

**MARIAN KOPCZEWSKI \***

Akademia Wojsk Lądowych, Wrocław, Polska

**LESZEK ELAK\*\***

Akademia Sztuki Wojennej, Warszawa, Polska

**JULIA NOWICKA \*\*\***



Akademia Sztuki Wojennej, Warszawa, Polska

## NEGOTIATION AS A DETERMINANT OF EDUCATIONAL EFFICIENCY AND THE WORK OF THE SAFETY MANAGER




**ABSTRACT:** The aim of the didactic and educational activity of every university, especially the military one, is to prepare the graduate intellectually and professionally to live in society. When creating educational programs in a specific field of knowledge or subject of education, it is assumed that their implementation will ensure that the teachers acquire the necessary minimum of required competences. In such a case, the authors of didactic programs always have a number of doubts or dilemmas such as: To what extent do the assumed competences correlate with the requirements and needs of the social reality, especially the professional one, in which the graduate is prepared to act? To what extent do the content of the curricula and the organization of the didactic and educational process ensure the acquisition of the assumed team of competences by the teachers? Of course, there are many more dilemmas of this type. Not all of them can be unequivocally resolved, if only due to the complexity of social situations in which the accuracy and reliability of the competences acquired by students are

---



\* **prof. dr hab. inż. Marian Kopczewski**, Military University of Land Forces, Wrocław, Poland

 <https://orcid.org/0000-0002-0402-0477>  [marian.kopczewski@interia.pl](mailto:marian.kopczewski@interia.pl)

\* **ptk. prof. dr hab. Leszek Elak**, War Studies University, Warsaw, Poland

 <https://orcid.org/0000-0002-5255-9768>   [l.elak@akademia.mil.pl](mailto:l.elak@akademia.mil.pl)

\* **dr Julia Nowicka**, War Studies University, Warsaw, Poland

 <https://orcid.org/0000-0002-0778-0519>  [j.nowicka@akademia.mil.pl](mailto:j.nowicka@akademia.mil.pl)

Copyright (c) 2023 Marian Kopczewski, Leszek Elak, Julia Nowicka. This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.

verified. Curricular education of students of military universities in the fields of study: national security, is aimed at, among others, the best possible preparation of future officers to command a sub-unit as well as managers and managers to manage human teams in state and local government institutions dealing with the organization and protection of public safety. An important element of the process of commanding a military sub-unit as well as managing in a situation of a potential threat is the ability to make accurate decisions as well as efficiently act and motivate subordinates and co-workers. In situations of uncertainty and insufficient information, and at the same time not only a potential but also a real threat to health and life, this requires not only appropriate psychophysical predispositions but also specific professional competences, especially in the area of distinguishing competences. Bearing the above in mind, the content and purpose of the article will be to introduce theoretically into the issues of social competences, seen from the perspective of a manager - leader - manager, and also an attempt to show the conditions of the manager's functioning - in various social situations, his role, tasks and qualifications, ensuring efficient management of the organization, these include: priorities in the implementation of tasks, skills, creative attitude and preparation for conducting negotiations. Requirements for modern managers - organization leaders - are extremely high, and meeting them does not guarantee only success. They lead people who, above all, need to be taught and prepared: to work in their position, to live in society, as well as to bring each other closer and focus around each other. Employees are different, they are strong and weak, full of pride and quite humble, curious about the world and, despite their different ages, overwhelmed by apathy. All of them, thanks to the work of managers and their competences, knowledge and skills, become good employees at various levels of the organization, and then managers. However, the basis of a manager's work is also, and perhaps above all, communication skills, the basis of which are negotiations.

**KEYWORDS:** competences, manager, organization, effectiveness, negotiations.

## INTRODUCTION

In each profession, competences have their specific level and scope, which is reflected in the quality of the tasks performed. They are visible and measurable as the resultant of general knowledge and skills acquired, learned and confirmed in practice (Figure 1).

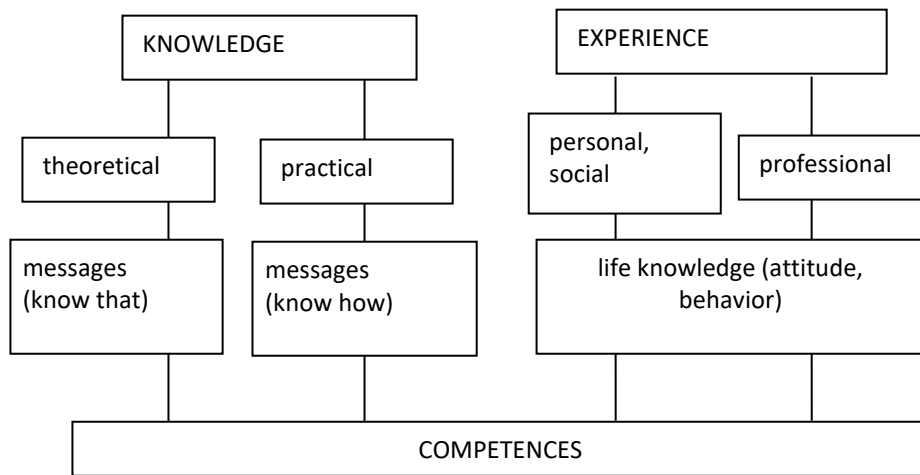


Fig. 1. Scope of competences

Source: own study based on: Act of 21 November 2008 on the civil service, Journal of Laws No. 2008 no.227, item. 1505, and the Act of August 29, 2002 on martial law and on the competences of the Supreme Commander of the Armed Forces and the principles of his subordination to the constitutional organs of the Republic of Poland, Journal of Laws No. 156, item. 1301 with amendments

Knowledge and experience as well as their continuous development enable the implementation of business tasks and own goals in a constantly changing environment.

Their sign is, among others:

- ability to cooperate with superiors, colleagues, and especially employees,
- the possibility of achieving professional and personal goals,
- accepting changes, adapting to them and influencing their course,
- desire for continuous development.

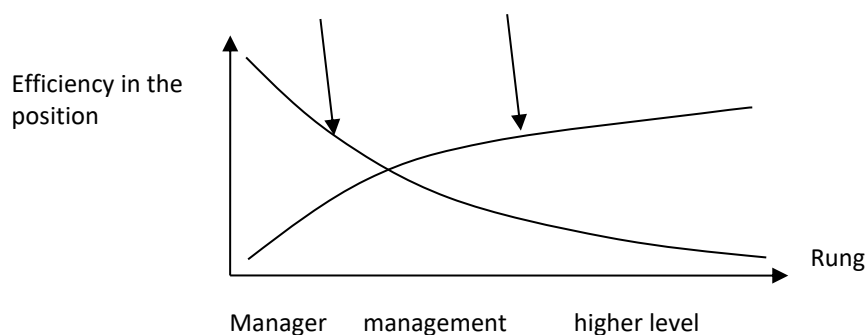


Fig. 2. Manager's social qualifications

Source: own study based on: *Description of universal managerial competences*, Polish Agency for Enterprise Development, Warsaw, 2019

Social qualifications include:

- leadership (the ability to exert influence, the ability to convince, motivate, establish and maintain contacts),
- the ability to diagnose and forecast the social situation (reading emotional states, understanding the behavior and anticipating them),
- the ability to communicate effectively,
- the ability to help and think constructively, create a climate of trust and security,
- ability to resolve conflicts and negotiate,
- the ability to find oneself in various social situations,
- logistic skills.

These and other skills complement each other and penetrate each other, creating the basis for the development of each manager's individual management set, favoring:

- independent, active searching for better ways of acting, thinking, seeing and judging,
- making choices and decisions about their own conduct,
- analyzing your successes and failures,
- searching for feedback signals about the real effects of our actions.

It is a pity that some of them, along with the excessive belief in having knowledge, tend to underestimate others, especially students. And yet you should be aware that there are no such people who know everything and can do everything. This is a manifestation of incompetence, expressed by the fact that the manager:

- pretends to know
- does not know what does not know,
- does not ask, although he knows who knows,
- is convinced that he knows everything and has no doubts,
- does not show willingness to develop his knowledge.

## **2. Change is the key to success**

A characteristic feature of the 21st century are constant changes, accompanied by the slogan of building an information society, and in terms of organization: modernization, restructuring, reorganization, reconstruction, liquidation and construction of new

structures. These and other changes necessitate changes in consciousness as a result of changes in thinking. The important thing, however, is always the ability to adapt to the changes taking place, so as to be able to control and influence them. Also remembering that you also have to change yourself, improve your existing skills, learn languages, etc. Starting at least by trying to answer a few questions:

- what do I want to achieve (professional work, personal life)?
- how (how) do I want to achieve it?
- when do i want to achieve it?
- why exactly this?
- etc?

Common thinking about success in personal life is also a sign of the times we live in, a sign of mental health and well-being. Success is: knowledge, money, fame, luck, in management it is a combination of many factors that can not always be predicted and controlled - the proverbial stroke of luck. Happiness itself does not guarantee too long a success story, it must be helped by systematic work, good organization and consistency in achieving business and personal goals. Success is a management process, i.e. systematic planning and decision making, organization, management and control. Every manager who wants to achieve success must think positively, take up new challenges, set priorities at work, and its measure is the ability to influence the development of himself and his subordinates. It is favored by, among others: defining one's roles and tasks (current and future), selecting goals, planning, ability to concentrate, rational use of time.

### **3. Priorities at work**

Setting priorities in a manager's work is an individual matter and is associated with a specific scope of duties and competences as well as the situation in which he works. The most useful tool for setting priorities in the individual life not only of the teacher but also of collective organized activities is the PARETO principle. This principle, commonly known as the "20/80 rule" - developed by the Italian economist Vilfredo Pareto, indicates a relationship that is important both in production and in any deliberate human activity. It assumes that 20% of the total time, energy, money and effort of people gives them 80% of the effect.

Therefore, the most important thing should be for the manager to set 20% of priorities and devote as much attention to them as possible. These assumptions may be biased, but they indicate some harmful and educational priorities, set needs, are guidelines for planning, etc. work requires the greatest attention and knows how to set priorities.

**4. Time management and efficiency**

Managers should be able to manage their time in such a way that by performing many functions, activities and tasks, they skillfully reconcile important professional and personal matters. It is possible thanks to the optimal use and continuous control of working time to achieve professional and life goals. A manager, like any other person, must have time for professional work, family life, rest, fun ... and, above all, continuous learning (training). To achieve this, you need to establish and plan:

1. What and when does it intend to accomplish in life? What are your professional goals and what is their time of realization? What are your personal goals and the prospect of making them come true?
2. What undertakings will be served to achieve goals? What are we going to do to achieve our goals?
3. Where to start and what can you do today?
4. What are we doing today, tomorrow and the day after tomorrow? What is the schedule for the day and week, month, year etc.?

An attempt to manage and manage your time is a properly developed plan (VARIANT below):

1. *PROFESSIONAL PURPOSE (what are you going to achieve in your professional career?)*  
.....  
  - *Timeframe of the goal (when?)* .....
  - *Actions aimed at achieving the goal? (what do you have to do to achieve the goal?)*  
.....
  - *Arrange an action plan with a schedule:*

Date of accepting the task	Content of the task	Requirements ???	Time limit for completion

- *Task for today, tomorrow* .....

- 

2. *PERSONAL GOAL (what do you want to achieve in your life)* .....

.....

- *Timeframe (when?)* .....
- *Actions aimed at achieving the goal? (what do you have to do to achieve the goal?)*  
.....
- *Establishing the next steps for action* .....
- *Arranging the action plan with tomorrow* ..... *deadlines* .....
- *Task for today* .....

For such a plan and planned action, it is necessary to:

1. Realism of planning - it happens over time, but its lack results from the ability to estimate one's own abilities and overestimate one's own strength. This should be facilitated by the principle: PLAN LESS AND IN A WAY THAT THE PLAN WILL BE FULFILLED.
2. Persistence and consistency - needed to achieve each of the adopted goals, taking into account the principle: WHAT YOU PLANNED FOR A GIVEN DAY, DO.
3. Written form of implementation - allowing to fully grasp their size and complexity, releases the psychological effect of self-motivation to work, favors focusing on implementation, enables performance control and possible ongoing correction of intentions, provides documentation of the work performed.

Summing up, skilful time management best reflects the preparation and implementation of the daily plan, among others taking into account:

- task resulting from the weekly plan,
- permanent - vocational classes,
- important and urgent matters,

- matters not previously settled,
- phone calls, correspondence to be dealt with,
- time reserve for unforeseen, new and urgent matters.

*PLAN PRINCIPLE: If a man does not lose a single hour of his working day, he can safely expect the final result of his work. He can confidently count on waking up one morning to find that he is one of the most competent people in his profession, no matter what his profession is.*

## **5. Creative attitude of the manager**

You can master many skills and acquire knowledge of various management issues, but in practice there are situations where the knowledge and skills are insufficient. The most effective skill that gives a chance to meet the requirements is the ability to learn, i.e. to acquire new knowledge and use it in practice, which is favored by:

- the ability to diagnose a situation, i.e. to perceive changes in time,
- the ability to self-assess knowledge and skills, the possibility of improving or extending them,
- the ability to program your own development.

Creative attitude, meaning not only innovative activity, but most of all consolidating others (subordinates), creating new ideas, solutions and implementing them, as well as the ability to use abilities. Thus, a creative attitude in management is, first of all, skillful management of people and motivating them to achievements.

How a manager will behave in various situations is largely determined by the assessment of himself (Figure 3), i.e. .:

- self-recognition (recognizing your strengths and weaknesses, preferences, hobbies),
- self-confidence (self-confidence, stubbornness, self-discipline, knowledge and skills).



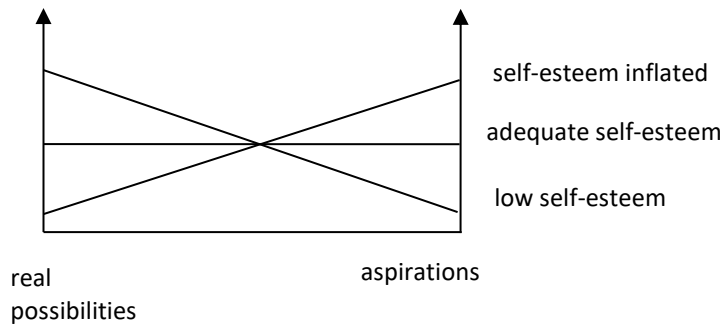


Fig. 3. Forms of self-assessment

Source: own study based on: L. Kiełtyka, The role of the manager in contemporary organizations, *Przegląd Organizacji*, No. 8 (919), 2016, Scientific Society of Organization and Management

The assessment of each of us' own capabilities, including managers, is usually different in relation to individual spheres of activity, however, the ability to self-esteem should be conducive to:

- confirmation of what we already know about ourselves,
- a reminder of what we knew about ourselves, but what has been forgotten,
- confirmation or rejection of assumptions about yourself and your abilities,
- finding out what we did not know about ourselves,

Taking into account the above indicators of self-esteem, one of the possibilities of collecting and compiling information about oneself is self-analysis (Figure 4).

what do i know about myself	what I don't know about myself
window open	blind field
hidden field	unknown field

Fig. 4. The method of self-analysis using the "Johari window"  
 Liszkowska E., The category of identity in social communication, Koszalin 2013, and  
<https://patrycjakacprzyk.pl/narzedzia-coachingowe/okno-johari/>

The collected information is entered into the prepared rectangle fields:

OPEN BOX - we enter everything we know about ourselves and we think that others know about us.

BLIND FIELD - we enter everything that we are not aware of ourselves, about which others inform us (positive and negative information).

HIDDEN FIELD - enter what we know about ourselves, what others do not know.

UNKNOWN FIELD - enter your potential possibilities that have not been revealed so far.

The next step is to analyze the collected information and look for answers to the following questions:

1. Which part of the rectangle contains the most information and which is the least?
2. What is the cause of such disproportion and what results from it?
3. What is worth changing and why?

Such an attempt to look at oneself should be conducive to reflection, of every manager and not only - practically every person with their own social competences, influence the further improvement of communication with other people. It can make us realize something we haven't thought about before.

## **6. Negotiation as a management method**

Negotiation is any conversation, it is a form of communication, the aim of which is to agree on a position, that is, to communicate and get what we want from others. The aim of the negotiations is to reach an agreement, and thus to find a common solution, also known as consensus. By negotiating, the parties reach favorable solutions even in the event of a conflict of interest. The current article focuses not on the emotions resulting from their conduct, but on the dilemmas faced by both parties / people / in the broadly understood communication process. Since emotions generally play a negative role in negotiations, people view the problem and its solution from a point of view that is convenient for them. This causes inconsistent interpretations, distortions of statements, etc., as a result of a nervous atmosphere that does not favor understanding. People start arguing instead of negotiating. Participants in the negotiations become opponents, enemies, and therefore they cannot communicate, therefore people should not be associated with a specific problem, as it causes complications. In order to objectively consider the problem, a substantive discussion is necessary, an impartial discussion

of the problem, not being influenced by the people behind one solution or another, and thus also communication skills.

Focusing on tasks, and not on the views presented, results from the goal of negotiation, as well as the methods of communication, which is reaching an agreement that ensures the implementation of specific tasks. Meanwhile, negotiations often take the form of an exchange of views and focus on conflicts. Presenting views pushes tasks to the background and does not lead to an agreement. There are many views, and the tasks are defined. Focusing on tasks is the shortest way to the goal, which is to reach an agreement.

### **6.1. Negotiation tactics**

In order to achieve the intended goals in a conflict situation, it is very important to skillfully deploy, maneuver and use it appropriately, and use the resources and resources at hand. This skill is known as an agreement-seeking tactic. There are many valuable rules and tactical skills. At the outset, it is necessary to precisely determine who is talking to whom, the time of starting and ending the talks, the method of establishing contact and the course of the negotiation order. If we want to be a good negotiator, the following tactics should be used: demand cooperation, walk in small steps, set boundary conditions, point out possible benefits, refer to authorities, point to suspicious connections and methods, be patient and decisive, do not gallop before the finish line.

In addition, it is reasonable to consider the possibility of using other friendly tactics to strive for an agreement: express appreciation, help save face, create a good atmosphere - "get into the skin" of the opponent, be optimistic, ignore the attack, treat it with sympathy.

Sometimes we will be forced to use sharp, hard and even unclean tactics. Depending on the behavior of the opponent, the situation, the assumed goal, I suggest referring to the following tactic rules: stall, simulate an attack, present an ultimatum, change methods, dates, place, negotiators, supply the other party with information, use one-sided examples, distort the meaning of the opponent's statements, make exorbitant demands, pretend ignorance, give the impression of an irrational person, simulate anger, anger, anxiety, fear, promise a lot in order to cancel everything later. Each of the principles presented can be used as a structure that will be a response to the immoral actions of the opposing party.

## 6.2. Tricky ways to negotiate

Conversations about difficult problems with difficult opponents do not always take place in accordance with the principles of decency, honesty and justice. In practice, there are various unethical ways of achieving a result that is only beneficial to one side.

Cunning players, advocates of cunning confrontation use sophisticated, sophisticated methods of negotiation. The following sneaky conflict resolution tactics are most commonly used.

### 1. Deliberate fraud:

- deliberate falsification of facts combined with the appearance of truth,
- unclear, questionable rights to seek an agreement,
- suspicious intentions,
- incomplete statement of position.

### 2. Psychological war:

- deliberate creation of stressful situations and conditions,
- unpleasant personal attacks,
- alternating bad and good treatment,
- threatening, threatening, warning,
- thoughtful embarrassment,
- manipulating the time and place of conversations,
- continuous expansion of unjustified requests.

### 3. Positional pressure tactics:

- exorbitant preconditions,
- refusal to conduct negotiations,
- escalation of requests,
- stiff closing, entrenching in its own position,

- calculated lateness,
- if you do not agree, then ...

The aim of the tricky game is to intimidate, discourage, get impatient, hasten victory, maximize profits. Recognition of such tactics will make it possible to reduce its destructive effects.

The question is how to fight deceptions, stalks? The following suggestions seem worth considering:

- make sure that the rules of communication are clearly defined,
- demand compliance with them,
- check the credibility of information and permissions,
- provide yourself guarantees,
- offer a mediator's help,
- harden your condition and psychophysical resistance,
- be hard against the opponent and the problem,
- don't be a victim.

Effective struggle with a cunning, sophisticated, ruthless interlocutor requires not only knowledge, reflection, life experience, but also some kind of wisdom and prudence.

### **6.3. How to make concessions and give way**

Insufficient will to make concessions, the rejection of such a possibility is a proof of exceptional stiffness, tenacity and may indicate the desire to confront and obtain maximum personal benefits at the expense of the other person.

It is difficult to imagine any agreement without concessions. The mutual flexibility of yielding behavior allows for the negotiation of a mutually satisfactory solution, even in situations of

extreme conflict. However, excessive "giving up" is sometimes used as a very effective means of "winning your own way."

The logic of obtaining concessions mainly includes the following regularities:

- Get your opponent to step down first. This way you will get a psychological advantage.
- Create an atmosphere for your counterparty that makes it easier to justify making concessions. Prepare arguments, evidence (real and irrational) proving that a certain concession does not cause significant losses.
- Give the outgoing interlocutor a sense of face, a sense of being effective.
- Repeat the understanding of the proposal of a concession, which may be perceived as dissatisfaction, prompting to expand it, explain it, make it more specific. This information is valuable for anticipating the possibility of further opt-out steps.
- Make sure that the offered concession is irreversible, final.
- Carefully note the order, type and scope of the proposed concessions. Thanks to this, you can carefully analyze and follow the logic of the interlocutor's reasoning, as well as check the accuracy and effectiveness of your own tactics and strategy. Any changes to the counterparty's logic of thinking and acting are a valuable source of news. I mean changing goals, style, climate, negotiation tactics, changing the perception of difficulties and you.
- Try to persuade your opponent to make concessions on essential matters, because they are your primary goal.

To yield is a very difficult art that does not recognize randomness, mediocrity, chaos, etc. A seasoned negotiator gives way according to the presented procedure:

- Make concessions according to a previously prepared plan, which should define the order, type and scope of concessions.
- Keep going first. If you feel that it is worth taking the first step, next time make sure that the opponent returns your move.
- Learn the art of staggering concessions in time, delaying appropriately, and giving in without haste.

- Present the proposals for concessions in a hypothetical form, as further assumptions, predictions.
- Give way only at the price of concessions from the other side.
- Initiate the abandonment of secondary values in order to achieve the primary goals.
- In extreme situations they will devour data is simultaneous, partner reporting of concessions.
- Try to consider and anticipate the consequences of your own concessions.
- Make your opponent harder, then offer a small concession that will be taken as a reward.
- The extent of mutual concessions does not have to be balanced.
- Less losses result in concessions in the early stages of conflict resolution. Increasing the concessions in the final phase of the talks is not advisable.
- Define the limits of your own concessions.
- Make sure you have the conditions for a free final maneuver.
- Take two steps in order to complete three.

#### **6.4. How to deal with difficult partners**

The greatest challenge, a test of the ability to solve problems and conflicts in management, is the art of communicating with difficult, aggressive, angry people. The "villain" expects similar behavior on our part, which would be a serious mistake. Therefore, provocation should be avoided. However, it is worth introducing the partner into a state of surprise, through friendly, tactful, gentle and non-confrontational behavior. our peaceful disposition will prove to be unreliable,

A. Behavior towards a person disturbing the atmosphere of cooperation:

- allow her to fully express her position,
- ask for answers to a few specific doubts,
- confirm understanding of the requests,
- emphasize the need to comply with the established rules of order, time of speech and mutual respect,

- consistently pay attention to the acts of breaking these rules,
- look carefully towards this person,
- get up and approach her,
- ask directly why it hinders cooperation, does it care about agreement,
- point out that the goal is a compromise, not full victory or total defeat,
- ask for a break and talk "face to face",
- if the "evil spirit" persists, ask other people, preferably in public, in a group situation, to discuss his behavior,
- categorically demand mutual respect and goodwill,
- ask for the appointment of another representative who will calmly present a difficult matter,
- if all efforts fail, threaten to break off conversations.

#### B. Conversations with dissatisfied people:

- be patient, calm, relaxed,
- express openness, kindness and friendship,
- listen to all the objections and wishes, do not interrupt,
- check the truthfulness and reality of the claims and demands,
- if you were wrong - apologize,
- avoid over-excuses,
- always keep your word, do not dream,
- do not multiply difficulties, do not respond to the request, do not increase the accusations,
- think positively, name the benefits and determine the chance of agreement.

#### C. Negotiating with aggressive people:

- be calm, balanced, confident,
- breathe rhythmically, deeply, calmly,
- speak gently, without fear, calmly, even quietly,



- control your drives, emotions, temperament,
- do not respond to aggression with anger, attack or tactlessness,
- ask for an explanation of the facts, ask what, where, when?
- check who you understand well, confirm understanding,
- offer readiness to help,
- create an atmosphere of free conversation, expression, understanding,
- let the aggressive person save face, do not irritate them, do not judge them,
- pay attention to the further consequences of escalating aggression,
- try by all possible means to calm down the partner of the aggressive interlocutor (suggesting a break, a meal, changing the subject),
- in a situation of excessive, uncontrolled verbal aggression at a given moment, further conversation becomes meaningless.

#### D. Beware of manipulative persons.

In everyday life and ministry, you can meet people who are guided by a very reprehensible motto - the end justifies the means. Such persons ruthlessly exploit specific weaknesses of others (credulity, openness, fallibility, shyness, etc.) with the intention of achieving maximum personal benefit.

The manipulator treats other people as instruments, tools that facilitate the achievement of selfish goals. The Machiavellian is a "master" of manipulating people and situations, and it is very difficult to recognize him.

- exclusive focus on personal endeavors,
- treating others as objects, things, means,
- full control of own emotions, emotional coldness,
- high resistance to social influences and external pressures,
- the advantage of cognitive orientation towards people and situations over the tendency to take into account the emotions of others,

- decisive control of other people and the situation,
- striving for full domination,
- disregarding generally accepted moral principles and maintaining the appearance of honesty at the same time,
- high efficiency of operation, especially in difficult, unclear, complex, extreme, non-schematic situations.

### **6.5. Features of a good negotiator that a manager should have**

Communicating in everyday situations in which there are differences of opinion does not require specific validation and skills. All you need is good will to cooperate, honesty and a matter-of-fact approach to the problem. In this sense, anyone can be a teacher - negotiator. However, in cases of coping with more complex difficulties, better negotiating results are achieved by persons exhibiting certain characteristics.

If you want to be a good teacher, an efficient specialist in the art of agreeing on a common position, you should: have high aspirations, strive for the best results, be able to energetically influence the opinions of the interlocutor, have the following skills:

- openness to new and different suggestions,
- insightful mind, innovative thinking,
- resistance to stress,
- ease and clarity of formulating thoughts,
- ability to listen carefully,
- patience, prudence, self-control,
- gentleness towards people, firmness towards problems,
- acquiring, analyzing and producing large amounts of information,
- expressing disagreement openly, firmly and tactfully,
- self-confidence, consistency and matter-of-factness,
- avoiding compounding and complicating conflicts.

Mastering the abovementioned skills depends on many factors, including education, experience, intelligence, professional knowledge of the field that is the subject of the conflict, this should guide the manager's actions.

## Summary

The improvement of social skills of every human being, and especially of a manager (people responsible for managing others) should never end. New problems and new challenges arise all the time, superiors - set higher and more difficult requirements, and subordinates - expect constant help resulting from various threats, How to face it - simply be effective in every action and be able to negotiate. The basis of the negotiations was and is the communication of the parties participating in them. Skills and qualities useful in negotiating and ensuring effective and understandable communication.

1. Careful preparation - selection of the negotiating group: setting the goals of the negotiations, analyzing the situation of the two parties, developing a strategy of conduct, determining the potential strategy of the other party, knowing the problems to be discussed, checking the facts and clarifying doubts, analyzing strengths and weaknesses, determining the form of negotiation.
2. Brilliance: precise problem analysis and quick development of the optimal solution, quick and precise answers.
3. Expression precision - gathering information about our position: arranging the order of issues, making notes with key words that we will use. simple language explanation of all the issues one by one.
4. Listening Attentively - Showing interest in what the other party is saying and asking questions for additional information.
5. Correct assessment - continuous analysis of the course of negotiations - identifying the most important negotiation issues
6. Honesty - we assume that during the negotiations both parties will be honest with the dishonest company, nobody wants to negotiate.
7. Persuasion - accurate selection of arguments - precise, consistent and factual presentation of arguments.

8. Patience - avoiding quick decisions and not persuading the other party to do so - not showing haste.

## REFERENCES LIST

- Armstrong M., How to be a better manager. Warsaw 1997.
- Baron M., Determinants of the effectiveness of monitoring in an organization, PWN Warsaw 2018.
- Bellenger L. : Negotiations. Press by Universitaires de France, Paris 1999.
- Hamer H., The key to teaching effectiveness. Warsaw 1994.
- Hawkins I., Hudson M., Cornall R., Lawyer as a negotiator or how to effectively negotiate legal issues, Warsaw 1994.
- Fisher R., Ury W., Patton B., Coming to yes. Negotiating without giving up, Warsaw 1995,
- Kamiński J. : Negotiations. Conflict resolution techniques. Warsaw 2003.
- Kopczewski M. : Negotiations as an element of conflict resolution in the teaching process. In: Education of the 21st century, Poznań 2008.
- Kopczewski M., Czerwińska E., The art of negotiation as an element of solving threats in the didactic process. In: Education in the 21st century, Poznań 2009.
- Oleksyn T., Competency management. Theory and Practice, Walkers Kluwer 2017.
- Olszanska J., Stefański R. (ed.), The art of negotiation. Auxiliary materials for negotiation training, Warsaw 1993.
- Mastenbroek W., Negotiating, Warsaw 1996, Departing from no. Negotiating from confrontation to cooperation, Warsaw 1995.
- Mellibruda J., Psychological possibilities of improving interpersonal contacts. Warsaw 1980
- Nęcki Z., Negotiations in business, Kraków 1991, pp. 101-105.
- Necki Z., Interpersonal communication, Warsaw 1992.
- Seiwert L.J.,: How to Organize Time. Warsaw 1993.
- Sobotka B., The competences of tomorrow, OSWOWAR 2020.
- Sidor-Rzadzowska M., Competency systems of employee evaluation, Walkers Kluwer 2020
- Tyrańska M., Selected issues of competency management in an organization, C.H. BECK 2021.



Copyright (c) 2023 Marian Kopczewski, Leszek Elak, Julia Nowicka



This work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.