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# COMPETENCES AND SKILLS TRAINING FOR THE EUROPEAN NEGOTIATOR PROVIDED BY ROMANIAN UNIVERSITIES

Florentina Chirodea\*, Luminița Șoproni\*\*

## **Motto**

*“Negotiation is a game of skill and chance.*

*With more skill, you can reduce the effects of chance”.*

*(David Goldwich, professional speaker and trainer in persuasive communication)*

## **Abstract**

*Any negotiation involves multiple elements, which, by their dynamics, influence its conduct and outcome: object, context, stake, balance of power, strategy and tactics. Knowledge and effective use of these elements are essential to the success of the negotiator, being largely determined by the negotiator's innate and acquired skills and abilities. In this context, the learning process is fundamental to the formation and improvement of professional negotiators, capable to meet the challenges of both the global economy and the European multicultural environment. Therefore, in this paper we propose to analyse the extent to which the Romanian higher education system is geared towards the training of negotiators in different areas of work, and to identify what needs to be improved within this system to better respond to the need to form a professional negotiator at European level.*

**Keywords:** negotiation, communication, higher education, Romania

## **Negotiation and negotiator**

Given the complexity of the negotiation process as a form of decision making and its applicability in any area of domestic, social or professional

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life, there are many definitions that try to capture its essence as accurately as possible. But whatever the perspective from which it is viewed or analysed, negotiation is above all a form of communication, interaction between people or groups, which aims to achieve results beneficial to everyone involved. And what is important, regardless of the strategy and methods used, is that partners will always develop a relationship that must be managed carefully as it affects both the conduct of negotiations and the final result.

Of the definitions of negotiation, we consider to be fundamental and revealing the one formulated by the reputed former U.S. Secretary of State and negotiator, Henry Kissinger. According to him, negotiation is “a process of combining conflicting positions into a common position, under a decision rule of unanimity”<sup>1</sup>. Kissinger falls under the “hard” category in terms of approaching negotiation, which focuses on achieving the goal set out, the result. In the same spirit, Acuff believes that negotiation is “the process of communicating back and forth for the purpose of reaching a joint agreement about differing needs or ideas”<sup>2</sup>. Communication comes here as a sequence of interactions required to achieve the goals.

Other authors consider negotiating a game because it implies the ability to predict and control what is happening, has a predictable sequence of activities, has players whose behaviour affects the conduct of negotiations, and has clearly defined rules<sup>3</sup>.

A second approach (which we will call “soft”) considers negotiation as a process allowing to obtain the best possible outcome for everyone involved. In this respect, Dupont believes that “negotiation is an activity that involves the interaction of many actors who, while experiencing the differences and interdependencies at the same time, choose the voluntary search of a mutually acceptable solution”<sup>4</sup>. This interaction requires

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<sup>1</sup> Apud. H.A. Kissinger, *Nuclear Weapons and Foreign Policy*, New York: W.W. Norton, 1969, in Tanya Alfredson and Azeta Cungu, *Negotiation Theory and Practice. A Review of the Literature*, FAO Policy Learning Programme, 2008, p. 6.

[http://www.fao.org/docs/up/easypol/550/4-5\\_negotiation\\_background\\_paper\\_179en.pdf](http://www.fao.org/docs/up/easypol/550/4-5_negotiation_background_paper_179en.pdf), 22 October 2013.

<sup>2</sup> Frank L. Acuff, *How to Negotiate Anything with Anyone Anywhere Around the World*, New York: AMACOM – American Management Association, 2008, p. 6.

<sup>3</sup> Roy J. Lewicki and Alexander Hiam, *Arta negocierii în afaceri: ghidul pentru încheierea unei afaceri și rezolvarea conflictelor*, București: Publica, 2008, pp. 20-22.

<sup>4</sup> Christophe Dupont, *La négociation. Conduite, théorie, applications*, Paris: Editions Dalloz, 1994, p. 11.

communication before anything, because a successful negotiation is based on the ability of the parties to express and understand both points of view. The importance of communication in negotiation is very well expressed by Goldwich, who says that “negotiation is a process of persuasive communication that begins as soon as you recognise an interest that you cannot satisfy on your own”<sup>5</sup>.

Others go further, saying that the outcome of the process (of negotiation) is superior to the aforementioned situation: “negotiation is an interactive communication process by which two or more parties who lack identical interests attempt to coordinate their behavior or allocate scarce resources in a way that will make them both better off than they could be if they were to act alone”<sup>6</sup>.

Any negotiation involves multiple elements, which by their dynamics influence the conduct and the outcome of negotiations. According to Dupont, the fundamental elements of a negotiation are: *object, context, the stake, the balance of power and negotiators*<sup>7</sup>. These components, along with *strategy* and *tactics*, are essential in defining a particular model of negotiation - such as European, Japanese or North American models - as they contribute through their inter-linkages to the formation and development of a specific style, with defining attributes and characteristics for negotiation and communication in general.

*Negotiators* are the key element of negotiation in terms of the relationship that is created and developed between them, a relationship that results from confronting their behaviours. The behaviour and the style of addressing the relationship depend on the chosen strategy and on the preferred negotiation style.

## **Fundamental negotiation styles**

There are two major types of negotiation - cooperative and conflictual – both of which, although with different features, are commonly used by negotiators during the same session of negotiations. Thus they set out the

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<sup>5</sup> David Goldwich, *Win-Win Negotiations. Developing the mindset, skills and behaviours of win-win negotiators*, Singapore: Marshall Cavendish Business, 2010, p. 4.

<sup>6</sup> Russell Korobkin, *Negotiation, Theory and Strategy*, Wolters Kluwer, 2009, p. 1.

<sup>7</sup> C.Dupont, *op.cit.*, pp. 32-46.

general direction of a negotiation, during which it is possible to witness elements that are characteristic of both styles.

*Cooperative negotiation*, recommended by most professionals, is a negotiation of the “win –win” type, which involves collaboration between parties in order to achieve a satisfactory outcome for all. To this end, “the deals are about creating value and claiming it”<sup>8</sup>, exploiting creativity, searching for constructive and dynamic options. This is because it is less about proving the validity of a position, but more about convincing the other party of the interest to act together, of the opportunity to solve a problem by means of collaboration<sup>9</sup>. This type of negotiation, through the climate of trust that it develops, leads to a stable agreement and considers the future of the relationship between the partners. Experts recommend this type of negotiation as the today’s globalized world, characterized by continuous interaction and long-term relationships established between national, regional and international actors, make win-win solutions be the only reasonable result.

*Conflictual negotiation* (“win-lose”) is a zero-sum game aimed at differentiating interlocutors according to the power that they have. The value at stake being fixed, the key question is: “Who will claim the most value?”<sup>10</sup>, causing participants to want to be winners in order to not be defeated. The relationship does not hold great importance in this type of negotiation, unlike the information (to be more exact, *who* has the information), which is essential in order to make the rules of the game. Although almost all specialists praise the virtues of cooperative negotiation, the U.S. negotiator Frank Acuff emphasizes, based on his own experience, that in everyday life, negotiations are conducted conflictually and this leads to poor results and visible negative consequences. Revealing examples are, in Acuff’s opinion, the geopolitical tensions that have persisted for many years in the Middle East, conflicts which are actually unresolved conflicts from previous instances of win-lose<sup>11</sup>.

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<sup>8</sup> *Harvard Business Essentials: Negotiation*, Boston: Harvard Business School Press, 2003, p. 2.

<sup>9</sup> C. Dupont, *op.cit.*, pp.49-50; D. Goldwich, *op.cit.*, pp. 2-4.

<sup>10</sup> *Harvard Business Essentials...*, p. 2.

<sup>11</sup> F. Acuff, *op.cit.*, p. 7-9.

## Behavioural styles of negotiators

Corresponding to the two types of negotiation, there are two basic styles of negotiator's behaviour – the cooperative negotiator and the conflictual negotiator. As in the case of the negotiation styles, the negotiator's behaviour, even if it is homogeneous, is the meeting place of several trends<sup>12</sup>.

The *cooperative negotiator* is the most effective type of negotiator because their negotiation falls under the "win-win" category. Although open, positive and conciliatory, the cooperative negotiator does not lack in firmness. They are characterized by firmness in goals and by flexibility in seeking mutually acceptable solutions. Au contraire, the *conflictual negotiator* demonstrates rigidity in both goals and seeking solutions. Priority is given to force rather than diplomacy, the conflictual negotiator trying to win by domination.

Gavin Kennedy associates the two behavioural styles with the colours *blue* (the submissive, timid and giving style,) and *red* (the aggressive, domineering and taking style) and, as a novelty, introduces a third colour – *purple*, a combination of the first two, a compromise negotiator who always trade something for something, giving (Blue) only when he takes (Red) something in return. This style focuses on fairness and balance, with each party making some sacrifice to get part of what it wants<sup>13</sup>.

Whatever the dominant colour, the normal behaviour of any player involves the combination, depending on the context, the time, the interests at stake and the strategy and tactics of the opponent, of the characteristic elements of the two forms of negotiation, in order to get the best result.

In addition to the classification according to strategic orientation, negotiators are different also in terms of the region to which they belong, with traits and attitudes developed and shaped by the respective cultural space<sup>14</sup>. The specific factors that differentiate between negotiations from

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<sup>12</sup> C. Dupont, *op.cit.*, p. 54.

<sup>13</sup> Gavin Kennedy, *Essential Negotiation*, London: The Economist, 2004, pp. 23-24; D. Goldwich, *op.cit.*, p. 22-24.

<sup>14</sup> Researchers Geert Hofstede, Fons Trompenaars, Eduard T. Hall, Kluckhohn and Strodtbeck identified several cultural dimensions that influence the characteristics and behaviour of people, and thus, behaviour and negotiation style of individuals from different countries: distance from power, collectivism/individualism, femininity/masculinity,

one region to another are: pace of the negotiations, strategies, emphasis on personal relationship, emotional aspects, decision making, and contractual and administrative factors<sup>15</sup>. Taking into consideration these factors, Acuff has identified two models of negotiation for Europe (making a distinction between Western Europe and Eastern Europe), as shown in the table below:

**Table 1. Negotiating factors in Europe**

<b>Factors</b>	<b>Western Europe</b>	<b>Eastern Europe</b>
<i>Pace of negotiations</i>	moderate	slow
<i>Negotiating strategies</i>		
- opening offers versus final settlement	moderate initial demands	high initial demands
- presentation of issues	one at a time	group of issues may be presented
- presentations	formal	fairly formal
- dealing with differences	polite, direct	argumentative
- concessions	fairly slow	slow
<i>Emphasis on personal relationship</i>	low	very low
- sensitivity	moderate	not highly valued
<i>Decision making</i>	planned, organized	somewhat impulsive
- emphasis on group	moderate: decisions from top management	moderate: decisions from top management
- emphasis on face saving	moderate	fairly high
<i>Contractual &amp; administrative</i>		
- degree of bureaucracy	moderate	high
- need for an agenda	high	moderate

Source: Frank L. Acuff, *How to Negotiate Anything with Anyone Anywhere Around the World*, New York: AMACOM – American Management Association, 2008, pp.79-80, 129-130

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universalism/particularism, attitude towards time, relation with the nature, etc. In the same direction, the research project *GLOBE (Global Leadership and Organizational Behavior Effectiveness)* adds more cultural dimensions (assertiveness, orientation towards performance, etc.), analyzing attitudes, behaviours and leadership styles on clusters of countries.

<sup>15</sup> F. Acuff, *op.cit.*, p. 28.

Although there are traits that may blur the distinction between western and eastern negotiators, each country has characteristics and features that should be considered when addressing an international negotiation. For example, the Romanian negotiator has many specific elements (resulting from the combination of various factors: historical climatic, economic, cultural, etc.), elements that distinguish him from the Hungarian negotiator, although both negotiators belong to the same Eastern European group. Besides skills such as proper etiquette, a keen business sense, and the ability to read nuances of verbal and nonverbal communications, the European diversity forces the foreign businessperson to acquire skills they possibly never had before<sup>16</sup>.

### **Skills and competences needed for negotiators**

Whatever is the line of work of the negotiator (who may be buying or selling, a marketing and communication specialist, businessman or lawyer, diplomat or civil servant), his specific negotiating skills influence the success of the negotiation.

Negotiation is a collection of behaviours that involve communication, sales, marketing, psychology, sociology, assertiveness, and conflict resolution<sup>17</sup>. Being a form of communication and persuasion, the negotiation involves the use of all *communication skills*: listening, asking questions, sharing information, interpreting information, framing proposals, reading body language, influencing and persuading. It requires empathy and understanding, knowledge and insight, diplomacy and tact<sup>18</sup>.

Competent negotiators must develop a style consistent with their own skills and strengths, including the culture of which they are part. At the same time, they must *accept* and *respect* the people acting in other ways, while trying to find a compromise together that would lead to a result for the mutual benefit. They should switch easily from conflictual negotiation to cooperative negotiation, to know how *to compromise*, to avoid or to adjust to certain conditions and requirements of the other party - in short, to be *flexible*. Flexibility is the main feature of the negotiator otherwise required

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<sup>16</sup> Farid Elashmawi, *Competing Globally: Mastering Multicultural Management and Negotiations*, Boston: Butterworth Heinemann, 2001, p. 181.

<sup>17</sup> *Ibidem*, p. 6.

<sup>18</sup> D. Goldwich, *op.cit.*, p. 2.

to master any situation and to solve possible conflicts during the negotiation<sup>19</sup>.

The skills of a good negotiator represent actually a set of interpersonal and social skills: training (the will to prepare thoroughly to know the negotiation framework), capacity to analyse the problems (in order to determine the interests of both parties as accurately as possible), the foresight (possible objections, in order to prepare counter-arguments), active listening (which requires mastery of both verbal communication, as well as the non-verbal one), emotional control, teamwork, persuasion, assertiveness and facility of expression, ability to make decisions, reliability and professional awareness.

### **Skills and competences of the European negotiator provided by the higher education in Romania**

Starting off from the theoretical concepts presented above, we intend to identify the competences and the skills necessary to a negotiator, acquired during specialization programmes in the Romanian higher education system. The structure of *Classification of Occupations in Romania (COR) level of occupation, 6 characters*<sup>20</sup> does not show explicitly the profession of negotiator, only that of mediator (code 243202). Given the complexity of the negotiation process, in order to find the other dimensions of the profession, we believe it was necessary to extend the research to occupations such as Foreign Relations Expert (code 243213), Foreign

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<sup>19</sup> R. Lewicki and A. Hiam, *op.cit.*, pp. 32-38; Bill Scott, *Arta negocierilor*, București: Editura Tehnică, 1996, p. 117.

<sup>20</sup> The occupations in Romania were classified based on Regulation (CE) no. 1022/2009 of the Commission from 29 October 2009 to modify the regulations (CE) no. 1738/2005, (CE) no. 698/2006 and (CE) no. 377/2008 in what regards the international standard classification of occupations (ISCO). The classification applies to all areas of economic and social activity and is mandatory for all central and local public administration bodies, budgetary units, operators, regardless of ownership, employer organizations, trade unions, professional and political foundations, associations and other individuals operating in Romania. See Romanian Government, Order no. 1832/856 from 6 July 2011 on approval of Classification of occupations in Romania – level of occupation (six characters), published in M.O. 561/8 August 2011

[<http://www.mmuncii.ro/pub/imagemanager/images/file/Legislatie/ORDINE/O1832-2011.pdf>], 12 October 2013.

Relations Reviewer (243215), European Affairs Advisor (243214) Advisor / Expert / Inspector / Reviewer / Economist in Trade and Marketing (263104).

The COR, the unit of general interest for ordering information on occupations in Romania<sup>21</sup>, classifies all four trades in main group 2 - specialists in various fields of activity, main subgroup 4 - specialists in commercial-administrative field of activity, operating in the fields of public relations, marketing or apply various concepts and theories relating to negotiation and protocol. The first two professions belong to the minor group 3 - specialists in sales, marketing and public relations, core group 2 - public relations specialists, whose main professional tasks are to undertake activities such as: the use of high-level knowledge in public relations; planning, development, implementation and evaluation of information and communication strategies; provision of understanding and of a favourable image of companies and other organizations, their goods and services, their role in the community<sup>22</sup>, respectively. The following two occupations are found in minor group 2 - specialists in administrative field of activity, core group 2 - specialists in administrative policies that develop and analyse policies in order to design, implement and modify operations and government and commercial programmes<sup>23</sup>. The last occupation falls under the minor group 6 - specialists in the legal, social and cultural areas, core group 3 - specialists: performing research, data monitoring, analysing information, preparing reports and plans to solve economic and business problems; developing analytical models; explaining and predicting economic behaviour; offering business advice to interest groups and governments in order to formulate solutions to current and future business and economic problems<sup>24</sup>.

The abilities to perform the required work activities at the quality level specified in the occupational standard translate into acquired professional competences, in our case, following formal, non - formal or

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<sup>21</sup> Romanian Government, H.G. 1352 from 23 December 2010 on approval of the structure of Qualification of occupations in Romania – level base group, according to International standard classification of occupations - ISCO 08, published in M.O. 894 from 30 December 2010, [[http://www.mmuncii.ro/pub/imagemanager/images/file/Legislatie/HOTARARI-DE-GUVERN/H1352\\_2010.pdf](http://www.mmuncii.ro/pub/imagemanager/images/file/Legislatie/HOTARARI-DE-GUVERN/H1352_2010.pdf)], 10 Oct. 2013.

<sup>22</sup> Classification of occupations in Romania, 2013  
[[http://www.rubinian.com/cor\\_5\\_ocupatia.php?id=2432](http://www.rubinian.com/cor_5_ocupatia.php?id=2432)], 10 Oct. 2013.

<sup>23</sup> *Ibidem*

<sup>24</sup> *Ibidem*

informal paths. The last two training paths are based on the practice of specific activities directly at the workplace, on the self-training, or on the uninstitutionalized ways, unstructured and unintended, of accumulating knowledge and skills through unsystematic contact with various sources of the field of socio-education, family, society or professional environment<sup>25</sup>. Traditionally, to achieve level 4 of training, the acquisition of these skills is achieved during undergraduate, postgraduate or doctoral study programmes provided by the Romanian universities. The results of professionalization obtained following such education programmes translate mainly through knowledge (what we know) and skills (what we can do). Along with own beliefs (what we think)<sup>26</sup>, professional and transversal competences are thus developing.

National recognition of the value of learning outcomes for the labour market is done through the National Qualifications Framework for Higher Education (CNCIS). Developed in close relation to the CNCIS, the National Register of Qualifications in Higher Education (RNCIS) is a tool for assessing the structure of qualifications and their international compatibility. Through it we can measure and establish relations between set of knowledge, skills, attitudes and values that a person is able to demonstrate after completion of the learning process. The matrix CNCIS is "an integrative approach" of the Romanian higher education qualifications from two perspectives: vertical and horizontal. With the help of the five generic descriptors corresponding to professional skills progress, we can indicate their progress, from the level of knowledge and understanding (level 1), to the creative and innovative level (level 5). Horizontally, we can delimit by a descriptor level, the three cycles of higher education: Bachelor, Masters and PhD. The result takes the form of two grids, the first showing the domain or the programme of studies, name and level of qualification, level descriptors and minimum performance standards; the second, based on the first, establishes correlations between professional competences and transversal competences, the main curricular fields, disciplines of study and the corresponding number of credits. The resulting grid is the support

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<sup>25</sup> Alina-Teodora Ciuhureanu, *Competențe și abilități necesare pentru integrarea pe piața muncii*, 2012, pp. 1-8, [www.caravanacarierei.bns.ro], 11 November 2013.

<sup>26</sup> Katia Tieleman, Marc Buelens, *Negotiation. Essentials*, Leuven, Belgium: Lannoo Campus Publishing House 2012, p. 8.

for the identification of possible occupations for those qualifications<sup>27</sup>. The structured model will be further used to identify the appropriate competencies and skills corresponding to the four occupations in the COR.

To select the data from the RNCIS database we used the occupation title as the main filter. The second criterion targeted the education level, due to the fact that because the electronic platform has not yet been fully added with all entries, we have not been able to supply enough references for Masters and PhD levels, so a consistent analysis was not possible. The information extracted from the database for undergraduate programmes are presented in the following table .

**Table 2. Specializations of Romanian higher education targeting the five COR occupations**

<b>Occupation</b>	<b>Specialization – undergraduate programmes</b>
Mediator	Anthropology, Communication and Public Relations, Legal Studies, Community Law, Philosophy, Applied Modern Languages, Translation-Interpretation
Foreign Relations Expert	American Studies, European Studies
Foreign Relations Expert	International Business, Archival Studies, Legal Studies, Community Law, Classic Philology, Industrial Economic Engineering, Art History, History, Romanian Language And Literature, Applied Modern Languages, Modern Language and Literature, Language and Literature, Comparative Literature, Museology, International Relations and European Studies, American Studies, Cultural Studies, Security Studies, European Studies, Jewish Studies, Translation – Interpretation
European Affairs Advisor	European Administration, International Business, Legal Studies, Community Law, Economics and International Business, International Relations and European Studies, American Studies, Cultural Studies, European Studies
Advisor / Expert / Inspector / Reviewer / Economist in Trade and	Marketing

<sup>27</sup> National Agency for Higher Education Qualifications and Partnership with the Economic and Social Environment (ACPART), *Cadrul Național al Calificărilor din Învățământul Superior [National Framework for Higher Education Qualifications]*, Bucharest: 2008, pp. 14-16.

Marketing	
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Source: own processing of data provided by RNCIS

A comparative analysis of specializations in Romanian universities targeting the four COR occupations highlights the existence of a wide range of qualifications, especially for the Foreign Relations Reviewer occupation. In the absence of occupational standards for each trade, the correlation between them and specializations in the higher education system is quite relative, generating situations - absurd, in our opinion - when a degree in philosophy or in translation-interpretation allows the entering into a negotiation which involves the use of specific strategies and tactics for reaching an agreement. To deepen these observations, we will continue to identify professional competences acquired after completing the programmes listed in Table 2 and their degree of correlation with the requirements of the negotiation activity.

Professional competences acquired after completing the undergraduate study programmes can be grouped into cognitive competences and functional - action competences, both providing the ability to successfully resolve problem situations circumscribed to the five occupations in terms of effectiveness and efficiency. In turn, transversal competences are of two types - of role and of personal and professional development; they refer to the social context of exercising the trade and to the awareness of the need for continuous training. From this point of view, each qualification has established a grid of knowledge, skills and abilities gained after studying the curriculum of each programme of study offered by each university in which it operates. From the multitude of information we retained only the information that is compatible with previous theoretical considerations, their breakdown being shown in Table 3.

**Table 3. Professional competences corresponding the activities of negotiation, formed in the Romanian higher education system**

<i>Communication and Public Relations</i>
<ul style="list-style-type: none"> <li>• Identification and use of language, methodologies and expertise in the communication sciences</li> <li>• The use of new information and communication technologies (NICT)</li> <li>• Identification and use of strategies, methods and techniques for communication in the public relations area</li> <li>• Expert assistance in managing crisis communication and / or conflict mediation communication</li> </ul>

<i>Legal Studies, Community Law</i>
<ul style="list-style-type: none"> <li>• Applying Romanian law, European law and other international legal instruments</li> <li>• Interpretation, correlation and comparison of legal institutions of national law, European law and the law of other states</li> <li>• Applying knowledge required in collecting data and information on a specific legal issue</li> <li>• Using legislation in force to analyse legal situations in their correct legal employment and in their resolution</li> </ul>
<i>Applied Modern Languages, Translation-Interpretation</i>
<ul style="list-style-type: none"> <li>• Communication in multilingual professional situations of integration, negotiation and cultural and linguistic mediation</li> </ul>
<i>European Studies</i>
<ul style="list-style-type: none"> <li>• Analysis of European cultural phenomena in multiple contexts (local, regional, national, global, etc.).</li> <li>• Analysis of multi / intercultural reports and mediation of intercultural communication</li> </ul>
<i>International Business, Economics and International Business</i>
<ul style="list-style-type: none"> <li>• Negotiation and implementation of transactions with products and / or services to international markets</li> <li>• Diagnosis in international business based on specific community and national regulations</li> <li>• Database management in international business</li> <li>• Support in international business for public international organizations, local and regional communities (EU institutions, professional associations, chambers of commerce, clusters, etc.)</li> <li>• Support for the preparation and conduct of negotiations in international business</li> </ul>
<i>European Administration</i>
<ul style="list-style-type: none"> <li>• Oral and written communication in the language of the study program and in a foreign language, of structured messages related to a given problem in the specialized literature</li> <li>• Business Administration and European Public Policy, management of the EU financial assistance</li> </ul>
<i>International Relations and European Studies</i>
<ul style="list-style-type: none"> <li>• Fundamental use of international relations theory in the study of European and international processes</li> <li>• Use of methodologies of analysis in international relations and European affairs</li> <li>• Design of strategies in international relations and European affairs</li> <li>• Assistance in the field of international negotiation and mediation between</li> </ul>

various interest groups
<ul style="list-style-type: none"> <li>• Assistance in the management of relationships within organizations and institutions involved in European and international processes</li> </ul>
<i>Marketing</i>
<ul style="list-style-type: none"> <li>• Use of selling techniques</li> </ul>

Source: done by the authors based on the RNCIS data

Taken together, the professional competences shown in Table 3 meet the needs expressed by the specialised literature on the success of a negotiation. Also, the functional-action skills are present in all study programmes, thus ensuring professionalism in any given situation and in solving all possible conflicts. We should note, however, that they are not found within one single qualification. The communication competences are formed in programmes like Communication and Public Relations, Applied Modern Languages, Translation - Interpretation and European Affairs. The capacity of anticipation is enhanced in programmes such as International Relations and European Studies, International Business, Marketing and Administration, while the mission to provide the legal basis for the negotiation activities lies with European Law and Community Law programmes.

Regarding the transversal competences, they are the same for all qualifications, covering skills such as: teamwork, persuasion, assertiveness and facilitation of expression. Another direction is given by the formation of efficient work habits, respecting chains of command and ethical norms specific to the domain. Thirdly, is targeted the training of skills to identify and use effective learning methods and techniques, as well as motivations for lifelong learning awareness.

## Conclusions

In our study, we started from the observation that there is not an occupation in the COR, covering negotiation. The identification of related professions and their corresponding qualifications at undergraduate level in Romania led to highlighting a series of professional and transversal skills appropriate for the European negotiator profile. However, their distribution in different degree majors supposes a sequential or concurrent

completion of several degree programmes, sometimes in very different fields. In this context, given the complexity of the negotiation process and its specific elements that require study and applied exercises, we consider necessary to strengthen the knowledge and skills to postgraduate and doctoral studies. Also, we find it most useful to have data entries in the RNCIS on competences shaped during cycle 2 and 3 of university studies; this lack of information has not only limited the research, but also has prevented us from outlining a complete picture of opportunities for training in negotiations.

Based on these circumstances, we believe it is appropriate to deepen the knowledge through postgraduate programmes in the field, or even a deeper specialization during doctoral internships. Also, we consider useful to include several courses of negotiation and communication in the existing undergraduate curricula, tailored for the respective domain. Since negotiation is based on communication, enhancing the training in communication skills in multiple languages becomes a necessary element for the development of the intercultural dimension of the future negotiator.

Of the many models of negotiators offered by the specialised literature and the European practice, we have identified certain general available features, which can be found amongst the competences shaped by the Romanian higher education system. This indicates that there is a basis from which one can start to build a model of effective and efficient negotiator.

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