

## **Theoretical And Practical Problems of Negotiating Competencies Development for Business Management Students: Case of Lithuania**

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### **Abstract**

*This paper discusses the problems associated with students' negotiating skills in education of business administration, discussing the problems of structure and content. Here are disclosed and described structural elements of business managers negotiating skills: personal characteristics, personal values, attitudes, knowledge, skills, abilities, emotional intelligence, charisma. Here are discussed the individualized work with students, the principles of organization' student-centered learning and assumptions to develop managerial and negotiating skills. The paper also analyzes the structural elements of the negotiating skills and characterizes that their content can be developed by a planned, systematic and holistic approach. For this purpose there are highlighted the areas and fields in which the bargaining skills of business management students should be developed. In order to develop negotiating skills of business management students more effectively, here is the argument for the need to shift from teaching on knowledge-based education (called knowledge based approach) to learning paradigm in which education is based on competences (competences based approach): assessing the learning as a process involving the student's thinking, perception, feelings, emotions, and behavioral processes and their changes during training process with an emphasis on the student's experience accrued as a meaningful educational process, revealing growth of his skills (to see, to experience, to understand, to assimilate, to learn) in real or simulated learning activities.*

**Keywords:** business negotiations, management competences, negotiating competences, student - oriented studies, education based on competencies.

### **1. Introduction**

#### **Relevance**

Each manager, in particular, must be a good negotiator because in his work he has to negotiate constantly: in the product sale, purchase or service provision, making the contract of purchase and sale, dealing with a wide variety of situations. Business conversation or negotiations can take place easily or with high tension, may be able easy negotiate or to overcome particular difficulties or reach a whole fail to agree depending on the manager's preparation, negotiating skills and competencies.

Success in business meetings and negotiations are largely dependent on constructive communication, understanding the psychology of another person and negotiation partner, ability to read his forwarded verbal and non-verbal information, to find out his interests and interests of the organizations he represents. In order to perform it successfully, here is a need to have communication fundamentals, be able to read the signs of verbal and non-verbal communication, expressions, to have preparation for negotiation system, be able to provide and receive information, to support own position, to respond to comments, to neutralize them, to understand, and be able to resist the manipulations, be able to complete a business conversation or negotiation as appropriate.

The sum of the above mentioned skills and abilities forms a framework of business manager's negotiating competency. Thus, the training of manager in higher school without development of underestimating the values, attitudes and personal qualities, without having the system of theoretical knowledge for conducting business talks and negotiations, their practical skills, negotiating competencies is outdated and not related to the market economy, to the needs of society and the labor market, because bargaining consists about 80% of the manager's performance. On the other hand, the modern business world and its environment is changing very rapidly, therefore, high schools, universities must focus not only on today's requirements for the competence of business managers, but also to predict what kind of expertise, including negotiating, will lead to its success in the future.

### **Problem**

Lack of negotiating competencies might become an essential barrier to business manager for effective performance.

- **The object of research** - training of negotiating competencies for business management students as future managers of various levels.
- **The aim** - to reveal main negotiating skills dimensions on the structure and content of business managers, enabling to create more effective teaching and learning system for business talks.
- **Research methods** - systematic, comparative, logical analysis and synthesis of the scientific literature.

### **2. Competences: the nature and content**

The concept of competence describes a person's vocational training for relationships with the external environment. For each person, as well as a business manager, a place in society, organization, company depends on his personality traits (personal characteristics), acquired knowledge, skills and abilities, specific activities valuable and necessary to carry out. As J. Raudeliūnienė (2012) writes "knowledge in combination with human skills and experience consists a competence which is seen as a body of certain knowledge, abilities and skills. In many scientific papers (Diskienė, Narmontaitė, 2011; Jucevičienė, Lepaitė, 2000; Markus et al., 2005; Pukelis, Pileičikienė, 2010; Rosinaitė, 2009) competence is associated with an individual's personality - his personal characteristics, personal values, elements, points of view. Personality is defined as the combination of the psychological characteristics of a person, his features.

The ability to deal adequately with managerial and hence with the bargaining problems, in our opinion, is related with emotional intelligence and charisma of manager. Charisma and emotional intelligence - are integrative multidimensional characteristics of personality, covering a number of personal characteristics. Values - are essential beliefs that a "particular behavior or way of existence is more personally or socially preferable than the opposite kind of behavior or the way of existence" (Robbins, 2007, p. 33). Values have a moral shade in the sense that they reflect human understanding about what is right, good or desirable (Robbins, 2007, p. 33, 28). Milton Rokeach identified two groups of values, each of which has 18 values (Robbins, 2007, p. 34).

One group is called the final (terminally) values, which reflect a desirable final state of existence: comfortable (successful) life, long-term goal achieved, peace (without the struggles and conflicts), beauty (natural and artistic), equality (brotherhood, equal opportunity for all), family security (taking care of people you love), freedom (independence, freedom of choice), happiness (satisfaction), internal harmony (no internal conflict), pleasure (pleasant, carefree life), salvation (saved, discovered eternal life), social recognition (respect, admiration), true friendship (close contact). These objectives that a person would like to achieve during his life (Robbins, 2007, p. 34).

Another group is called the intermediate (instrumental) values, which reflect a desirable behavior methods or means to achieve the highest values (Robbins, 2007, p. 34): ambitious (hardworking, aspiring), capable (competent, effective), cheerful (joyous, light-hearted), pure (neat), bold (fighting for their beliefs), useful (working in the welfare of others), honest (honest, fair), with imagination (daring, creative), logical (consistent, rational), loving (gentle, affectionate), obedient (disciplined, respectful), polite (courteous, well-mannered), responsible (reliable).

As pointed out Daniel Goleman (2008, p. 77), “personal values – are not lofty abstractions, but intimate faith, which by the words never can be so well expressed as it may feel. Values are what have emotional power for us, or echoes, regardless of whether it is positive or negative. Self-concept serves as an internal barometer, measuring, whether actually makes sense what you're doing (or going to do). Emotions provide the greatest sense. If the actions do not comply with values we will feel discomfort, guilt or shame, deep doubts or defoliating meditation, nauseated, or regret. The uncomfortable feeling acts as an emotional brake, thus dislodged feelings that may hinder our efforts or them sabotage. Secondly, acting in accordance with the domestic provisions, energy is increasing. This choice is reasonable, it might also give a lot of energy to achieve it”. Therefore, values education - an important for future manager, making the position negotiator and behavioral orientation factor, enabling it to adopt certain ethical, moral and ethical standards, which will be based on its performance.

- Disposition - it is an evaluative nature of the subjective position (favorable or unfavorable) of people, objects, events, phenomena, motivating and determining behavior. Provisions - the human preparations, the tendency in some way to understand any object, to provide a situation, make certain the fact associated with the object targeted activities. A person may have a lot of content but also in terms of employment, organizational behavior are as follows key considerations (Robbins, 2007, p. 39): satisfaction with work, extraction of the job (as far as people identify with the work, and how to participate in it actively) and organizational commitment (loyalty to the organization and self-identification with it).
- Attitude - it is a conscious attitude, belief in respect of a particular person, event, object, activity, situation (legal approach, scientific approach, systematic approach, a holistic approach, and so on).
- Emotional intelligence - means the ability to recognize your own and other's feelings, self-motivate and manage well own emotions and emotions of own relations (Goleman, 2008, p. 372). It describes the characteristics that differ from academic intelligence, IQ, measured only by cognitive abilities, but complement it.

Many people smart in the books, but with lack of the emotional intelligence eventually work for those with a lower IQ, but skills of emotional intelligence are superior (2008, p. 372). Daniel Goleman distinguishes the following five basic emotional and social skills in emotional intellect (2008, p. 373):

- Self awareness: knowing what you feel at that moment, and taking advantage of those inclinations for your decision-making direct, realistic assessment of your abilities and possession of a strong sense of self-confidence.
- Self-regulation: to control your emotions so that they facilitate the current task, rather than hindering it, the presence of responsibility, postponement of gratification in achievement of goals, the ability to recover from emotional exhaustion.
- Self-motivation: the use of your deepest hobbies for picking up yourself and redirection towards your goals, to take the initiative for aid and seek to improve and not to give up in the face of failure and frustration.
- Empathy: compassion, empathy for other people's emotional state, the ability to take their approach. Fostering of understanding and adjustment to the different people.
- Social skills: proper management of emotions in communication and accurate understanding of social situations and networks, smooth interaction, application of those skills to persuade and lead, negotiate and settle disputes, to cooperate and work as a cohesive team.

Charisma - it is an individual's ability to gain attention and to keep it, based on the following powers: self-confidence, ability to convey the visions, the ability to see and recognize your mistakes, ability to empathize with other people and cause their positive (positive) emotions, admiration, inspire enthusiasm for them to act, to convince and get their approval (Enkelmann, 2010, p. 16-22). As pointed out by Stephen P. Robbins (2010, p. 77-78), “people can be trained to charismatic behavior, which enables them to use privileges intended for "charismatic leader".

Based on one project studies, where according the corresponding scenario the college students were trained to become a charismatic personalities, Stephen P. Robbins (2010, p.78-79) states that "a person can learn to be charismatic, according to the rules of three steps. The first is to develop the aura of charisma: keep optimistic attitude, to invoke for assistance passion as a catalyst to cause enthusiasm and to communicate not only by words but through the whole body. Second step – is to involve the other people in the process also, by creating the relations which will inspire them to follow you. And third step is the need to identify the potential of all followers by acting on their emotions". In conclusion of the investigation findings Stephen P. Robbins (2010, p. 79) writes that "researchers found that the students could be trained in the design of charisma. Moreover, the subordinates of these leaders have better performed the tasks assigned, adapted to the challenge, used to agree better with the leader and the group, than those who did not belong to a group led by non charismatic leaders. Although some people themselves intuitively spread charisma, but other people can learn to charismatic behavior also (Robbins, 2010, p.79).

Peter G. Northouse (2009) highlights the following three parts of competencies: problem solving skills, social assessment skills and knowledge. The author ability to solve the problems described as a creative ability to meet the new, unusual, bad-defined problems. This activity requires the following skills: ability to describe significant problems, collect information concerning them, to formulate a new understanding of the problem and to develop problem-solving prototypes (Northouse, 2009, p. 48):

- **In social assessment skills** there are following parts: understanding of approach, social perception, behavioral flexibility and social activities.
- **Understanding of the problem** means that there are perceived attitudes of other people to a specific problem or decision. This is - empathy, applied for problem solving. Understanding of the approach, means the sensitivity for other people's opinions and objectives - the ability to understand how they see different things. This indicates fact that there are known and other opinions about the problem and its possible solution (Northouse, 2009, p. 49).
- **Social perception** - is an insight and understanding of other people: what is important to others, what encourage them, what problems they face and how respond to the changes? Social perception means that there is understanding of other exceptional needs, objectives and requirements (Northouse, 2009, p. 49).
- **Flexibility of behavior** - the ability to adjust and adapt their behavior, by understanding and taking account of other views. Flexible man is not limited to one single approach to the problem. He is not dogmatic, but open to changes and wants to change (Northouse, 2009, p. 49).
- **Social activity** includes the ability to convey your vision to others, be able to convince and explain, to argue that changes are needed. According to Peter G. Northouse (2009, p. 50), social activities cover a wide range of interrelated skills, which commonly are called communication.

Knowledge is an integral aspect of competence. Related to them is the efficiency of problem solving, which directly affects the ability to describe complex problems and to solve them. As pointed out by Peter G. Northouse (2009, p. 50), knowledge consists of facts, and structures organizing these facts. Very detailed knowledge as element of competence is described by J. Raudeliūnienė work (2012), focusing on the systematic management of knowledge through the value chain.

Is correctly noted (Lepaitė, 2003, p.8) that "both internationally and in Lithuania person's success in globalized organization depends not only on the gained formal qualifications as a result of program graduation, but on his ability to adapt to the changing environment in which the key factor is the person's competence and potential of its development. " Personal characteristics, values and attitudes are changing in time. Management activity is also the dynamic: requires new knowledge, abilities and skills.

Therefore, the concept of competency is associated with the ability to assess a situation, select the appropriate practices and continuous integration of professional knowledge (Lepaitė, 2003). D. Lepaitė considers (2003, p. 24), "competence in a holistic approach which can be defined as a phenomenon which focuses on the ability to transfer knowledge to new situations, create opportunities for people to act at various levels of activity also". Guy Le Boterf (2010, p. 22-23) states that "a person is competent to act in a given situation if:

- he is able to coordinate and mobilize the available personal resources (knowledge, skills, behavior) and the whole storage media (data bases, colleagues, experts, representatives of other professions networks);

- he is able to implement the effective professional practice:

- in mastering certain situation after evaluation of its requirements and specific context,  
 - to provide the results (products, services) that meet certain effectiveness criteria of recipient (client, ..., user ...)“.

We see from these definitions, that having exclusively sources (personal qualities, knowledge, skills, abilities, methods of operation, etc.) is necessary but insufficient condition for competent performance (Le Boterf, 2010, p.22). For competent performance you must be able to identify a new career situation and to use environmental resources and necessary methods to master it.

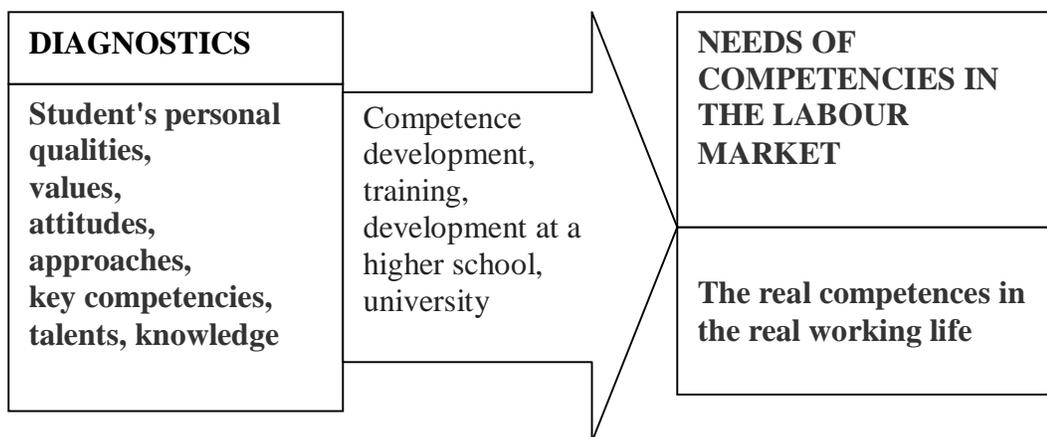
As pointed out Guy Le Boterf (2010, p.65), " there are innumerable sources to be mobilized and harmonized, required for activity, or master key situations: the knowledge, basic knowledge, specialized knowledge, skills, reasoning methods, sources of emotional, cognitive resources, natural talents, linguistic skills ... We must note that these various sources are acquired at different moments of personal or professional life. Basic knowledge (reading, counting, ...) are acquired at school (or at least it should be acquired), communication, and organizational skills can be acquired in the community, the physical patience can be developed in sport activities, deeper scientific knowledge can be obtained during their studies, technical skills and professional culture can be constructed in professional activity or further training... In short: the sources are compiled for a lifetime.

The sources that are acquired in different moments can be used simultaneously in order to master the specific professional situation". So here are important both knowledge, skills, abilities and other sources, realized in technology of decision-making and implementation, applying fundamental, basic principles of decision situations, and methods used in new situations. It can be argued that the basis of competence is an individual's ability to identify the new situation, find a new (compared to the earlier dealt situations) parameters and choose the required environmental sources and methods of operation to manage it. Here occurs not only the knowledge, skills, abilities, but also practical experience in situation solving.

In negotiating activities – it is a way of performance gained by experience, subtleties of certain activities by demonstrating, supporting, arguing, counter arguing, convincing, in response to the manipulation, the suggestion. As pointed out by Guy Le Boterf (2010, p.17), a person “can have many competencies (knowledge, skills, behavior), but not be able to act competently in one or another situation. This is what separates the workers, is not their knowledge but is their ability to use them effectively under pressure and ability to operate effectively for a long time”. How and by what means should be provided effective formation of student’s competencies in business management negotiating at a higher school, at university, that their graduates would be able to work competently in different professional situations?

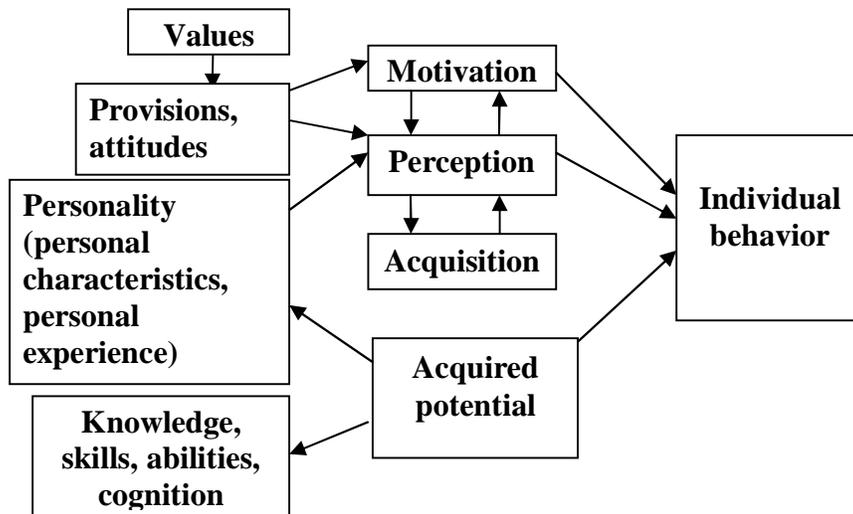
**3. Formation of negotiating skills for business management students and the relationship with the student-centered learning**

Capacity-building of students in higher education school, university should be based on competency diagnostics and should be oriented to practical activities outside of the work environment (Figure 1).



**Figure 1. Student’s competence-building process at a higher education school**

Starting to develop the competencies of students real work activity, you need to identify (diagnose), their personal qualities, talents, knowledge, skills, abilities, values, attitudes, beliefs, core competencies, in order to effectively realize the processes of competence-building, education, development, improvement at higher education institution, university (Figure 2).



**Figure 2. Student's competence-building process in higher education (Adapted from Robbins, 2007)**

Indeed each student has different personal characteristics, different personal experiences gained in the family, kindergarten, school, community-based activities, communicating with friends and other cultural media, which have developed his attitudes, values and attitudes. Management student's activity provisions are associated to their views of absorption of study subjects and learning. As pointed out by Stephen P. Robbins (2007, p.38), are laid down investigations on the following important factors affecting job satisfaction: the mind-demanding work, correct remuneration, employee supportive working conditions and supportive him colleagues. The analogous factors operate and in learning process. Many students of secondary schools have lessons in economics, business fundamentals and entrepreneurship. So before beginning to develop students managerial and negotiating competencies a higher education institution, university needs to figure out, to capture and provide the means and ways, what competencies to develop and at what rate. This requires a lot of work with individual students. Many universities consider (including Oxford University at the forefront) the individual work with the students as their priority.

On the other hand, in order to develop managerial and negotiating competencies of business management bachelor's, the master's at higher education institution or university, you must have reference point, i.e., whole parameters that describe the business manager as a competent employee. More individualized work with students would enable implementation of the student-centered education (Student-oriented studies, 2010, p.25) where:

- focus should be on linking knowledge with real situations, capacity building,
- discussions, active and innovative learning methods should prevail at lectures (group work, project development, real case studies and so on.).

One of the ten new European Higher Education Area priorities set out in the Communication "The Bologna Process 2020 - The European Higher Education Area in the new decade" provides a student - oriented approach, while emphasizing the educational mission of higher education. The student-oriented studies should be based on the following principles (Student - oriented studies, 2010, p.3-4):

**a.** Student-oriented studies require the constant feedback. This model can not be defined specifying when and how training (learning) model must be applied. A key aspect - students, faculty and infrastructure system must work together in order to improve students learning and to ensure that the learning program (subject) would achieve the objectives through the student's critical thinking, education, and skills.

- b.** A student-oriented studies version does not have one option for all cases. All academic community groups have different needs, but they are all together participating in the study process. The studies allow students to organize their studies in such a way that they meet the interests of all.
- c.** All students learn differently. Some students learn from their mistakes (trying perform, learn from results), the other - from practical experience. Some can learn from reading the literature, for other is the need for discussion or consideration of learning subject matter with everyone in order to be able to absorb it.
- d.** Students have different needs and interests, which affect the studying: different hobbies, student's activity. Student's study in higher education institutions with special needs: growing children, with disabilities, from socially disadvantaged families.
- e.** A student - oriented learning basis - option of choice. It should be possible the each study objective to obtain by studying a number of different subjects, therefore, for students must be the opportunity reasonably to choose the appropriate disciplines.
- f.** Students have different experience of learning, as well as different knowledge. Knowledge and skills obtained during training must bring real benefits to every student: to be adaptable in real life, professional life, or fully comply with the learner's interests. It is important to take into account each student's previously acquired competencies, such as: if a student received before previous training to work with the computer program, there is no purpose to teach him the same again. Personal student experience can be used as a motivator, giving for student the opportunity to share their knowledge and skills with other students, and so on.
- g.** Students should have the opportunity to contribute to the learning process formation. Students (directly and/or through student representatives) should be given the opportunity to be involved in the drawing up the study subject, setting examination form for the subject matter, drawing up programs of study and development, and so on. Students must be accepted as equal participants in the study process. The best way to ensure that the studies would be oriented to the student – is to allow students to decide for themselves how look like the study process.
- h.** A student – oriented studies provide an opportunity rather than states. In the case of stating the facts and knowledge, preparing for lectures and the content depends on the teacher. A student - oriented studies are seeking to give students greater responsibility in allowing themselves to think, organize, analyze information, to solve problems, and so on.
- i.** Study process requires the cooperation between students and faculty and the administration. It is important that cooperation would be carried out by solving together the problems along with offered courses of action. Such cooperation in classroom has a positive effect, as both groups consider themselves as partners more and more. The joint work of the educational process is the most important to a student-oriented learning philosophy that sees education as a process of constructive interaction between these two groups. To develop, promote managerial competencies in higher education school or university of business bachelors and masters (including negotiating competencies) you must have a reference point for whole parameters that describe the business manager as a competent employee.

#### ***4. Negotiating competencies in Business Management skills system***

The teaching and learning of Business Management students is holistic, involving comprehensive human development. Human development, started from his birth in the family, kindergarten, middle school, high school, the lyceum, higher education, university, does not stop. While enrolled in the high school student already has one or another system of values, but the process of personality development continues having in the first place the general human values – personality, freedom of conscience and thought, charity, innate human equality, solidarity, patriotism, tolerance, respect for truth and wisdom, respect to another person, sustainable relationship with the natural and cultural environment. However, these common values are not objective of our study. Recognizing their importance and priority the main focus in this article we shall give for important values, personal qualities and competencies of manager, negotiator.

Students gaining academic qualifications in first-or second-tier directions of business management, business administration, management and administration and other related directions must be consistent with the learning outcomes (covering knowledge, understanding, skills, abilities, skills), characterized by manager's competencies set of business management competencies describe his managerial potential, accumulated some experience in actual or simulated activities. This set is based on personal characteristics, values, provisions of specialist, supplemented by the relevant field of knowledge, understanding and skills. As pointed out by P. Jucevičienė and D. Lepaitė (2000, p.49), "Competence – is an expression of human skills or the ability to act, determined by an individual's knowledge, abilities, skills, attitudes, personality traits and values".

Human life and activity starts from the inner things. As pointed out by B. Tracy (2010, p. 48), "personality axis is values. From values depends what is human. Everything what person does in external world is ordered and determined by internal values regardless whether they are clear or not. The clearer the inner person values, the more accurate and effective actions are in the outside world. "B. Tracy (2010, p. 48-49) identifies five levels of personality - the personality he describes as a target with five concentric rings. Central ring or personality center, according to him, are the values. The second ring – beliefs, values determined by the beliefs. The third ring - expectations. There B. Tracy writes (2010, p. 48-49): "If you believe that you will be fine, then you are thinking positively, happily, you are targeting in the future. The same you see in other people and situations". Fourth ring – is a behavior that is over determined by human expectations. Behavior is an external expression of human values, beliefs, and expectations. And finally, the fifth ring - actions. It is obvious that the manager's negotiator's competence is expressed by his behavior action.

Relatively whole competencies are divided into the following groups:

- General competencies,
- Cognitive skills,
- Functional competence.

The order No. V-269 (2011) made by the Ministry of Education and Science of Lithuania on 2011-02-21 approved both following general competences that should be developed and incorporated in the teaching process of secondary schools, and defined their content:

- **Ability to learn competence.** This general competence means that a person feels responsible for his own learning, is able to motivate themselves, plan learning, choose the appropriate learning strategies and apply them for improving self-evaluation of successful learning,
- **Communication competence.** The person with one or another level of communication competence understands the importance of communication and, having regard to the context and situation of communication, knows how to communicate effectively by verbal and nonverbal means,
- **Cognitive competence.** The person stimulating cognitive competence seeks to gain knowledge, truth, is able to solve problems constructively, thinks critically, better knows reality by applying research methods,
- **Social civil competence.** The competence-oriented education is the fact that the learner is fair, responsible, respects and tolerates others, actively participates in community life, works for others, guided by the values of democracy. Loves homeland, welcomes domestic and world heritage, takes care of others and environmental safety,
- **Initiative and creative excellence.** Possession of this competence means that every student pays their minds and concentrates on creative search. He encourages others to think creatively, unconventionally, gives others the ideas, able to apply them. He accepts the responsibility for the results. Respects copyright,
- **Personal responsibility.** This means that a person is thinking positively, act honestly and in good faith, is able to overcome the difficulty and responsibility of their lives,
- **Cultural competence.** Possession of these competencies means that the person is conscious, responsible and creative participant of the cultural processes that fosters immediate environment, the country's national and democratic culture, world's heritage.

These general competencies cover all activities to which after high school graduation pretends graduates. Education of generic competences is continued and colleges and universities. Individual skills and their relative weight are different, depending on the chosen specialty and general specialization. In the scientific literature dealing with business management competencies (Čepienė, 2007, p.52-53) are distinguished the most important and characteristic sets of competencies for successful work in business administration:

- a. Impact and influence.** The personal influence – is a person's ability to create the image of security for others.
- b. Orientation to the goal.** The ability of the person to involve performing a task, assessment of efficiency, raising objectives and cost-benefit assessment, finding new ways to perform tasks quickly, better and more efficiently.
- c. Teamwork and cooperation.** The ability to engage other persons to carry out the task, delegate responsibility, and demonstrate understanding and encouragement. Capability to enable the group to raise group morale and team spirit, resolve conflicts and mediate.
- d. Analytical thinking.** Methodical analysis of the situation by determining the cause-effect relationship, prediction of potential obstacles and realistic plans to overcome them, creation, thinking ahead about the possible next steps and processes, the study of resources needed to complete a task.
- e. Initiative.** Ability is defined as a person's activity, which is not defined by the formal job descriptions, when exercised on the possibility or preparing for solving the future problems.
- f. Formation/education of employees.** Competence especially related to teamwork, which includes the ability to give constructive feedback, encouragement after failure, as well as coaching, advice and other support.
- g. Trust in yourself.** This is a general confidence in your abilities and decision making, challenges-acceptance, open questioning on your line manager action's, assumption of personal responsibility.
- h. Interpersonal understanding.** Understanding the other people's views, attitudes, needs, emotions, recognition, accurate interpretation of nonverbal behavior, understanding of advantages and disadvantages.
- i. Directivity and assertiveness.** Explicit boundaries-determination and the ability to say "no" when the situation demands it, raising standards and the requirement to comply with them by presenting this clearly and bluntly.
- j. Searching for information.** Competence, when a person is able for systematical search of information by having which can to diagnose and resolve problems or to discover unseen opportunities.
- k. Leading team (Leadership).** The abilities to represent group, to raise and communicate high standards of group activities.
- l. Abstract thinking (Systematic thinking).** The ability to search and find relationships and structures that are invisible to others, notice other's undetected inconsistencies and contradictions, quickly identify key issues and to overcome them by providing necessary tasks.

What values and personal characteristics are very important for the manager that he could effectively perform the functions of negotiator? Author's performed analysis of scientific literature and practical analysis of managers' bargaining activity showed that for this activity are relevant and important such values and personal characteristics (Figure 3):

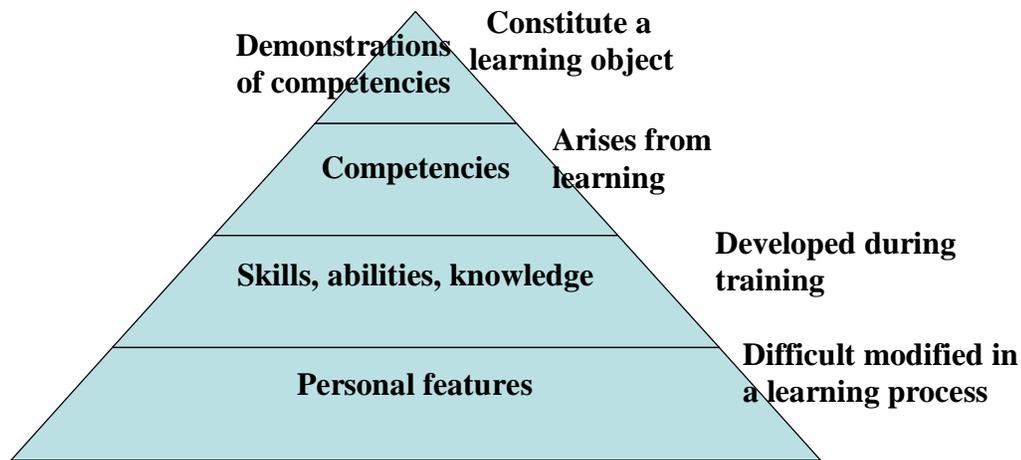
<b>Values and personal characteristics important for managers' bargaining activity</b>		
ability to assess your strengths and weaknesses	self esteem	restraint
ability to lay out smoothly thoughts	respect the other person's individuality	discretion
ability to speak imaginatively	faith another man	emotional stability
ability to use gestures	self confidence	thankfulness
ability to formulate questions	ambition	entrepreneurship
ability to speak laconically	initiative	the clearance
ability to expose the essence	courage	speed of reaction (use of moments possibilities)
the ability to see the whole problem and the relationship between its separate elements	adaptability (the ability to change and adapt to changing environmental conditions)	ability to understand the surroundings, feel their mood, behavior changes subtleties, nuances
ability to influence	looseness	joy
ability to listen	posture	resistance to stress
the ability to simulate situations	sincerity	insight, intuition, premonition
ability to demonstrate, argue, persuade	tendency to take reasonable risks	coherence, integrity, consistency
empathy	scrupulosity	focus on development
be able to joke (humor)	precaution, avoidance of groundless risks	ability to manage your time
ability to remain calm in difficult situations	the ability to make decisions	openness to change
ability to resist the bad mood	resilience	willingness to change
ability to avoid negative emotions	endurance	orientation to excellence
positive thinking	patience	responsibility
ability to forgive, forget grievances	decency	compliance
tolerance of other imperfections	reliability	word compliance
politeness	faith in what they are doing	tendency to help others
ability to set goals	ability to share (give)	innovation
desire to achieve goals	healthy body treatment	punctuality
creativity	work and rest adherence	a systematic thinking
ability to choose adequate set of measures for goal achievement	self presentation and the ability to create a good impression	the ability to concentrate, to focus on the priority goals

**Figure 3. Values and personal characteristics important for managers' bargaining activity**

Understandable that may not be two identical managers. Therefore, the parameters of individual competencies can vary within certain limits. One competencies model suitable for negotiating of all business managers should not be developed. However, the study programs can adopt the limits for parameters of competencies that persons acquiring certain qualification (Bachelor, Master) should achieve.

### **5. Preconditions of Business Management students negotiating skills education**

During the rapid changes in technology, markets, organizations and relevant knowledge systems, it is necessary that high school graduates be able to acquire new knowledge and be able to deal with the different challenges which width and complexity can go beyond the acquired competences. For this purpose higher school needs system of training relevant competencies, forming students' behavior, which they could continue and develop independently working and learning. Boterf (2010, p. 20) illustrates the development of competencies with a triangle involving four levels (Figure 4).



**Figure 4. The levels of competencies distribution and formation (adapted from Boterf 2010, p.20)**

Boterf (2010, p. 20-21) analyzes distribution and formation of competencies structure in four levels:

- the lower level of the triangle, as a competency development basis, in which are recorded traits and characteristics, indicating that they are not easily modified,
- the second level is recording skills, knowledge and abilities, which can be developed during the training,
- the third level records the competencies, which come from learning and are based on the personal characteristics and the knowledge, skills and abilities, combining different elements,
- the fourth level - the top of the triangle - are demonstrations of competencies, or, in our opinion, the more appropriate term would be the proof of competences.
- According to Boterf (2010, p.18-19), competence is not "a being" persisting itself, regardless of competency holder. Thus competencies are formed, based on the individual properties of the person, his values and attitudes, developing his skills, abilities and knowledge, which followed must be shown in specific work situations. As pointed out by J. Allen and R. van der Velden (2005, p.3), a high school graduate must have expertise in at least the following five areas:

**a. In the field of professional expertise.** The authors argue that many graduates of high school should be the experts in their field which could provide guidance and advice based on the most acquired specific knowledge, analytical thinking, intuition, regarding the appropriate attitude to problems, ability of their diagnose and solving, to act decisively and professionally in uncertain situations.

**b. In the field of functional flexibility.** Work activity is the dynamic, constantly changing, improving. In rapid changes of technology, markets, organizations and relevant knowledge systems it is necessary that graduates of high schools would be able to acquire new knowledge rapidly and independently and be able to deal with a variety of tasks, which can be not directly linked to their acquired competencies. They should be able to cope with changes in job content, organization and others. The authors argue that high school graduates should have a positive attitude to changes, to see the new opportunities in them and to acquire the new abilities through work experience.

**c. Innovation and knowledge management.** This area is associated with creativity, curiosity, high innovative ability, willingness to develop the innovation in company or organization of graduates. Here are relevant skills to notice the new opportunities, be able to communicate and collaborate, to find access to certain networks. As implementation of new ideas for one is practically impossible, the graduate must have organizational skills, be persistent and be able to negotiate in order to achieve the objective jointly.

**d. Area of human resource mobilization.** High school graduates must have the capacity to organize themselves and the work of others, be able to work in a team, be able to communicate by generating and implementing new ideas, be able to lead a team, to create synergy, to reveal leadership traits, be able to inspire others, to be themselves, if necessary to show determination, to create environment, be capable to identify opportunities of their own and others members of the team.

**e. International orientation.** International orientation is necessary for high school graduates due to global development of globalization, economic activity shifting the national borders. This requires a good knowledge of the foreign languages, understanding of the other cultures, having a cross-cultural competencies.

In order to develop effectively negotiating competencies of business management students it is necessary in programs of higher schools to have possibilities of "laying the foundations" for understanding the importance of these competencies, acquisition of initial knowledge, to reveal the structure and components of negotiating competencies that graduates could be able to work independently, to develop the relevant skills and abilities necessary to establish their effective managerial and negotiating activities in the future. "Laying the foundations" - a matter of two parties: students and the teacher.

From the students side are required the personal qualities, skills, abilities, knowledge, behavior, motivation, personal goals related to work and its content. From the teacher's side are required a personal example, the system of studies organization: principles, methods, and so on. To form and develop negotiation skills of business management students more effectively is appropriate by moving from teaching on knowledge based approach to learning paradigm - teaching on competence based approach: assessing learning as a process involving students' thinking, perception, feelings, emotions, and behavioral processes and their changes during training with an emphasis on students experience as a meaningful educational process, revealing the growth of their skills (to see, to experience, to understand, to assimilate, to learn) in real or simulated learning activities.

In such paradigm are changing both roles of the teacher and the student. In the traditional education system: teacher - the main provider of knowledge and the source, and a student - information-taker, attempting to memorize. In competence based learning paradigm the teacher - person who manages students learning, communicating with students as equal with equal, forming their attitudes, developing critical thinking, by consulting, helping, advising, learning to teamwork, cooperation, and a student - an active participant in the learning process, inquisitive for knowledge, and reaching his personal goals, wants to learn how to learn, to think conceptually, to develop higher-level thinking skills, to master problem-solving techniques, to apply the acquired knowledge, skills and abilities in new management and negotiating situations. Application of competence-based training system for business management student's development of bargaining power would enable to organize studies as a student - oriented:

- a. Taking into account each student's personal qualities, values, attitudes, attitudes, knowledge, abilities, skills, experience, for learning tasks according to individual needs and abilities,
- b. To develop cooperation between teacher and student,
- c. To form value approach to learning,
- d. To provide students with individual learning target system, taking into account their needs and abilities,
- e. To select individualized teaching and learning methods, depending on student's needs, abilities and specificities of learning,
- f. To intensify students motivation for learning,
- g. To create active training environment,
- h. A teacher can assess and evaluate learning outcomes by the feedback with the student. Assess the dynamics of the learning process and make decisions on further learning goals and volumes, adjustment of planned goals.

## 6. Conclusions

- Business management students' negotiating skills system has revealed these structural elements: personal characteristics, personal values, attitudes, knowledge, skills, abilities, emotional intelligence, charisma. These items are characterized by the fact that their content can be planned, developed systemically and holistically, teacher's collaboration with a student, respectively organizing teaching and learning.
- The basis of the negotiating skills is person's ability to identify the new situation, to highlight its new parameters (compared with the previously situations), select the required environmental resources and practices to master it. Here affects not only the knowledge, skills, abilities, but also practical experience in solution situations. Negotiating activities - a way of performance, gain through experience, certain subtleties of evidence, justification, arguing counter arguing, persuading, manipulating, in response to manipulation and suggestion.

- Diagnosis of capacity-building in higher education, university should be based on student's competencies and must be oriented to practical activities outside the work environment. Starting to develop the competencies of students for practical work activity, you need to identify (diagnose) their personal qualities, talents, knowledge, skills, abilities, values, attitudes, beliefs, core competencies, that could be effectively realized the competence-building, education, development, development processes in higher education, university. It is necessary to evaluate that each student has different personal characteristics, different personal experiences gained in the family, kindergarten, school, community-based activities, communicating with friends and other cultural medium which formed his attitudes, values, that are not ideal, and therefore must be changeable and improved.
- To develop, cultivate managerial competencies of Business Management graduates of higher school, university of bachelors, masters (including negotiating competencies) you must have a reference point, integrity parameters that describe the business manager as a competent employee. It is clear that the two managers are not equal and can not be. Therefore, the individual parameters of competencies may vary within certain limits. There could not be one model to develop the appropriate negotiating competences for all business managers. However, this determination can be adopted in study programs in accordance with relevant skills limit for parameters that are expected to reach a certain qualification (Bachelor, Master) acquiring persons.
- In order to develop effectively negotiating competencies of Business Management students it is necessary in programs of higher schools to have possibilities of "laying the foundations" for understanding the importance of these competencies, acquisition of initial knowledge, to reveal the structure and components of negotiating competencies that graduates could be able to work independently, to develop the relevant skills and abilities necessary to establish their effective managerial and negotiating activities in the future.
- To form and develop negotiation skills of Business Management students more effectively is appropriate by moving from teaching on knowledge based approach to learning paradigm - teaching on competence based approach: assessing learning as a process involving students' thinking, perception, feelings, emotions, and behavioral processes and their changes during training with an emphasis on students experience as a meaningful educational process, revealing the growth of their skills (to see, to experience, to understand, to assimilate, to learn) in real or simulated learning activities.

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