

Negotiation Training in Business and Management: A Systematic Exploration of the Previous Works

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Abstract

The demand for negotiation training has grown steadily, driven by the need to thrive in an ever-changing business landscape. Numerous studies have been conducted to identify effective approaches to negotiation training. However, the pace of development in negotiation training has not kept up with the increasing demand. This research aims to shed light on current trends in negotiation training research to identify gaps that can be addressed through further investigation. In order to explore this topic, a comprehensive examination was conducted using the Scopus database, resulting in the selection of 39 journal articles for further analysis. The findings of this review reveal several gaps in the existing literature, particularly concerning the integration of information and communication technology (ICT) in negotiation training. Furthermore, the review highlights a tendency for negotiation training to remain static, lacking the ability to capture and provide feedback on the dynamic changes during the negotiation process.

Keywords: business and management; exploration; negotiation; training.

A. INTRODUCTION

At conscious and subconscious levels, negotiation is an essential skill across various domains, including politics, international relations, the environment, humanitarian efforts, and business and management (Zohar, 2015). This implies that negotiation has been part of everyday life. At the conscious level, effective negotiation is a basic skill highly valued professionally (Mcgunagle & Zizka, 2020). Similarly, negotiation skills are vital in business for achieving favorable outcomes in the dynamic and competitive contemporary business landscape. Effective negotiation is an invaluable asset for professionals in all industries, whether it involves securing deals with clients, resolving team conflicts, or navigating complex contractual agreements. Negotiations are widely recognized as a proven solution for addressing the typical business challenges that are usually faced by managers (Caputo et al., 2018). Organizations recognize the importance of investing in negotiation training programs to develop and enhance the negotiation capabilities of their employees (Elshenawy, 2010). As a result, it is increasing the need and investment for companies to provide negotiation training to their employees (Gates, 2006).

Negotiation training is a specialized field that focuses on improving individuals' skills and strategies in effective communication and decision-making during negotiation scenarios. The primary goal of such training is to enhance the ability to reach mutually beneficial agreements, resolve conflicts, and achieve desired outcomes by employing persuasive and collaborative techniques (Elshenawy, 2010). Research findings indicate that negotiation training yields positive results. A study found that 80% of students who received negotiation training reported applying their newly acquired skills in their professional careers. Additionally, 30% of these students stated that the ability to negotiate provided significant value to their careers (Baber, 2022). Moreover, for professionals, negotiation training has long-term benefits, including an increase in the stability of negotiation outcomes (Fells, 2009). Therefore, negotiation training is highly beneficial for individuals with little to no formal negotiation experience, such as students, as well as professionals who aim to enhance their negotiation capabilities.

As the demand for negotiation training continues to rise, research in this field has also expanded, resulting in negotiation studies being regarded as mature (Ebner, 2017). Empirical research predominantly dominates this study area, primarily focusing on understanding the most effective methods for acquiring negotiation skills, assessing training outcomes, and exploring the transferability of learned skills to real-world negotiation contexts (Agndal et al., 2017). This substantial body of knowledge has provided valuable insights into training techniques,

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factors influencing training effectiveness, and the impact of negotiation training on individual and organizational performance.

However, despite the considerable body of research in the field of negotiation, there are still noteworthy gaps and prospects for further exploration. One area that offers opportunities for advancement is integrating technology to enhance training methodologies. The combination of negotiation training with appropriate supportive tools has the potential to significantly improve the effectiveness of training programs (Köszegei & Kersten, 2003). In order to address these existing gaps and promote the development of negotiation training, it is crucial to conduct a comprehensive examination of the current landscape in this field. While (Agndal et al., 2017) conducted a related study, it focused on negotiation in a broader context rather than specifically targeting negotiation training. (Cheng et al., 2017) also conducting a literature review related to negotiation. However, it was more focused on the relationality aspect of the negotiation. Therefore, conducting a comprehensive investigation into negotiation training at this stage would be both pertinent and advantageous.

Based on the explanation mentioned above, the research questions that warrant investigation are as follows:

RQ1: What is the current state of negotiation training in the business domain?

RQ2: What research method was used in the previous study, and what aspects were identified in the negotiation training?

The structure of this paper consists of several sections. The first part serves as the introduction, providing an overview of the research topic. The second part offers a concise review of the relevant literature, followed by a description of the research methodology employed in this study. Section 4 presents the results and discussions derived from the conducted research. Lastly, section 5 encompasses the conclusion, limitations, and recommendations drawn from the findings.

B. RESEARCH METHOD

Systematic Literature Review (SLR) is a research technique that enables researchers to obtain a structured description of a specific topic of interest. This method is crucial as it provides reliable, authentic, and valid data about the research topic (Parajuli, 2020). The use of SLR is highly beneficial across various studies, encompassing qualitative, quantitative, and mixed methodologies, and it helps minimize researcher bias (Senivongse, 2017). The process involves conducting content analysis, identifying relevant themes, assessing consistency and differences, and summarizing arguments related to each theme (McCready, 2007). The primary objective of this study is to gain insights into the operation of negotiation training in the contemporary business environment. To achieve this, it is crucial to employ literature review protocols and screening procedures to gather and synthesize relevant content.

Additionally, an analysis is conducted to identify materials pertinent to the study, including document distribution, research methods, complementary theories employed, research types, document types, and the business fields that use them. This comprehensive approach ensures that the data presented is relevant and effectively addresses the research questions (Gagnon, 2011; Teixeira, 2019). Conducting research through a literature review method presents its own set of challenges and complexities. However, with careful consideration and meticulous organization, the analysis results can provide significant value (Hamilton, 2004).

Literature review protocol

This study collected data from the Scopus database using the keyword "negotiation training" in the search field. Scopus was chosen as the database due to its prominence and reputation as a trusted source of scholarly literature. Additionally, Scopus is widely accessible to researchers. While utilizing a single database can introduce some bias, it is a common research practice, particularly when the selected database is relevant and has a strong reputation (Lawrence, 2008; Pascoe, 2021). Several other studies have also relied on a single database for their research, as evidenced by the works of (Ali & Bashir, 2022; Alshater et al., 2020; Lim et al., 2022).

In the initial search, no limitations were placed on the year of publication, document type, title, publication stage, keyword, country, or source type. However, this approach resulted in many documents that were irrelevant to the topic. In order to refine the search and focus on the desired subject, the final search string was limited to "TITLE (Metaverse) AND (LIMITTO (SUBJAREA, "BUSI") OR LIMIT-TO (SUBJAREA, "ECON"))".

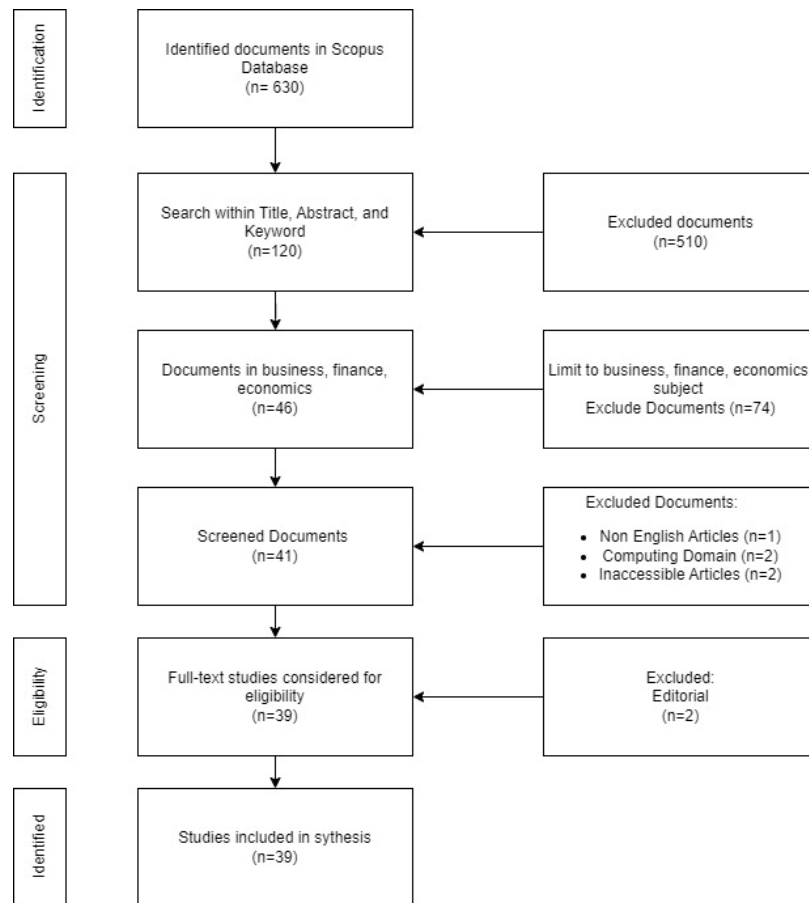


Figure 1. Documents screening procedure using PRISMA Framework

Initially, a search yielded 630 articles without any restrictions on word searches. In order to focus specifically on articles related to negotiation training, the search was refined to include only the title, abstract, and keywords. This more targeted search resulted in 120 relevant documents covering various subjects. In order to align with the objectives, the search was further narrowed down to the subject areas of Business, Management, and Accounting, as well as Economics, Econometrics, and Finance.

The systematic review followed the PRISMA framework, a widely recognized framework for conducting literature reviews (Nik Abdullah et al., 2022). The identification process using the PRISMA framework is illustrated in Figure 1.

Literature Screening

The selected subject area yielded 46 documents related to negotiation training. Among these documents, 1 document was written in a language other than English, two were related to computing, and two could not be accessed. Following the initial screening, 41 documents remained. Subsequently, editorial documents were excluded from further analysis as they did not align with the research objectives or have an abstract that could be analyzed. As a result, 39 documents were identified as eligible for further analysis. These documents met the criteria of being within the specified subject areas of Business, Management, and Accounting, as well as Economics, Econometrics, and Finance. Additionally, they were written in English and consisted of peer-reviewed materials such as journal articles, conference proceedings, book chapters, and review papers. Accessibility was another criterion, requiring both abstracts and full papers be accessible, thereby excluding editorials from the analysis.

C. RESULTS AND DISCUSSION

A total of 39 documents underwent screening and were analyzed, considering their descriptive characteristics and content. The analysis results are presented as tables and graphs to facilitate data

visualization. In this discussion, the documents will be referred to using codes to simplify data presentation. A comprehensive description of each document will be provided at the end of this article.

Document Type

The documents included in this study encompass two types: journal articles and books/book chapters. Journal articles constitute the majority, accounting for 95% of the documents, while books/book chapters comprise only 5% or two documents. Among the journal articles, a diverse range of sources, including three teaching notes, two teaching ideas, and 34 research reports, constitute 87% of the documents. This observation suggests that research on negotiation training is developing, with numerous avenues for exploration, particularly with advancements in technology that offer opportunities for more effective training methods.

Publication Slot and Citation

Table 1 illustrates the distribution of journals and book publishers as the primary sources of documents reviewed in this study related to negotiation training in business and management. The table also provides information on the number of citations for each journal article. The Negotiation Journal, published by the President and Fellows of Harvard College, emerged as the most frequently referenced journal in this study, closely followed by Group Decision and Negotiation, published by Springer. These findings indicate that these journals are key references for advancing negotiation research, including training methodologies. Moreover, the consistent publication of articles in these journals across different years signifies their commitment to updating the progress in negotiations.

However, Group Decision and Negotiation lag significantly behind the Negotiation Journal when considering the number of citations. This observation implies that the Negotiation Journal likely covers certain general or conceptual topics important for the field. For example, Shell (2001) introduced the Thomas-Kilmann Model as a highly suitable instrument for evaluating negotiation skills, featured in the Negotiation Journal. Additionally, Movius (2008) discusses the effectiveness of negotiation training, which is likely to serve as a reference for future researchers seeking to justify the necessity of such training. It is also plausible that researchers in other subject areas may refer to these articles for related insights and rationale.

Table 1. Journal Distribution of Reviewed Articles

Journal Title or Book Publisher	Number	Article ID	Total Citation
Theory and Decision	1	J1	9
Personnel Psychology	1	J2	200
Group Decision and Negotiation	7	J3, J7, J24, J27, J29, J35	49
Simulation and Gaming	1	J4	8
Negotiation Journal	13	J5, J6, J9, J11, J14, J15, J16, J17, J18, J22, J23, J26, J36	288
International Journal of Conflict Management	2	J8, J31	11
Industrial and Labor Relations Review	1	J10	22
Journal of Education for Business	1	J12	19
Journal of European Real Estate Research	1	J13	3
Journal of European Industrial Training	11	J19	21
Journal of Business Psychology	1	J20	43
International Journal of Auditing	1	J21	5
Industrial and Commercial Training	1	J25	0
Routledge	1	B1	1
Journal of Health Organization and Management	1	J28	6
Negotiation and Conflict Management Research	1	J30	3
International Journal of Educational Management	1	J31	1
The Quarter Journal of Economics	1	J32	11
Edward Elgar Publishing	1	B2	0
Gender in Management: An International Journal	1	J34	2
European Journal of Training and Development	1	J37	0

Another article that receives significant citations (Herbst & Schwarz, 2011) examines the appropriateness of using students as research subjects in negotiation studies. Students are frequently chosen as participants due to their easy accessibility and presumed basic understanding of negotiation concepts gained from their academic coursework. Additionally, (Stevens, 1997) research has garnered substantial attention, specifically on the psychological factors of individual negotiation skills. This study holds particular significance as one of the early investigations in the field of psychology within the context of negotiation. It offers valuable insights and can serve as a foundational resource for future research endeavors, particularly in simulation development, role-playing scenarios, and the assessment of negotiation skills.

Publication Year

Research on negotiation training has exhibited notable fluctuations over time. In order to facilitate comprehension, the identified articles are divided into 10-year intervals. Research on negotiation training started gaining momentum in the early 2000s, with a steady increase observed until the end of the previous decade. This growth can be attributed to the advancements in information and communication technology (ICT) across various domains. Many studies have emerged exploring topics such as electronic negotiation training or the integration of traditional simulations with computer-based simulations, highlighting the impact of technology in this field.

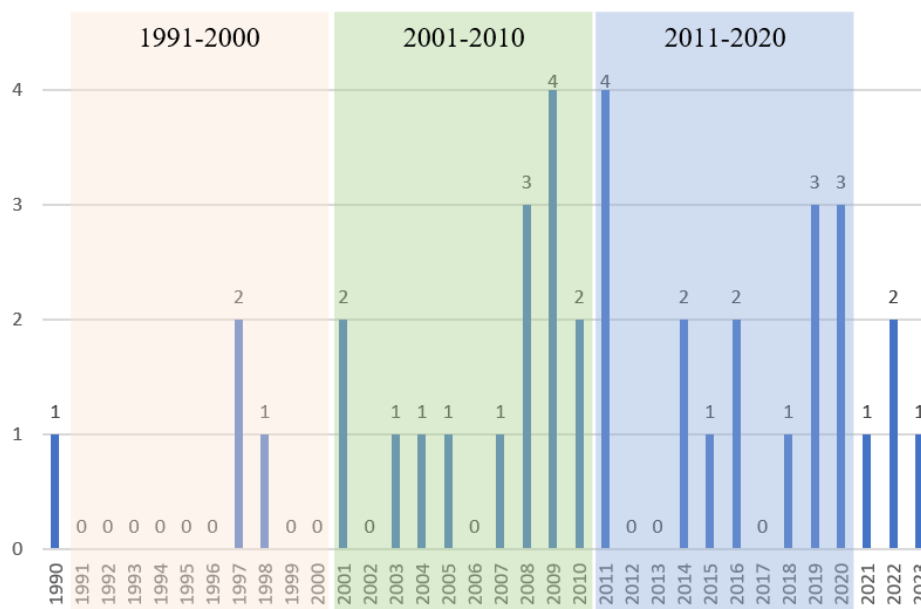


Figure 2. Reviewed Articles Distribution based on Year of Publication

Negotiation Training Method and Aspect to Identified

The majority of research on negotiation training is predominantly empirical. Conducting direct experiments is valuable for generating data that can shed light on negotiators' behavioral tendencies. Role-playing experiments, specifically face-to-face negotiations, have traditionally been utilized in negotiation training. These experiments provide a clearer understanding of negotiator behavior. However, it is noteworthy that the role of role-playing experiments in negotiation training appears to be declining. This may be attributed to technological advancements enabling negotiation training to be conducted remotely, without needing in-person interactions, while still producing accurate results.

Table 2. Research Design Applied by Research

Research Design	Number	Article ID
Conceptual	13	J5, J9, J11, J14, J15, J16, J17, J18, J19, J26, B1, J29, B2
Empirical	28	
a. Survey	6	J6, J10, J30, J33, J34, J36
b. Interview	3	J3, J25, J28,

Research Design	Number	Article ID
c. Case-studies	2	J4, J37
d. Archival	1	J8
e. Experiment	16	
- Simulation	9	J1, J7, J20, J24, B1, J27, J31, J32, J35
- Face-to-face Role Play	7	J2, J12, J13, J21, J22, J23, J32

Source: research data, 2023

The increasing adoption of simulations in negotiation training can be attributed to the evolving nature of business practices. The advancement of information and communication technology (ICT) has played a significant role in this trend. Several studies have explored how negotiation training can be conducted asynchronously, allowing participants to engage in training activities at different times while receiving appropriate feedback.

Empirical studies utilizing surveys often focus on evaluating the outcomes of negotiation training. On the other hand, archival research, exemplified by J8, involves analyzing survey results and researchers' observations from classes taught in recent years. Conceptual papers like J13 and J19 integrate other theories with negotiation theory. For instance, J13 explores negotiations related to the Four Levels of Outcome, while J19 provides a comprehensive review of the relationship between negotiation and training concepts in a broader sense.

Table 3. Identified Aspect on Research

ID	Negotiation Performance	Negotiation Outcomes	Negotiation Effectiveness	Negotiation Skill	Negotiator Behaviour	Negotiation Training	Uncategorized/ Varied
B1		X		X			
B2		X					
J1	X						
J2	X			X			
J3				X			
J4	X						
J5						X	
J6		X			X		
J7					X		
J8					X	X	
J9			X			X	
J10		X					
J11			X			X	
J12					X		
J13			X				
J14							Designing Negotiation Training Tools
J15					X		
J16					X		
J17						X	
J18	X						
J19	X			X			
J20					X	X	
J21					X		
J22					X		
J23	X				X		
J24			X				
J25					X		
J26					X		
J27		X		X			
J28			X		X		
J29							Designing Negotiation Training Tools
J30				X			
J31				X			

ID	Negotiation Performance	Negotiation Outcomes	Negotiation Effectiveness	Negotiation Skill	Negotiator Behaviour	Negotiation Training	Uncategorized/ Varied
J32			X				
J33							
J34		X					
J35					X	X	
J36					X	X	
J37							Designing Negotiation Training Tools
	6	6	6	7	15	8	

Source: research data, 2023

Analysis of the reviewed studies reveals that a substantial portion of research on negotiation training is focused on assessing negotiator behavior. This area of research holds significant potential as negotiator behavior encompasses a wide range of factors and variables that can influence the negotiation process and outcomes. Exploring different behavioral aspects, such as communication styles, decision-making processes, and strategic approaches, can provide valuable insights into effective negotiation techniques and strategies. Interestingly, examining emotional factors in negotiation training is still relatively limited. Emotions are crucial in negotiations, influencing negotiators' attitudes, perceptions, and decision-making. Further research in this area can shed light on the impact of emotions on negotiation outcomes and the development of emotion regulation strategies to enhance negotiation effectiveness.

Moreover, it is worth noting that the majority of research in negotiation training adopts a static perspective. The focus often lies in analyzing the outcomes achieved or the number of outcomes, neglecting the dynamic nature of negotiations. There is a need to shift towards a more dynamic approach that explores the process, dynamics, and unfolding of negotiations over time. Understanding the evolving nature of negotiations can provide valuable insights into the strategies, tactics, and adaptations negotiators employ throughout the negotiation process. In terms of the development of negotiation training, although J14's research has made significant strides in this area, the progress in this domain has not been as rapid as anticipated. This highlights the ongoing potential for further advancements in negotiation training research. Given the importance of negotiation skills in business and management, there is a continued need for innovative and effective training methodologies that address the complexities and challenges of real-world negotiations.

D. CONCLUSION

Research on negotiation training in business and management has witnessed consistent and ongoing development. The dominant research approach remains empirical, focusing on conducting experiments utilizing simulations or face-to-face role plays to generate data. The identified aspects of research predominantly revolve around static evaluations, where final assessments of outcomes or performance follow training interventions, typically gauged through satisfaction levels.

However, despite the progress made thus far, there are numerous untapped opportunities in negotiation training research. One such avenue is the exploration of dynamics within negotiations themselves. While current research has primarily examined the outcomes and results of negotiation training, there is a need to delve deeper into the evolving process and dynamics that unfold during negotiations. Researchers can gain a more comprehensive understanding of negotiation dynamics by studying the real-time interactions, adaptations, and strategic maneuvers employed by negotiators.

Furthermore, incorporating dynamic research methodologies, such as longitudinal studies or real-time observations, can shed light on the complexities and nuances of negotiation processes. This would allow for a more nuanced analysis of the factors influencing negotiation outcomes, including contextual variables, interpersonal dynamics, and decision-making strategies. Such dynamic research approaches can provide valuable insights into the intricate nature of negotiations and inform the development of more effective negotiation training programs.

In conclusion, while research on negotiation training in business and management has made significant strides, there are still ample opportunities for further exploration. By shifting the focus towards understanding the dynamics of negotiations and adopting dynamic research methodologies, researchers can enhance our understanding of negotiation processes and contribute to advancing negotiation training techniques. Ultimately, this will equip individuals with the necessary skills to navigate complex negotiation scenarios and achieve favorable outcomes in the dynamic business environment.

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APPENDIX A.

Articles Reviewed by This Research

Article ID	Article
B1	Kennedy, G. (2016). <i>Kennedy on Negotiation</i> (G. Kennedy (ed.); 2016th ed.). Routledge.
B2	Liu, M., & Ren, I. Y. (2020). Gender, communication, and negotiation. In <i>Research Handbook on Gender and Negotiation</i> .
J1	Gauvin, S., Lilien, G. L., & Chatterjee, K. (1990). The impact of information and computer-based training on negotiators' performance. <i>Theory and Decision</i> , 28, 331–354.
J2	Stevens, C. K., & Gist, M. E. (1997). Effects Of Self-Efficacy And Goal-Orientation Training On Negotiation Skill Maintenance : What Are The Mechanisms ? <i>Personnel Psychology</i> , 50.
J3	Spector, B. I. (1997). Analytical Support to Negotiations : An Empirical Assessment. <i>Group Decision and Negotiation</i> , 6, 421–436.
J4	Wilkenfeld, J., Kraus, S., & Holley, K. M. (1998). The Negotiation Training Model. <i>Simulation and Gaming</i> , 29(1), 31–43.
J5	Shell, G. R. (2001). Bargaining Styles and Negotiation: The Thomas-Kilmann Conflict Mode Instrument in Negotiation Training. <i>Negot. J.</i> , April, 155–174.
J6	Coleman, P. T., Ying, Y., & Lim, J. (2001). A Systematic Approach to Evaluating the Effects of Collaborative Negotiation Training on Individuals and Groups. <i>Negot. J.</i> , October, 363–392.
J7	Köszegi, S., & Kersten, G. (2003). Online / Off-line : Joint Negotiation Teaching in Montreal and Vienna. <i>Group</i> , 12, 337–345.
J8	Ramarajan, L., Bezrukova, K., Jehn, K. A., Euwema, M., & Kop, N. (2004). Relationship Between Peacekeepers And Ngo Workers: The Role Of Training And Conflict Management Styles In International Peacekeeping. <i>International Journal of Conflict Management</i> , 15(2), 167–191.
J9	Reilly, P. (2005). Teaching Law Students How to Feel : Using Negotiations Training to Increase Emotional Intelligence. <i>Negot. J.</i> , April, 301–314.
J10	Bendersky, C. (2007). Complementarities In Organizational Dispute Resolution Systems : How System Characteristics Affect Individuals' Conflict Experiences. <i>Industrial and Labor Relations Review</i> , 60(2), 204–224.
J11	Movius, H. (2008). The Effectiveness of Negotiation Training. <i>Negot. J.</i> , October 2008, 509–531.
J12	Taylor, K. A., Mesmer-Magnus, J., & Burns, T. M. (2010). Teaching the Art of Negotiation: Improving Students' Negotiating Confidence and Perceptions of Effectiveness. <i>Journal of Education for Business</i> , 83(3), 135–140. https://doi.org/10.3200/JOEB.83.3.135-140
J13	Bobot, L. (2008). Teaching negotiation for town planners in France. <i>Journal of European Real Estate</i> , 1(2), 183–200. https://doi.org/10.1108/17539260810918749
J14	Tsay, C., & Bazerman, M. H. (2009). A Decision-Making Perspective to Negotiation : A Review of the Past and a Look to the Future. <i>Negot. J.</i> , October 2009, 467–480.
J15	Patton, B. (2009). The Deceptive Simplicity of Teaching Negotiation: Reflections on Thirty Years of the Negotiation Workshop. <i>Negot. J.</i> , October 2009, 481–498.
J16	Bernard, P. E. (2009). Bringing Soul to International Negotiation. <i>Negot. J.</i> , April 2009, 147–159.
J17	Avruch, K. (2009). What Is Training All About ? <i>Negot. J.</i> , April 2009, 161–169.
J18	Holtom, B. C., Gagné, K. C., & Tinsley, C. H. (2010). Using "Shocks and Rumors" to Teach Adaptive Thinking. <i>Negot. J.</i> , January 2010, 69–83.

Article ID	Article
J19	Elshenawy, E. (2010). Does negotiation training improve negotiators' performance ? <i>Journal of European Industrial Training</i> , 34(3), 192–210. https://doi.org/10.1108/03090591011031719
J20	Weissbein, D. A., Huang, J. L., Ford, J. K., & Schmidt, A. M. (2011). Influencing Learning States to Enhance Trainee Motivation and Improve Training Transfer. <i>Journal of Business Psychology</i> , 26, 423–435. https://doi.org/10.1007/s10869-010-9198-x
J21	Hollindale, J., Kent, P., & Mcnamara, R. (2011). Auditor Tactics in Negotiations : A Research Note. <i>International Journal of Auditing</i> , 15, 288–300. https://doi.org/10.1111/j.1099-1123.2011.00435.x
J22	Foster, T. N., & Farquharson, E. R. (2011). Assessment Procedures for Skills-Based MBA Courses Adapted from the U.S. Army Reserve Officer Training Corps Leadership Development Program. <i>Negot. J.</i> , July, 367–386.
J23	Herbst, U., & Schwarz, S. (2011). How Valid is Negotiation Research Based on Student Sample Groups? New Insights into a Long-Standing Controversy. <i>Negot. J.</i> , April, 147–170.
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