

## DEVELOPEMENT OF NEGOTIATING COMPETENCIES FOR BUSINESS MANAGEMENT STUDENTS

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### ABSTRACT

*The paper discusses problems related to negotiation skills of the students of business administration and deals with the issues of structure and content. The article discloses and describes the structural elements of negotiation skills acquired by business managers: personal characteristics, values, attitudes, background, skills, abilities, emotional intelligence and charisma. The article also focuses on individual work with students, the principles of student centred learning and assumptions about developing managerial and negotiation skills. The paper looks at the structural elements of negotiation skills and emphasizes its content can be developed with reference to a planned, systematic and holistic approach. For this purpose, the areas and fields where the bargaining skills of business management students should be developed have been highlighted. In order to more effectively develop negotiation skills of business management students, an argument for the necessity of shifting from teaching supported by knowledge based education (knowledge based approach) to the learning paradigm where education is based on competences (competency based approach) has been put forward: assessing learning as a process involving student thinking, perception, feelings, emotions, behavioral processes and their changes during the process of training with an emphasis on accumulated student experience significant to the meaningful educational process thus revealing the growth of his/her skills (to observe, experience, understand, assimilate, learn) in real or simulated learning activities.*

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

### Introduction

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.

## 1. 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 writes "knowledge in combination with human skills and experience consists a competence which is seen as a body of certain knowledge, abilities and skills [20]. In many scientific papers [ 1; 6; 12; 17; 19; 23; 26] 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" [22, p.33]. Values have a moral shade in the sense that they reflect human understanding about what is right, good or desirable [22, p.33; 28]. Milton Rokeach identified two groups of values, each of which has 13 values [22, 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 [22, p.34]. Another group is called the intermediate (instrumental) values, which reflect a desirable behavior methods or means to achieve the highest values [22, 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 [9,

p. 77], personal values - not lofty abstractions, but intimate faith, which by the words never can be so well expressed as in feelings. 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 seems 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.

**Preferences (disposition)** 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 [22, 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).

**Approach (called attitude)** - it is a conscious attitude, belief, attitude of some person, event, object, against certain activities, certain situations (legal approach, scientific approach, systematic approach, a holistic approach, and so on.).

**Emotional intelligence** (called emotional intelligence) - means the ability to recognize your own and others feelings, self-motivated and good management of its emotions and its relationships [9, 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 emotional intelligence skills are superior [9, p. 372]. Daniel Goleman's emotional intellect distinguishes the following five basic emotional and social skills [9, p. 373]:

- *Self awareness*: knowing what you feel at that moment, and taking advantage of the inclinations of your decision-making direct, realistic assessment of your abilities and possession of a strong sense of self-confidence.
- *Self-regulation*: such a management of your emotions so that they facilitate current task, rather than hindering it, stay responsible and postponement of satisfaction to the objectives, the ability to recover from emotional exhaustion.
- *Self-motivation*: the use of your deepest hobbies, pick up yourself and redirection towards the goals, aid to take the initiative 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 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 draw attention at yourself 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 [7, p. 16-22]. As pointed out by Stephen P. Robbins [21, p.77-78], "people can be trained to charismatic behavior, which enables them to use charismatic leader "for different benefits." Based on one project studies, where according the corresponding scenario

college students were trained to become a charismatic personalities, Stephen P. Robbins [21, p.78-79] states that "a person can learn to be charismatic, according to rules of three steps. The first is to develop the aura of charisma: keep optimistic attitude passion to invoke for assistance as a catalyst to cause enthusiasm and communicate not only in words, but through the entire body. Second, to involve others in the process and creating a relationship which inspire the other to follow you. And thirdly, the need to identify opportunities of followers acting on their emotions. "In conclusion, the findings of the investigation Stephen P. Robbins [21, p.79] writes that "researchers found that the students could be trained in the design of charisma. Moreover, subordinates of these leaders better perform the tasks assigned to adapt to the challenge, subordinates better agreed 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 [21, p.79].

Peter G. Northouse [18] 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 [18, 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 [18, 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 [18, 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 change and wants to change [18, 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 [18, 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 solve them. As pointed out by Peter G. Northouse [18, p. 50], knowledge consists of facts, and of these facts organizing structures. Very detailed knowledge as element of competence is described in J. Raudeliūnienė work [20], focusing on the systematic management of knowledge through the value chain.

It is noted correctly [15, p.8] that "both internationally and in Lithuania person's success in globalized organizations depends not only on the gained formal qualifications as a result of program graduation, but on its ability to adapt to the changing environment in which the key factor is the person's competence and its development potential. " Personal characteristics, values and attitudes are changing in time. Management activities are also 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 [15].

D. Lepaitė considers [15, p.24], "competence in a holistic approach which can be defined as a phenomenon and 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 [4, 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 need for effective professional practice:
  - in mastering a particular situation, assessing its requirements and the specific context ;
  - to provide the results (products, services) that meet certain effectiveness criteria of recipient (client, ..., user ...). "

From these definitions, we see that the possession of single sources (personal qualities, knowledge, skills, abilities, methods of operation, etc.) is necessary but insufficient condition for competent performance [4, p.22]. For competent performance you must be able to identify a new career situation and the use of resources from the environment and the necessary methods of operation to master it. As pointed out Guy Le Boterf [4, p.65], "sources for activities coordination and mobilization, or key management situations, are incalculable: 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: sources accumulated throughout their lives. Acquired at different times sources 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 by convincing, manipulating, by responding to the manipulation, to suggestion. As pointed out by Guy Le Boterf [4, p.17], a person can have many competencies (knowledge, skills, behavior), but not be able to act competently in one or another situation. These is what separates the workers, that is not their knowledge, and 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 students competencies in business management negotiating at a higher school, university, that their graduates would be able to work competently in different professional situations?

## **2. 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 diagnosis of competencies and should be oriented to practical activities outside of the work environment (Figure 1).

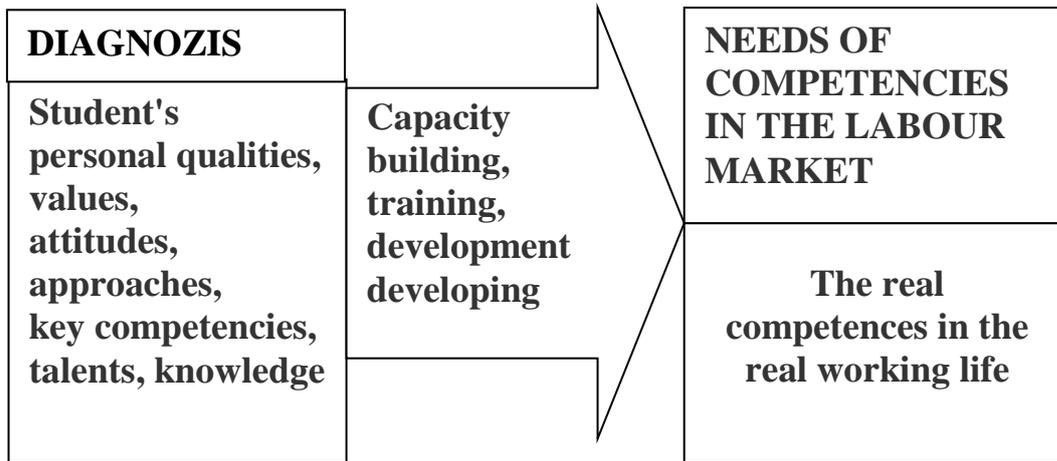


Figure 1. Students' competence-building process at a higher school

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).

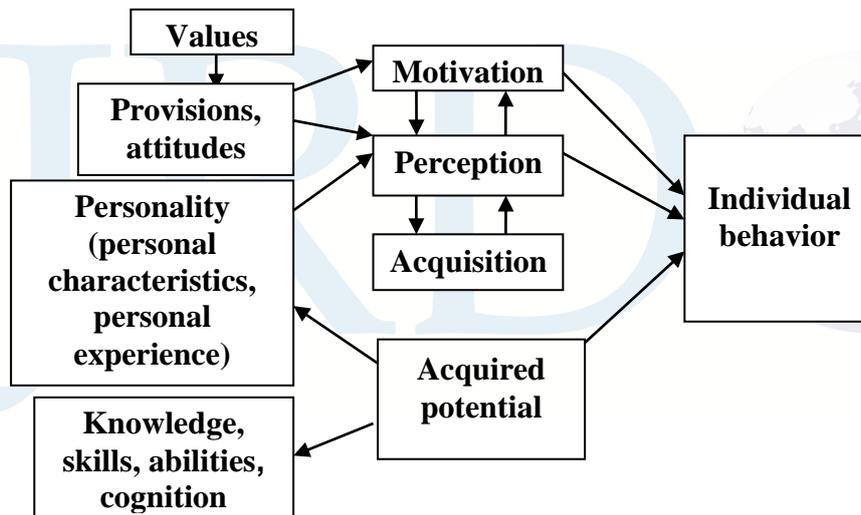


Figure 2. Students' competence-building process in higher school (adapted according to Robbins 2006)

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 related to their views on assimilation and learning of courses. As pointed out by Stephen P. Robbins [22, p.38], by research are identified the following key 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, detect and provide the means and ways for the development of the competencies, what and at what rate also. This requires a lot of work with individual students. Many universities consider

(including Oxford University at the forefront) 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, 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, where [10; 25]:

- 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 [10; 25]:

**1. A student-centered studies require 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.

**2. A student-centered studies version does not have one 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.

**3. 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, the other are needing for discussion or learning the subject matter, talk with everyone, in order for it would absorb.

**4. 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: with children with disabilities, from socially disadvantaged families.

**5. A student-centered learning basis - choice option.** Each study objective should be possible to obtain by studying a number of different subjects, therefore for students must be made possibilities of reasonable choices of appropriate disciplines.

**6. 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 the student the opportunity to share their knowledge and skills with other students, and so on.

**7. 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 decide for themselves how look like the study process.

**8. A student - centered 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-centered studies are seeking to give students greater responsibility in allowing themselves to think, organize, analyze information, to solve problems, and so on.

**9. 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 partners more and more. The joint work of the educational process and is the most important to a student-centered 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.

### **3. Negotiating competencies in the framework of business management competency**

The teaching and learning of business management students is holistic, encompassing the full 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 joined to 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 the 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, skills. As pointed out by P. Jucevičienė and D. Lepaitė [12. 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 [27, 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 [27, 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 [27, 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.

By the Order No. V-269 [16] of the Ministry of Education and Science of Lithuania on 2011-02-21 were approved following general competences that should be developed and incorporated in the teaching process of secondary schools, and also were defined such contents:

- **Learning to learn competence.** Following general competence means that a person feels responsible for their own learning, is able to self-motivate, plan learning, choose the appropriate learning strategies and apply them to improve their self-evaluation of the success of learning;

- **Communication competence.** The person with one or another level of communication competence understands the importance of communication and knows how according to the context and situation of communication, to communicate effectively by verbal and nonverbal means;

- **Cognitive competence.** The person reinforcing cognitive powers seeks to gain knowledge, is seeking truth, is able to solve problems constructively, thinks critically, better knows reality by applying research methods;

- **Social civic 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 relevant to all activities in which the post-secondary school graduates claim. General competencies are continued at 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 [5] distinguished the most important and characteristic sets of competencies for successful work in business administration:

**1. Impact and influence.** The personal influence – is a person's ability to create the image of security for others.

**2. 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.

**3. Teamwork and cooperation.** The ability to engage other persons to carry out the task, delegate responsibility, and demonstrate understanding and encouragement. To be able to enable the group to raise groups morale and your team spirit to resolve conflicts and mediation.

**4. Analytical thinking.** Methodical analysis of the situation in determining cause - effect relationship, prediction of potential obstacles and realistic plans to overcome them creation, thinking forwards about potential follow steps and processes, research resources needed to complete a task.

**5. 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.

**6. Employees formation / education.** Competence in particular in relation to teamwork, which includes the ability to give constructive feedback, encouragement after failure, as well as coaching, advice and other support.

**7. Trust in yourself.** This is a general confidence in your abilities and decision making, non afraid of challenges, open questioning your line manager action, personal ownership.

**8. Interpersonal understanding.** Understanding the other people's views, attitudes, needs, emotions, recognition, accurate interpretation of nonverbal behavior, advantages and disadvantages.

**9. Directivity and assertiveness.** Explicit boundaries-determination and the ability to say "no" when the situation demands it, raising standards and a requirement to comply with them by providing expressly and unequivocally.

**10. Searching for information.** Competence, when a person is able for systematical search of information by having which to diagnose and resolve problems or to discover unseen opportunities.

**11. Leadership team (Leadership).** The abilities to represent group, to raise and communicate high standards of group activities.

**12. Abstract thinking (Systems 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 are the values and personal characteristics are very important for the manager that he could effectively perform the functions of negotiator? Author's analysis of scientific literature and practical analysis of managers' bargaining activity showed that those values and personal characteristics are relevant and important:

- Ability to assess your strengths and weaknesses;
- Ability to teach smoothly thoughts;
- Ability to speak imaginatively;
- Ability to use gestures;
- Ability to formulate questions;
- Ability to speak laconically;
- Ability to expose the essence;
- The ability to see the whole problem and the relationship between the individual elements;
- Ability to influence;
- Ability to demonstrate to argue, persuade;
- The ability to simulate situations;
- Ability to listen;
- Empathy;
- Payment joke (humor);
- Ability to remain calm in difficult situations;
- Ability to resist the logon mood;
- Ability to avoid negative emotions;
- Ability to understand the surroundings, feel their mood, behavior changes subtleties, nuances;
- Ability to forgive, forget grievances;
- Tolerance of other imperfections;
- Politeness;
- Ability to set goals;
- Desire to achieve goals;
- The ability to concentrate, to focus on the priority goals;

- Ability to choose of adequate set of measures for achievement of the objective;
- Self-esteem;
- Respect the other person's individuality;
- Faith another man;
- Self-confidence;
- Ambition;
- Initiative;
- Courage;
- The clearance;
- Attractive appearance;
- Posture;

Self-presentation and the ability to create a good impression;

- scrupulosity;
  - Tendency to take reasonable risks;
  - Precaution, avoidance of groundless risks;
  - The ability to make decisions;
  - Resilience;
  - Endurance;
  - Patience;
  - Decency;
  - Reliability;
  - Faith in what they are doing;
  - Ability to share (give);
  - Healthy body treatment;
  - Work and rest adherence
  - Sincerity;
  - Restraint;
  - Discretion;
  - Emotional stability;
  - Thankfulness;
  - Entrepreneurship;
- Adaptivity (the ability to change and adapt to changing environmental conditions);
- Response rate (exciting opportunities for use);
  - Positive Thinking;
  - Joy;
  - Resistance to stress;
  - Insight, intuition, premonition;
  - Coherence, integrity, consistency;
  - Focus on development;
  - Ability to manage your time;
  - Openness to change;
  - Willingness to change;
  - Orientation to excellence;
  - Responsibility;
  - Compliance;
  - Keeping our word;

- Tendency to help others;
- Innovation;
- Punctuality;
- A systematic thinking;
- Creativity.

It is clear that the two managers are not uniform and can not be. Therefore, the individual competencies parameters can vary within certain limits. One model suitable for all business managers for negotiating competencies should not be developed. However, the study programs can be adopted limits for competencies parameters that certain qualification (Bachelor, Master) acquiring persons should achieve.

#### 4. Preconditions of Business Management students negotiating skills education

In rapid changes in technology, markets, organizations and relevant knowledge systems, it is necessary that high school graduates. able to acquire new knowledge and be able to deal with the different challenges which width and complexity can go beyond competences acquired. For this purpose higher school needs training system of relevant competencies, forming students' behavior, which they could continue and develop independently working and learning. Boterf [4, p. 20] illustrates the development of competencies with a triangle involving four levels (Figure 3).

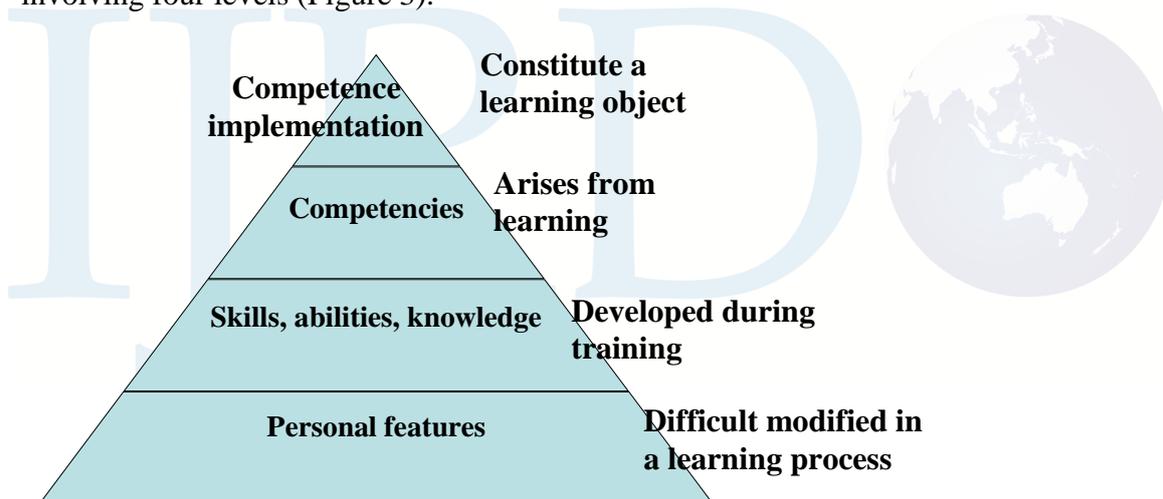


Figure 3. Levels of competences distribution and formation [4, p.20]

Boterf [4, p. 20-21] distribution and formation of competences structure analyzes in four levels:

- the lower level of the triangle, as a competency development basis, are recorded the personal characteristics (trait and characteristics), indicating that they are not easily modified;
- the second level recorded in skills, abilities, knowledge (skills, knowledge and abilities), which can be developed during the training;
- the third level of competencies (competencies), which comes from learning and is based on the personal characteristics and the knowledge, skills and abilities, combining different elements within;
- the fourth level - the top of the triangle - there are implementation of competencies (demonstrations), or, in our opinion, a more appropriate term would be the proof of competences.

According to Boterf [4, p.18-19], competence is not "a being" still kept alive by itself, independently from competencies holder. Thus, based on the individual properties of the person, his values and attitudes, developing his skills, abilities and knowledge, are formed competencies, which will then be need to prove in specific business situations. As pointed out by J. Allen and R. van der Velden [3, p.3], a high school graduate should have expertise in at least the following five areas:

**1) In the field of professional expertise.** The authors argue that many graduates of high school should be 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.

**2) In the field of functional flexibility.** Operating 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 rapidly new knowledge 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 in them the new opportunities and to acquire the new abilities through work experience.

**3) 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.

**4) 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, to be able to lead a team, to create synergy, to reveal leadership traits, to 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.

**5) 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 competencies of negotiating for business management students of higher education the degree programs should be implemented through "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 for their effective managerial and negotiating activities in the future. "Laying the foundation" - 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 education (called knowledge based approach) to learning paradigm in which education is based on competences (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 growth of his skills (to see, to experience, to understand, assimilate, to learn) in real or simulated learning activities. In such paradigm are changing roles of both 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, think conceptually, to develop higher-level thinking skills, mastering 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 students development of bargaining power would enable to organize studies as a student-centered:

- Taking into account each student's personal qualities, values, attitudes, attitudes, knowledge, abilities, skills, experience, for learning tasks according to individual needs and abilities;
- To develop cooperation between teacher and students;
- To form value approach to learning;
- To provide students with individual learning target system, taking into account their needs and abilities;
- To select individualized teaching and learning methods, depending on student's needs, abilities and specificities of learning;
- To intensify students motivation for learning;
- To create active training environment;
- 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.

## Conclusions

1. Business management students' negotiating skills system has revealed these structural elements: personal characteristics, personal values, attitudes, 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 in line organizing teaching and learning.

2. The basis of the negotiating skills is person's ability to identify the new situation, to highlight its new parameters (compared with the previous deal with 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, responding to the manipulation and suggestion.

3. 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, skills, abilities, values, attitudes, beliefs, core competencies, to effectively realize 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 in formation of his attitudes, values, and attitudes that are not ideal, and therefore interchangeable, improved.

4. To develop, cultivate managerial competencies of business management graduate's 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.

5. In order to develop effectively competencies of negotiating of business management students of higher education degree programs should be implemented through "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 for their effective managerial and negotiating activities in the future.

6. To form and develop negotiation skills of business management students more effectively is appropriate by moving from teaching based on knowledge-based education (called knowledge based approach) to learning paradigm which education is based on competences (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 on his skills growth (to see, to experience, to understand, assimilate, to learn) in real or simulated learning activities.

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