



THE RELATIONSHIP BETWEEN ASSERTIVENESS
AND NEGOTIATION SKILL OF AMWAY'S
INDEPENDENT BUSINESS OWNERS

WINDY OENTORO

A Project Paper Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

Graduate School of Counseling Psychology

ASSUMPTION UNIVERSITY

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60 Pages

NOVEMBER 2004

The project paper investigates the relationship between assertiveness and negotiation skill of Amway's independent business owners in Bangkok.

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The purpose of the study was to investigate the relationship between assertiveness and negotiation skill of Amway's independent business owners in Bangkok, and to investigate the level of assertiveness and negotiation skill of Amway's independent business owners in Bangkok. The demographic variables of age, gender and educational level were selected for the study.

The purposive sampling technique was used for this study. The sample was obtained from 400 Amway's independent business owners in Bangkok, selected by the location of the Pick and Pay stores located in three locations in Bangkok. Two instruments, the Rathus Assertiveness Scale, and Negotiation skill questionnaire were employed. The major findings are as follows.

1. Fifty four percent of the participants had their assertiveness in low level.
2. Sixty percent of the participants had their negotiation skill in low level.
3. The mean score of assertiveness was 3.62 whereas the mean score of negotiation skill was 5.19.
4. A significant relationship was highly found between assertiveness and negotiation skill at .05 level of significance.
5. A significant difference was not found between assertiveness and three demographic variables of age, gender and educational level at .05 level of significance.

6. A significant difference was not found between negotiation skill and three demographic variables of age, gender and educational level at .05 level of significance.

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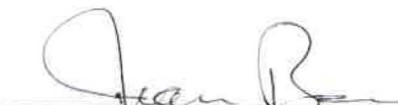



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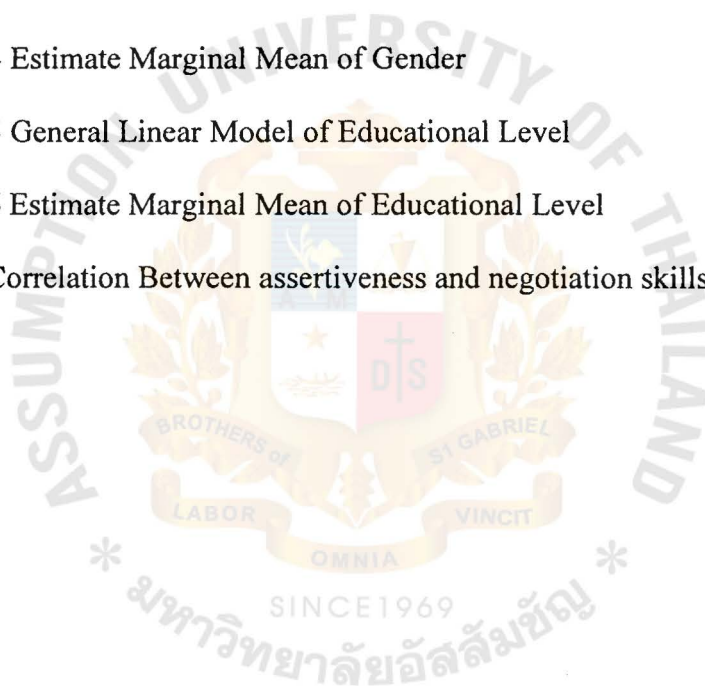
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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Whenever we attempt to influence another person through an exchange of ideas, or something of material value, we are negotiating. Negotiation is the process we use to satisfy our needs when someone else controls what we want. Every wish we would like to fulfill, every need we feel compelled to satisfy, is a potential situation for negotiation. Other terms are often applied to this process, such as bargaining, haggling, mediating or bartering. Negotiation between companies, groups or individuals normally occurs because one has something the other wants and is willing to bargain to get it. Most of us are constantly involved in negotiations to one degree or another. Examples include: when people meet to draw up contracts; buy or sell anything; resolve differences; make mutual decisions; or agree on work plans. Successful negotiators have a positive attitude. They are able to view conflict as normal and constructive. The skills they use to resolve conflict are not magic, they can be learned. These skills, once learned, provide the courage and confidence necessary to challenge others, and initiate a positive negotiation. Understanding the skills of negotiation also sustains us when we are challenged by others. Our attitude is always important, and this is especially true in negotiating. Attitudes influence our objectives, and objectives control the way we negotiate. The way in which we negotiate determines the outcome (Davis, 1981).

Assertiveness is behavior in which one's own feelings such as anger are expressed in an effective and balanced manner that is respectful both of self and of others. It is a direct, honest, situationally appropriate expression of one's feelings,

opinions or beliefs. At one extreme, certain people have difficulty asking for their rights, are unable to speak out when others treat them unfairly despite feeling furious, or even have difficulty expressing positive emotions toward others. At the other extreme, there are persons who are aggressive, unreasonable, demanding, uncooperative, and only concerned about themselves (Morris, 1990).

Generally, direct selling offers another alternative of investment to start one's own business in a small way with minimum investment and risk. The investors have freedom to decide whether to invest in purchasing products from any direct selling companies or not. They must not be forced into buying first before being accepted as a member since the increase in supply and demand will cause tougher competition among companies engaged in direct selling (Clothier, 1997).

This study can help us to be aware of our assertiveness in being able to express thoughts that will state our needs and thus enhance life. The researcher believes that those who have a high level of assertiveness are also able to communicate well and therefore also have a certain level of negotiating skills. The researcher has chosen Amway's independent business owners (IBO) to be the subject of the study. These IBOs must be able to negotiate for the outcome expected from their customers and they also have to assert themselves in a way that would not make the customer feel any hostility. The researcher hopes this study can help individuals to appreciate the importance of being assertive, and to be able to use negotiation skills when facing business interactions in life, such as direct selling.

Objectives of the Study

1. To identify the levels of assertiveness and negotiation skill of Amway's independent business owners.
2. To investigate differences in levels of assertiveness and negotiation skill in relation to the demographic variables of age, gender, and educational level of Amway's independent business owners.
3. To investigate the relationship between assertiveness and negotiation skill of Amway's independent business owners.

Statement of the Problem

This study attempted to examine the relationship between assertiveness, negotiation skill and the demographic characteristic of Amway's independent business owners in Bangkok. This research sought the answers to the following questions.

1. What is the relationship between the level of assertiveness and negotiation skill of Amway's independent business owners?
2. What is the difference in the level of assertiveness and negotiation skill as a function of the demographics variables of age, gender, and educational level of Amway's independent business owners?

Hypothesis

In reference to the objectives and the problem statement, the null hypotheses (Ho) are stated as follows:

1. Ho: There are no significant differences in the levels of assertiveness and negotiation skill as a function of the demographic variables of age, gender, and educational level of Amway's independent business owners.
2. Ho: There is no significant relationship between the level of assertiveness and negotiation skill of Amway's independent business owners.

Significance of the Study

The findings of this study will be useful for those interested in direct selling in many ways. Firstly, the study can help those people to realize how certain perceptions have influenced their choices, such as pursuing a career role. This study has a significant implication to the organizations operating in a competitive atmosphere where there is an increasing recognition of assertiveness at all levels of operation. The information presented on assertiveness will be helpful in understanding the motivational forces behind negotiation skill needed to improve work performance. If they can assert their selves well, they would know how to negotiate for a satisfying outcome. This study also has significant implications for human resources management. For modern organizations, there is an increased recognition of sales that take initiative action and generates ideas that help to improve the work process. In addition, the information obtained on assertiveness and negotiation skill in this study will be useful in developing training programs to build or increase the level of assertiveness and negotiation skill of salespeople. Finally, this study may contribute to

our understanding that confidence together with the socialization process may impact significantly on peoples' lives.

Definition of Terms

✓ **Assertiveness:** a behavior in which one's own feelings is expressed in an effective and balanced manner that is respectful both of self and others (Alberti & Emmons, 1995). Assertiveness will be measured by the Rathus Assertiveness Schedule.

Direct selling: the sale of a consumer product or service, person-to-person, away from a fixed retail location. These products and services are marketed to customers by independent salespersons. Depending on the company, the salespeople may be called distributors, representatives, consultants or various other titles. Products are sold primarily through in-home product demonstrations, parties and one-on-one selling (Direct Selling Association, www.dsa.org).

Independent Business Owner (IBO): Sales representatives of Amway Corporation.

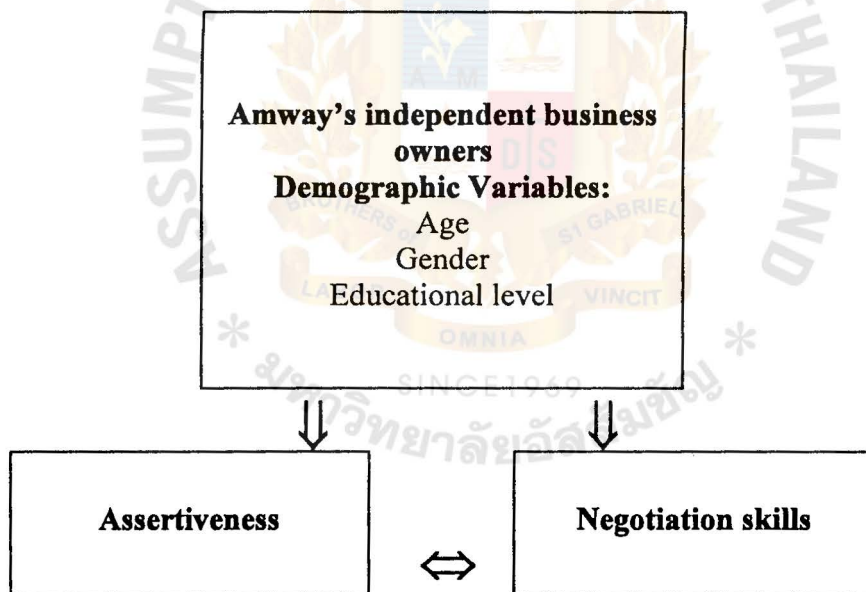
Negotiation skill: the ability to secure an agreement between parties with different needs and goals (Kotler, 2000). Negotiation Skill will be measured by the Negotiation Skill Scale.

Scope and Limitation

1. Amway, the largest direct selling company which has been operating successfully in Thailand for 17 years, is a good working system company. There are 170,000 independent business owners in Thailand. This study uses only the 40,000 independent business owners in Bangkok alone.

2. Bangkok is the centre of business in Thailand. Almost 10 million people live in Bangkok where the cost of living is high compared to the other parts of the country. Hence, high income work is an essential part of our society. This is the reason why Bangkok was selected to be the place in which to find subjects for this research.
3. There are many places where the researcher sought information from: universities such as Assumption University, Chulalongkorn University and Srinakharinvirot Prasarnmit University, as well as from the Internet.

Conceptual Framework



The conceptual framework shows that this study aimed to examine the significant relationship between assertiveness and negotiation skill and the demographic variables of Amway's independent business owners.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of international and local literature, journal articles and research articles that are related to the topic of assertiveness and negotiation skill. The chapter is divided into the following two sections:

- 1) Related literature on assertiveness and negotiation skill
- 2) Journal articles on assertiveness and negotiation skill

1. Assertiveness

What is ^{assertiveness} assertiveness?

According to Townend (1991), assertiveness is a behavior in which one's own feelings, such as anger, are expressed in an effective and balanced manner that is respectful both of self and of others. It is a direct, honest, situationally appropriate expression of one's feelings, opinions, or beliefs. It shows consideration, but not deference for others. It is not intended to intimidate others, but rather to express and assert one's feelings or rights. Assertive behavior is a middle ground of effective coping that neither violates the rights of others nor sacrifices one's own dignity (Townend,1991).

Alberti and Emmons (1995) insist that assertiveness behavior promotes equality in human relationships, enabling us to act in our own best interest, to stand up for ourselves without undue anxiety, to express feelings honestly and comfortably, and to exercise personal rights without denying the rights of others. Hence, assertive

behavior is a positive self-affirmation that adds to the quality of your relationship with others.

Assertiveness as Your Perfect Right

Alberti and Emmons (1995) believed that every individual has the same fundamental human rights as every other, regardless of gender, age, ethnicity, role, or title. Unfortunately, society often evaluates human beings on scales that rank some people as more important than others.

Gender difference in Assertiveness

A number of factors have combined to help women, in particular achieve long overdue gains in recognition of their individual rights. The popularity of assertiveness training for women, including specialized workshops in management and other fields, is one hopeful sign. Women of all social view points, ethnic and socio-economic backgrounds, educational and professional involvements have made phenomenal gains in expressing assertiveness. Society has recognized the inadequacy of an “ideal” which identifies women as characteristically “passive, sweet, and submissive” (Alberti & Emmons, 1995).

Some of these changes are being felt worldwide. There is evidence that suggests that assertive women are valued by society, by men, and by other women. For example: in Japan, a survey reported in 1990 by a major bank showed that 28 percent of employees would welcome a female boss; the figure, a decade earlier, had

been 12 percent. Now, the assertive woman is capable of choosing her own lifestyle, free of the dictates of tradition, government, husband, children, social groups or bosses.

The goal of assertive training is equality and to foster better communication. Open and honest communication - mutual, cooperative, affirming – is the process by which the desired outcome of equality can be achieved. These days, however, as the world grows smaller, that goal may be more challenging than ever before. Global economic, political, and personal changes have led to more awareness of and direct contact with people of different cultural backgrounds (Adams, 1982).

The Assertive Life Position

The person who has a positive attitude about herself or himself, and also a positive attitude towards others and her or his environment can be said to have a healthy life position. Life positions are sometimes known as ‘attitudes of the moment’ since you move between these positions, depending on the situation you are in and the kind of thoughts and feelings you are experiencing at the time. According to Transactional Analysis, there are four life positions:

1. I’m not OK – You’re OK.
2. I’m not OK – You’re not OK.
3. I’m OK – You’re not OK.
4. I’m OK – You’re OK.

The only healthy life position is ‘I’m OK – You’re OK’ and it is this position which underlies the assertive attitude and behavior (Townend, 1991).

Assertiveness and Self-concept

Zuker (1983) advanced the notion that the level of assertiveness is determined largely by self-concept; that is, how one views one's strengths and weaknesses and how one believes other people respond and react to oneself. This image, in turn, forms the basis for our self-esteem; that is, the degree to which we appreciate our own values. Self-image is formed by the experiences one gathers as one goes through life and gets feedback, either negative or positive, from people around. Parents, siblings, teachers, friends, classmates, lovers, spouses and business associates, all give direct or indirect feedback on which behaviors are desirable and appropriate. Growing up, one internalizes the labels and opinions of other people and incorporates them into one picture of one's self-image.

Self-image is also built on the successes and failures that one has experienced in the past (Zuker, 1983). Nonassertive people have a selective memory and remember only the failures. As a result, they have a large inventory of negative self-image. These statements, through repetition, become imprinted in their consciousness, and they act as if the statements were true. A strong indicator of self-image is the way a person accepts a compliment. People with low self-image often discount anything positive said about them. Many people with a low self-image are low achievers. They are willing to tolerate the mistakes and setbacks that inevitably occur in the learning process. So they play it safe, forgoing the bigger challenges in order to keep their shaky self-image intact. People with healthy self-image do not feel hostile or resentful towards others, do not feel that other people's good fortune threatens their own, and aren't out to prove anything (Zuker, 1983).

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Zuker (1983) explained that the level of assertiveness is determined largely by how one views one's strengths and weaknesses and how one believed other people respond and react to oneself.

Assertiveness Training

Wolpe stated that assertive behavior is the socially appropriate verbal and motor expression of any emotion other than anxiety. While this includes affectionate and positive behaviors, it more often involves negative or oppositional statements or behaviors. Normal assertive behavior is inhibited because of fear. In Assertiveness training, the client is taught to express justified anger rather than to be anxious and intimidated when other people are exploitative, unduly demanding, or disrespectful. The underlying rationale is that a person cannot experience opposing emotions (anger and anxiety). By strengthening the desired emotion (anger), the opposite emotion (anxiety) is unlearned in that situation (Wolpe, 1982).

Effects of Gender, Age, and Education on Assertiveness



Two hundred fourteen (214) married persons, 101 men and 113 women aged 20–60, with at least high school education, participated in the study which investigated the effects of gender, age, and educational attainment on assertiveness among married persons in Nigeria (Onyeizugbo, 2003). The Assertive Behavior Assessment scale was used to measure assertiveness. It was hypothesized that persons with higher educational attainment will report more assertiveness than persons with lower educational attainment. Results supported the hypothesis. In addition,

interactions between gender and age, and gender and educational attainment were found. Younger men reported more assertiveness than younger women whereas older women reported more assertiveness than older men. Also, women participants of lower educational attainment reported more assertiveness than their men counterparts whereas men of higher educational attainment reported more assertiveness than their women counterparts. Results of this study suggest that women in Nigeria may become more assertive with age. This is because the women in Nigeria tend to have more power than their male counterpart, and older women are respected more for their role in guiding their community (Onyeizugbo, 2003).

Positive Assertion and Acceptance among Persons with Disabilities



The study of Joiner (1989) investigated the relationship between one's assertive behavior levels and acceptance of disability. The study also investigated differences in the degree of assertive behavior and acceptance of disability among persons with disabilities based on age, gender, race, educational level, marital status, metropolitan or non-metropolitan residence, type of disability and length of time disabled.



Differences were not found in degree of assertive behavior among persons with disabilities on the bases of gender, race, metropolitan/non-metropolitan residence, marital status or age. A significant relationship was found between educational level and Adult Self Expression Scale (ASES). These results support

some, and contradict other findings of Joiner et al. (1982). In their research they found significant differences between male and female assertive behavior scores and between metropolitan/non-metropolitan residents and no significant relationship between ASES and educational level. This study contradicts those findings. Further, Joiner, et al. (1982) found no significant differences between assertive behavior and age, or race. Those findings are supported by the results of this study (Joiner et al., 1989).

Significant Variables Associated with Assertiveness among Hispanic College

Women

Undergraduate and graduate Hispanic and non-Hispanic women enrolled in teacher education and counseling courses at the University of Texas at El Paso completed the Rathus Assertiveness Schedule. Scores were compared to age, marital status, ethnicity, birth order, academic classification, and prior history of counseling. Results indicated that academic classification and ethnicity were significant variables associated with assertiveness levels.

Research regarding how an individual's age may affect assertiveness has been very limited. Roebuck (1983) reviewed the literature on issues in aging and women and found that despite negative stereotypes, ignorance, and lack of social support, women have managed to cope with major social changes and continue to have greater longevity than men. In this study, it was hypothesized that older women may exhibit more assertive behavior as a result of coping with major social changes. (Rodriquez, 2001)

Rodriquez (2001) reviewed the literature on issues in aging, marital status, ethnicity, birth order, academic classification on women's assertiveness. Rodriquez reported that assertiveness might decrease with age. Elderly women may lack assertiveness because they feel powerless in their position. At an earlier age, they may feel in control of their lives, energized and experience economic stability. However, in the process of aging, women may have acquired losses in many of these areas (Corby, 1978 cited in Rodriquez, 2001). Rodriquez found no significant relationship between assertiveness and marital status, ethnic background, and birth order. However, Rodriquez suggested that the level of assertiveness tend to increase as one become more educated.

Apter (1996) interviewed a group of 80 mid-life women and classified them into four groups (traditional, innovative, expansive, and protestors) according to various characteristics. Women described as being traditional, innovative, or expansive all demonstrated characteristics of self-responsibility and autonomy, whereas women who were described as protestors refused to accept the implications of midlife and failed to demonstrate assertive or autonomous behaviors in their daily lives. In this study, the significance of academic classification on the level of assertiveness has implications for counseling. Most of the undergraduate participants scored in the non-assertive range whereas graduate students scored uniformly in all three assertiveness ranges, demonstrating a tendency towards a higher level of assertiveness. This suggests that the level of assertiveness may tend to increase as one becomes more educated. Accordingly, specific assertiveness training interventions may need to be directed toward undergraduate women (Rodriquez, 2001).

3. Negotiation Skill

The Nature of Negotiations

Johnson and Johnson (1995) defined negotiation as a process by which persons who have shared and opposed interests and want to come to an agreement to try to work out a settlement. Negotiations are aimed at achieving an agreement that specifies what each group member gives to and receives from each other. Negotiation may involve distribution issues, where one member benefits only if the opponent agrees to make a concession, or integrative issues, where the two members are working together to seek a solution that will benefit everyone.

There are several important points to be made about negotiations. The first is that there are three types of interdependence inherent in any negotiations: participation interdependence, outcome interdependence, and information interdependence. Participation interdependence is that it takes at least two to negotiate, whether it is two group members, two groups, two organizations, or two nations. Outcome interdependence exists as an agreement that can be reached only with the cooperation of the other disputant. Information interdependence exists because negotiations are dependent upon each other for information about a possible agreement. Second, within any negotiations, there are both cooperative and competitive elements. Third, both primary and secondary gains must be attended to in negotiations. The primary gain is determined by the nature of the agreement; the secondary gain is determined by factors influencing the effectiveness of the working relationship between the disputants, the impact of an angry and revengeful person on the quality of one's life, the future effectiveness of the group, and relatively

unimportant benefits to oneself. Fourth, during negotiations, contractual norms are developed that spell out the ground rules for conducting the negotiations and managing the difficulties involved in reaching an agreement. Fifth, negotiations have important time dimensions. Finally, in negotiations, disputants face a goal dilemma: how to reach an agreement favourable to oneself but not so one-sided that the other negotiators will refuse to agree (Johnson & Johnson, 1995).

Atkinson (1990) mentioned that negotiation is a complex activity. To negotiate well requires skill in many areas. But all require an understanding of the processes and the forces that are at work in negotiation, as the party is moved from a position of rational or emotional opposition to one of agreement or accommodation. Atkinson further asserted that every negotiator has his own style but for negotiation to be productive, the negotiator should be especially skilled in certain area which is called the key task of negotiation.

Harris (1983) said that blending the skills and views of various professional disciplines can greatly improve the ability to engage in successful business negotiations. Perhaps the most effective method of achieving this blending of skills is to organize a negotiation team. Negotiation is a team activity, requiring all the specialized skills, communication ability, team spirit, and gamesmanship found in any professional sporting event. Structured properly and deployed in an effective and timely manner, a negotiating team can play a critical role in achieving victory at the bargaining table.

Assertiveness-training seminars enjoyed much popularity during the sixties and seventies. Adults flocked to these sessions to develop more confidence and leadership skills. They learned how to express themselves in a direct, forceful way. Many participants left feeling on top of the world, as if their feelings and opinions really mattered for the first time (Stettner, 1995).

Differences in Gender and Culture

The language, thought processes, perceptions, communication styles, and personalities are formed by a thicket of culture, gender, and social dynamics. Culture is a cluster of tendencies that are more prevalent in one group than another – how people behave and think. Different cultures sometimes bring different, unspoken assumptions to the negotiating table. These can create barriers to agreement. People often attribute a breakdown or difficulty in negotiation to gender or cultural differences, when these may not be the cause of the problem (Harvard Business Essentials, 2003).

Distributive Negotiations: Win- Lose Negotiations

In distributive negotiations the goal is to maximize your outcomes while minimizing the other person's outcomes. A sequence of behavior occurs in which one party presents a proposal; the other evaluates it and presents a counterproposal; the first party replies with a modified proposal, and so on until a settlement is reached (Chertokk & Esser, 1976).

Personal Negotiation Style

Leonard (1994) asserted that before entering a negotiation setting, a person needs to understand his personal approach to negotiation. Just as some people are outgoing and talkative and others are withdrawn and quiet, some managers enter a negotiation with confidence and a positive attitude, while others see defeat from the outset, believing they do not have a chance. Before negotiators can succeed, they must believe in themselves. E. H. Harreman, one of the nation's leading railroad pioneers and a man bubbling with self-confidence, once remarked to a young financier, "Let me be one of 15 men around a table, and I will have my way." Once a manager is aware of the negotiation process, he should feel more confident. In addition, practice in negotiation, if done properly, leads to greater confidence because of the positive results.

In negotiation, vision is an important source of communication; during much of the discussion, negotiators watch one another closely. You can promote success with a neat appearance that suggests you are well organized and a person that cannot easily be exploited. Nervous habits such as tapping a finger on the desk or playing with a pencil can project a nervous, vulnerable image.

Some tension is always part of the negotiation process. This tension generally results from two separate unknowns inherent in any negotiation. The first is whether or not a deal can be struck. A second unknown is how long the negotiations will take. Simply knowing that it is natural to feel these tensions and being aware of their source helps to lessen them considerably, especially once the negotiations have begun. And

by recognizing that a certain amount of tension is natural, negotiators will not let the tension hurt their confidence (Leonard, 1994).

Communication in Negotiation

Most of the communication during negotiations is not about negotiator preferences. The blend of integrative versus distributive content varies as a function of the issues being discussed, but it is also clear that the content of communication is only partly responsible for negotiation outcomes. For example, one party may choose not to communicate certain things (e.g. the reason she chose a different supplier), so her counterpart (e.g. the supplier not chosen) may be unaware why some outcomes occur (Lewicki et al., 2003).

What makes a good negotiator?

According to Hodgson (2000), to be a skillful and successful negotiator, you need to be:

Resourceful: good negotiators need to be able to deal with lots of constantly changing information and uncertainty. Having things decided and settled straightaway is not the way to get the best deal out of a situation, so it is useful to have the ability to live with and thrive in situations where you do not know quite what is going to happen next.

This is where the ability to think and respond rapidly becomes important.

Patient: negotiators need to be patient, mainly because the blunt instrument approach to negotiating tends to have a limited and short-term effect. Pushing or bludgeoning the other negotiator towards a solution can have the effect of making them more stubborn or unmoving. Pulling them towards a solution may involve more time, more

tolerance and persistence, but is more likely to achieve a satisfactory and lasting outcome.

Firm: negotiators need to be firm because it may be necessary to stand your ground against aggressive or blunt-instrument style negotiators. It is important to be sure of your desired outcome and the concessions you are prepared to make in order to achieve it. You also need to know the point at which you are prepared to walk away – the point at which you will stop negotiating because you are not prepared to meet the terms demanded (Hodgson, 2000).

Persuasion

In most cases, efforts at persuasion involve the following elements: some source directs some type of message (the communication) to some person or group of persons (the audience). Taking note of this fact, early research on persuasion (e.g., Hovland, Janis, & Kelly, 1953) focused on these key elements, asking “Who says what to whom with what effect?” This approach yielded many interesting findings, among which the following were the most consistent:

- Communicators who are credible—who seem to know what they are talking about or are expert with respect to the topics or issues they are presenting—are more persuasive than non-experts.
- Communicators who are attractive in some way (e.g., physically) are more persuasive than communicators who are low in attractiveness and expertise (Hovland & Weiss, 1951).

- Messages that do not appear to be designed to change our attitudes are often more successful in this respect than ones that seem intended to reach this goal (Walster & Festinger, 1962).
- People are sometimes more susceptible to persuasion when they are distracted by some extraneous factor even than when they are paying full attention to what is being said (Allyn & Festinger, 1961). This is one reason why political candidates often arrange for spontaneous demonstrations during their speeches. The distraction generated among audience members may enhance their acceptance of the speaker's points.
- When an audience holds attitudes contrary to those of a would-be persuader, it is often more effective for the communicator to adopt a two-sided approach in which both sides of the argument are presented, than to take a one-sided approach.
- People who speak rapidly are often more persuasive than persons who speak more slowly (Miller et al., 1976)
- Persuasion can be enhanced by messages that arouse strong emotions (especially fear) in the audience, particularly when the communication provides specific recommendations about how to prevent or avoid the fear-producing events described (Leventhal et al. , 1965)

Assertive Negotiations

Everyone has a perfect right to his or her wants, needs, and goals (Alberti & Emmons, 1978). Two of the major mistakes in defining a conflict are to be aggressive by trying to hurt the other person or to be non-assertive by saying nothing, giving up

the interests, and keeping wants to oneself. One can assert the wants, needs, and goals directly to another person in an honest and appropriate way that respects both oneself and the other person. On the other hand, everyone has a perfect right to refuse to meet the wants and needs of facilitate the goal accomplishment if one see it as destructive to one own interests to do so. No one has to act against her or his best self-interests just to please someone else. After asserting the needs and goals, therefore, do not expect the other person to do exactly as one wish. Do not confuse letting others know what one want with demanding that they act as one think they should. Providing others with information about one's interests is different from trying to force others to act in the ways one wish them to (Johnson & Johnson, 1995).

Gender Differences in Negotiation Outcome: A Meta-analysis

Studies reporting the objective settlements obtained by men and women in the negotiations were reviewed. Differences in outcomes were expected due to differences in perceptions, behaviors, and contextual factors between men and women. In the sample of studies, men negotiated significantly better outcomes than women. The organizational significance of the findings is discussed in terms of the glass ceiling, a gender-based earnings differential and women in negotiation positions. Directions for future research in the laboratory and the field are suggested (Walters, 1999).

A study by Pratoomrut (2002) investigated the level of self-efficacy and self-assertiveness as predictors of leadership behavior of women managers in two state enterprises in the Bangkok metropolitan area. The results revealed that fifty four percent of the participants had a high level of self-assertiveness.

A study by Kusolasakd (2004), which investigated the relationship between self-efficacy and negotiation skills of Thai business managers, revealed that fifty seven percent of the participants had a low level of negotiation skill. In the study dealing with negotiation training and interpersonal development, it was found that the years between late elementary school and early high school are pivotal to the establishment of skills and attitudes that influence social behavior across a range of interpersonal contexts (Sullivan, 1953; Shure, 1989; Savin-Williams & Berndt, 1990). At the core of this pivotal transition is the developmental growth of abstract or formal operational thought (Inhelder & Piaget, 1958), which carries multiple implications for social cognition and interpersonal functioning (Selman, 1980; Vygotsky, 1979). One of these implications is the nature of thought and action that early adolescents bring to conflict-based interactions with friends, family, and other important individuals.

Nakkula and Nikitopoulos (2001) conducted an exploratory study to examine the potential benefits of a negotiation training approach for early adolescents, including growth in social competence. They also examined differential outcomes in the enhancement of negotiation attitudes and behaviors, based on differing degrees of developmental readiness at the outset of the training. The study revealed that personal initiative is important to enacting negotiation skills and beliefs.

From the related literature and research into assertiveness and negotiation it is possible to draw the following ~~general conclusions about personal style. It would~~ appear that negotiating ability has little to do with intelligence, and those possessors of high IQs do not necessarily make the best negotiators. Female's negotiation skill appears to be related to their tendency for high sociability. Males on the other hand

tend to negotiate in a pattern associated with low sociability. This means that unless they have good reason to act to the contrary, females tend to be more trusting and trustworthy than males in the early stages of negotiation. But faced with what they regard as a lie, a breaking of a commitment or a breach of agreement, they respond defensively, even vindictively, and stay in that mode longer than males. These leads to the belief that demographic variables such as age, gender, and educational level may have significant effects on the negotiation skill of Amway's independent business owners. Likewise with assertiveness, it is also assumed that demographic differences can affect the level of assertiveness and negotiation skill of Amway's independent business owners.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses the research methodology, and is divided into four sections:

- 1) Research methodology employed;
- 2) Sampling procedure;
- 3) Statistical treatment of data;
- 4) Procedure of the study.

1. Research Method Used

Descriptive statistics and inferential statistics were used to analyze the data obtained from the study. Descriptive statistics, in general, were used to describe or summarize information about the sample. In this study, descriptive statistics (frequency distribution, mean, and standard deviation) were used to describe general data, level of assertiveness, and level of negotiation skill of respondents. Inferential statistics were used to make inferences about the findings.

2. Respondents and Sampling Procedure

Target Population

Research target populations were people who were registered as Independent Business Owners (IBO) of Amway (Thailand) Ltd. The total number of IBOs in this company, at the time of study, was 170,000 and 40,000 were from Bangkok.

Sampling Method

First, the researcher chose three out of five Pick and Pay stores which were located in Bangkok by drawing lots. The three stores were located in Klongtoey, Rangsit and Bangkapi. The researcher then distributed 132 questionnaires in each store. The researcher selected the sample by using convenience sampling. Those who entered the store were asked to fill in the questionnaire and to return it to the researcher. The three locations were chosen because each store was located in a different area, and this generally represented the characteristics of the people living in these different areas.

Selecting the Sample Size

Based on the Yamane (1979) formula, a sample of 396 respondents was deemed appropriate for a population of 40,000. This sample size assumed a confidence level of 95 percent and a margin of error of 5 points (plus or minus). Therefore, this research adopted 400 Amway's independent business owners as its sample size.

Collection of Data/ Gathering Procedures

Data were collected from two main sources. Primary quantitative data were collected from the returned questionnaires. Four hundred copies of the questionnaires were distributed to Amway's independent business owners who visited Amway's Pick & Pay stores at the Amway headquarters, in Donmeung, and Khlontoe. Secondary qualitative data were collected from various sources such as the mass media, journals, theses, Internet, and academic books.

Research Instruments

Two psychological scales were used in this survey: the Rathus Assertiveness Schedule (RAS) and the Negotiation Skill Scale. A third questionnaire served as the demographic questionnaire. A demographic section measured the variables of gender, age, and educational level.

1. Rathus Assertiveness Schedule (RAS)

Spencer (1973) developed this assertiveness questionnaire. RAS is a 30-item instrument designed mainly to measure assertiveness. Respondents were asked to rate 30 social situations according to how characteristic each is of their own experience. This widely used instrument provides the practitioner with clients' impressions of their own assertiveness and frankness, and can be used to provide positive feedback to clients during treatment, which is especially important in working with assertiveness problems. The RAS does not seem to be affected by social desirability.

Reliability and validity

The RAS has evidence of good internal consistency and stability. Split-half reliability was .77. Test-retest reliability over an eight-week period was .78. The RAS has good concurrent validity. Scores on the instrument have been shown correlates with measures of boldness, outspokenness, assertiveness, aggressiveness, and confidence. The RAS has been shown to possess construct validity: 19 of 30 items correlated with external measures of assertiveness and 28 were negatively correlated with a measure of niceness.

2. Negotiation skill scale

A 15-item, seven-point Likert-like summated ratings scale measuring a purchasing agent's perceived ability to negotiate. Banting and Dion (1988) give credit to Raiffa (1982) for the items in the scale, but he in turn cited earlier sources. The scale was adapted and used first as a multi-item measure by Dion and Banting (1987). Analysis in their study was based on 302 respondents to a questionnaire mailed to 683 members of the National Association of Purchasing Management. The purpose was to investigate some human variables that affect purchasing performance. Banting and Dion (1988) reported the alpha for the scale in this initial study to be .87.

Reliability and validity

An alpha of .92 was reported for the scale by Banting and Dion (1994). The validity of the scale was not reported as being assessed. The study examined the association between negotiation performance, personal characteristics, and aptitudes. Negotiation skill was among the best predictors of several measures of overall job performance.

Pre-test of the Negotiation Skill Questionnaire

The Negotiation skill scale was originally written in English. This was then translated into Thai by the researcher herself. The questionnaire was then duly approved by 2 bilingual experts who translated the scale back to English.

A pre-test was conducted on the Thai version of the Negotiation skill scale in order to test its reliability. The pre-test was conducted with 30 cabin crews of Thai Air Asia who were not included as respondents in the main study. The alpha coefficient of the Thai negotiation skill scale was .807.

3.3 Statistical Treatment

The following statistical procedures were used to test the study's hypothesis.

- (1) Frequencies analysis was conducted on the demographic variables.
- (2) The Pearson r Coefficient of Correlation was used to examine the relationship between assertiveness and negotiation skills.
- (3) The GLM multivariable analysis of variance was used to compare the differences within the demographic variables of gender, age, and educational level on levels of assertiveness and negotiation skill.

4. Procedure of the Study

The procedure of the study included the following steps.

1. Initial contact with advisor after proposal was accepted.
2. An official contact was made with the authorized person in each Pick & Pay stores for permission to distribute questionnaires.
3. Questionnaires were collected upon completion.
4. Data were encoded.
5. Analyses and interpretation were conducted using SPSS, with the help of an advisor.
6. The summary, conclusion and recommendation were derived from the findings.
7. Advisors were consulted before the defense of this study.

CHAPTER IV

PRESENTATION OF THE FINDINGS

In this chapter, the result of the study on the assertiveness and negotiations skill of Amway's independent business owners are presented. The findings of the study are presented in five sections, the main sections and their sub-headings are as follows:

Four hundred questionnaires were distributed and all questionnaires were returned and used for this study.

Section 1 : Demographic data identified by gender, age, and educational level

Table 1.1 presents the frequencies and percentage of Gender, age, and educational level of Amway's independent business owners.

Table 1.1 : Frequency and Percentage of Demographic Data

Gender

| | Frequency | Percent | Valid Percent |
|--------|-----------|---------|---------------|
| female | 210 | 52.5 | 52.5 |
| male | 190 | 47.5 | 47.5 |
| Total | 400 | 100.0 | 100.0 |

Age (Years)

| | Frequency | Percent | Valid Percent |
|--------------|-----------|---------|---------------|
| 30 and below | 229 | 57.3 | 57.3 |
| 31 - 40 | 106 | 26.5 | 26.5 |
| 41 and above | 65 | 16.3 | 16.3 |
| Total | 400 | 100.0 | 100.0 |

Highest Educational Level Attained

| | Frequency | Percent | Valid Percent |
|-----------------------|-----------|---------|---------------|
| below bachelor degree | 78 | 19.5 | 19.5 |
| bachelor degree | 286 | 71.5 | 71.5 |
| master degree | 36 | 9.0 | 9.0 |
| Total | 400 | 100.0 | 100.0 |

Table 1.1 shows that there were more females (52.5%) in the study than males (47.5%). Most of the respondents were in the age group of 30 years and below (57.3%), and the majority of the respondents have attained the Bachelor’s degree (71.5%). Details of the demographic characteristics of respondents are as follows:-

Section 2 : Assertiveness Scale

Table 2.1 presents the mean assertiveness scores of the Amway’s independent business owners.

Table 2.1 : The Mean Scores of Assertiveness of the Respondents

| Variable | n | Min | Max | Mean | S.D. | Median | High level | Low level |
|---------------|-----|-----|-----|------|------|--------|----------------|----------------|
| Assertiveness | 400 | 2 | 5.2 | 3.62 | .443 | 3.6 | 182 (45.5%) | 218 (54.5%) |

The mean score for assertiveness was 3.6, with a standard deviation of .443 . The scores of ranged from 2 to 5.2 with a median of 3.6. The majority of the respondents scored low on assertiveness with 218 respondents (54.5%) classified as “low” and 182 respondents (45.5%) classified as “high”.

Section 3 : Negotiation Skills

Table 3.1 presents the mean scores of negotiation skill of Amway’s independent business owners,

Table 3.1 : The Mean Scores of Negotiation Skills of Respondents

| Variables | N | Min | Max | Mean | Std. Deviation | Median | High level | Low level |
|-------------------|-----|------|-----|------|-------------------|--------|---------------|---------------|
| Negotiation skill | 400 | 2.21 | 6.8 | 5.19 | .773 | 5.27 | 161 40.25% | 239 59.75% |

Table 3.1 shows the mean score for negotiation skill to be 5.19, with a standard deviation of .773. The scores range from 2.21 to 6.8, with a median of 5.27. There were 161 respondents (40.25%) classified as “low” and 239 respondents (59.75%) classified as “high”.

Section 4 : The analysis of demographic differences for, assertiveness and negotiation skill of Amway’s independent business owners

Hypothesis

1. Ho: There is no significant difference in the level of assertiveness and negotiation skill as a function of the demographic variables of age, gender, and educational level of Amway’s independent business owners in Bangkok.

In order to test this hypothesis, three mixed GLM multivariable analysis of variance were carried out. The specific analysis employed included one between-groups variable and two within-subjects variable.

Table 4.1: 3(age groups) x 2(assertiveness, negotiation skill) GLM multivariable analysis of variance.

| Source | Dependent Variable | Type III Sum of Squares | Degree of freedom | Mean Square | F | Sig. |
|--------|--------------------|-------------------------|-------------------|-------------|-------|------|
| age | assertiveness | .753 | 2 | .377 | 1.922 | .148 |
| | Negotiation skill | .502 | 2 | .251 | .419 | .658 |

Table 4.2 Estimate Marginal Mean of Age

| Dependent Variable | Age (Years) | Mean | Std. Error | Lower Bound | Upper Bound |
|--------------------|--------------|-------|------------|-------------|-------------|
| Assertiveness | 30 and below | 3.624 | .029 | 3.566 | 3.681 |
| | 31 - 40 | 3.583 | .043 | 3.499 | 3.668 |
| | 41 and above | 3.719 | .055 | 3.611 | 3.827 |
| Negotiation skill | 30 and below | 5.158 | .051 | 5.058 | 5.259 |
| | 31 - 40 | 5.219 | .075 | 5.071 | 5.367 |
| | 41 and above | 5.243 | .096 | 5.054 | 5.432 |

Table 4.3: 2(gender groups) x 2(assertiveness, negotiation skill) GLM multivariable analysis of variance.

| Source | Dependent Variable | Type III Sum of Squares | Degree of freedom | Mean Square | F | Sig. |
|--------|--------------------|-------------------------|-------------------|-------------|-------|------|
| gender | assertiveness | .042 | 1 | .042 | .212 | .646 |
| | Negotiation skill | .887 | 1 | .887 | 1.486 | .224 |

Table 4.4 Estimate Marginal Mean of Gender

| Dependent Variable | Gender | Mean | Std. Error | Lower Bound | Upper Bound |
|--------------------|--------|-------|------------|-------------|-------------|
| Assertiveness | female | 3.638 | .031 | 3.578 | 3.699 |
| | male | 3.618 | .032 | 3.555 | 3.681 |
| Negotiation skill | female | 5.143 | .053 | 5.038 | 5.248 |
| | male | 5.238 | .056 | 5.127 | 5.348 |

Table 4.5: 3(educational level groups) x 2(assertiveness, negotiation skill) GLM multivariable analysis of variance.

| Source | Dependent Variable | Type III Sum of Squares | Degree of freedom | Mean Square | F | Sig. |
|-------------------|--------------------|-------------------------|-------------------|-------------|-------|------|
| Educational level | Assertiveness | .612 | 2 | .306 | 1.559 | .212 |
| | Negotiation skill | .555 | 2 | .278 | .463 | .630 |

Table 4.6 Estimate Marginal Mean of Educational Level

| Dependent Variable | Highest Educational Level Attained | Mean | Std. Error | Lower Bound | Upper Bound |
|--------------------|------------------------------------|-------|------------|-------------|-------------|
| Assertiveness | below bachelor degree | 3.550 | .050 | 3.452 | 3.649 |
| | bachelor degree | 3.650 | .026 | 3.599 | 3.702 |
| | master degree | 3.626 | .074 | 3.481 | 3.771 |
| Negotiation skill | below bachelor degree | 5.151 | .088 | 4.979 | 5.324 |
| | bachelor degree | 5.210 | .046 | 5.120 | 5.300 |
| | master degree | 5.094 | .129 | 4.841 | 5.348 |

The results from table 4.1 showed that there were no significant differences in levels of assertiveness and negotiation skill as a function of the demographic variable of age ($p > 0.05$). Therefore, regardless of age level, subjects reported similar assertiveness and negotiation skill levels. Table 4.3 shows no significant differences in levels of assertiveness and negotiation skill as a function of gender. Therefore, regardless of gender, male and females have similar assertiveness and negotiation skill levels. Table 4.5 shows no significant differences in levels of assertiveness and negotiation skill as a function of education level. Therefore, regardless of educational level differences, subjects have similar assertiveness and negotiation skill levels.

Section 5 : Correlation Between Assertiveness and Negotiation skill

Hypothesis

- Ho: There is no significant relationship between the level of assertiveness and negotiation skills among Amway's independent business owners in Bangkok.

The Pearson Correlation Coefficient (r) was used to investigate the relationship between assertiveness and negotiation skill of Amway's independent business owners in Bangkok. Table 5 presents the correlation between assertiveness and negotiation skill levels.

Table 5 Correlation Between Assertiveness and Negotiation Skill

| | | |
|---------------|---------------------|-------------------|
| | Pearson Correlation | Negotiation skill |
| Assertiveness | | .236 |
| | Sig. (2-tailed) | .000 |
| | N | 400 |

Table 5 shows a positive and significant relationship between assertiveness and negotiation skill ($r = .236$ $p < 0.001$). This indicates that the respondents who reported having a high level of assertiveness also reported having negotiation skill.



CHAPTER V

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The Purpose of the Study

The purpose of this study was to examine the level of assertiveness and negotiation skill of Amway's independent business owners as a function of the demographic variables of age, gender, and educational level, as well as to determine the relationship between them.

Research Design

A descriptive research design was used for this study. The respondents were all independent business owners of Amway in Bangkok. All the participants were Thai nationals.

Sampling Procedures

The purposive sampling technique was applied to members of Amway Bangkok and these were selected for the study. The questionnaires were distributed to 400 of Amway's independent business owners at the Pick and Pay distribution center in three areas. The subjects were informed of the study and the questionnaires were distributed and collected after the respondents have finished answering the questionnaires.

Research Instruments

A three-part questionnaire served as the research instrument in the survey. Each questionnaire consisted of the following: Rathus Assertiveness Scale (RAS), Negotiation Skill Scale, and a demographic questionnaire. The questionnaires were distributed to the respondents as they were entering the Pick and Pay stores.

Summary of the Findings

The findings of this research can be summarized as follows:-

1. A total of 400 respondents completed the data in this study. The majority of the respondents were 210 females (53.5%) out of the total number of respondents with only 190 male respondents (47.5%). Most of the respondents (229 or 57.3%) were in the age group of 30 years old and below, 106 respondents (26.5%) were in the 31-40 years old group and 65 respondents or (16.3%) were in the 41 years and above group. The majority of the respondents had attained the bachelor's degree level, which is the minimum educational requirement in the Thai business society; it was found that 286 respondents (71.5%) were in this group. 36 respondents (9%) were in the master's degree level, and 78 respondents (19.5%) were in the less than bachelor's degree.
2. The majority of Amway's independent business owners in Bangkok (218) were found to have a low level of assertiveness; they represented about 54.5 % of the total 400 respondents.

3. The majority (239 out of a total of 400) of Amway's independent business owners in Bangkok were also found to have a low level of negotiation skill. This accounts for 59.75% of the total number of respondents.
4. There is a positive and significant relationship between the level of assertiveness and negotiation skill of Amway's independent business owners in Bangkok, at .05 level of significance ($r = .236$).
5. There are no significant differences in assertiveness level in relation to the demographic variables of age, gender, and educational level ($p > 0.05$).
6. There are no significant differences in negotiation skill in relation to the demographic variables of age, educational level, and gender ($p > 0.05$).

Discussion of the Findings

The findings show that differences in age, gender and educational level had no significant effect on the levels of assertiveness and negotiation skill. This means that the ability to negotiate or to be more assertive does not depend on one's gender, age or educational level. Thus, for Amway's independent business owner, it appears that one does not need to be a man (or woman), to have a Bachelor (or Master's) degree, or be older in order to be more assertive and to have better negotiation skill. That is why the qualification for registration to be Amway's independent business owners does not limit applicants by their gender, age or educational level. It is believed that every person regardless of his/her age, gender and educational level, has the potential to succeed in the direct selling business, if they were given proper training and attended all the seminars given by the company. In each seminar, a speaker shows the independent business owners how to express themselves, how to begin a conversation with the customers, not to be afraid as everyone has an equal chance to succeed, and even how to be more confident in themselves. Thus, by attending the seminars, the IBOs can improve their assertiveness and negotiation skill. Indeed, the company emphasizes the need for training to increase the IBO's knowledge and experience. This is in line with Atkinson's (1990) argument that negotiation is a complex activity. To negotiate well requires skill in many areas, including an understanding of the processes and the forces that are at work in negotiation, as the party is moved from a position of rational or emotional opposition to one of agreement or accommodation. Atkinson further asserted that every negotiator has his own style but for negotiation to be productive, the negotiator should be especially skilled in a certain area which is called the key task of negotiation. Likewise as Adam (1982), stated "the goal of

assertive training is equality and to foster better communication” (p. 166). Open and honest communication - mutual, cooperative, affirming – is the process by which the desired outcome of equality can be achieved. These days, however, as the world grows smaller, that goal may be more challenging than ever before. Global economic, political, and personal changes have led to more awareness of and direct contact with people of different cultural backgrounds.

The findings of the study showed a positive and significant relationship between assertiveness and negotiation skill. This means that when the independent business owners were more assertive, they can perform well in negotiation situation, and vice versa. As Davis (1981) stated, attitude is always important, and this is especially true in negotiating. Attitudes influence our objectives, and objectives control the way we negotiate. The way in which we negotiate determines the outcome (Davis, 1981). Townend (1991) stated that the person who has a positive attitude about herself or himself, and also a positive attitude towards others and her or his environment, can be said to have a healthy life position. Life positions are sometimes known as ‘attitudes of the moment’ since you move between these positions, depending on the situation you are in and the kind of thoughts and feelings you are experiencing at the time. According to Transactional Analysis, there are four life positions: The only healthy life position is ‘I’m OK – You’re OK’ and it is this position which underlies the assertive attitude and behavior (Townend, 1991). Therefore, to have high negotiation skill level one must have positive attitude about oneself that is the level of assertiveness must be high also.

Conclusions

The major findings of this study can be concluded as follow: there are no gender, age, and educational level differences in level of assertiveness and negotiation skill of Amway's independent business owners. Women can sell as good as men, teenagers can have the same sales volume as adults, and people without a university degree can even succeed in this business faster than the people with a Master's degree. This shows that regardless of the differences, the key to succeed or in being more assertive, or to be able to negotiate well, lies with the training that they receive. Every person has an equal opportunity to succeed in this business. They will have to motivate themselves to attend every seminar and workshop organized by their supervisor or by Amway. In each seminar, the IBO will gain important knowledge in how to be more assertive as well as to be in a position of advantage in negotiation.

As for assertiveness and negotiation skill, both variables show a positive and significant relationship with each other. For Amway's IBOs, when they attend seminars, they will gain confidence in themselves. Therefore, their level of assertiveness increases. This also makes them more confident when negotiating direct selling with their customers.

Recommendations

From the above conclusion, the following recommendations are provided:

As shown in the study, gender differences do not affect the level of assertiveness and negotiation skill. Therefore, women should be given equal opportunity as was given to men such as in the work place, in politics or even in high management positions. More occupation should be open to women. And women should be treated fairly. This is an innovation for the new generation life style that not only men can be the leader of the family, but that women can show an equal level of achievement if the society gives them enough chances.

The educational system should encourage students to learn the skill of assertiveness that will help build up their level of self-esteem. The guidance counselor, preferably available in every school, should promote activities towards this end.

People should learn more to negotiate to benefit both negotiating parties as it is the way to increase the level of satisfaction of both parties and especially oneself. An increase in negotiation skill can also increase one's level of assertiveness, and vice-versa.

Recommendations for Future Research

1. A study on the level of assertiveness among students from high school up to higher education to see if starting them early creates greater assertiveness.
2. A study on the level of assertiveness and negotiation skills that contribute to success in Amway's independent business owners. A future study that can further the findings of this paper.
3. A study that finds other factors that have significant relationship to assertiveness and negotiation skill.
4. A study on the assertiveness and negotiation skills of people in all organizational management levels, i.e. low-level, middle-level, and top-level managers.
5. The study on the negotiation skill of Thai people in other categories of business such as direct sales, personnel, customer service, staffs, etc.
6. A study on negotiation skills by finding the correlation among sub-variables of negotiation skill or to look into the evaluation of the negotiation instrument.
7. A quasi experiment on the relationship between assertiveness and negotiation skill after some training programs.

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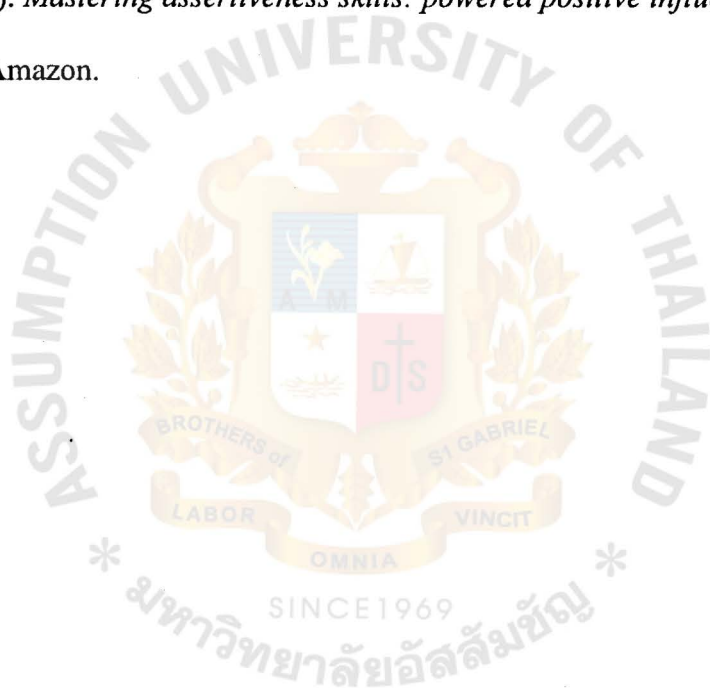
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Demographic Questionnaire

Directions: Answer the following questions by marking √ to show the answer you have selected

1. Age

☐ Below 20 years ☐ 20 – 30 years ☐ 31 – 40 years

☐ 41 – 50 years ☐ 50 – 60 years

2. Sex

☐ Female

☐ Male

3. Highest Educational Attainment

☐ Below Bachelor's Degree ☐ Bachelor's Degree ☐ Master's Degree

☐ Ph.D



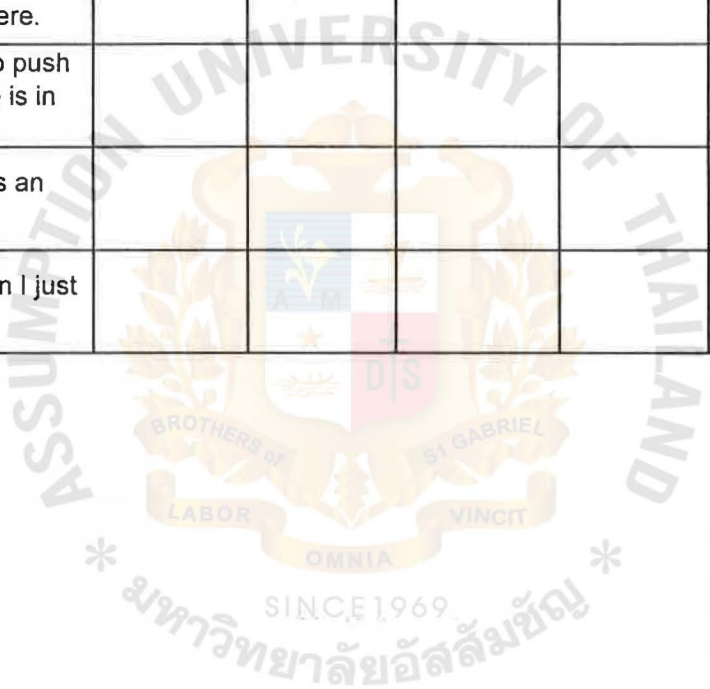
Rathus Assertiveness Schedule (RAS)

Instruction: Indicate how characteristic or descriptive each of the following statements is of you by marking on the following items to show the answer you have selected.

| no. | Items | extremely descriptive | quite descriptive | slightly descriptive | slightly non descriptive | quite non descriptive | extremely non descriptive |
|-----|--|--------------------------|----------------------|-------------------------|-----------------------------|--------------------------|---------------------------------|
| 1 | Most people seem to be more aggressive and assertive than I am. | | | | | | |
| 2 | I have hesitated to make or accept dates because of 'shyness'. | | | | | | |
| 3 | When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter. | | | | | | |
| 4 | I am careful to avoid hurting other people's feelings, even when I feel that I have been injured. | | | | | | |
| 5 | If a salesman has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying 'No'. | | | | | | |
| 6 | When I am asked to do something, I insist upon knowing why. | | | | | | |
| 7 | There are times when I look for a good, vigorous argument. | | | | | | |
| 8 | I strive to get ahead as well as most people in my position. | | | | | | |
| 9 | To be honest, people often take advantage of me. | | | | | | |
| 10 | I enjoy starting conversations with new acquaintances and strangers. | | | | | | |
| 11 | I often don't know what to say to attractive persons of the opposite sex. | | | | | | |
| 12 | I will hesitate to make phone calls to business establishments and institutions. | | | | | | |

| no. | Items | extremely descriptive | quite descriptive | slightly descriptive | slightly non descriptive | quite non descriptive | extremely non descriptive |
|-----|--|--------------------------|----------------------|-------------------------|-----------------------------|--------------------------|---------------------------------|
| 13 | I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews. | | | | | | |
| 14 | I find it embarrassing to return merchandise. | | | | | | |
| 15 | If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance. | | | | | | |
| 16 | I have avoided asking questions for fear of sounding stupid. | | | | | | |
| 17 | During an argument I am sometimes afraid that I will get so upset that I will shake all over. | | | | | | |
| 18 | If a fame and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well. | | | | | | |
| 19 | I avoid arguing over prices with clerks and salesmen. | | | | | | |
| 20 | When I have done something important or worthwhile, I manage to let others know about it. | | | | | | |
| 21 | I am open and frank about my feelings. | | | | | | |
| 22 | If someone has been spreading false and bad stories about me, I see him as soon as possible to have a talk about it. | | | | | | |
| 23 | I often have a hard time saying "no". | | | | | | |
| 24 | I tend to bottle up my emotions rather than make a scene. | | | | | | |

| no. | Items | extremely descriptive | quite descriptive | slightly descriptive | slightly non descriptive | quite non descriptive | extremely non descriptive |
|-----|---|--------------------------|----------------------|-------------------------|-----------------------------|--------------------------|---------------------------------|
| 25 | I complain about poor service in a restaurant and elsewhere. | | | | | | |
| 26 | When I am given a compliment, I sometimes just don't know what to say. | | | | | | |
| 27 | If a couple near me in a theater or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere. | | | | | | |
| 28 | Anyone attempting to push ahead of me in a line is in for a good battle. | | | | | | |
| 29 | I am quick to express an opinion. | | | | | | |
| 30 | There are times when I just can't say anything. | | | | | | |



Scale items: Negotiation Skill

Instruction: Indicate how characteristic or descriptive each of the following statements is of you by marking on the following items to show the answer you have selected.

| no. | items | strongly agree | moderately agree | slightly agree | neither agree nor disagree | slightly disagree | moderately disagree | strongly disagree |
|-----|---|----------------|------------------|----------------|----------------------------|-------------------|---------------------|-------------------|
| 1 | I am usually as well as or better prepared for negotiations than other agents. | | | | | | | |
| 2 | I perform well under the pressure of negotiation. | | | | | | | |
| 3 | I can express myself well in negotiation sessions. | | | | | | | |
| 4 | I am persuasive in negotiation sessions. | | | | | | | |
| 5 | I am patient in negotiation sessions. | | | | | | | |
| 6 | I am decisive in negotiation sessions. | | | | | | | |
| 7 | During negotiation sessions I am in control of my emotions so that they are not visible to others unless I wish them to be. | | | | | | | |
| 8 | I can gauge others' feelings in negotiation sessions. | | | | | | | |
| 9 | I am able to perceive and use power to achieve a negotiation objective. | | | | | | | |
| 10 | I am aware of the needs and reactions of both my own organization and my opponent's organization in negotiation sessions. | | | | | | | |
| 11 | I am a competitive person. | | | | | | | |
| 12 | I am good at debate. | | | | | | | |
| 13 | I am willing to be disliked by my opponent negotiator to achieve my bargaining goals. | | | | | | | |
| 14 | I am good at nonverbal communications, such as signs, gestures, and silence. | | | | | | | |
| 15 | I am willing to take business risks. | | | | | | | |

APPENDIX B**SURVEY QUESTIONNAIRES (THAI VERSION)**

ข้อมูลส่วนตัวของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาตอบคำถามต่อไปนี้โดยการขีดเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความเป็นจริงของท่านที่สุด

1. อายุ (ปี)

☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี ☐ 41-50 ปี ☐ 51-60 ปี

2. เพศ

☐ หญิง ☐ ชาย

3. การศึกษาขั้นสูงสุด

☐ ต่ำกว่าปริญญาตรี ☐ ปริญญาตรี ☐ ปริญญาโท ☐ ปริญญาเอก



ตอนที่ 2 แบบสอบถามการแสดงออกที่เหมาะสม
คำชี้แจง อ่านข้อความต่อไปนี้โดยละเอียด และทำเครื่องหมาย ถูก ในช่องคำถามที่ท่านเห็นว่าบรรยายลักษณะของพฤติกรรมของท่าน
ได้ดีที่สุด

| ข้อ | ข้อความ | บรรยาย ลักษณะ ของฉันได้ ดีที่สุด | บรรยาย ลักษณะ ของฉัน ค่อนข้างดี | บรรยาย ลักษณะ ของฉันได้ บ้าง | บรรยาย ลักษณะ ของฉันได้ บ้าง | บรรยาย ลักษณะ ของฉัน ไม่ได้ บางส่วน | บรรยาย ลักษณะของ ฉันไม่ได้ ค่อนข้างมาก | บรรยาย ลักษณะ ของฉัน ไม่ได้เลย |
|-----|---|---|--|---------------------------------------|---------------------------------------|---|---|---|
| 1 | คนส่วนใหญ่ดูเหมือนว่าจะก้าวร้าว และมั่นใจกว่าฉัน | | | | | | | |
| 2 | ฉันมักจะลังเลใจที่จะไปหรือตอบรับ นัดไปเที่ยวกับเพื่อนต่างเพศเพราะ ความรู้สึกเขินอาย | | | | | | | |
| 3 | เวลาที่ร้านอาหารทำอาหารไม่ได้ ตามความพอใจของฉัน ฉันจะ ร้องเรียนให้พนักงานทราบ | | | | | | | |
| 4 | ถึงแม้ว่าฉันจะเคยรู้สึกเจ็บปวดมา ก่อน ฉันยังระมัดระวังหลีกเลี่ยงที่จะ ทำร้ายความรู้สึกของผู้อื่น | | | | | | | |
| 5 | ถ้าพนักงานขายพยายามอย่างมากที่ จะขายของที่我不เหมาะกับฉัน ฉันมัก รู้สึกส่ายางใจที่จะปฏิเสธ | | | | | | | |
| 6 | เวลาที่ถูกขอให้ทำอะไร ฉันจะขอ ทราบเหตุผลก่อนเสมอ | | | | | | | |
| 7 | บางครั้งฉันก็ชอบการถกเถียงอย่าง เอาเป็นเอาตาย | | | | | | | |
| 8 | ฉันมุ่งมั่นที่จะก้าวหน้าเท่าๆ กับคน อื่นในตำแหน่งเดียวกับฉัน | | | | | | | |
| 9 | จริงๆ แล้ว ฉันมักจะถูกผู้คนเอาเปรียบ | | | | | | | |
| 10 | ฉันชอบที่จะเป็นผู้เริ่มสนทนากับคนที่ เพิ่งรู้จักก่อนและคนแปลกหน้า | | | | | | | |
| 11 | บ่อยครั้งที่ฉันไม่รู้จะพูดอะไรกับ เพื่อนตรงข้างที่มีเสน่ห์ | | | | | | | |
| 12 | ฉันลังเลใจที่จะโทรศัพท์ไปหา องค์กรหรือสถาบันธุรกิจต่างๆ | | | | | | | |
| 13 | เมื่อสมัครงานหนังสือสอบเข้า มหาวิทยาลัย ฉันถนัดวิธีการเขียน จดหมายมากกว่าการไปสัมภาษณ์ | | | | | | | |
| 14 | ฉันรู้สึกไม่สบายใจถ้าต้องเอาสินค้า ไปคืน | | | | | | | |
| 15 | ถ้ามีญาติสนิทที่ไม่นับถือทำความ ลำบากใจให้ฉัน ฉันจะพยายามทำ เป็นเฉยๆ มากกว่าแสดงความรู้สึก ออกมา | | | | | | | |

| ข้อ | ข้อความ | บรรยาย ลักษณะ ของฉันได้ ดีที่สุด | บรรยาย ลักษณะ ของฉัน ค่อนข้างดี | บรรยาย ลักษณะ ของฉันได้ บ้าง | บรรยาย ลักษณะ ของฉันได้ บ้าง | บรรยาย ลักษณะ ของฉัน ไม่ได้ บางส่วน | บรรยาย ลักษณะของ ฉันไม่ได้ ค่อนข้างมาก | บรรยาย ลักษณะ ของฉัน ไม่ได้เลย |
|-----|--|---|--|---------------------------------------|---------------------------------------|---|---|---|
| 16 | ฉันหลีกเลี่ยงที่จะถูกถามคำถาม เพราะกลัวถูกหาว่าโง่ | | | | | | | |
| 17 | เวลาถกเถียงกัน บางครั้งฉันรู้สึกกลัว ว่าจะอารมณ์เสียจนตัวสั่น | | | | | | | |
| 18 | ถ้าหากผู้บรรยายที่มีชื่อเสียง พูดใน สิ่งที่ฉันคิดว่าไม่ถูกต้อง ฉันจะแสดง ความคิดเห็นของฉันให้ที่ประชุมทราบ | | | | | | | |
| 19 | ฉันหลีกเลี่ยงที่จะทะเลาะกับ พนักงานขายในเรื่องราคา | | | | | | | |
| 20 | เมื่อฉันทำอะไรที่สำคัญหรือมีคุณค่า ฉันจะหาวิธีบอกให้คนอื่นรู้ | | | | | | | |
| 21 | ฉันเป็นคนตรงและเปิดเผยในเรื่อง ความรู้สึกของตัวเอง | | | | | | | |
| 22 | ถ้ามีใครปล่อยเรื่องไม่ได้และผิดๆ เกี่ยวกับฉัน ฉันจะรีบปรับความ เข้าใจกับเขาหรือหล่อนทันที | | | | | | | |
| 23 | ฉันมักรู้สึกลำบากใจที่จะต้องปฏิเสธ | | | | | | | |
| 24 | ฉันมักเก็บกดอารมณ์ของฉัน มากกว่าปล่อยอารมณ์ของฉันให้คนอื่นรู้ | | | | | | | |
| 25 | ฉันร้องเรียนเรื่องบริการที่ไม่ดีใน สถานที่อย่างภัตตาคารและที่อื่นๆ | | | | | | | |
| 26 | เมื่อฉันได้รับการสรรเสริญ ฉันมักไม่รู้ ว่าจะพูดอะไรดี | | | | | | | |
| 27 | ถ้าหากว่าคนที่อยู่ใกล้กับฉันในโรง มหรสพหรือในห้องเรียนคุยเสียงดัง ฉันจะขอให้เขาเงียบหรือไปคุยที่อื่น | | | | | | | |
| 28 | ฉันจะเตือนทันทีเมื่อมีใครพยายาม แซงคิวของฉัน | | | | | | | |
| 29 | ฉันเป็นคนแสดงความคิดเห็นอย่าง รวดเร็ว | | | | | | | |
| 30 | บางครั้งฉันก็พูดอะไรไม่ออก | | | | | | | |

ตอนที่ 3 แบบทดสอบทักษะการเจรจา

คำชี้แจง โปรดตอบคำถามต่อไปนี้โดย ☐ลงในช่องท้ายข้อความที่อธิบายเกี่ยวกับตัวท่านได้ถูกต้องที่สุด

| ลำดับ | ข้อความ | เห็นด้วย อย่างยิ่ง | เห็นด้วย พอสมควร | เห็นด้วย เล็กน้อย | เฉยๆ | ไม่เห็นด้วย เล็กน้อย | ไม่เห็น ด้วย | ไม่เห็น ด้วยอย่าง |
|-------|--|-----------------------|---------------------|----------------------|------|-------------------------|-----------------|----------------------|
| 1 | ฉันมักจะเตรียมตัวสำหรับการเจรจา ได้ดีพอๆกับหรือดีกว่าตัวแทนคนอื่น | | | | | | | |
| 2 | ฉันกระทำได้ดีภายใต้แรงกดดันของ การเจรจา | | | | | | | |
| 3 | ฉันพูดได้ดีตามต้องการเมื่อมีการ เจรจา | | | | | | | |
| 4 | ฉันตั้งใจได้ดีเมื่อมีการเจรจา | | | | | | | |
| 5 | ฉันอดทนได้ดีเมื่อมีการเจรจา | | | | | | | |
| 6 | ฉันเด็ดขาดดีเมื่อมีการเจรจา | | | | | | | |
| 7 | ระหว่างการนั่งเจรจา ฉันควบคุม ความรู้สึกของฉันเพื่อให้ผู้อื่นไม่ สามารถเห็นได้ นอกเสียจากฉัน ต้องการให้เห็น | | | | | | | |
| 8 | ฉันสามารถหยั่งความรู้สึกของผู้อื่นได้ เมื่อมีการเจรจา | | | | | | | |
| 9 | ฉันสามารถมองเห็นและใช้อำนาจ เพื่อที่จะบรรลุเป้าหมายของการเจรจา | | | | | | | |
| 10 | ฉันทราบถึงความต้องการและ ปฏิกิริยาของทั้งองค์กรของฉันและ องค์กรฝ่ายตรงข้ามเมื่อมีการเจรจา | | | | | | | |
| 11 | ฉันเป็นคนชอบเอาชนะ | | | | | | | |
| 12 | ฉันเก่งด้านการโต้เถียง | | | | | | | |
| 13 | ฉันยอมถูกคู่เจรจาฝ่ายตรงข้าม เกลียดเพื่อที่จะบรรลุเป้าหมายใน การต่อรองของฉัน | | | | | | | |
| 14 | ฉันถนัดด้านการสื่อสารโดยไม่ใช้ วาจา เช่น การบอกใบ้ ท่าทาง และ ความเงียบ | | | | | | | |
| 15 | ฉันพร้อมจะเสี่ยงในธุรกิจการงาน | | | | | | | |

