5
Study 1: Can wisdom and negotiation go together? Inculcation of wisdom in negotiation

5.1. Introduction

In the previous chapters, we have seen that there is a clear difference between negotiation and wisdom. However, there are many utterances from researchers in both fields to use wisdom in negotiation. Nevertheless, there is a lack of methods or definitions of how they can come together. Wisdom and negotiation are both applied concepts. The current study aims to determine whether wisdom can be included in negotiation.

5.1.1. Can wisdom be infused in negotiation?

Negotiation has long been a cornerstone of conflict resolution, business deals, and international diplomacy. Over the decades, it has evolved from a purely transactional process to increasingly incorporating psychological insights and ethical considerations. As discussed in the previous chapters, negotiation becomes more complex, and the integration of wisdom emerges as a necessary advancement to address the multifaceted challenges negotiators face.

Negotiation is a phenomenon that has been subjected to adaptation with other concepts and learning to build a better-civilized world. In the field of negotiation, many theories have been formulated to lead to a better outcome for both parties. As a dynamic and complex process, negotiation often struggles to achieve outcomes that satisfy all parties due to varying motives and experiences. Integrating wisdom into negotiation could address this challenge by fostering long-term, sustainable agreements that balance multiple interests. The balance of multiple interests is the critical moment in which the wisdom of the negotiators can have a significant effect. Sharpe (2020) emphasizes the importance of recognizing and seizing critical moments in negotiation, a skill that wisdom can significantly enhance. Coleman (2018) argues that wisdom involves considering the broader context and interdependencies necessary for long-term sustainability in negotiation.

Wisdom is often seen as applying tacit knowledge, guided by values, to balance multiple interests (Sternberg, 1998). In negotiation, this balance is crucial for long-term success. Therefore, incorporating wisdom into negotiation can lead to more sustainable outcomes. Thus, in the present study, achieving a balance of interest between the parties is considered wise considering this argument.

While negotiation strategies have been extensively studied, the potential of wisdom to enhance negotiation outcomes remains underexplored. This study aims to fill this gap by investigating how wisdom-related variables can be integrated into negotiation processes to foster sustainable and balanced agreements.

Although there is no complete consensus on the definition of wisdom, the components of wisdom given by the Toronto Wisdom Task Force 2019 will be considered in this study due to its alignment with our conceptualization of wise negotiation. According to this force, "wisdom chiefly concerns morally grounded excellence in social-cognitive processing." Social

cognitive processing here includes the application of certain forms of perceptual meta-cognition (PMC) to reasoning. These perceptual meta-cognition include contextual adaptation, perspectivism, dialectical and reflective thinking, and epistemic humility. In the context of the negotiation in this study, including these PMC components will be considered wise negotiation.

In the negotiation literature, these components were also discussed in some form. Moreover, to evaluate the balance of interest between others and the Self, it is necessary to have the right cognitive process. For such mental action, dialectical and reflective thinking is necessary. Dialectical and reflective thinking in PMC promotes the balancing and integration of viewpoints and entertains opposites. Cognitive reflection in negotiation improves results by increasing resistance to bias and enhancing both individual and joint gains (Jeklic M. A., 2020). Perspectivism in PMC considers diverse perspectives, having foresight, and long-term thinking. Perspectivism has been studied extensively in negotiation. According to the evidence in studies, perspective-taking seems beneficial in the negotiation. Perspective-taking in negotiations can help negotiators overcome egoistic barriers and avoid partial impasses, allowing them to increase individual profits without inflicting hurtful losses on their counterparts (Trötschel, Hüffmeier, Loschelder, Schwartz, & Gollwitzer, 2011).

Epistemic humility in PMC includes unbiased and accurate thinking, seeing through illusions, and understanding one's limitations. Epistemic humility has not yet been explored much in negotiation. Intellectual humility, closely related to epistemic humility, has been studied in negotiation and is defined as a non-threatening awareness of one's intellectual weakness and strength (Porter & Schumann, 2018; Zhang, et al., 2015). Zhang (2015) studied it in the context of conflict in religion and found that victims' intellectual humility and perception of the offender's intellectual humility positively correlate with forgiveness. Tenelle Porter and Karina Schumann (2018) found that people with higher intellectual humility are more open during disagreements and believe they can develop their intelligence through them.

Contextual adaptability in PMC includes practical or pragmatic reasoning and behavior optimization to achieve certain outcomes. In negotiation, parties also have to adapt to behavior according to the context for a better profitable outcome (Pinto, Vale, Sousa, & Praça, 2015). Thus, like PMC, perspectivism, dialectical and reflective thinking, contextual adaptability, and epistemic humility take the negotiation towards ethical and moral pathways. To be more precise, these ethical and moral pathways in negotiation would be to equitable distribution of resources.

The use of emotion or emotional effect has been studied in negotiation. Though emotion was not included in the PMC model, other models of wisdom promote the inclusion of emotion in wisdom (see Chapter 2). Chapter 1 discusses how emotions could affect negotiation. Now, there is enough evidence to prove that emotions affect the negotiation. Since emotion is one of the critical factors in improving equality in wisdom and negotiation, the present study considers the inclusion of emotions as part of wise negotiation. Specifically, feelings of empathy, sympathy, and the ability to regulate emotions will be considered. However, the involvement of negative emotions will also be observed.

Thus, with the guidelines from the literature on wisdom and negotiation, this chapter will explore the roadmap for wise negotiation. By examining the infusion of wisdom into negotiation, this study seeks to contribute to a deeper understanding of how negotiators can achieve immediate outcomes and long-term, ethical, and sustainable solutions. This approach

can potentially redefine negotiation practices in a way that aligns with the broader goals of societal well-being.

5.1.2. Current study

The current study explores the infusion of wisdom into negotiation processes, focusing on how wisdom-related variables can enhance the balance of interest in negotiation outcomes. Drawing on the conceptual framework provided by the Toronto Wisdom Task Force (2019), this research examines the roles of perspectivism, dialectical and reflective thinking, epistemic humility, contextual adaptability, and feelings of emotions in fostering ethical, sustainable, and balanced agreements. By integrating these components, the study seeks to address whether the infusion of wisdom in negotiation is practically possible. Through a mixed-method approach, the study investigates whether training negotiators in these wisdom-related variables can lead to improved negotiation outcomes, ultimately proposing a framework for what can be termed "wise negotiation."

5.2. Methodology

5.2.1. Aim

To find if wisdom and negotiation can go together

5.2.2. Sample

For the study, data was collected from a sample of 100 participants for the validation and inculcation of wisdom in negotiation. These participants were college students from B.tech 4th year to Ph.D. with some work experience. It consisted of 50 women and 50 men. All participants have work experience, either in the form of an internship or full-time job. The sampling was done through purposeful and snowball technique.

5.2.3. Procedure, variables, and detailed hypothesis

It was a mixed-method study. This study was conducted during the first and second waves of COVID-19. Thus, the study was conducted online. The participants were invited to participate if interested. A meeting was scheduled with the interested participants. Once they joined the meeting, rapport was built, and demographic information was taken. They were also asked to fill out a self-assessed wisdom questionnaire. After that, they had to perform two tasks. First, they were presented with a few situations with an organizational backdrop and asked how they would negotiate in those conditions. Secondly, they were asked to play a give-and-take negotiation game. There was a break of one to two weeks given. During this week, they were introduced to what wisdom is and what the components of wisdom are. Two videos and one write-up were shared with the participant (Annexure A). Finally, they were again called for a meeting where the same situations and the game were repeated.

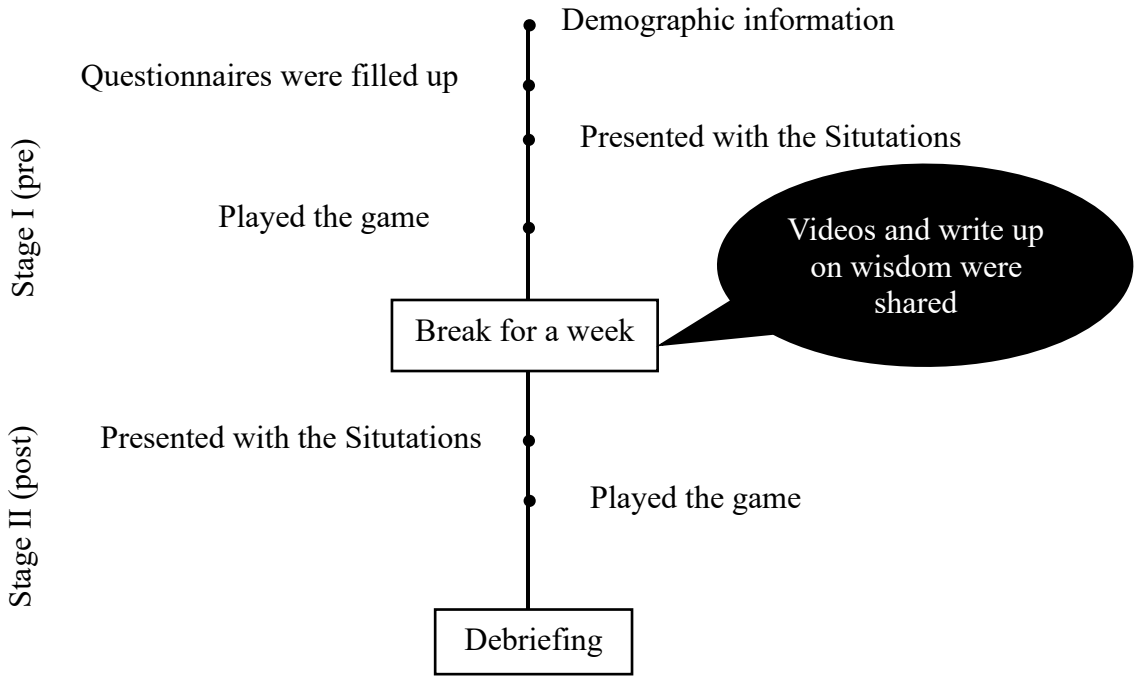

Figure 5. 1: Data process of the study

5.2.4. Research instruments

The participants were asked to fill out the Self-Assessed Wisdom Scale. They also had to go through a situational question interview developed by the authors. Lastly, they played a negotiation game. As the sample I selected was an adult college population with work experience, I carefully selected the instruments that could be consistent with the selected population. Following are the descriptions of the instruments used.

i. Wisdom Scale: SAWS

For wisdom measurement, I used the Self-Assessed Wisdom Scale (SAWS) developed by Jeffrey Dean Webster (2003), which includes 40 items. It has a subscale of experience, emotional regulation, reflection, humor, and openness. It was measured on a 6-point Likert scale from 1 (strongly disagree) to 6 (strongly agree). A sample item includes "I have overcome many painful events in my life." Cronbach's alpha for the scale in the current sample size was tested (n=100) for internal consistency and was found to be α=0.877, which is good.

ii. Negotiation game

The participants were told they would play the game with another participant on another computer. A confederate was used for this purpose. Player 1 will always be confederate, and Player 2 will always be the participants. The Berg et al. (1995) game was used for this purpose. As given in Table 5.1, this game was designed so that Player 1 would give away certain points to Player 2, which would get tripled before it entered into Player 2's accounts. In return, player 2 has to give back some points to Player 1, which will go as it is into Player 1's accounts. There were ten trials. The amounts to be given by Player 1 were predecided from 0 to 100 (multiples of 10). It was instructed that whoever gets the most points at the end would get discount coupons in a local meal store. Player 2 also received messages from Player 1 in the second, fifth, and eighth trials (for example, I need these points to get coupons for Meals on Wheels; I need these points to get discount coupons; I will get coupons if I get more points). The goal of this game was to observe if the actual participants (player 2) chose to balance the total amount or optimize their own value. After the game was over, the

participants were asked several post-game questions to understand their thought process during the game. The list of questions used as a guide is given in Annexure B.

Table 5. 1: Ten trials presented in the negotiation game

Trials	*Player1 initial sum*	*Player 1gives to player2*	*Player 2 initial sum*	*Player2 return to player1*	*Player2 retained sum*	*Player1 retained sum*
1	*100*		*100*		*100*	*100*
2	*100*		*100*		*100*	*100*
3	*100*		*100*		*100*	*100*
4	*100*		*100*		*100*	*100*
5	*100*		*100*		*100*	*100*
6	*100*		*100*		*100*	*100*
7	*100*		*100*		*100*	*100*
8	*100*		*100*		*100*	*100*
9	*100*		*100*		*100*	*100*
10	*100*		*100*		*100*	*100*
					1000	*1000*

iii. Description of the situations

Participants were presented with four situations in random order. The experimenter read aloud the situations on the presented screen online. The participants could also read about those situations. The participants were told to place themselves in the situation and speak out about how they would negotiate with the person in the situation. Since there were situations with the organizational backdrop, four hierarchical situations were used: a subordinate, a superior, a colleague of the same level, and an HR manager. The opponents were men in the two situations, and the opponents were presented as women in the other two situations. These situations were presented in random order to each participant. A psychologist was appointed to review the situation for its face validity. The situations given are as follows-

Situation 1

You were appointed as an assistant manager at XYZ company just 1 week before the pandemic outbreak. You joined the company with the pretext of a particular agreement that if you perform satisfactorily, your job will be regularized after six months of probation, and you will also receive all the incentives received by other assistant managers (such as HRA, parking space, medical coverage for you and your family, etc.). Unfortunately, during the pandemic, the company had to incur heavy losses and still trying to recover from it.

You have been with the company now for more than 1 year, and the job is not yet regularized. On the contrary, they are hiring new employees with low salaries without any perks. These new recruits are as qualified as you are and ready to work with a low salary. You worked hard for the past 1 year and remained loyal to the company, hoping to get your job regularized very soon. Although your probation period surplus long before.

When you confronted the HR manager of the company, Ravi/Ravenna, with your issue, he/she told you that the company is still in bad shape to regularise its new employees but will continue to employ people on a contract basis with low salaries. He/she asks you to continue with the same salary offered to you 1 year back and promises that if the company's stock rises, he/she will soon make

arrangements to regularize your job. However, he/she cannot guarantee his/her promise. How will you negotiate with Ravi/Raveena in this context? Please elaborate.

Situation 2

Madhavi/Manav joined your team very recently, and with her/him, you have seven people in your marketing team. As the team supervisor, you worked with the rest of the members for more than 1 year, and you have cordial relationships with them. You all meet outside work to discuss other aspects of life. You and your teammates have never had any personal conflict. In a board meeting, Madhavi/Manav accused you that she/he is a woman/man, which is why you are not allowing her/him to speak and do not consider her/his opinion as much as other women in your team. How will you negotiate your position to defend yourself in this context? Please elaborate.

Situation 3

Ms. Purvi/ Mr. Purav has been appointed to the same position as you as general manager. You both have good knowledge of every aspect of your organization. While in the meeting about purchasing raw materials for the company, you and your colleagues agreed to purchase it from a particular vendor with high reviews. However, Ms. Purvi/ Mr. Purav disagrees with you and insists on purchasing from an equally reputed company with mediocre reviews. You also know that the company she/he insists on belongs to one of her/his relatives. However, you know that you are equally liable for the purchase and its later consequences. How will you negotiate your points in this context? Please elaborate.

Situation 4

You have joined this office 6 months back. You are very excited to join this reputed company and hope to climb the ladder quickly. Soon, being part of this company, you realize that your boss, Mr. Ramesh/ Ms. Reshmi, takes away all the credits you deserve.

Once, there was a meeting with the sales team in the office. Before coming to the meeting, you discussed your ideas with your boss, Mr. Ramesh/ Ms. Reshmi. During the presentation, you realized that Ramesh/Reshmi presented your ideas as his own. Board members also appreciated Ramesh's presentation. You become depressed and furious from this experience and decide to confront this with your boss. How will you negotiate your position and concerns with Mr. Ramesh/ Ms. Reshmi at this stage?

5.2.5. Variables

i. Independent variable

Awareness training on wisdom was given in the form of videos and write-ups shared during the break period. The videos and write-up contain information on the PMC model of the Common Wisdom Model. The link for the videos and the write-up on the wisdom is given in Annexure A.

ii. Dependent variable

As there were two tasks, there were two dependent variables. An increase in the incidence of the following from pre to post-condition is considered an improvement in wise negotiation.

a. The negotiation outcome is measured in terms of the points given to the opponent in the game.

b. Epistemic humility, multiple perspectives, balance of perspective, contextual adaptability, and emotion are measured through questions after the game. Emotion is further measured for emotional regulation, empathy, and negative emotions. In the post-task question of the game, sympathy, cognitive dissonance, asking for more points, and realization of self-powerful position were measured.

iii. Hypothesis

The first hypothesis already mentioned in Chapter 3 is "***Wisdom can be induced in negotiation with awareness training on wisdom-related variables.***"

5.2.6. Data analysis

A descriptive, chi-square, and multinominal logistic regression analysis was used for quantitative analysis. The chi-square test was used in this study because the primary goal is to determine whether there is a significant difference in participants' game performance between the pre-and post-training sessions. The data consists of categorical variables: the performance categories ("participants gave more to the opponents," "participants gave less to the opponents," and "balance") measured before and after the wisdom awareness training. A chi-square test is designed to assess whether the observed frequencies in these categories differ significantly from what would be expected by chance.

A multinomial logistic regression was used to find if the participant's approach balance of scores was given to the opponents from pre- to post. This analysis was used because it models the relationship between a nominal dependent variable with three categories and a continuous independent variable without assuming an inherent order in the categories.

For the purpose of qualitative analysis, I used both directive and summative conceptual content analysis for qualitative data. The answers given by the participants were carefully reviewed and marked for the presence of the wisdom-related variable. The frequency of each variable was summed up to find the presence of a variable in each session. The description of the extraction criteria is given in Table 5.2. In each situation of four, a single code was assigned to one answer only once.

Table 5. 2: Variables measured and their extraction criteria

Variables	*Extraction criteria*
Trying to balance in the game	*There is a latent and manifested ideation of balancing the negotiation between the self and the other party so that nobody is at a loss.*
Use of power for good	*Understand that they were in a powerful position and willing to help the other players who were not as priveledges as they are*
Asking for more points was effective.	*Stated that participants started giving more points after the opponent began to ask it explicitly in the messages.*
Showing sympathy	*Feel sympathetic about the other player and their position of inability to get or retain points in the game.*
Cognitive dissonance	*There is a discrepancy between their willingness to help and their inability to do so and feeling guilty about it.*
Emotion	*Showing latent and manifested emotional understanding towards the other party.*
Emotional regulation	*Able to remain calm in the situation despite it not being in favor.*
Empathy	*Understanding the other party's viewpoints from their side.*
Negative emotion	*Including aggression, depression, furious, and frustration. Showing egoistic or proudy behavior.*
Epistemic humility	*Showing latent and manifested unbiased and limitations of knowledge towards the situation.*

Perspectivism	*Could take the latent and manifested perspective of the other party.*
Dialectical and reflective thinking	*Participants could take the latent and manifested viewpoint of the other party and be able to integrate and balance it out.*
Context adaptability	*Able to adapt to the changing situation. However, with no sign of helplessness.*

5.2.7. Why is it not just learning but the establishment of a concept?

The changes in the post-test situation could be just the effect of the passage of time. To counter this, we have taken some precautions. To be the effect of learning, it has to be taught explicitly. However, although the awareness program had direct wisdom content in this research, participants were asked to read it and/or watch the videos. There was no explicit attempt to make them learn those concepts. Additionally, the data collection was done implicitly. Participants were not asked to explicitly show any behavior or given an indication to behave in a particular manner.

5.3. Results

This study aims to find if wisdom can be included in negotiation. To answer this question, I have collected both qualitative and quantitative data. There were two tasks each participant had to perform: go through some hypothetical situations and play a give-and-take game. Based on the game, I observed if changes occurred in how the game was played after the awareness training on wisdom. Table 5.3 represents the chi-square of the observed number of pre-and post-training game performance cases. Only 16 participants had balanced the scores with the other players during pre-training. In the second session, the number increased to 27 participants. In fact, the number of participants who gave less to the opponents also slightly decreased, and the number of participants who gave more to the opponents slightly increased. That means, after the training on wisdom for a week, at least a few more participants have chosen to give more to the other participants than the first session. The difference between pre-and post-training on wisdom is found to be significant. Chi-square was found to be $\chi^2(4)$ as 43.402, significant at $p<0.01$. This suggests a significant difference exists between participants' performance in pre- and post-negotiation games.

Table 5. 3: Chi-square table for pre and post-game performance

		Post			*Total*
		Participants gave more to the opponents	*Participants gave less to the opponents*	*Balance*	
Pre	*Participants gave more to the opponents*	*10*	*3*	*4*	*17*
	Participants gave less to the opponents	*7*	*49*	*11*	*67*
	Balance	*3*	*1*	*12*	*16*
Total		*20*	*53*	*27*	*100*

χ^2 (4) = 43.402, p <0.01

Additionally, the difference in the points assigned to opponents was coded as either approaching towards balancing, with no change in the act of balancing or going further away from balancing from the pre- to post-wisdom training task. Table 5.4 shows the multinomial logistic regression analysis between the difference and the wisdom variables. The multinomial

logistic regression model was evaluated for its ability to predict the dependent variable, which consisted of three nominal categories: "approaching balance," "no change in balance," and "going away from balancing."

According to the R square, only 13.3% of the variance can be explained by the independent variables in this model. The estimates indicated that only Emotional Regulation significantly predicted the "approaching balance" category relative to "no change in balance" (B = 0.120, p = .036, Exp(B) = 1.128, 95% CI = 1.008–1.262), suggesting as emotional regulation increased the odds of "approaching balance" in the difference of the points given to the opponents and self also increases. No other predictors were statistically significant.

Table 5. 4: Multinomial logistic regression between wisdom scale and if difference reduced in the points given to the opponent from pre to post

If difference reduced		*B*	*S.E.*	*Wald*	*df*	*Sig.*	*Exp(B)*	*95% CI for Exp(B) (Lower, Upper)*
Increased	*Intercept*	*.786*	*2.446*	*.103*	*1*	*.748*		
	Wisdom Experience	*-.001*	*.060*	*.000*	*1*	*.982*	*.999*	*.888, 1.124*
	Emotional Regulation	*.000*	*.057*	*.000*	*1*	*.993*	*1.000*	*.895, 1.117*
	Reflection	*-.009*	*.059*	*.023*	*1*	*.881*	*.991*	*.884, 1.112*
	Humor	*-.042*	*.053*	*.632*	*1*	*.427*	*.959*	*.864, 1.064*
	Openness	*.005*	*.057*	*.009*	*1*	*.924*	*1.005*	*.899, 1.124*
Decreased	*Intercept*	*-4.822*	*2.359*	*4.176*	*1*	*.041*		
	Wisdom Experience	*.027*	*.059*	*.202*	*1*	*.653*	*1.027*	*.914, 1.154*
	Emotional Regulation	*.120**	*.057*	*4.394*	*1*	*.036*	*1.128*	*1.008, 1.262*
	Reflection	*-.024*	*.052*	*.219*	*1*	*.639*	*.976*	*.881, 1.081*
	Humor	*-.023*	*.048*	*.230*	*1*	*.631*	*.977*	*.889, 1.074*
	Openness	*.033*	*.051*	*.431*	*1*	*.512*	*1.034*	*.936, 1.142*

p <0.05*, *p* <0.01**

For qualitative analysis of the answers, a content analysis was conducted to find if there was an improvement in the wisdom-related behavior post-wisdom training. The results are depicted in table 5.5. The post-task questions after the game asked various questions about how they played it. As found with the quantitative results, there was an increase in the variable of trying to balance the game. In the pre-training conditions, only 37 participants explicitly agreed to try to balance the score between them and the opponents. This was increased to agreement by 55 participants in the post-training group. More questions were asked on the game's structure and their feeling during the game. 11 participants in the pre-training session agreed that they used their power in the game to do something good, whereas 17 participants agreed to do something good in the post-training sessions. Forty participants agreed to show sympathy towards the opponents in pre-training sessions. This was decreased to 22 in the post-training session. During the sessions, the confederate also sent a few messages asking the participants to give more points. There was an increase of only 1 participant from

pre- to post who agreed that these messages from player 1 were effective. There were also increased feelings of cognitive dissonance due to the game's structure from pre- to post-training. Two coders separately carried out the content analysis for intercoder reliability.

Table 5. 5: Frequencies of coded variables from the situational interview and post-task questions

Variables	*Extraction criteria*	*Pre wisdom training*	*Post wisdom training*	*Intercoder reliability for the pre-wisdom training*	*Intercoder reliability for the post-wisdom training*
Trying to balance in the game	*There is a latent and manifested ideation of balancing the negotiation between the self and the other party so that nobody is at a loss.*				
Use of power for good	*Understand that they were in a powerful position and willing to help the other players who were not as priveledges as they are*	*37*	*55*	*97.30%*	*97.44%*
Asking for more points was effective	*Stated that participants started giving more points after the opponent began to ask it explicitly in the messages.*	*11*	*17*	*90.91%*	*96.36%*
Showing sympathy	*Feel sympathetic about the other player and their position of not being able to get or retain points in the game*	*40*	*22*	*92.50%*	*90.91%*
Cognitive dissonance	*There is a discrepancy between their willingness to help and not being able to do so and feeling guilty about it*	*11*	*12*	*81.82%*	*83.33%*
Emotion	*Showing latent and manifested emotional understanding towards the other party*	*22*	*20*	*88.37%*	*90.00%*
Emotional regulation	*Able to remain calm in the situation despite it not being in favour*	*6*	*16*	*71.43%*	*93.33%*
Empathy	*Understanding the other party's viewpoints from their side*	*26*	*24*	*83.33%*	*79.17%*
Negative emotion	*Including aggression, depression, furious, and frustration. Showing egoistic or proudy behavior.*	*60*	*45*	*79.66%*	*91.49%*
Epistemic humility	*Showing latent and manifested limitations of knowledge towards the situation.*	*62*	*72*	*79.31%*	*91.30%*
Perspectivism	*Could take the latent and manifested perspective of the other party*	*84*	*101*	*83.02%*	*71.72%*
Dialectical and reflective thinking	*Could take the latent and manifested viewpoint of the other party and able to make a balance out of it*	*96*	*115*	*86.67%*	*85.19%*
Context adaptability	*Able to adapt to the changing situation. However, with no sign of helplessness.*	*66*	*74*	*80.33%*	*86.71%*

For the situations presented, five criteria were looked into in the content analysis of the answers given by the participants. These criteria include the presence of emotions,

perspective-taking, dialectical and reflective thinking, contextual adaptability, and epistemic humility.

Emotions were further measured in terms of emotional regulation, empathy, and showing negative emotions. In the previous analysis, emotional regulation increased from the frequency of 6 to 16 and from pre- to post-wisdom training sessions. However, empathy in the situations decreased from 26 to 24. On the other hand, the frequency of negative emotions displayed also reduced from 60 to 65. There was also an increase in the frequency of epistemic humility from 62 in pre-wisdom training to 72 in post-wisdom training. Similarly, contextual adaptability increased from 66 in pre-wisdom training to 74 in post-wisdom training. Perspectivism also increased from the frequency of 84 to 101, from pre- to post-wisdom training. Similarly, dialectical and reflective thinking frequency has increased from 96 to 115.

From the cumulative results of both qualitative and quantitative research, it can be said that the *wisdom that can be induced in negotiation with awareness training on wisdom-related variables* is retained.

5.4. Discussion

The primary objective of this study was to explore and validate the concept of "wise negotiation" by investigating the effects of wisdom awareness training on negotiation behaviors before and after the intervention. Using a pre-and post-test design, the study sought to determine whether targeted training focused on enhancing awareness of wisdom-related qualities could improve negotiation strategies and foster behaviors associated with wisdom. The findings contribute valuable insights into the cultivation and application of wisdom in negotiation contexts, highlighting a growing interest in embedding wisdom principles into practical negotiation processes. Both qualitative and quantitative results affirm the feasibility of integrating wisdom into negotiation. While prior research has demonstrated that wisdom can be nurtured through life experiences (Weststrate & Glück, 2017) or formal education (Huynh & Grossmann, 2018), this study is among the first to show that wisdom-related traits can also be cultivated in applied settings like negotiation through structured training. The post-training improvement in participants' ability to achieve a balance between their interests and those of their opponents underscores the role of wisdom awareness in promoting cooperative and equitable negotiation strategies. These findings align with earlier work by Grossmann and colleagues, who noted that wise reasoning facilitates long-term cooperation (Grossmann et al., 2017). A multinomial regression analysis of wisdom-related variables, focusing on negotiation outcomes (i.e., balance of scores) before and after the awareness training, reinforced the importance of emotional regulation in wiser negotiation practices. The positive association between emotional regulation and a reduction in point disparities supports existing research, which underscores emotional regulation as a critical factor in successful negotiation outcomes (Kopelman, Rosette, & Thompson, 2006). Despite the lack of explicit emphasis on emotional regulation in the awareness program, post-test outcomes revealed a significant decrease in the use of negative emotions and a corresponding increase in emotional regulation, highlighting its inherent role in wisdom-driven behaviors. Post-task qualitative analysis, including responses to situational prompts, corroborated the quantitative findings. A growing number of participants explicitly mentioned efforts to balance outcomes and leverage powerful positions for ethical purposes. This shift toward prosocial and moral strategies aligns with the socio-cognitive grounding of wisdom, as proposed by the Common Wisdom Model (Grossmann et al., 2020).

Additionally, participants exhibited enhanced wisdom components, such as perspective-taking, contextual adaptability, epistemic humility, and reflective thinking, further affirming the acceptability and applicability of wisdom in negotiation contexts. Interestingly, while emotional regulation and other wisdom traits showed significant improvement, changes in empathy and sympathy were minimal. This suggests that these traits might require distinct or supplementary interventions beyond the scope of the current training program to develop meaningfully. This study provides compelling evidence for the inclusion of wisdom in negotiation practices through targeted awareness training. By enhancing capacities such as emotional regulation, perspective-taking, and moral reasoning, the training demonstrated the potential for fostering more equitable and cooperative negotiation strategies. While certain areas, like empathy, require further exploration, the findings affirm the viability of wisdom as a valuable framework in applied negotiation settings.

5.5. Limitations and Strengths

The awareness program on wisdom, as implemented in this study, is deeply rooted in the Common Wisdom Model, which emphasizes cognitive dimensions of wisdom such as reasoning, perspective-taking, and reflective thinking. While this cognitive focus provides a strong foundation, the model has been criticized for underemphasizing the affective components of wisdom, such as empathy, compassion, and emotional engagement. To address this limitation, the program included elements related to emotional regulation, though these were treated somewhat separately and may not have been comprehensively targeted. Despite this, the results were found to align with the cognitive emphasis of the model, demonstrating its applicability in fostering wise negotiation practices. It is important to acknowledge the contextual limitations of the study. Conducted during the COVID-19 pandemic with a student population and relying on hypothetical negotiation scenarios, the external validity of the findings may be constrained. These factors limit the generalizability of the results to broader populations and real-world negotiation settings. Nonetheless, the convergence of qualitative and quantitative data enhances the reliability and depth of the findings. The alignment of insights from both types of data strengthens the validity of the conclusion that wisdom can be cultivated and applied in negotiation contexts through targeted training programs. This study contributes valuable insights into the integration of wisdom into practical negotiation strategies while also highlighting areas for further exploration. Future research should focus on incorporating more robust affective components into wisdom models, testing the program in diverse real-world settings, and exploring ways to enhance external validity. By addressing these limitations, the field can reach a comprehensive understanding of wisdom's role in negotiation and other applied domains.

5.6. Implication and Future Directions

This research suggests that wisdom in negotiation is a practical possibility, can be cultivated with targeted intervention, and could be fostered through awareness apart from life experiences. Future studies should include participants from diverse demographics and professional backgrounds to enhance generalizability.

5.7. Conclusion

In conclusion, this study demonstrates that wise negotiation is not merely a theoretical construct but a practical and achievable concept that can be cultivated in real-world scenarios.

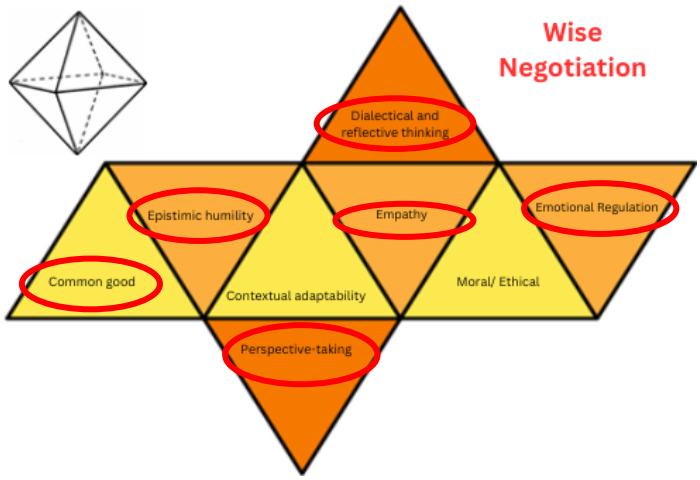

Figure 5. 2: Validated components of wise negotiation

The observed increase in balanced decision-making and wisdom-related activities during the negotiation task provides compelling evidence that wise negotiation is both feasible and effective. By leveraging qualitative and quantitative analyses, the study further reveals that merely raising awareness of wisdom-related behaviors can lead to their manifestation in applied settings, such as negotiation. Wise negotiation emerges as a multifaceted concept encompassing key dimensions of wisdom, including emotional regulation, epistemic humility, contextual adaptability, perspectivism, dialectical thinking, and reflective thinking. The findings also underscore that wise negotiators are likely to exhibit reduced negative emotions, promoting cooperative and ethical approaches to conflict resolution. Thus, this study validated the proposed components of wise negotiation (see. figure 5.2), including epistemic humility, empathy, dialectical and reflective thinking, emotional regulation, perspective-taking, and the common good.

This chapter explores the practical existence of wise negotiation and lays the groundwork for further investigating its applications. In subsequent studies, I aim to delve deeper into the recognition and acceptance of the concept by practitioners and scholars in the fields of negotiation and wisdom. These efforts will contribute to refining the theoretical framework and expanding the practical implications of wise negotiation, ultimately enriching our understanding of how wisdom can transform negotiation practices in diverse real-world contexts.