

Grebliauskienė, B. „Development of Non-written Communication Skills in the Process of Educating Specialists of Business Administration“.

Summary of Doctoral dissertation. Social Sciences, Educational Science (6A). Kaunas, 1997.

NERAŠYTINIŲ KOMUNIKACINIŲ MOKĖJIMŲ UGDYMAS BIZNIO ADMINISTRAVIMO SPECIALISTŲ RENGIMO PROCESĖ

GENERAL CHARACTERISTIC OF THE THESIS

INTRODUCTION

The conception of human being expressed by the contemporary humanistic philosophy emphasises that personality expresses itself only through interaction with constantly changing environment. On one hand, this determines constant change of the personality as a result of the interaction, on the other - responsibility for one's actions and their consequences (Fromm, 1992; Losev, 1988; Bachtin, 1986; Stoškus, 1992). Here important is the idea of Kavolis (1996) that for the fighting relationship between civilisations, cultures and personalities there exist an alternative, communicational relationship of learning and sharing the meanings. The latter is crucial in the constantly changing environment and is increasingly emphasised in contemporary social sciences and humanities. In education science and practice it is related to the idea of life-long education and its realisation.

When characterising the features of the future society, Drucker (1993) points out the intensive increase of the information volumes and its influence. This influence increases and becomes permanent because in the knowledge society constant development of science and technology brings about the changes in human activities, knowledge becomes the key asset of the developed economy. The importance of knowledge dictates changes in economics, management and the whole social life.

The end of the 20th century is a special period in this respect. Societies of the developed countries move into the new qualitative level. Drucker (1993) calls this quality a knowledge society. High level constantly changing technologies require methodological understanding of the activity, in addition to mastering the techniques.

New attitude towards individual, his/her environment and relationship with it, as well as qualitative changes in society's development influence the change of educational ideas. This change is reflected by evolution of the educational science. The importance of life-long education and self-development (self-education) both on the social and on personal level becomes increasingly important (Jucevičienė, 1997). In this situation particular qualitative changes are experienced by traditional understanding of educational situation according to which this situation involves the educator and the educatee. Educational concepts, reflecting the idea of human freedom, put into the first place liberation from the structures, development of the abilities of independence and self-projection, while preparation for the activity, transference of social norms becomes less important (Dėedrovickij, 1993). The modern conception of education and new educational technologies create possibilities and demand from the individual to become a educator for himself/herself. These novelties are closely related to the change of the attitudes towards education.

According to Drucker (1993), the most difficult question which should be answered today is, what is the conception of the educated individual in the knowledge society. This is particularly important when talking about training of specialists at the university level. This question is to some extent answered by Jaspers (1965) who emphasises that the key purpose of the university education must become personality development emphasising critical thinking and integrative character of the knowledge.

Despite common acknowledgement that communication has great impact on the success of organisation, various surveys conducted as early as in 1954 showed that about 73% of American, 63% of English and 85% of Japanese managers considered communicational problems as the main obstacle in achieving higher efficiency of organisations (Burns, 1954). The importance of this problem does not decrease with time. The research conducted in 1984 which covered 250 thousand employees from 2,000 different companies showed that the exchange of information is one of the most complex problems in organisations (Mescon, Albert, Khedouri, 1992). Research results suggest that the problem of communication is one of the most complex and difficult. Therefore it is obvious that it requires special attention and special education.

However, analysis of the training of business administration specialists revealed the problem of the development of communicational skills. Its extent was confirmed by the research of evaluation of the quality of communicational skills and their need. In 1994 Belohlov, Popp and Porte questioned employees of a number of the personnel departments and found that the new employees have poorer skills of non-written communication than those of written. 91% of the respondents emphasised the necessity of communication course (Belohlov, Popp and Porte, 1974). In 1979 Stine and Skarzenski questioned the heads of a number of faculties and business managers about their priorities in business communication course. According to their results, the courses of both written and oral communication were considered as important (Stine, Skarzenski, 1979). Thus, both oral and written communication received equal importance. In 1980 Swenson conducted the research in attempt to reveal currently and prospectively required communicational skills. According to the research results, the skills of non-written communication were assigned clear priority, they were pointed out as ones requiring special education (Swenson, 1980). In 1986 Smeltzer and Gebert, based on the research results, emphasised particular importance of non-written communication and the need for the development of relevant skills (Smeltzer, Gebert, 1986). In 1994 Moss repeated their research. The results of his research corresponded to the results of the earlier research (Moss, 1995). The fact that employees feel considerable lack of skills of oral communication is also confirmed by the number of other experiments (Carsten, Meisner, Reinsh, 1978; Henry, Richmond, 1982; Mills, Myers, Rachel, 1991; etc.). Analysis of the activities of business administration specialists and of tendencies of their training suggests that communication gains increasing importance. At the same time non-written communicational skills (NCS) become increasingly important for successful work of these specialists. Thus, the development of these skills must take important place in training of the above mentioned specialists.

It was the permanency of the problem of the development of non-written communicational skills that encouraged to take a new look at NCS and their development while training business administration specialists. This is particularly important in Lithuania because here training of specialists in this field started only in 1989/90. Taking into consideration that communicational skills are among the most important professional skills, their development becomes a specific problem which requires special attention from the scholars. The situation of training business administration specialists in Lithuania enables to argue that the development of communicational skills at the universities is a new phenomenon and it lacks scientific substantiation.

Before 1994 none researches of non-written communication were conducted in Lithuanian organisations, therefore it is difficult to evaluate changes of the situation. In 1994 the Centre of Organisational Development conducted research in four Lithuanian companies. Research results confirmed the importance of communicational problems and revealed that both vertical and horizontal communication has many deficiencies. Vertical communication is especially problematic - employees often get less information than it is necessary to accomplish the work. A considerable number of employees pointed out that they felt lack of information about the main working tasks and directions, as well as of general information about the processes happening in organisation. At the same time it was pointed out that employees consider deficiencies of communication as one of the main problems and conflict reasons. Thus, the research confirm the importance of communicational problems in Lithuanian organisations.

Kundrotas (1997) investigated training of business administration specialists basing his research on the works of the American scholars Porter and McKibbin. He argues that universities devote too little attention to the development of management and communicational skills, and this may be the reason of insufficiently developed NCS. However, when analysing communicational problems arising in business administration activities, an assumption can be made that lack of attention to the importance of the development of communicational skills at the universities is only one of the reasons of these problems. Deeper reasons lay in narrowly and superficially understood goals which are set for the development of NCS and in specific educational systems. In this case the questions should be answered, whether communicational skills can be independently developed through professional activity and how it should happen. Theory and practice of permanent education suggest that self-development is possible only when sufficient foundations for corresponding knowledge and skills are formed. In this case, when talking about continuous development of NCS, it is necessary to design the system of the development of these skills which would not only ensure the necessary level of skills, but would also guarantee their permanence, i.e. transition to self-development.

The situation is problematic not only in the field of the development of communicational skills. Analysis of Lithuanian and foreign literature reveals that the conception of communicational skills has not received sufficient analysis. This in turn can influence the above mentioned problem of the development of these skills. Insufficiency of the analysis of communicational skills and their research is caused by inadequate attention to the phenomenon of communication. Up till now social sciences do not provide the clearly defined and separated conceptions of communication and intercourse, of objective and subjective aspects of these phenomena.

Limited research of NCS and their development is insufficient when attempting to solve the constantly recurring problem of inadequate communicational skills in the activities of the business administration specialists. The situation in Lithuania reflects the world tendencies, but it is characterised by certain specifics in sense of both educational experience and of character of the social interaction. Therefore the research of non-written communicational skills and their development is important. It is important also in the sense that only special, theoretically grounded educational system can guarantee transition of the development of non-written communicational skills into self-development.

This work is a part of the complex research Educational System of Business Administration Studies at Lithuanian University which is conducted by scholars in education science at the Faculty of Administration of Kaunas University of Technology (supervisor prof. P.Jucevičienė). General issues of business administration studies were investigated by Kundrotas, who in

1997 defended the doctoral thesis in education science on the topic of organisation of bachelor studies in business administration at the university. The issues of motivation of the educatees participating in this study programme are investigated by Minkutė, the problem of the development of communicational skills - by Chreptaviėienė (written skills) and by the author of this thesis (non-written skills). The development of communicational skills is investigated by two different researchers because of the different character of written and non-written communicational skills. This in turn raises the need for different education. Because of that, the solution of seemingly similar problems requires different researches. Taking into account the openness and integrity of the communication process, this research emphasises the problem of preparedness for self-development of non-written communicational skills.

The **research object** is the development of non-written communicational skills.

The **research purpose** is to theoretically base and to design the system of the development of non-written communicational skills and to test its effectiveness in the practice of training business administration specialists at the university level.

The **main objectives** of the research:

1. To carry out a theoretical analysis of the conceptions of communication and of non-written communicational skills and to determine the preconditions for the development of non-written communicational skills.
2. To accomplish the analysis of educational experience in training business administration specialists, based on theoretical preconditions for the development of NCS.
3. To prepare the system of the development of non-written communicational skills for training business administration specialists at the university level.
4. To investigate the effectiveness of the designed system of the development of non-written communicational skills.

Methodology of the research.

- The thesis is based on the modern view of communication as the developing, open, purposeful and integral process of the information exchange which is influenced by many factors.
- In sense of the philosophy of education the thesis is based on the anthropocentric view according to which the educatee is a free, rational and responsible creature, acting in constant interaction with the environment, creating itself and responsible for that interaction and its consequences.
- Formulation of the educational aims is grounded on Drucker's conception of the society of the future. According to this conception, the increasing volume of information and its impact, as well as high level constantly changing technologies require not only mastering of the mechanisms of the specific activities, but also methodological understanding of these activities.
- Formation of the system of the development of non-written communicational skills is based on the instrumental theory of interest formation suggested by Kregždė.
- In respect of implementation of the educational system the work is based on the ideas of merging and permanent education and on the peculiarities of the university curriculum formulated by Jaspers - educatees' activity in educational process, assurance of integrity of the acquired knowledge and creation of the conditions for the development of critical thinking.

The thesis is based on the **strategy of the natural experiment**. The following **research methods** were applied:

- analysis of the research literature;
- document (content) analysis;
- Metha-analysis;
- Observation;
- Survey;
- Educational experiment;
- Statistical analysis.

Research literature analysis was carried out investigating the conceptions of communication, communicational skills and their development, determining theoretical and practical preconditions for the development of NCS and its specifics, defining the features of the system of the development of NCS and analysing world experience of the development of NCS at the university level.

Using **document analysis**, the university curricula targeted at the development of communicational skills (unconscious communicational skills, communication, communicational behaviour), were analysed. The documents - written reports of the educatees - served as a basis for evaluating the effectiveness of the original stage-by-stage system of the development of NCS.

The **observation** method was applied for observation of the educatees while the author of the thesis worked at the Department of Management of Social Systems of Faculty of Administration, Kaunas University of Technology and lectured in communicational behaviour. This method was also applied for observation of realisation of certain curriculum fragments of the development of communicational skills during author's research visit to Hamline University, USA.

Metha-analysis was applied for the interpretation of statistical and document analysis carried out by other authors, and for the discussion of preconditions and principles of the development of NCS.

The **survey**, using written interview, allowed to evaluate the quality of the respondents' knowledge about communication and the preparedness of the educatees for self-development of non-written communicational skills.

The purpose of the **educational experiment** was to test the designed stage-by-stage system of the development of NCS by applying it in practice. When planning the research, direction for determination of the effectiveness of the system was chosen. The research lasted three years (1993-1995), it covered 489 second-year educatees of the Faculty of Administration. They made up three groups - one control group and two experimental:

- 120 second-year educatees, enrolled in 1992 (control group);
- 189 second-year educatees, enrolled in 1993 (experimental group);
- 180 second-year educatees, enrolled in 1994 (experimental group).

Each group was investigated for the period of one semester.

Despite the fact that the control and the experimental groups were investigated in different years, they are comparable according to the following significant parameters:

- based on the analysis of the curricula it can be argued that the educatees of all groups have had analogous compulsory courses before the beginning of the experiment (during three semesters);
- the achievements of all groups are similar - the study results are not statistically different ($t=1.3-1.7$);
- the results of the written interview, carried out before the educational experiment, allow to draw the conclusion that the educatees of all groups possessed primitive, non-systemic knowledge about communication; the educatees were not ready for self-development of non-written communicational skills.

The educatees of the control group worked according to the typical system of the development of NCS. This system was designed based on the workshop methods. The experimental groups worked according to the author's stage-by-stage system of the development of communicational skills.

The effectiveness of this stage-by-stage system was investigated based on the results of the qualitative analysis of the text.

Statistical analysis. The research results were processed using commonly-spread methods of statistical analysis. Reliability of the data differences was assessed using Student and χ^2 criteria.

Research findings:

- The new educational conceptions of communication and non-written communicational skills are presented and based.
- New formulation of the educational aim of the development of NCS as non-structured skills at the university is suggested.
- The development of non-written communicational skills for the first time is being analysed as an open system, based on the conception of these skills and their specifics, creating preconditions for self-development. Based on the systemic analysis of communication, non-written communicational skills, preconditions and possibilities of their development, and on the instrumental theory of interest formation, the stage-by-stage system of the development of non-written communicational skills was created.

Theoretical and practical significance of the research:

- The stage-by-stage system of the development of non-written communicational skills at the university was theoretically based. Application of this system allows the would-be business administration specialist to lay the foundations for self-development of non-written communicational skills which are crucial for the successful and efficient professional activity.
- The criteria and methods of determination of the preparedness for self-development of NCS were suggested.
- The features and the criteria of analysis of the system of the development of NCS were pointed out.

Approbation of the research results took place when the author presented papers on the topic of the thesis at the conferences "Lithuanian Science and Industry" (KUT, 1993, 1994, 1996) and at the International Conference "Upheaval of Social Sciences in the Context of the Development of Post-Socialist Countries" (KUT, 1995). The thesis was presented at the meeting of Psychology Department of Vilnius Pedagogical University in March, 1997 and at the meeting of Department of Management in Social Systems of Kaunas University of Technology in July, 1997.

The main propositions of the thesis were presented in the following publications:

1. Grebliauskienė B. Mokėjimas klausyti kaip komunikacinio proceso elementas // Lietuvos mokslas ir pramonė. Edukologija I.- Kaunas, 1994,-P. 155 - 158.
2. Večkienė N., Grebliauskienė B., Sokolovienė D., Chreptavičienė V. Komunikacija ir bendravimas: sampratų santykio problema socialinių mokslų vystymosi kontekste // Socialiniai mokslai. Edukologija I. Nr.1(5). - Kaunas, 1996.- P.42 - 53.
3. Grebliauskienė B. Vadovų komunikacijos organizacijoje problemos ir jų sprendimo edukaciniai aspektai // Socialiniai mokslai šiuolaikinei Lietuvai. Mokslo darbai. - KTU 1996.- P. 215-219.

4. Grebliauskienė B. Komunikacinių mokėjimų ugdymo sistema ir jos realizavimas // Lietuvos mokslas ir pramonė. Studijos aukštojoje mokykloje III.- Kaunas, 1997, P.20-28.

Structure and volume of the thesis. The thesis is comprised of introduction, three chapters, conclusions, list of references and appendixes. The thesis has ... pages (... figures, ... tables), ... appendixes, the reference list contains ... positions.

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SHORT REVIEW OF THE THESIS

The introduction of the thesis contains the main reasons and problems which determined selection of the topic, the goal, the object, the main objectives, the review of the main employed research methods, the methodological propositions on which the thesis is based, the findings, the theoretical and practical significance of the research.

In the **first chapter** of the thesis *Systemic Analysis of the Problem of Communicational Skills* the conception of communication and of non-written communicational skills (NCS) and their contents in the activities of business administration specialists are defined.

In the **second chapter** of the thesis *Theoretical and Practical Preconditions for the System of the Development of Non-Written Communicational Skills*, based on the contemporary attitude towards education, the goals of the development of NCS, the specifics of the process, the possibilities of employing different methods are discussed: after summarising theoretical preconditions the characteristics of the system of the development of NCS are identified. These characteristics serve as foundation for analysis of the NCS educational practice.

The **third chapter** *Stage-by-stage System of the Development of Non-Written Communicational Skills and its Implementation* introduces the system of the development of NCS (SSDNCS) designed by the author, describes its practical implementation and assesses its effectiveness.

The **first chapter** of the thesis *Systemic Analysis of the Problem of Non-Written Communicational Skills* consists of three sections. **Section 1.1 Conception of Communication** contains semantic analysis of the term of communication and historic analysis of evolution of the conception of communication. Analysis of the conception of communication is based on its sources and the development. Still in the early stage of the development of communication science Lasswell emphasised the process nature of communication as its main characteristic. Myers, Fabun, DeFleur and other authors emphasise the continuity and integrity of this process. They argue that it is difficult to single out the components and the variables of the process since they are closely inter-related and predetermine each other and general process of communication.

The conception of the communication process was developing from linear to two- and three-dimensional understanding. This development was influenced by change of the attitudes towards communication. According to the early conception of communication based on the action theory (also called bull's-eye theory), communication is treated as complete one-side action. It is illustrated by the linear communication models. Further development of the conception of communication

revealed a new interactive attitude emphasising the feedback. The holders of this attitude compare communication with tennis game where the participant constantly exchange positions of transmitter and receiver. Communication process is understood as incomplete and satisfying the formula “stimulus-reaction”. This conception of communication is reflected by the linear models.

Two-dimension models picture the communication process as being closed and constantly returning to the starting-point, what is in reality impossible. That influenced the occurrence of the new, three-dimension models reflecting the transactional understanding of the communication. In this case, the communication process is seen as open and possessing a certain direction determined by the impact of the changing individual experience of the participants. A new cycle of the communication process does not start at the starting-point and does not repeat a previous cycle. It goes on the other level, thus making a new winding of the spiral. Communication is seen as the developing, open and integral process of the information exchange which is influenced by many factors. The conception of communication is significantly enriched by Rogers’ idea of communicational expediency. So, communicational spiral does not move in any random direction, it does it purposefully, towards the common understanding.

Based on the literature analysis, communication is described as a process of management and exchange of information. Conception of communication varies along with the level of communication (social or non-social) and its expediency (purposeful or non-purposeful), but its essence remains the same. Based on the general conception of communication, non-written communication, which makes the subject of this research, is defined as a process of management (creation) and exchange of information in search for common understanding, using for its encoding non-written verbal and non-verbal codes. The thesis is based on this conception of non-written communication.

In **section 1.2 *Conception, Structure and Contents of Non-Written Communication Skills***, the concepts of conscious and unconscious skills and their relationship are investigated, the conception of conscious communicational skill is discussed and the characteristics of non-written communicational skills are identified.

The relationship of conscious and unconscious skills is evaluated from the perspective of the complexity of the activity. Simple and complex conscious skills are distinguished. Simple conscious skill can develop into unconscious skill. In attempt to answer the question whether a complex conscious skill can develop into unconscious skill, it is considered from the perspective of the extent of the activity being structural. After analysis, structural and non-structural activities were singled out.

After splitting structural activity into separate actions, we can speak about the improvement of every single action. In that case we can argue that a complex performing of the structural activity can become unconscious skill, while an increasing number of actions comprising the activity gradually become automatic. However, it is possible to make structural only a non-changing activity which goes on in constant conditions or is relatively independent from them. If the activity changes when influenced by the environment, it is impossible to clearly identify its structure and to split it into single actions. It also makes impossible a complete description of the detailed creation of the activity. In that case the activity becomes non-structured and we can talk only about identification of the principles, methods and ways of the activity and about methodical conscious skill to perform non-structured activity. This conscious skill cannot become a unconscious because the conditions of the knowledge application constantly change.

On the basis of analysis of the conceptions and classifications of the skills, the criteria of analysis and description of the specific skills are suggested:

- complexity (defining complexity and breadth of the knowledge);
- structural nature of the ability;
- specifics of the activity where the ability is applied;
- object of the activity (impact);
- the number of situations of knowledge application.

When evaluating non-written communication from the perspective of its structure, we can argue that it is non-structured, except some exceptional cases. This is caused by two reasons:

- communication is influenced by specific situation and because of that it constantly changes;
- communication only relatively can be divided into separate stages.

Since non-written communication is non-structured, analogous communicational skills can be also named as non-structured. Thus, they cannot be developed by learning the algorithm of activity and therefore demand continuous development.

Taking into account the above mentioned criteria of analysis and based on the conception of the ability, a non-written communicational ability is defined as an ability to successfully manage (create) information and to exchange in aspiration for common understanding. It is a complex, non-structured, social, incomplete ability.

When communicational process is relatively split into stages, communication is divided into conceptual and operational-technical levels of activity. These two qualitatively different levels determine separating of the communicational ability into two components. These are gnostic ability and operational-technical ability (or mastering of communicational technique).

On the basis of literature analysis the following gnostic skills are pointed out:

- the skill to use the system of signs (language);
- the skill to organise communication based on the principle of dialogue.

According to Robbins and Jones (1989), thinking is a basis for communication since any purposeful communicational act starts with generation of ideas or management of thoughts. Based on this attitude, gnostic ability is considered as foundation of the communicational ability. It serves as a basis for two-type operational-technical skills - acceptive and expressive (Figure 1).

Operational-technical skills are necessary for physical transmission and reception of message. Therefore it is natural that they are externally observed and described due to their active nature. However, as literature analysis proved, often this component of the communicational ability is made absolute and considered not as a component, but as an aggregate ability.

Meanwhile identification of the situation, management and encoding of thoughts and decoding of the message requires gnostic skills. The latter do not contain the component of physical action and for this reason are not externally accessible and observed. They reveal themselves through quality of the communicational ability which they are part of and determine the choice and application of operational-technical skills in specific situations. The complex of gnostic and operational-technical skills form systemic, incomplete non-written communicational ability.

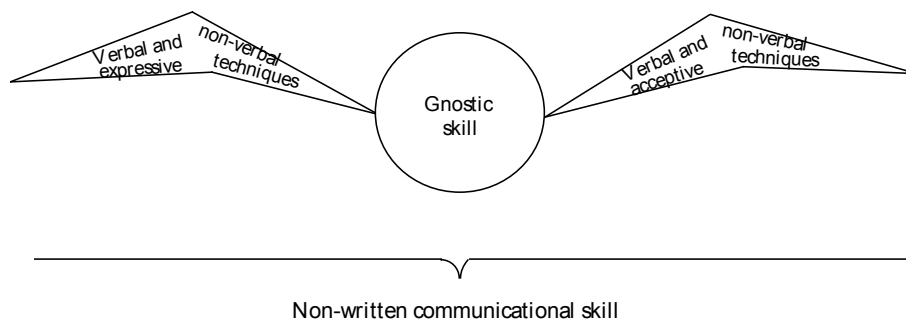


Figure 1. Structure of the non-written communicational skill

Section 1.3 Non-Written Communicational Skills in the Activity of Business Administration Specialists analyses the importance, the contents and the specifics of non-written communicational skills in the activities of business administration specialists. Based on the research results, particular importance of non-written communication is emphasised. Also the attention is focused on the exceptional importance of gnostic communicational skills and on the need of their continuous development. Brown and Reid (1979) argue that dynamics of the situations where business communication takes place does not allow to forecast and to project in advance the concrete communication activity. Decision has to be made "here, now and very quickly". This makes the necessity of qualitative gnostic communicational skills even more evident.

While analysing non-written communicational skills in the activities of business administration specialists from the perspective of contents, it became clear that they are very diverse and dependent on specific work situations. This makes it more difficult to design the system of the development of these skills.

The review of the information presented in section 1.3 is summarised by the following conclusions:

- non-written communication and its skills are particularly important in the activities of business administration specialists;
- diversity of expressive and especially acceptive skills of non-written communication can be observed in business administration; this diversity is predetermined by dynamics and variety of situations;
- in non-written communication of business administration gnostic communicational skills are particularly important.
- the assumption that the development of operational-technical skills guarantees efficiency of the activities of business administration specialists did not prove correct because it requires precise description of the situations and corresponding algorithms of action.

The second chapter of the thesis contains three sections. **Section 2.1 Transition of Education into Self-Education as the Essence of the System of the Development of Non-Written Communicational Skills** analyses the conception of education, based on the ideas of the new anthropocentrism and merging education. The goals and the objectives of the development and self-development of the skills, the possibilities and the ways of preparation of the educatees for self-development are formulated.

This section emphasises the ideas of change and action. These ideas influence modern attitude towards individual who continually creates his/her relationship with others, through these interactions creating and developing oneself. Thus the idea of self-development appears.

Relationship with the environment is changed by the perceived information which comes from that environment. So, information becomes the most important factor of the change.

Theoretical treatment of education by Jovaiđa chosen as a result of the analysis enables to argue that none directive education is possible. We can only speak about the creation of the conditions stimulating the educatee to act in certain direction, and the orientation towards the educatee can be considered as a basis for constructive interaction between the educatee and the educator. Based on R.Rogers ideas, it is concluded that it is impossible to set goals and objectives which do not change in time. It is necessary to set them every time taking into account the educatee, existing situation or general dominating values. For that reason assessment of the achievements can be treated as a starting-point for setting further educational aims taking into consideration the goals.

Concluding the section, while referring to the ideas of Đalkauskis, the author of the thesis argues that the main objectives of the educator in the process of education are the following:

- to get to know the educatee;
- to help the educatee to understand the aims and to name the objectives;
- to motivate the educatee for realisation of the aims and objectives and to guarantee the active purposeful activity.

The author of the thesis holds to position that self-education is possible only when the educatee moves into position of the educator. When it happens, the educatee must take over and solve the following problems:

- to get to know oneself;
- to formulate the goals and the objectives;
- to meet the objectives.

After discussing the processes of self-cognition, formation of the goals and objectives and meeting the objectives, the goal of preparing oneself for self-education is formulated. This goal is complex, containing four inter-related goals.

Section 2.2 *The Requirements for the Continuous Development of Non-Written Communicational Skills* discusses the specifics of the development of NCS. Based on the Vabalas-Gudaitis' idea of social educational interaction, the sources of communicational competence (life experience, art, general erudition and special teaching (learning) methods), suggested by Jameljanov, are analysed. The results of this analysis enable to argue that the abilities to exchange information, or communicational skills, reveal themselves during social interaction. Besides, they develop in that interaction, most often spontaneously, while adjusting to the environment.

NCS, characterised by clear social nature, are developed during social interaction. The latter is not limited only to purposeful interaction of the educatee and the educator. The function of teaching can be performed by parents, other close and distant people, books, works of art and other possible information sources. The circle of educators in this interaction expands. Besides, not always they can be named precisely. By the way, social interaction has one specific characteristics - "participation of the dead members and attempting to maintain the relationship with them as long as possible. The dead "participate" in the interaction indirectly - they are represented by children who have inherited the features of their parents, by the tombstones, the pictures of the dead ones, their speeches, writings, songs and other values left by them" (Vabalas-Gudaitis, 1983, 106). Besides, the educatee encounters a big number of purposeful and purposeless educational situations through her/his life. Constant interaction between individual and his/her achievements takes place. This interaction makes possible constant development of the individual.

Based on the accomplished analysis, the following problems of the development of NCS influencing the ways of achieving educational aims are identified:

- in attempt to purposefully develop NCS, the problem of change and re-formation of the ability, but not of its development (it is already developed) is encountered;
- in practice NCS are often considered as only the characteristic or the inherited feature of the personality;
- the development of NCS faces the problem of coping with psychological opposition of the personality;
- due to the social nature of NCS, the programmed gap between the NCS possessed by the educatees and the related information gained during the purposeful educational process is expected to appear;
- communicational skills are incomplete, non-structured, they demand continuous development and cause the problems in formation of the contents of education.

Based on the analysis of the sources and possibilities of the development of NCS and on the identified problems of their development, the following requirements for the continuous development of NCS are suggested:

- the process of the development of NCS must be oriented towards re-formation (or change) of the communicational skills, and only later towards their further development;

- in the initial stage of the development of NCS a particular attention should be paid to the change in the educatees' understanding of communication and communicational skills;
- the development of NCS should employ special methods emphasising the non-directive nature of the impact and encouraging self-development;
- the development of NCS must be consistent and oriented towards preparedness of the educatee for self-education;
- the development of NCS must be evolutionary both in sense of achieving educational aims and of employing the methods of influence, and purposeful development of these skills must lean on the elements of non-expedient development;
- the contents of NCS must be oriented towards the system of action methods, not only towards the techniques of action.

In section 2.3 *The Possibilities of Using Different Methods in the Development of Non-Written Communicational Skills*, the methods of education are analysed and the possibilities of using them for achieving the goals of the development of NCS are identified.

Realisation of the development of NCS, which is oriented towards achieving complex goals and consequent solution of systemic tasks, calls for employment of broad and systemic range of teaching and learning methods.

Based on classifications of skills suggested by Lerner (1981), Jovaiđa and other authors, the Lerner's binary classification of methods was improved by introducing the third element - application of the knowledge.

From Table 1 we can notice two tendencies: horizontally - independence of cognitive activities increases when going from informational-dogmatic towards investigative methods; vertically - activity of the educatee increases when going from verbal to practical methods. Thus, practical investigative methods can be considered as a point of intersection of the highest activity and of the highest independence of cognitive actions of the educatee. Differently from others, these methods are characterised by integration of search for knowledge and its application. So, they should play a special role in the development of non-written communicational skills.

Table 1

Supplemented Binary System of Methods of Teaching

| Source of knowledge | External form of method's manifestation | Internal levels of independence of the activity | | | | |
|---|---|---|------------------------------|--|----------------------------|--------------------------------|
| | | Knowledge-oriented methods | | | | |
| | | Methods oriented towards knowledge transmission | | Methods oriented towards creative search for the new knowledge | | |
| | | Informative-dogmatic | Informative-illustrative | Problematic | Heuristic | Investigative |
| Learning through verbal exchange of information | Verbal | Verbal-informative method | Verbal-explanatory method | Verbal-problematic method | Verbal-heuristic method | Verbal-investigative method |
| Learning through visual-sound presentation of information | Visual | Visual-informative method | Visual-explanatory method | Visual-problematic method | Visual-heuristic method | Visual-investigative method |
| Learning-practical activities of the students instructed by the teacher | Practical | Practical-informative method | Practical-explanatory method | Practical-problematic method | Practical-heuristic method | Practical-investigative method |
| Source of knowledge | External form of method's manifestation | Methods oriented towards formation and development of the complete skills (practical-operational methods) | | Methods oriented towards creative search for the possibilities of application of the possessed knowledge | | |
| Methods oriented towards knowledge application | | | | | | |

The review of the contents of the teaching methods enables to argue that employment of actual methods of the development of NCS provides only limited and partial possibilities of achieving the goals of the development of NCS. It should be taken into account that implementation of the development of NCS requires a certain system of methods or at least a complex of them.

Section 2.4. The Features of the System of the Development of Non-Written Communicational Skills analyses the development of NCS based on the conceptions of communication, non-written communicational skills and education and using the following logic:

- the system elements are named;
- based on the theoretical analysis, possible features of the system elements are identified (Bespalko, Jucevičienė);
- taking into account four goals of the development of NCS, actual features of the system elements are determined.

Actual features of the system elements are integrated and named as theoretical features of the system of NCS.

The above mentioned features can be used in research of the existing experience of the development of NCS; they can also serve as criteria for creation of the new system of the development of NCS.

Section 2.5. *Analysis of the Experience of the Development of Non-Written Communicational Skills* presents the review of the Lithuanian and of the world experience in the field from the perspective of implementation of formulated educational aims and objectives.

In the beginning of the research the following assumption was made: a possible reason of insufficiently developed skills of non-written communication can be not only lack of attention to these skills when training business administration specialists at the universities, but also the nature of the development process of these skills. In attempt to prove or to deny this proposition, Western experience of the development of NCS was analysed. Based on this analysis, the main tendencies of the development were identified from the perspective of goal, objectives, organisational forms and results being achieved.

The results of the analysis offer the following conclusions:

- systems of the development of NCS which are used in educational practice of the world and of Lithuania and are designed by adapting the workshop method, can be only partially characterised by theoretical features of system of the development of NCS
- workshop methods of the development of NCS are oriented towards final formation of specific skills and do not meet the goals of the curriculum of higher education. Therefore they should not be used for training of business administration specialists at the university level;
- in order to solve the problems of the development of NCS when training business administration specialist, it is necessary to design special systems for the development of these skills. When designing these systems, it is necessary to take into account the requirements to the development of NCS at the universities, as well as the advantages and disadvantages of the experience in the development of these skills.

The **third chapter** of the thesis contains three sections. In **section 3.1. *Stage-by-Stage System of the Development of Non-Written Communicational Skills*** the author of the thesis introduces this system oriented towards preparedness of the educatees for self-development of these skills.

Achievement of every goal of the development of NCS dictates different objectives. The following goals and objectives of the development of NCS can be pointed out:

To master the evaluation of one's own communicational activities and skills.

- evaluation of the situation observed from outside, where the educatee is not a participant;
- evaluation of the situation observed from outside, where the educatee is a participant;
- evaluation of the situation where the educatee is a participant and which it is impossible for him to see from outside.

To create the system of knowledge about communication which would allow to acquire new necessary knowledge.

- acquiring the knowledge about communication;
- learning the principles of systematising of the knowledge about communication.

To master independent change of the communicational skills (to master the new ways of activity).

- consolidating knowledge about the new ways of activity;
- application of knowledge in the situation, ignoring the general context of the activity;
- application of knowledge in the specific situation integrated into the common context of the activity.

To form the interest for self-education.

- formation of interest or consolidation of existing consumer interest;
- formation and consolidation of the active interest;
- formation and consolidation of self-education interest.

Theoretical analysis enables to argue that the level of interest determines the educatee's involvement in the activity and the extent of his/her independence. Therefore the objectives of other goals must be co-ordinated with this goal of formation of self-education interest because, as it was mentioned above, the educatee's activity is one of the main conditions of the process of the development of NCS.

When co-ordinating the stages of the development of NCS and the objectives raised for achievement of the goals of this development, the stages of initiation, actualisation, mastering new ways of action and independent studies can be pointed out.

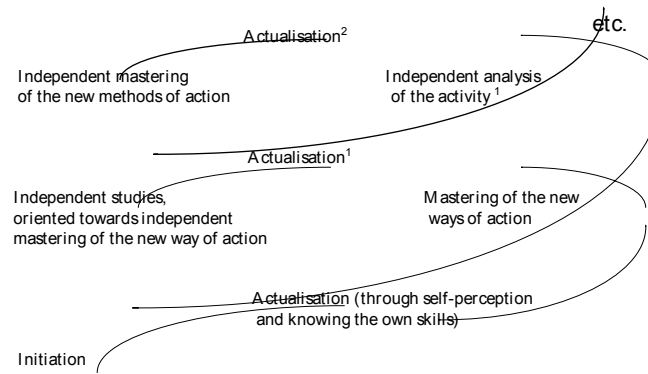


Figure 2. The Spiral of the Process of the Development of Communicational Skills

In the stage of initiation the attention is focused on formation and consolidation of the consumer interest. Here the educatee remains a relatively passive observer. Learning is realised by observation, analysis and evaluation of the outside neutral situations.

In the stage of actualisation the interest for action is formed and consolidated. Besides, taking into account the fact that change and improvement of NCS starts with identification of the own communicational deficiencies, transition to creation, observation, analysis and evaluation of actual action situations takes place. The educatee observes, analysis and evaluates the situation where he/she is the participant and which he/she can observe from outside. In that way the educatee moves into position of the active observation and action.

In the stage of mastering new ways of action, after consolidation of the interest for action and evaluation of the existing situation of NCS and of the related problems, we move to the application of knowledge in practice and mastering of the new ways of action.

In the stage of independent studies as a transition to self-education, it is attempted to consolidate the interest for self-education. In this stage the educatee acts and analyses the acquired experience in the context of his/her whole experience. From analysis of the single episode of non-written communication activity the educatee moves to broader analysis of his/her activity. Besides, when analysing different situations of his/her activity, the educatee cannot observe them from outside any more. He/she is forced to reflect, to look for the feedback and according to it to determine the success and the deficiencies of his/her non-written communication. This stage is characterised by transition to independent search for the problems, analysis of their reasons and search for the solutions. In that way the educatee independently repeats the stages of actualisation and new ways of action on the new qualitative level.

Independent work organised in such a purposeful way by continuing practical group classes, creates pre-conditions for transition of the development of NCS into self-education

Summarising it was concluded that striving for the complex goal predetermines the meeting of the objectives. At the same time, if the objectives are co-ordinated with each other and integrated into the system, their results meet the set goals.

Based on the possibilities of different education methods discussed in the section 2.3, when realising the educational aims of NCS, the following way of using organisational forms and methods in the stage-by-stage system (consisting of theoretical and practical blocks) of the development of non-written communicational skills is suggested.

Theoretical Block

Broad and systemic information, necessary for the development of NCS is presented using the methods of presentation, systematising and search for the information.

Practical Block

The stage of initiation. The informative teaching methods are dominating - demonstration of the educational films and game-conversation. They are supplemented by creative methods, i.e. discussion of the observed situations.

The stage of actualisation is dominated by operational teaching methods - video-confrontation (creation of the actual action situations based on the principle of drama, their video-recording and review). They are supplemented by the creative methods - discussion and analysis of the observed material.

The stage of mastering new ways of action. The first part of this stage is dominated by operational teaching methods - practical application of knowledge when creating real situations as a laboratory experiment. They are supplemented by

creative methods - discussion and analysis of the situations. The second part is dominated by creative teaching methods - business games, as well as analysis and discussion of their results and of the accomplished assignments.

The stage of the independent studies. Further dominate the creative methods of teaching - independent analysis of the communicational skills, based on the material accumulated in the diary.

Taking into consideration the fact that the goal of the development of communicational skills is preparedness of the educatee for self-education, also remembering the complexity, the relationships and the importance of gnostic communicational skills (both in respect of other communicational skills and of self-education) the attention should be focused on the development of the gnostic communicational skills and especially of the ability to organise communication based on the principle of dialogue.

In the development of non-written communicational skills it is important to take into account the structure of these skills. Due to the fact of its technical side being more easily accessible and observed, often the emphasis is placed on the development (training) of the technical side of the ability ignoring its other important structural component - gnostic communicational skills. Such, only partial development of the skills allows to apply knowledge only in the analogous situations.

Section 3.2. Educational Realisation of the Contents of the Development of Non-Written Communicational Skills describes the course of the educational experiment when working with the experimental group. Specific teaching methods and the contents of education chosen for realisation of the stage-by-stage system of the development of NCS are described. This is summarised in Table 2.

In **section 3.3. Evaluation of the Implementation of the system of the Development of Non-Written communicational skills in Business Administration Studies** presents methods of determining the effectiveness of the stage-by-stage system of the development of NCS, as well as the analysis of the research results gained using these methods.

Based on the ideas of Munte and Grendstad and on theoretical analysis of the preparedness for self-education, the system of criteria for analysis of the written reports is presented. This system is made of two parts.

The criteria of the first part allow to evaluate the analytical characteristics of the work. Here the attention is paid whether the work contains only facts or whether it includes the author's opinion, whether the presented facts are discussed, analysed and conclusions are drawn on the basis of this analysis. According to these criteria the reports can be classified into descriptive and analytical.

The criteria of the second part emphasise the quality of the analysis or description. Quality of analysis emphasises the types and the diversity of the situations being analysed. This allows to single out three possible types of analytical reports:

Level C - the activity and non-written communicational skills are analysed only within the practical classes;

Level B - the activity and non-written communicational skills are analysed within the practical classes and typical situations;

Level A - the activity and non-written communicational skills are analysed within the practical classes, typical and non-typical situations.

Description emphasises objectivity and the extent of the details. This makes possible three types of descriptive reports:

Level F - expressing the author's opinion without fact analysis;

Level E - containing only some facts (incomplete description of the events);

Level D - containing detailed facts (detailed description of the events).

Analysis of the reports of the experimental and control groups showed that most of the members of the experimental group reach levels A, B and C, i.e. master the evaluation of situations and of their actions and NCS (83.1% and 86.6% correspondingly). These results show high effectiveness of the stage-by-stage system of the development of NCS and of its application. This proposition is also proved by comparison of the results of the experimental and control groups - only 45.8% of the educatees have reached levels A, B and C in the control group. Significance of the research results is proved by the statistical analysis ($p < 0.01$).

The research results which were gained based on the criteria of the goals and their achievement, activity and application of knowledge, suggest that the original system of the development of communicational skills is efficient. It can be applied in the development of non-written communicational skills oriented towards self-education.

CONCLUSIONS

1. Summarising the results of multi-aspect analysis and taking the transaction attitude as a basis, communication is defined as the process of information management and exchange. Non-written communication is defined as the process of information management (creation) and exchange in search for common understanding by using non-written verbal and non-verbal codes for encoding the information.

2. Non-written communicational ability is defined as the ability to successfully manage (create) and exchange information in search for common understanding by using non-written verbal and non-verbal codes for encoding the information. It is a composite general ability made of receptive and expressive operational-technical skills and gnostic skills determining the former (knowledge of the sign systems and ability to organise communication based on the principle of dialogue).
3. Due to the dynamics of situations where non-written communication is used (both in respect of the environment and of change of the individuals) it is impossible to form the final contents of the development of NCS. The need for the formation of the qualitatively new educational aims and contents arises.
4. Taking into account that non-written communication is non-structured and referring to the ideas of the new anthropocentrism, merging and continuous education, the goal of the development of non-written communicational skills is seen as the preparedness of individual for self-development of non-written communicational skills.
5. Considering self-development as moving of the educatee to the position of the educator in respect of himself/herself the following inter-related goals are singled out in the goal of preparedness for self-education:
 - acquiring scientific knowledge and learning the principles of its acquisition;
 - learning the principles of the knowledge application and of mastering the ways of action;
 - mastering the analysis and the evaluation of one's skills;
 - formation of the motivation for the activity improvement.
6. Based on the analysis of the specifics of the development of NCS and of the usage of different methods in this development, as well as on the modern attitude towards education, it could be argued that the system of the development of NCS oriented towards the educatee's preparation for self-development of these skills is characterised by the following features:
 - the goal of the development of NCS is preparation of the educatees for self-development of these skills;
 - the methods enabling to meet the set objectives and to strive for the four inter-related goals are chosen and coordinated. The choice and the lay-out of the methods guarantee the consistency and the evolutionary nature of education and meet the ideas of humanistic and merging education;
 - inter-related positions of the educatee and the educator change consistently while the educator moves from information provider to trainer, consultant and expert, and the educatee - from inactive information receiver moves into the active position resulting in continuously increasing level of independence and changing quality of educational interaction;
 - the contents of education is oriented towards learning the principles and methods of action instead of the action algorithms and techniques. Thus, not the specific knowledge necessary for performing the action or a group of actions, but general knowledge about certain activity, its specifics and regularities is identified.
7. Analysis of the educational practice of NCS suggests that currently used educational systems prepared by adapting the workshop method do not completely conform with theoretical features of the system of the development of NCS. This allows to argue that they do not provide sufficient preparation for educatees' self-development of NCS.
8. The stage-by-stage system of the development of NCS, conforming with theoretical features of the system of the development of these skills is being realised in practice and is effective, i.e. it provides the educatees with sufficient foundations for self-development of NCS.