regulations. That is, governmental institutions with scarce resources may have to negotiate based on price instead of interests, whereas private companies may prioritize long-term relationship and goodwill.

Moreover, the participants were asked to think about a successful negotiation before responding to the IBN questions in the survey. Considering that negotiation processes can vary extensively depending on cultural differences, e.g. organizational structures, codes and customs, this could suggest that the definition of a successful negotiation may differ in organizations too. Even though theory suggests IBN to be a successful negotiation approach and that this study implies a relationship between EQ and IBN, it is not possible to guarantee that the same relationship would be obtained in a culture where IBN is not a preferred way of doing business. As culture or ethnic background was not a controlled variable, this study cannot exclude possible cultural implications.

Additionally, IBN goes in line with sustainable business practices and long-term relationship building, and is a rather new concept to both organizational and educational systems, which previously advocated PBN. This said, old-fashioned scholars may not be acclimatized to this emerging way of doing business, whereas the recently graduated negotiators have the mindset of IBN. Consequently, age and educational background could be predictors of the use of IBN.

6.2.4 Future research

An interesting aspect that emerged from the analysis, due to the significant correlation between "utilization of emotions" and IBN, is that certain aspects of EQ could be linked to certain aspects of IBN. This notion is not unreasonable since different areas of EQ require different abilities, and different aspects of IBN require certain skills and behavior (Fisher & Ury, 2011; Mayer and Salovey, 1997). Based on the findings of this study, the Cronbach's alpha of "utilization" was sufficient to account for reliability and contributed to the ability to draw conclusions of its significant correlation to certain aspects of IBN. However, the alpha coefficients for the remaining aspects of EQ did not reach an adequate level of internal consistency, which may have contributed to the positive correlations being insignificant. Thus, a suggestion for future research is to use the full version of the PEC-test on a larger sample size in attempt to increase reliability, and again investigate the relationship between the subcategories of EQ and IBN. A distinction between the different aspects of EQ in relation to specific contexts, e.g. IBN, contributes to the theory development of the concept and enables organizations to make use its benefits.

A problem with self-reflective surveys is the inevitable risk of dishonest answers, but the complexity of EQ makes it difficult to measure through other means. In order to overcome this challenge, a future research suggestion would be to conduct a case study that combines a variety of research methods. A case study including surveys, observations and interviews, would allow researchers to achieve a profound view and knowledge of the relationship between EQ and IBN. A longitudinal case study would also enable researchers to identify long-term benefits of EQ and IBN in terms of economic outcomes. This would enable researchers to identify a connection between the emotionally intelligent employee and generated profit. Research that investigates the possible long-term gains of EQ and IBN, could strengthen to the found relationship in this study and further contribute to the significance of both concepts in organizations. To be able to measure the

use and application of IBN and to connect it to an organizational and individual performance, a valid IBN test would necessary. A variety of measurements of EQ have been developed, but no valid measurements of IBN have been established. This proposes the need of future research to develop tests within this area in order to achieve strengthened credibility.

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Appendix A: Self-reflective survey

Gender

- Female
- Male

Experience within the purchasing industry

- Less than two years
- 2-5 years
- 6-10 years
- More than 10 years

The following questions are related to emotional intelligence, based on the short version of Profile of Emotional Competence (S-PEC) by Brasseur, S., Grégoire, J., Bourdu, R. and Mikolajczak, M. (2013). Reflect upon the statements and consider how often they apply to you. We encourage you to assess each statement in a way that truthfully reflects your behavior.

Likert scale alternatives: Always – Most of the time – About half of the time – Sometimes – Never

1. When I'm touched by something, I immediately know what I feel.
2. When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.
3. I do not always understand why I respond in the way I do. (R)
4. When I am feeling low, I easily make a link between my feelings and a situation that affected me.
5. I find it difficult to explain my feelings to others even if I want to. (R)
6. I am good at describing my feelings.
7. When I am angry, I find it easy to calm myself down.
8. I find it difficult to handle my emotions. (R)
9. My emotions inform me about changes I should make in my life.
10. I never base my personal life choices on my emotions. (R)
11. I am good at sensing what others are feeling.
12. Quite often I am not aware of people's emotional state. (R)
13. I do not understand why the people around me respond the way they do. (R)
14. Most of the time I understand why people feel the way they do
15. Other people tend to confide in me about personal issues
16. I find it difficult to listen to people who are complaining (R)
17. When I see someone who is stressed or anxious, I can easily calm them down
18. If someone came to me in tears, I would not know what to do. (R)
19. I can easily get what I want from others.
20. If I wanted, I could easily make someone feel uneasy.

For the following questions we ask you to consider one specific situation where you were part of a negotiation that led to a transaction, and which involved a discussion and not a simple "order" or straight re-buy.

For how long did the entire negotiation process last?

- Less than one month
- 1-2 months

- 3-5 months
- More than 5 months

How many people from your company were involved in the negotiation process?

- 1 person
- 2-5 people
- 6-10 people
- More than 10 people

What was the incentive of the negotiation in terms of relationship with the other party?

- One-off occasion with no long term incentive
- To maintain or create a long term relationship

Now, consider the same scenario for the following statements and decide on how well the statement describes you.

Likert scale alternative: Extremely well – Very well – Moderately well – Slightly well – Does not describe me

1. I came up with my next response, while I listened to others' arguments. (R)
2. I strengthened my position by using arguments that have been to my advantage before. (R)
3. In disagreements I suggested offers that combined a variety of viewpoints.
4. I found out the main concerns and priorities of the other party.
5. I found options that met both parties' needs and concerns.
6. If the other party was stressed, I believed the result of the negotiation was of great significance to him/her. (R)
7. I expected all decisions in the negotiation to be based on my criteria. (R)
8. I took advantage of the negotiating agent's weaknesses. (R)
9. I compared my offer to market price, law, precedent or company policy.
10. I asked questions to reveal the underlying needs of the negotiating agents.
11. I believed that the seller was trying to mislead me. (R)
12. It was important that we both used the same criteria when developing alternative outcomes.
13. I never allowed a third, independent, party to set the criteria for the negotiation. (R)
14. Although I disagreed about an issue, I tried to understand the other party's point of view.
15. I let personal conflicts with the negotiator influence the negotiation. (R)
16. Whenever I could, I compromised by meeting halfway. (R)
17. I frequently asked questions starting with "why".
18. Before the negotiation, I tried to invent as many alternatives to reaching an agreement as I could.
19. I found accepted standards to serve as criteria for decision-making.
20. If we reached a somewhat satisfying outcome in the early stages of negotiation, I settled if possible. (R)

Appendix B: Informed Consent

Informed consent

You have been invited to participate in this study concerning emotional intelligence and interest-based negotiation within the purchasing industry, conducted by Linda Janze and Michaela Lundberg, students at Jönköping International Business School.

The aimed contribution of this study is to investigate the relationship between emotional intelligence and interest-based negotiations and by doing so, enable organizations to recognize an area of possible reconsideration in order to make their negotiations more effective.

Your participation is voluntary and you have the right to withdraw at any point throughout the survey. The information you provide in the survey will be held confidential and your identity will remain anonymous throughout the study.

The survey is self-reflective and will include questions regarding emotional intelligence, followed by questions applied to a negotiation scenario of your choice.

If you have any questions about the research study, please contact

Michaela Lundberg, lumi1314@student.ju.se

Linda Janze, jali1290@student.ju.se

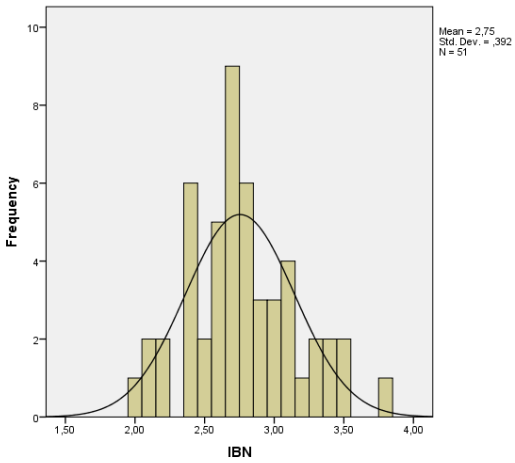
JÖNKÖPING UNIVERSITY

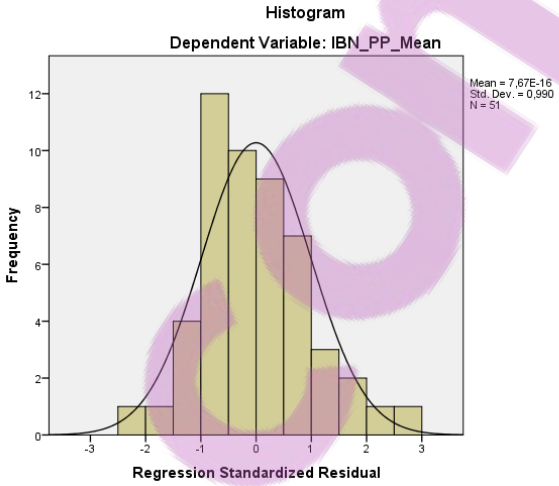
EFMD EQUIS ACCREDITED

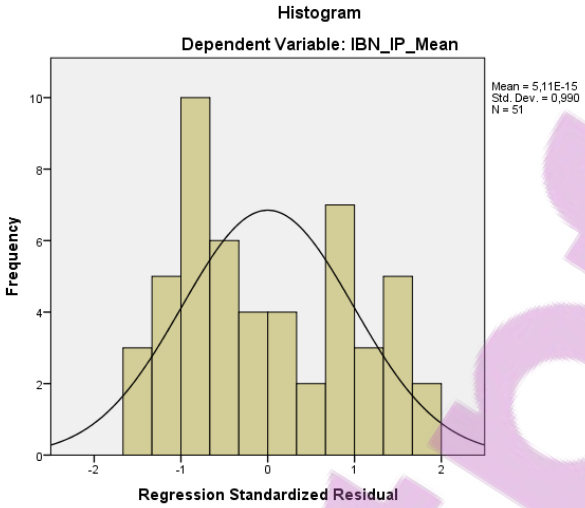
AACSB ACCREDITED

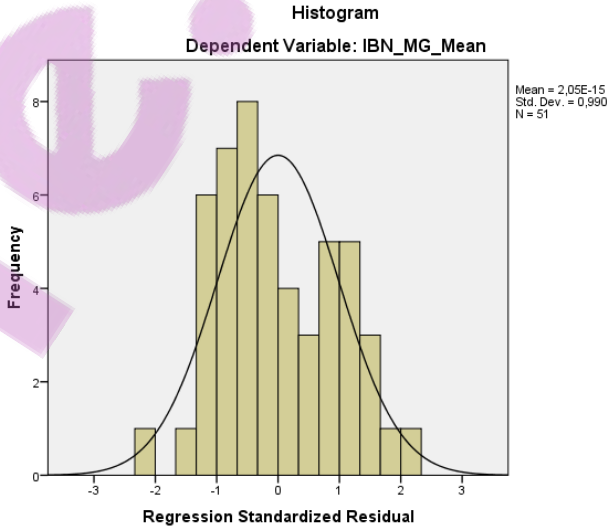
Appendix C: Assumption

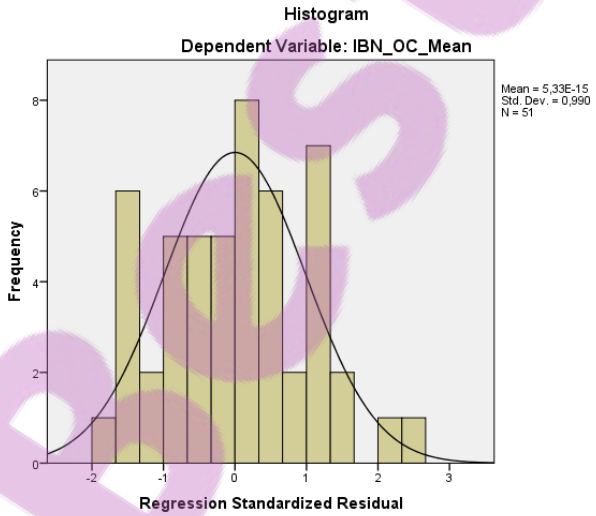
Appendix C1 – Normality distribution

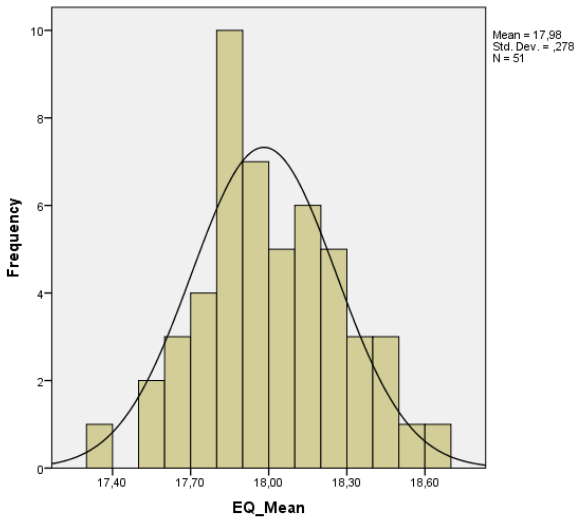




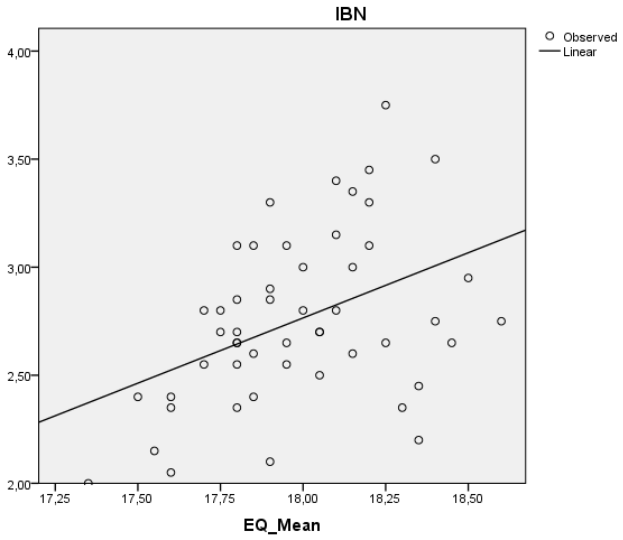


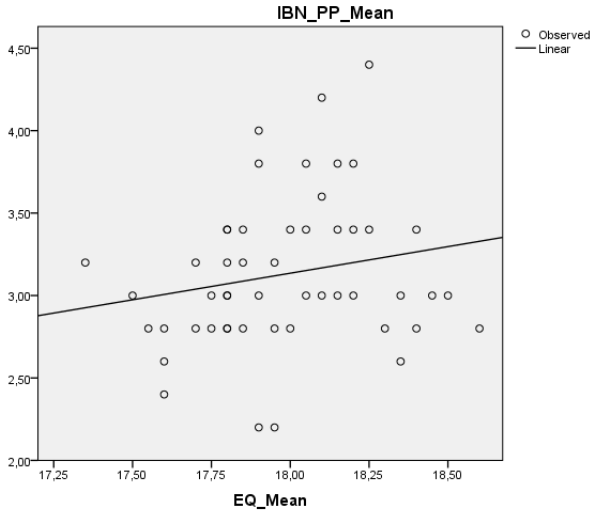


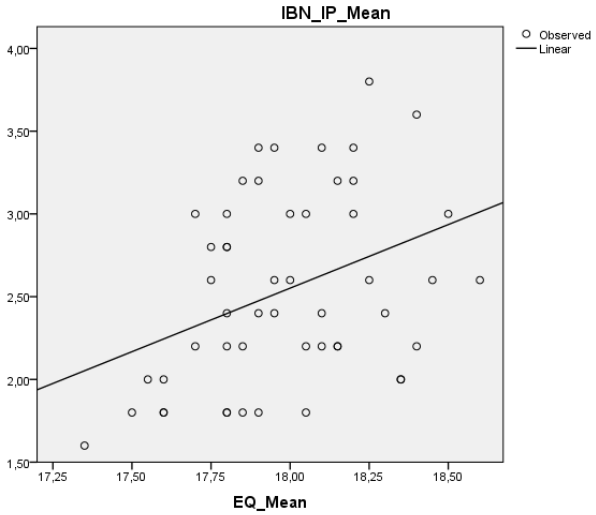


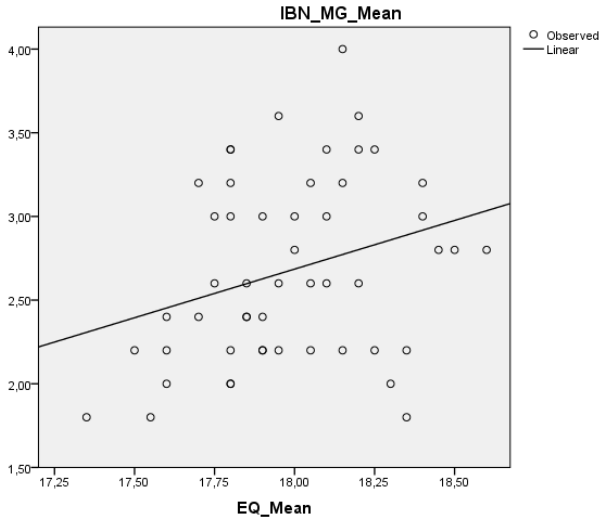


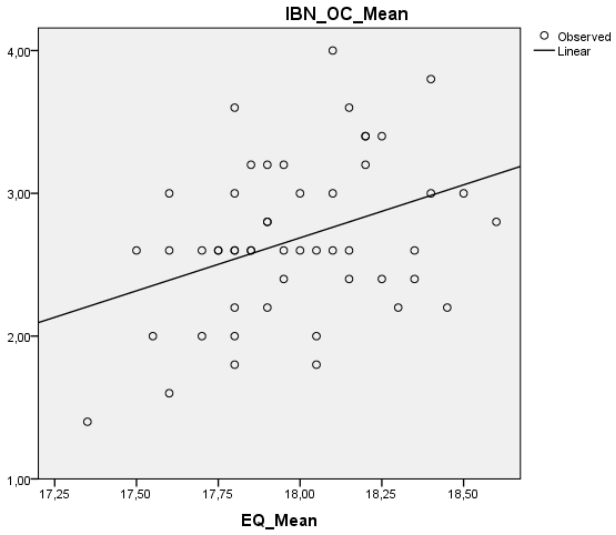
Appendix C2 - Linearity



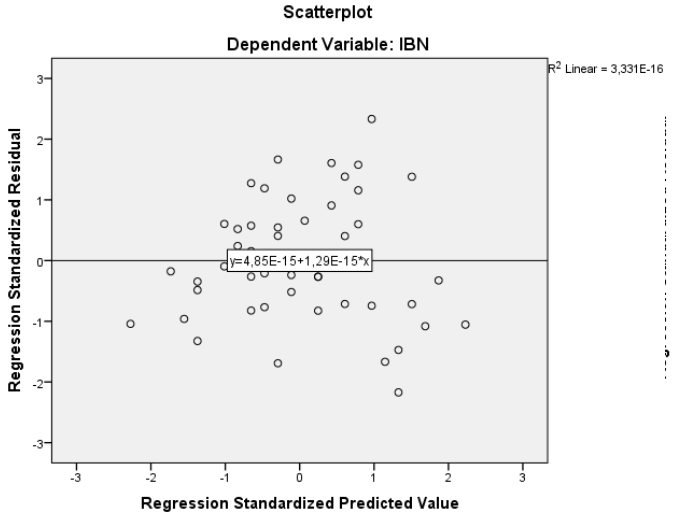


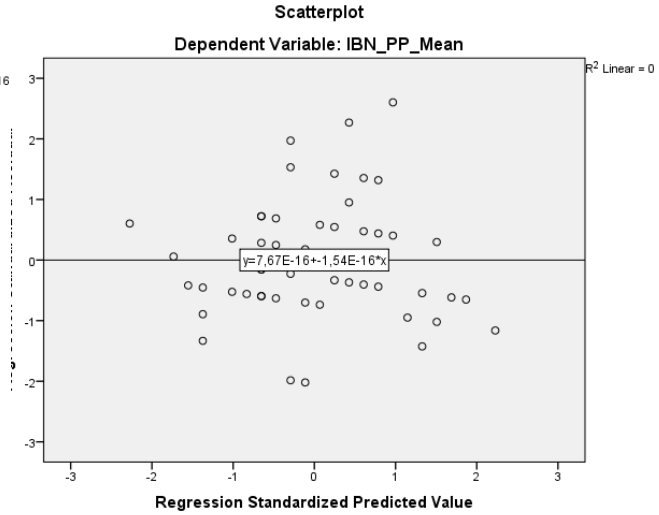


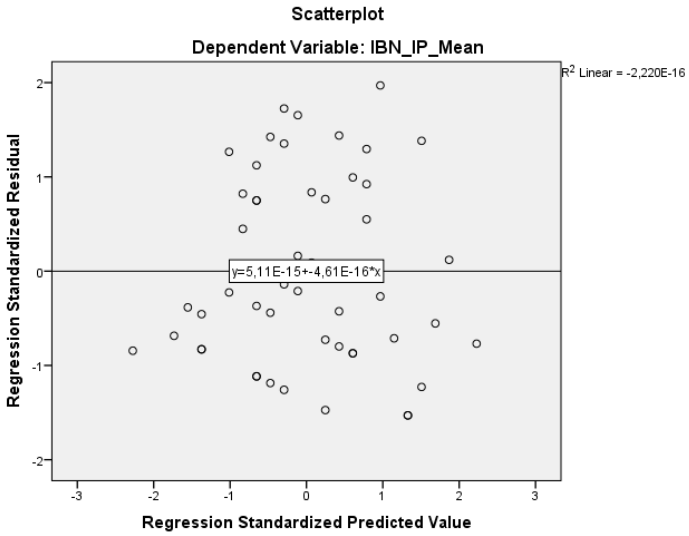


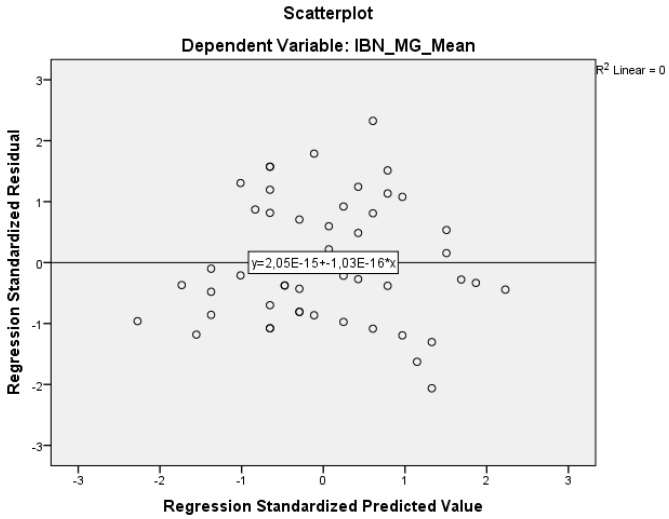


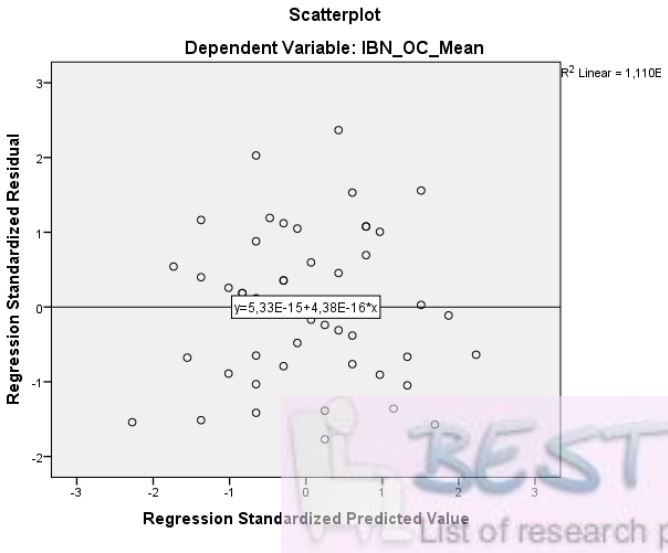
Appendix C3 – Homoscedasticity

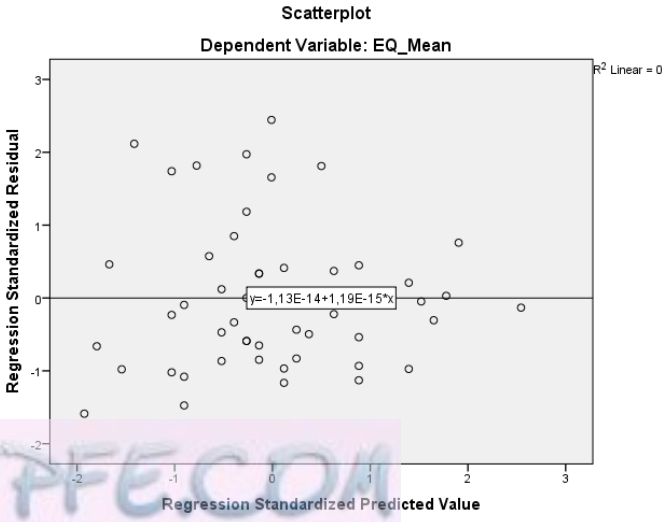












Appendix C4 – Multicollinearity

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	EQ_Mean	,853	1,172
	Gender	,896	1,116
	Experience	,826	1,210
	For how long did the entire negotiation process last?	,814	1,228
	How many people from your company were involved in the negotiation process?	,797	1,255

a. Dependent Variable: What was the incentive of the negotiation in terms of relationship with the other party?

Model		Collinearity Statistics	
		Tolerance	VIF
1	EQ_Mean	,879	1,138
	Gender	,906	1,103
	Experience	,884	1,131
	For how long did the entire negotiation process last?	,895	1,117
	What was the incentive of the negotiation in terms of relationship with the other party?	,964	1,037

a. Dependent Variable: How many people from your company were involved in the negotiation process?

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	EQ_Mean	,858	1,165
	Gender	,948	1,055
	Experience	,821	1,218
	What was the incentive of the negotiation in terms of relationship with the other party?	,961	1,040
	How many people from your company were involved in the negotiation process?	,873	1,145

a. Dependent Variable: For how long did the entire negotiation process last?

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	EQ_Mean	,953	1,050
	Gender	,915	1,093
	What was the incentive of the negotiation in terms of relationship with the other party?	,960	1,042
	How many people from your company were involved in the negotiation process?	,849	1,178
	For how long did the entire negotiation process last?	,808	1,238

a. Dependent Variable: Experience

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	EQ_Mean	,882	1,134
	What was the incentive of the negotiation in terms of relationship with the other party?	,954	1,048
	How many people from your company were involved in the negotiation process?	,798	1,253
	For how long did the entire negotiation process last?	,855	1,169
	Experience	,839	1,192

a. Dependent Variable: Gender

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	What was the incentive of the negotiation in terms of relationship with the other party?	,953	1,049
	How many people from your company were involved in the negotiation process?	,812	1,232
	For how long did the entire negotiation process last?	,812	1,232
	Experience	,916	1,092
	Gender	,925	1,082

a. Dependent Variable: EQ_Mean

Appendix D – SPSS Output

Appendix D1 – Hypothesis 1

Step 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,386[a]	,149	-,091	,47962

a. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,575	11	,143	,622	,799[b]
	Residual	8,971	39	,230		
	Total	10,546	50			

a. Dependent Variable: IBN_PP_Mean

b. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,200	,480		6,672	,000		
	Experience3_	,215	,234	,172	,917	,365	,624	1,603
	Experience6_	-,046	,205	-,043	-,226	,822	,596	1,677
	Experience10_	,037	,190	,039	,194	,847	,548	1,823
	Long_term	-,008	,527	-,002	-,015	,988	,845	1,183
	Duration1_2	-,110	,181	-,105	-,605	,548	,723	1,384
	Duration3_5	-,045	,200	-,041	-,225	,823	,664	1,506
	Duration5_	,001	,248	,001	,004	,997	,707	1,415
	Participants2_5	-,148	,184	-,151	-,803	,427	,619	1,615
	Participants6_10	,004	,406	,002	,011	,991	,726	1,378
	Particpants10_	-,231	,343	-,119	-,673	,505	,693	1,443
	Gender01	,250	,178	,226	1,408	,167	,845	1,184

a. Dependent Variable: IBN_PP_Mean

Step 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,453[a]	,205	-,046	,46974

a. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,161	12	,180	,816	,633[b]
	Residual	8,385	38	,221		
	Total	10,546	50			

a. Dependent Variable: IBN_PP_Mean

b. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-4,833	4,950		-,976	,335		
	Experience3_	,258	,231	,206	1,118	,271	,615	1,625
	Experience6_	-,068	,201	-,064	-,340	,736	,594	1,684
	Experience10_	-,052	,194	-,054	-,267	,791	,505	1,979
	Long_term	-,055	,517	-,017	-,107	,916	,843	1,187
	Duration1_2	-,123	,178	-,118	-,691	,494	,721	1,387
	Duration3_5	-,034	,196	-,031	-,173	,863	,663	1,507
	Duration5_	,005	,243	,003	,019	,985	,707	1,415
	Participants2_5	-,127	,181	-,129	-,702	,487	,616	1,623
	Participants6_10	,191	,414	,081	,461	,648	,670	1,492
	Particpants10_	-,154	,339	-,079	-,453	,653	,680	1,472
	Gender01	,208	,176	,188	1,184	,244	,827	1,210
	EQ_Mean	,450	,276	,272	1,630	,111	,751	1,331

a. Dependent Variable: IBN_PP_Mean

Simple linear regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,195[a]	,038	,018	,45502

a. Predictors: (Constant), EQ_Mean

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-2,668	4,168		-,640	,525		
	EQ_Mean	,322	,232	,195	1,391	,170	1,000	1,000

a. Dependent Variable: IBN_PP_Mean

Appendix D2 – Hypothesis 1b

Step 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,404[a]	,163	-,073	,59246

a. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,670	11	,243	,691	,738[b]
	Residual	13,689	39	,351		
	Total	16,359	50			

a. Dependent Variable: IBN_IP_Mean

b. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,200	,592		3,713	,001		
	Experience3_	-,410	,289	-,263	-1,419	,164	,624	1,603
	Experience6_	-,208	,253	-,156	-,820	,417	,596	1,677
	Experience10_	-,207	,234	-,175	-,883	,383	,548	1,823
	Long_term	,774	,651	,190	1,190	,241	,845	1,183
	Duration1_2	-,286	,224	-,220	-1,275	,210	,723	1,384
	Duration3_5	-,211	,247	-,153	-,851	,400	,664	1,506
	Duration5_	-,103	,306	-,059	-,336	,739	,707	1,415
	Participants2_5	-,142	,227	-,116	-,624	,536	,619	1,615
	Participants6_10	-,309	,502	-,106	-,616	,541	,726	1,378
	Particpants10_	-,443	,424	-,184	-1,045	,302	,693	1,443
	Gender01	,139	,219	,101	,634	,530	,845	1,184

a. Dependent Variable: IBN_IP_Mean

Step 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,525[a]	,276	,047	,55835

a. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,513	12	,376	1,206	,314[b]
	Residual	11,847	38	,312		
	Total	16,359	50			

a. Dependent Variable: IBN_IP_Mean

b. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-12,041	5,884		-2,046	,048		
	Experience3_	-,333	,274	-,214	-1,216	,231	,615	1,625
	Experience6_	-,247	,239	-,185	-1,032	,309	,594	1,684
	Experience10_	-,364	,230	-,307	-1,581	,122	,505	1,979
	Long_term	,691	,614	,169	1,125	,268	,843	1,187
	Duration1_2	-,309	,211	-,237	-1,461	,152	,721	1,387
	Duration3_5	-,191	,233	-,139	-,818	,418	,663	1,507
	Duration5_	-,096	,289	-,055	-,334	,740	,707	1,415
	Participants2_5	-,105	,215	-,086	-,487	,629	,616	1,623
	Participants6_10	,021	,492	,007	,042	,967	,670	1,492
	Particpants10_	-,306	,403	-,127	-,759	,453	,680	1,472
	Gender01	,065	,209	,047	,311	,758	,827	1,210
	EQ_Mean	,798	,328	,387	2,431	,020	,751	1,331

a. Dependent Variable: IBN_IP_Mean

Simple linear regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,373[a]	,139	,121	,53616

a. Predictors: (Constant), EQ_Mean

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-11,272	4,911		-2,295	,026		
	EQ_Mean	,768	,273	,373	2,812	,007	1,000	1,000

a. Dependent Variable: IBN_IP_Mean

Appendix D3 – Hypothesis 1b

Step 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,414[a]	,171	-,063	,56377

a. Predictors: (Constant), Particpants10_, Long_term, Participants6_10, Gender01, Duration1_2, Experience3_, Experience6_, Duration5_, Duration3_5, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,561	11	,233	,733	,701[b]
	Residual	12,396	39	,318		
	Total	14,957	50			

a. Dependent Variable: IBN_MG_Mean

b. Predictors: (Constant), Particpants10_, Long_term, Participants6_10, Gender01, Duration1_2, Experience3_, Experience6_, Duration5_, Duration3_5, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,400	,564		4,257	,000		
	Experience3_	-,053	,275	-,036	-,194	,847	,624	1,603
	Experience6_	-,053	,241	-,042	-,221	,827	,596	1,677
	Experience10_	,311	,223	,274	1,394	,171	,548	1,823
	Long_term	,276	,619	,071	,446	,658	,845	1,183
	Duration1_2	-,036	,213	-,029	-,170	,866	,723	1,384
	Duration3_5	,074	,236	,056	,314	,755	,664	1,506
	Duration5_	,306	,291	,182	1,050	,300	,707	1,415
	Participants2_5	-,065	,216	-,055	-,299	,767	,619	1,615
	Participants6_10	-,495	,477	-,177	-1,036	,306	,726	1,378
	Gender01	-,052	,209	-,039	-,247	,806	,845	1,184
	Particpants10_	-,896	,403	-,389	-2,224	,032	,693	1,443

a. Dependent Variable: IBN_MG_Mean

Step 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,468[a]	,219	-,028	,55446

a. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,275	12	,273	,888	,566[b]
	Residual	11,682	38	,307		
	Total	14,957	50			

a. Dependent Variable: IBN_MG_Mean

b. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-6,462	5,843		-1,106	,276		
	Experience3_	-,006	,272	-,004	-,021	,984	,615	1,625
	Experience6_	-,078	,238	-,061	-,326	,746	,594	1,684
	Experience10_	,213	,229	,188	,933	,357	,505	1,979
	Long_term	,224	,610	,057	,367	,716	,843	1,187
	Duration1_2	-,051	,210	-,041	-,241	,811	,721	1,387
	Duration3_5	,086	,232	,065	,371	,712	,663	1,507
	Duration5_	,310	,287	,185	1,082	,286	,707	1,415
	Participants2_5	-,041	,213	-,035	-,194	,847	,616	1,623
	Participants6_10	-,289	,489	-,104	-,592	,557	,670	1,492
	Particpants10_	-,811	,400	-,352	-2,026	,050	,680	1,472
	Gender01	-,098	,208	-,074	-,471	,640	,827	1,210
	EQ_Mean	,496	,326	,252	1,524	,136	,751	1,331

a. Dependent Variable: IBN_MG_Mean

Simple linear regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,295[a]	,087	,068	,52788

a. Predictors: (Constant), EQ_Mean

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-7,778	4,835		-1,609	,114		
	EQ_Mean	,581	,269	,295	2,162	,036	1,000	1,000

a. Dependent Variable: IBN_MG_Mean

Appendix D4 – Hypothesis 1c

Step 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,482[a]	,232	,016	,55268

a. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3,604	11	,328	1,073	,407[b]
	Residual	11,913	39	,305		
	Total	15,517	50			

a. Dependent Variable: IBN_OC_Mean

b. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,600	,553		4,704	,000		
	Experience3_	-,306	,269	-,202	-1,135	,263	,624	1,603
	Experience6_	-,140	,236	-,108	-,594	,556	,596	1,677
	Experience10_	-,052	,219	-,045	-,238	,813	,548	1,823
	Long_term	,585	,607	,147	,964	,341	,845	1,183
	Duration1_2	-,008	,209	-,007	-,040	,968	,723	1,384
	Duration3_5	-,034	,231	-,025	-,148	,883	,664	1,506
	Duration5_	-,403	,286	-,235	-1,411	,166	,707	1,415
	Participants2_5	-,363	,212	-,305	-1,712	,095	,619	1,615
	Participants6_10	-,588	,468	-,207	-1,256	,217	,726	1,378
	Particpants10_	-,452	,395	-,193	-1,145	,259	,693	1,443
	Gender01	-,205	,205	-,153	-1,002	,323	,845	1,184

a. Dependent Variable: IBN_OC_Mean

Step 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,569[a]	,324	,111	,52538

a. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,028	12	,419	1,518	,160[b]
	Residual	10,489	38	,276		
	Total	15,517	50			

a. Dependent Variable: IBN_OC_Mean

b. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-9,916	5,537		-1,791	,081		
	Experience3_	-,239	,258	-,157	-,925	,361	,615	1,625
	Experience6_	-,175	,225	-,134	-,776	,442	,594	1,684
	Experience10_	-,190	,217	-,165	-,878	,386	,505	1,979
	Long_term	,512	,578	,129	,885	,381	,843	1,187
	Duration1_2	-,029	,199	-,023	-,144	,886	,721	1,387
	Duration3_5	-,017	,220	-,013	-,077	,939	,663	1,507
	Duration5_	-,397	,272	-,232	-1,463	,152	,707	1,415
	Participants2_5	-,330	,202	-,278	-1,635	,110	,616	1,623
	Participants6_10	-,298	,463	-,105	-,643	,524	,670	1,492
	Particpants10_	-,332	,379	-,142	-,875	,387	,680	1,472
	Gender01	-,270	,197	-,202	-1,374	,177	,827	1,210
	EQ_Mean	,701	,309	,349	2,271	,029	,751	1,331

a. Dependent Variable: IBN_OC_Mean

Simple linear regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,370[a]	,137	,119	,52282

a. Predictors: (Constant), EQ_Mean

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-10,670	4,789		-2,228	,030		
	EQ_Mean	,742	,266	,370	2,787	,008	1,000	1,000

a. Dependent Variable: IBN_OC_Mean

Simple linear regression (without Q11)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,196[a]	,038	,019	,27503

a. Predictors: (Constant), IBN_Mutualgain1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,738	,178		99,762	,000
	IBN_Mutualgain1	,088	,063	,196	1,401	,168

a. Dependent Variable: EQ_Mean

Appendix D5 – Hypothesis 1d

Step 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,378[a]	,143	-,099	,41053

a. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,096	11	,100	,591	,824[b]
	Residual	6,573	39	,169		
	Total	7,669	50			

a. Dependent Variable: IBN

b. Predictors: (Constant), Gender01, Experience10_, Duration5_, Long_term, Participants6_10, Duration1_2, Particpants10_, Experience3_, Duration3_5, Participants2_5, Experience6_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,600	,411		6,333	,000		
	Experience3_	-,139	,200	-,130	-,692	,493	,624	1,603
	Experience6_	-,112	,175	-,122	-,638	,528	,596	1,677
	Experience10_	,022	,162	,027	,136	,892	,548	1,823
	Long_term	,407	,451	,145	,902	,372	,845	1,183
	Duration1_2	-,110	,155	-,124	-,708	,483	,723	1,384
	Duration3_5	-,054	,171	-,057	-,315	,755	,664	1,506
	Duration5_	-,050	,212	-,041	-,234	,816	,707	1,415
	Participants2_5	-,179	,157	-,215	-1,139	,262	,619	1,615
	Participants6_10	-,347	,348	-,174	-,997	,325	,726	1,378
	Particpants10_	-,506	,293	-,307	-1,723	,093	,693	1,443
	Gender01	,033	,152	,035	,218	,828	,845	1,184

a. Dependent Variable: IBN

Step 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,533[a]	,284	,058	,38013

a. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,178	12	,182	1,256	,283[b]
	Residual	5,491	38	,144		
	Total	7,669	50			

a. Dependent Variable: IBN

b. Predictors: (Constant), EQ_Mean, Particpants10_, Long_term, Duration3_5, Experience6_, Duration5_, Gender01, Participants6_10, Duration1_2, Experience3_, Participants2_5, Experience10_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-8,313	4,006		-2,075	,045		
	Experience3_	-,080	,187	-,075	-,428	,671	,615	1,625
	Experience6_	-,142	,163	-,155	-,871	,389	,594	1,684
	Experience10_	-,098	,157	-,121	-,626	,535	,505	1,979
	Long_term	,343	,418	,123	,820	,417	,843	1,187
	Duration1_2	-,128	,144	-,143	-,887	,380	,721	1,387
	Duration3_5	-,039	,159	-,041	-,245	,808	,663	1,507
	Duration5_	-,045	,197	-,037	-,228	,821	,707	1,415
	Participants2_5	-,151	,146	-,180	-1,031	,309	,616	1,623
	Participants6_10	-,094	,335	-,047	-,280	,781	,670	1,492
	Particpants10_	-,401	,274	-,243	-1,460	,153	,680	1,472
	Gender01	-,024	,142	-,025	-,167	,868	,827	1,210
	EQ_Mean	,611	,223	,433	2,737	,009	,751	1,331

a. Dependent Variable: IBN

Simple linear regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,428[a]	,183	,166	,35758

a. Predictors: (Constant), EQ_Mean

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-8,097	3,275		-2,472	,017		
	EQ_Mean	,603	,182	,428	3,313	,002	1,000	1,000

a. Dependent Variable: IBN