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PRINCIPLED NEGOTIATION AND SOFT SKILLS AS CORRELATES OF INDIVIDUAL WORK PERFORMANCE OF THE SELECTED EMPLOYEES OF APPLIANCE STORES IN TAGUM CITY

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ABSTRACT

There is an underlying issue concerning the work performance of employees in appliance stores, which can often be attributed to a lack of effective communication, insufficient training, and limited soft skills development. This gap in essential competencies, such as negotiation, customer interaction, and problem-solving, can result in suboptimal customer service, reduced sales effectiveness, and poor employee satisfaction. Addressing these challenges through targeted training and the development of both technical and interpersonal skills is crucial to enhancing employee performance and overall store success. The purpose of this descriptive-correlational study was to determine which between principled negotiation and soft skills among selected employees of appliance stores in Tagum City, significantly determine individual work performance. She used adapted survey questionnaires were used in this study. Data were analyzed using descriptive and inferential statistics such as Spearman Rank Order Correlation. Results revealed that the level of principled negotiation, soft skills and individual work performance are all very high. In addition, principled negotiation and soft skills significantly correlate with individual work performance.

KEYWORDS: *Business Management, Suboptimal Customer Service, Spearman Rank Order, Correlational, Inferential Statistics*

1. INTRODUCTION

Individual work performance significantly influences the overall success of any business, including appliance stores (Martin, 2016). However, employees often struggle to continuously improve their performance to remain competitive over the long term (Szabo et al., 2017). According to Gregory (2018), challenges such as high stress, poor internal communication, lack of recognition, and limited career advancement opportunities can hinder job performance and lead to resignations. Successful organizations cultivate a culture that encourages active employee engagement to enhance individual performance (Bhatti & Qureshi, 2015). In contrast, Bayat (2013) highlighted that low morale and strained employer-employee relationships were primary contributors to poor employee performance in an African appliance store.

Despite the aforementioned issues, individual work performance has significant social relevance and as it contributes to various aspects of individual and societal well-being (Bayaton, 2014). The effective performance of a single worker within a company effectively manages its valuable and skilled workforce, contributing significantly to the establishment of a sustainable competitive edge (Way, 2013). A positive display of work proficiency not only enriches employees' competencies but also bolsters their drive, enabling them to utilize their expertise for the benefit of the organization (Combs et al., 2016). Essentially, Zacharatos et al. (2015) cited that an elevated individual performance augments employees' capabilities, mindset, and conduct, offering advantageous potential for knowledge cultivation and firm advancement.

Principled negotiation and its influence on individual work performance can be seen in an organization's performance appraisal process (Ajike et al., 2015). Also, Botke, et al. (2018) remarked that soft skills, which had a positive effect on the individual work performance of marketing employees at Bank Mandiri. Also, good soft skills will be able to

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improve the performance of the employees. Soft skills have a positive impact on employee performance and will certainly encourage employees to be able to work better.

There exists a significant research gap in this study compared to others in the field. Although numerous researchers have conducted studies on this topic internationally, there is a lack of research specifically carried out in the Philippines, especially in localities like Tagum City. While some studies have focused on work performance as a dependent variable in relation to soft skills, many have overlooked the inclusion of principled negotiation as an independent variable.

The study results will be primarily disseminated to create new knowledge among recipients, such as employees in appliance centers. One effective method of disseminating these findings involves attending work performance seminars and sharing the study's outcomes with audiences, potentially contributing to the expansion of knowledge and information in this field. Additionally, the study aims for publishing it in the international journal or presentation as well as sharing the study output in the research conferences to also acquire valuable insights from the delegates during deliberation. Moreover, the researcher will also present the result of this study in the national and international research conferences. Finally, the researcher will be furnishing a copy of the results to the University of the Immaculate Conception, the institution associated with this research for future references.

2. OBJECTIVE

This study primarily aimed to determine whether principled negotiation and soft skills are significantly correlated with individual work performance. Specifically, it sought to answer the following questions:

1. What is the level of individual work performance among selected employees of appliance stores in terms of:
   - 1.1 task performance
   - 1.2 contextual performance
   - 1.3 adaptive performance
   - 1.4 productive work behavior

2. What is the level of principled negotiation among selected employees of appliance stores in terms of:
   - 2.1 people
   - 2.2 interest
   - 2.3 options
   - 2.4 Criteria

3. What is the level of soft skills among selected employees of appliance stores in terms of:
   - 3.1 teamwork
   - 3.2 project management
   - 3.3 communication skills
   - 3.4 interpersonal skills
   - 3.5 problem solving

4. Is there a significant relationship between:
   - 4.1 principled negotiation and individual work performance
   - 4.2 soft skills towards and individual work performance

3. LITERATURE REVIEW

Theoretical Framework

This study was anchored in Vroom's Expectancy Theory (1964), which suggests that individuals are motivated to perform well when they believe that their efforts will lead to positive outcomes. Vroom's theory highlights three key components: expectancy, instrumentality, and valence. Expectancy refers to the belief that effort will lead to performance; instrumentality is the belief that performance will lead to rewards; and valence is the value placed on those rewards. According to this theory, people make decisions based on their perceptions of these components. In the context of employment, employees are motivated by the expectation that their effort will result in good performance, which will be recognized and rewarded. If employees perceive a clear link between their effort, performance, and rewards, they are more likely to increase their effort to achieve organizational and personal goals.

This relationship explains why employers use incentives and rewards to motivate employees, aligning organizational objectives with personal ambitions to enhance productivity.

Commitment and engagement are crucial for performance, which involves meeting goals and expectations. Performance management involves continually improving job performance through goal-setting, feedback, coaching, rewards, and positive reinforcement. Effective feedback in high-performance environments focuses on performance rather than personalities, is specific and linked to learning and performance goals, given promptly, aimed at improvement, and tied to clear expectations.

RELATED LITERATURE

This section cites books, journals, and articles which are relevant to the present investigation. It is composed of related literature and studies from local and international field. It also provides explanations and connections from previous to present researches.

Principled Negotiation

Principled negotiation implied about finding a deal that will benefit all parties involved, no matter if it is a negotiation between two people or a multi-billion-dollar project finance agreement with a non-recourse finance structure (Karrass, 2019). Principled negotiation was somehow connected with negotiators look beyond such hard-and-fast positions to try to identify underlying interests—their basic needs, wants, and motivations (Shonk, 2022). Using principled negotiation is a good idea when you are at the negotiating table and you notice that there are possibilities for you both to get what you want. Principled negotiation draws on principles instead of opinions (Cochran, 2020). Principled negotiation is one of the most useful approaches to resolving a conflict. It is more efficient, as it reduces the likelihood of delaying or withdrawing anything of value when at the negotiations table, since the parties take a more creative approach to the range of choices for dealing with their conflict (Whitford, 2016).

Fisher and Ury (2016) suggested that principled negotiation surpassed positional bargaining or win-lose outcomes. This negotiation method has found application in diverse disputes since its inception, spanning conflict resolution, decision support (Carniero et al., 2013), and social work (Lens, 2014). Although Fisher and Ury's book is user-friendly, rich with anecdotes and cases, it faced critique within academic circles for lacking empirical evidence and relying on anecdotal experiences (Zhang & Constantinovis, 2017).

People. The complexity of negotiations often stems from the people involved, as intense emotions and personal dynamics can complicate discussions. Shonk (2022) emphasizes the importance of individuals in principled negotiation, suggesting that negotiators must work to separate their emotions and personality conflicts from the substantive issues to maintain productive dialogue. Malhotra & Bazerman (2018) further explore how people's psychological traits, including cognitive biases, emotions, and personal perceptions, shape negotiation outcomes. Their research highlights how biases like anchoring and framing, driven by individual thought processes, can significantly influence negotiation strategies and outcomes, demonstrating the critical role of each person’s mindset and behavior during negotiation.

Meyer and Hofstede (2014) investigate how social and cultural elements influence the dynamics of negotiations. Negotiation processes are influenced by differences in norms, values, and communication styles, as demonstrated by Hofstede's theory of cultural dimensions and Meyer's research on cross-cultural communication. Their work emphasizes how crucial it is to understand social norms and cultural quirks in order to successfully negotiate on principles.

Galinsky and Gruenfeld (2013) emphasized the role of power dynamics in negotiations. Their studies illustrate how perceived power imbalances among negotiators impact strategies and outcomes. By grasping power dynamics encompassing dominance, influence, and control, individuals gain insight into adapting their approaches within the framework of principled negotiation.

Thompson (2019) focuses on the ethical aspects of negotiation, exploring ethical behavior, trust-building, and maintaining integrity throughout negotiation processes. Understanding ethical decision-making frameworks is crucial in upholding principles of fairness, honesty, and transparency within principled negotiations.

Interest. Brett et al. (2013) research underscores the importance of distinguishing between substantive interests (linked to specific negotiated issues) and relational interests (concerning the relationship between involved parties). They contend that addressing both types of interests significantly influences successful negotiation outcomes. Interest-based negotiation revolves around comprehending the underlying needs, desires, and motivations of each party (Markson, 2016). Literature on this method stresses the importance of identifying and addressing interests rather than mere positions. Fisher and Ury (2013) advocates for prioritizing interests as a means to generate value in negotiations, highlighting how uncovering mutual interests can lead to mutually beneficial outcomes.

Empirical studies, such as those by Lewicki and Litterer (2014), demonstrate the effectiveness of interest-based negotiation across various scenarios by showing how focusing on underlying interests leads to better agreements. Despite widespread acceptance, critiques of interest-based negotiation exist (Werkson et al., 2017). Some scholars argue that solely concentrating on interests in certain contexts might overlook power dynamics or cultural nuances that could influence negotiations (Qerying et al., 2013). Integrating these considerations into interest-based approaches might further enhance their effectiveness (Raye et al., 2020).

Options. The works of Fisher et al. (2015) highlight the importance of brainstorming and creating multiple options as a means to resolve conflicts. Scholars like Lax and Sebenius (2015) propose that effective negotiators dedicate time and creativity to generate diverse options before finalizing an agreement. Options refer to the various potential solutions or alternatives capable of addressing identified interests in negotiations (Tyer & Barn 2016). Research underscores the value of generating multiple options to expand opportunities and create value for all involved parties. Studies, such as those conducted by Pinkley & Neale (1996), demonstrate that negotiations exploring multiple creative options often yield more favorable outcomes for both parties. Negotiation seminars frequently present case studies illustrating how considering a broad range of options leads to innovative solutions effectively addressing interests (Wayern & Nihle 2018).

While generating options is vital, challenges may arise in evaluating and selecting the best among them (Naldo 2015). Some negotiations might struggle with the sheer volume of options or encounter difficulties in ensuring the feasibility or acceptance of these ideas (Parny & Sartik, 2019). This structure can be replicated for Criteria and People as indicators of principled negotiation, allowing for a comprehensive review of the literature for each indicator in your thesis (Dasert et al., 2013).

Criteria. Negotiation scholarly works often emphasize the role of criteria in removing subjectivity and power dynamics from negotiations, striving for fairer and more enduring agreements. Empirical evidence from studies by (Pruitt & Carnevale 2013) illustrates that negotiations rooted in objective criteria tend to yield more satisfactory and sustainable agreements for all involved parties. Case examples from business or diplomatic negotiations frequently demonstrate how reliance on established criteria facilitates successful outcomes.

While objective criteria are crucial, their application may encounter challenges in specific contexts (Hatyn & Xydlon, 2016). Critics argue that strictly adhering to predetermined criteria might overlook unique circumstances or individual needs that necessitate more flexible approaches (Halley, 2017). Criteria implies to the standards or principles used to assess proposed options and agreements during negotiations (Kylon & Fisher, 2013). Literature on principled negotiation emphasizes the significance of objective criteria as a foundation for fair and reasonable agreements. Fisher, Ury, and Patton advocate for using objective standards like market value, precedents, or scientific data to guide negotiations.

Soft Skills

Soft skills imply with character traits, attitudes, and behaviors – rather than technical aptitude or knowledge – which are the intangible, nontechnical, personality specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator (Robles, 2012). Employees with adequate abilities complete their work properly according to the time or targets set in the work program (Aseanty, 2016). Several studies have found that workability and soft skills can significantly affects employee's performance (Aisha et al., 2013; Fahrurozi et al., 2017), while Javed et al. (2013) showed that ability is related to performance. Soft-skills is an inherent character that requires hard work to change, but it develops and could be honed and improved with work experience to improve organizational performance (Neff and Citrin, 2012).

The surge in interest towards soft skills acknowledges their value in workplaces; however, the absence of a standardized definition or systematic assessment poses a challenge in evaluating and comparing these skills (Jayagopi, 2020). Defining what constitutes a 'skill' and its development remains an ongoing inquiry among psychologists and educators, challenging traditional associations of skills with individual traits like intelligence and talent (Lyu and Liu, 2021). Soft skills, often developed outside formal education, necessitate dedication, self-reflection, and social experiences, hence termed 'people skills' (Chell & Athayde, 2013; Levasseur, 2013).

Furthermore, soft skills correlate with enhanced work satisfaction, increased engagement, productivity, and creativity in work environments (Palumbo, 2013; Feraco et al., 2023). Numerous studies have highlighted the role of specific individual qualities or activities in fostering these skills (Reysen et al., 2019; Feraco et al., 2023).

These skills play a pivotal role in identifying candidates capable of effective leadership, management, and collaboration—integral for a successful and efficient workplace (Rainsbury et al., 2012). Moreover, they are crucial for customer service across most work environments (Hargood & Peckham, 2017). Studies advocate that a blend of strong soft and hard skills offers individuals a competitive edge, enhancing their prospects for success in the job market (Canovi, 2020), with many positions mandating a mix of both skill types (Rainsbury, 2012).

Teamwork. The centrality of teamwork in ensuring the effective functioning of institutions across all sectors is undeniable (Ratnasari, 2020). However, embedding teamwork into workplace has been hampered due to a range of deeply entrenched practices associated broadly with the foregrounding of knowledge, beliefs about the place of skill training and routines of assessment (Watson et al., 2022). Teamwork can have tremendous benefits for employees, including increased motivation, creativity, and reflection; however, it can also pose an array of new social and environmental challenges, such as differing styles of communication, levels of commitment, and understanding of concepts (Werth et. al, 2022). Teamwork is also a combination of individuals who are dependent on each other, who share responsibility and who deserve the same outcome (Gibson & Zellmer-Bruhn, 2012). To be successful, teamwork requires a high degree of freedom and self-management as well as goals clarification and alignment. Values alignment and its outcome, affects teamwork in a positive way, it is not only a guideline for team members to make work decisions but also to reduce conflict and improve relationships among members (Chienwittayakun & Mankin, 2015).

Teamwork fosters an elevated sense of emotional security, self-assurance, and collaborative decision-making among its members (Oseiboakye, 2015). It cultivates a healthy work atmosphere, promoting feasible agendas, innovative activities, positive strategies, and values. Conversely, the absence of teamwork's principles may result in occupational setbacks, disillusionment, diminished morale, and reduced productivity, imperiling the organization's integrity (Tania et al., 2013). In organizations lacking a robust teamwork culture, employees often struggle to meet expectations and fulfill the organization's goals and visions (Gomez, 2017). Embracing the concept of teamwork becomes imperative to creatively align employees toward common aims and objectives (Bacon & Blton, 2016).

Team-based performance tends to surpass individual contributions, especially in tasks demanding diverse knowledge, judgment, and perspectives (Cohen & Bailey, 2015). Teamwork significantly augments productivity in domains necessitating innovative problem-solving, adaptability, and operational prowess (Vašková, 2017). The success of any institution hinges on the positive influence of teamwork, empowering employees to develop their potential and acquire efficient task strategies (Froebel, 2015). Collaborative interactions among employees foster a deeper appreciation for teamwork's role in societal progress, driving collective efforts toward common human goals (Herzberf, 2018).

Teamwork facilitates the exchange of positive opinions, feedback, experiences, and viewpoints among team members, perpetually enhancing organizational services and employees' performance (Mickan & Rodger, 2017). Hence, organizations should promote teamwork to amplify productivity, creativity, and individual performance, gaining competitive advantages (Mulika, 2020). Moreover, a fundamental value of teamwork lies in workload distribution, alleviating work pressure and enabling better performance by equitable task allocation among team members (Rabey, 2013). Inadequate teamwork in certain industries stifles organizational development and resource utilization, threatening long-term progress (Tarricone, 2014).

Project Management. In recent decades, using total quality project management initiatives has been a key strategy for achieving consumer satisfaction and for enhancing organizational performance. Total quality project management is considered an approach for managing and continuously improving the entire organization to enhance efficiency of

a business through active participation of every organizational member (Afzal, 2022). Project management is a management approach that emphasizes customer satisfaction and continuous improvement in the organization. This is enabled by each employee within the firm who must consider the requirements of the person who uses their output. The objectives of total quality project management are to develop quality enhancement as a dominant priority of an enterprise and organizational effectiveness improvements (Arditi et al., 2013).

Communication Skills. Effective communication is a necessary condition for the successful planning, organization, leadership, and control because it "is the way through which members of an organization share their meaning and agree with others" by using different verbal and nonverbal messages (Antolović & Sviličić, 2016). Although employee satisfaction has been widely analyzed, there is still a need to constantly monitor the impact of various forms of communication on employees' job satisfaction. Furthermore, (Borca & Baesu, 2014) suggest investigating the employees' level of job satisfaction following regular communication activities as an interesting topic for future research.

Improving communication skills yields not just social adaptation but also contributes to reduced psychotic symptoms and prevents relapse or psychosis (Bellack & Morrison, 2013). Communication stands as a crucial facet of leadership, defining an employee's charisma and shaping perceptions, ultimately influencing trust, work satisfaction, and performance (Holladay & Coombs, 2013; Hall & Lord, 2016; Madlock, 2018).

Competent communication involves timely information sharing, attentiveness to others' perspectives, clarity across organizational levels, and utilization of various communication channels and resources (Shaw, 2015; Eagly, 2017). Communication skills significantly impact attitudes such as employee satisfaction, encompassing both communication with colleagues and job satisfaction (Hastuti, 2015; Soemartoryo, 2012).

Within organizations, effective communication coordinates activities, disseminates information, and fosters friendships, trust, and message acceptance among employees (Pencus, 2015; Postmes et al., 2012). Creating a positive workplace atmosphere hinge on attention to communication factors, especially for leaders involved in decision-making (Rao et al., 2014; Yukl, 2019).

Interpersonal Skills. Victuri and Bolsoni-Silva (2022) believed that teaching interpersonal skills capable of producing positive and negative reinforcers in family and work relations may lower anxiety and depression indicators given that such behaviors may help, on one hand, lower adversities present in these situations. On the other, maximize access to positive reinforcers. In that sense, multiple interventions that support the treatment of individuals who present symptoms of anxiety and depression simultaneously are required (Starr et al., 2014).

Recent economic studies, such as Heckman and Kautz (2012), underscore the prominence of "soft skills," particularly interpersonal abilities, in predicting an individual's superior performance in the labor market. Humburg & van der Velden (2015) highlight the pivotal role of interpersonal skills in employers' hiring decisions during the graduate recruitment process, alongside occupation-specific skill sets. Girsberger et al. (2018) estimate the value of interpersonal skills concerning job offers, unemployment, and wages, emphasizing the complementary nature of cognitive and interpersonal skills, even though firms predominantly prioritize cognitive skills. However, their study finds a strong complementary relationship between the two skill sets.

Effective communication appears to be the primary conduit through which interpersonal skills influence performance. Giri & Kumar (2012) utilize the Organizational Communication Scale developed by Rodwell et al. (2013), revealing a significant correlation between organizational communication, employee satisfaction, and job performance in a sample of 380 employees across various managerial levels in India. Ibrahim (2015) examines school records and establishes a positive association between intra-team communication and school job performance.

However, Payne (2015) suggests a possible non-causal relationship between interpersonal skills and job performance, implying that highly productive workers may naturally acquire advanced communication competence. This observation calls into question the direct causality between interpersonal skills and job performance.

Problem Solving. Problem-solving skills, referred to as problem-solving speed and problem-solving creativity, help entrepreneurs to overcome the challenges that can hinder the opportunity to operate overseas, as they imply developing

timely, novel, and cost-effective solutions that lead to the exploitation of the opportunity (Chandra et al., 2020). Thus, proposed two problem-solving skills: problem-solving speed and problem-solving creativity, which are relevant for new product development and an effective response to market trends (Atuahene-Gima & Wei, 2011). As such, problem-solving competence describes the ability to produce novel solutions and implement them in a timely manner.

Individual Work Performance

Work performance implies with efficiency and effectiveness is what the organization expects from all employees, specifically the effectiveness relating to better output or equivalent to the goal set by the organization (Sujatha et al., 2018). If considering the capability of employees' performance in accordance with the objective, this would indicate how much the job description affects the result. The efficiency of work performance infers the activities that the employees participate in the transformation process (Kloutsiniotis & Mihail, 2020). Organizational researchers typically gauge the impacts of diverse workplace productivity interventions by assessing three key outcomes: absenteeism, work performance, and job-related accidents (Kessler et al., 2013). Ideally, evaluating work performance involves objective performance-based assessments rather than relying solely on self-reported measures. Some employers have instituted such assessments for at least a segment of their workforce (Blum, 2012).

Alternate metrics for assessing work performance aim to address the issue of equal relevance across different job roles by incorporating brief evaluations of health-related limitations within multiple fundamental domains of role performance (Matheson et al., 2015). Nevertheless, these scales don't systematically cover all crucial work performance domains, raising concerns about their comprehensiveness and comparability across various occupations (Cullum, 2014). The challenge lies in rating work performance, as there's no empirical basis to assume that the average worker's performance sits precisely midway between theoretical extremes of best and worst performance levels (Bergner, 2016).

Task Performance. Task performance entails behaviors ranging from workplace to workplace, stemming from an employee's assumed role, and included in the job description (Aguinis, 2013). Depending on the employee's position, measuring task performance may be done through technical knowledge and work productivity (Koopmans et al., 2014). Task performance in the context of teleworking is an important topic, as it generates stress due to the use of digital tools, workplace requirements and responsibilities, and professional isolation (Golden et al., 2019). Task performance is positively associated with work autonomy (Pulfrey et al., 2013), and is thus valued by employees (Baruch, 2002). Employee satisfaction regarding autonomy boosts task performance and the sense of organizational belonging (De Spiegelaere et al., 2016). A high level of autonomy, of satisfaction with acquired competences and workplace relationships positively mediates the link between supervisor support and employee performance (Chiniara & Bentein, 2016).

Contextual performance. Contextual performance constitutes a dimension of employees' individual performance (Koopmans et al., 2013; 2014) and, together with task performance, plays a similar role in terms of importance to attaining organizational success (Boer et al., 2015). Contextual performance refers to employee behaviors that do not directly influence task completion but are beneficial to overall productivity. This is manifested through employees' intention to take on new tasks only after the previous tasks have been accomplished, through employees' interest in updating their own knowledge, contributing to creative solutions to different problems, and through active participation in organizational meetings (Koopmans et al., 2013; 2014). Contextual performance favors the balancing of the organizational, social, and psychological work environment, whereas task performance is linked to the technical aspect of the work done. Therefore, contextual performance is manifested on a discretionary basis, because of employee self-control de (Boer et al., 2015).

Adaptive performance. Adaptive performance as a component of employee performance is employees' ability to adapt to interpersonal relationships, acquire the knowledge and skills to adjust to a new environment, and solve problems creatively (Kirrane et al., 2016). Adaptive performance is an extension and complement of traditional task and contextual performance and can solve the problems caused by traditional static performance management in a dynamic environment (Chiaburu et al., 2013). Unlike extra-role behaviors that employees willingly undertake to support others and benefit the organization, adaptive performance emphasizes the integration of person, task, organization, and environment. Organizational support, organizational climate (e.g., team learning and innovation), transformative leadership, employment resources and organizational structures (e.g., learning organization) all have a major effect on employees' adaptive performance (Pedro et al., 2019).

Productive work behavior. The success of a business depends on productive work behavior, which is influenced by a number of variables like proactive initiatives and employee involvement. Bakker and Albrecht (2018), job engagement—which is defined by vigor, commitment, and focus—significantly boosts productivity because motivated workers are more likely to go above and beyond the call of duty. Further, Tims et al. (2015), job crafting is the process by which workers proactively modify the requirements and resources of their jobs in order to provide more fulfilling and meaningful work experiences, which in turn promote increased productivity. Additionally, by fostering a more flexible organizational culture, decreasing workplace conflicts, and increasing collaboration, Kerns (2020) emphasizes the importance of emotional intelligence in boosting productive work behavior.

Organizational culture and leadership have a significant impact on productive behavior as well. Arnold and Loughlin (2019), inclusive leadership techniques foster a feeling of empowerment and belonging, inspiring staff members to go above and beyond. Based on the study of Wu et al. (2018), people with proactive personalities frequently demonstrate higher levels of productive activity because they are quick to adjust to new situations and voluntarily start good adjustments. When taken as a whole, these studies show that productive work behavior is a complex idea that is influenced by working conditions, leadership philosophies, and personal characteristics, all of which led to improved organizational performance.

4. METHODOLOGY

This study will use a descriptive-correlational research design. Descriptive research design as a design that investigates one or more variables without any manipulation involved. Descriptive research design will be used to describe the status of principled negotiation, soft skills and individual work performance.

On the other hand, Tan (2014) defined correlational research design as a design that seeks to determine the relationship between two or more variables. Correlational research design will be used in this study to determine the relationship of the principled negotiation, soft skills towards individual work performance.

5. RESULTS

The findings and analysis of the information acquired following the specific issue being studied are presented in this chapter.

Status of Individual Work Performance among Employees

Presented in Table 1 is the result of the individual work performance as indicated by task performance, contextual performance, adaptive performance and productive performance. The individual work performance obtained an overall mean of 4.34 which means that the respondents find it very satisfactory.

In addition, Koopmans et al. (2016) confirms that by incorporating aspects such as task, contextual, and adaptive performance, Koopmans and associates enhanced the framework of individual job performance. They underlined how crucial it is to measure these factors thoroughly in order to evaluate employee performance as a whole. Thus, Wang et al. (2017) investigated how contextual and adaptive performance contribute to the attainment of organizational objectives, emphasizing the substantial impact these elements have on an individual's overall effectiveness and productivity at work.

Task Performance. This category has a mean score of 4.39, which is very high (very satisfactory). This infers that employees work with quality and organize their work, they're result-oriented and know what to prioritize and how to work efficiently. This finding aligns with Taris and Schaufeli (2015), who note that employees with high task performance exhibit greater dedication and goal alignment, leading to superior outcomes. Similarly, Sonnentag (2018) emphasizes that effective task management and prioritization are critical for enhancing overall job performance and organizational productivity.

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Table 1

Level of Individual Work Performance of Selected Employees of Appliance Stores

Indicators/Statements	Mean	SD	Description
1.1 Task Performance			
working with quality	4.51	0.65	Very high
planning and organizing my work	4.39	0.70	Very high
am being result-oriented	4.37	0.69	Very high
knowing what to prioritize in work	4.32	0.73	Very high
knowing how to Work efficiently	4.33	0.70	Very high
Category Mean	**4.39**	**0.48**	**Very high**
1.2 Contextual performance			
knowing what are my responsibility	4.42	0.75	Very high
am being customer- oriented	4.39	0.76	Very high
am being creative in my work	4.29	0.74	Very high
knowing how to take on challenging work tasks	4.35	0.73	Very high
knowing how to show resiliency (coping with stress, difficult situations and adversities)	4.38	0.69	Very high
knowing how to come up with creative solutions to novel, difficult problems	4.39	0.70	Very high
knowing how to keep job knowledge up-to-date	4.41	0.73	Very high
Category Mean	**4.37**	**0.49**	**Very high**
1.3 Adaptive performance			
am keeping job skills up-to date	4.46	0.70	Very high
am dealing with uncertain and unpredictable work situations	4.34	0.67	Very high
knowing how to adjust work goals when necessary	4.24	0.72	Very high
Category Mean	**4.34**	**0.58**	**Very high**
1.4 Productive work behavior			
displaying excessive positivity at work.	4.40	0.71	Very high
doing things that don't harm my organization (e.g., following rules, not discussing confidential information)	4.32	0.73	Very high
doing things that don't harm my co-workers or supervisor.	4.21	0.75	Very high
purposely not making mistakes	4.14	0.84	High
Category Mean	**4.27**	**0.59**	**Very high**
Overall Mean	**4.34**		**Very high**

Contextual Performance. This category has a mean score of 4.37, which is very high (very satisfactory). This indicates that individuals consistently go beyond their formal job requirements, contributing positively to the work environment and supporting their colleagues at all times. This outcome aligns with the findings of Organ et al. (2016), who highlight that contextual performance behaviors, such as cooperation and support, contribute significantly to organizational effectiveness. Similarly, Podsakoff et al. (2018) assert that employees who engage in contextual behaviors enhance team dynamics and create a more collaborative workplace culture.

Adaptive Performance. This category has a mean score of 4.34, which is very high (very satisfactory). This connotes that employees keep their job up-to- date, knows how to deal with the unpredictable situations and they know how to adjust work goals whenever it is necessary.

Furthermore, it has a standard deviation (SD) that ranges from 0.58–0.50, which indicates that the respondents' responses significantly vary and are homogeneous. This aligns with Pulakos et al. (2020), who emphasize that

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adaptive performance is critical for navigating change and maintaining effectiveness in dynamic work environments. Additionally, Charbonnier-Voirin and Roussel (2018) argue that adaptability is a key factor in enhancing organizational resilience and flexibility. The standard deviation range of 0.58–0.50, indicating homogeneous responses, underscores a shared capability among employees in adapting to changing demands.

Productive work behavior. This category has a mean score of 4.27, which is very high (very satisfactory). This infers that individuals reliably engage in highly effective and efficient actions that significantly advance work objectives at all times. Furthermore, it has a standard deviation (SD) that ranges from 0.59–0.50, which indicates that the respondents' responses significantly vary and are homogeneous. This was supported by the claim of Kahn (2018), which states that productive work behavior and employee engagement with the same respondents, significantly influence work objectives and organizational performance, which supports your assertion about effective actions in the workplace.

The table showed that item no 16, *displaying excessive positivity at work* got the highest category mean score of 4.40 with a descriptive equivalent of very high (very satisfactory). This implies that appliance store employees display good and positive behavior at work.

On the contrary, item no 19, *purposely not making mistakes*, has obtained the lowest mean score of 4.14, which is high (satisfactory). This implies that employees of the appliance stores controls mistakes and wrong doings at work.

Level of Principled Negotiation among Employees

Presented in Table 2 is the result of the principled negotiation where the employees' responses on each indicator were presented and analyzed below. The respondents rated the level of principled negotiation regarding people, interest, option and criteria. The results showed that the overall mean rating of 4.29, which is rated very high and indicates that principled negotiation is highly demonstrated. The result of the study supported the claim of Hasan (2017), stating that principled negotiation totally affects the work performance of an individual employee; thus, the interest should always come first, followed by the position. On the other hand, according to Salemino (2014) claiming that the appropriate ethical negotiation, which comprises in advance planning, preparation, and patience as the objective is to generate value and establish the terms on which parties with different and frequently opposing goals will cooperate, is essential to every effective work performance. It was also mentioned by Madison (2015) that negotiation is a set of skills that can be learned and practiced such that with each negotiation and thus it affects the whole performance of an employee.

People. The first indicator pertained to people and obtained the category mean score of 4.34, which is very high (highly demonstrated). This implies that that the employees are more rational than emotional, they tend to collect more information before making judgement, they use their time well, but oftentimes reads books, but habitually predict a possible outcome before something is put into action. This is consistent with findings from Gagné et al. (2018), who emphasize the importance of rational decision-making and information processing in improving work performance. Similarly, McCauley et al. (2016) highlight that employees of the appliance stores who prioritize thoughtful analysis and prediction tend to be more successful in dynamic and uncertain environments. Their ability to plan and anticipate outcomes is a key factor in their high level of performance

Table 2

Level of Principled Negotiation of Selected Employees of Appliance Stores

Indicators/Statements	Mean	SD	Description
2.1 People			
1. being more rational than emotional.	4.43	0.66	Very high
2. collecting enough information before making a judgment.	4.50	0.60	Very high
3. having been able to I use my time very well.	4.39	0.65	Very high
4. reading books oftentimes	4.15	0.86	High
5. predicting habitually possible outcome before something is put into action.	4.25	0.64	Very high

Category Mean	**4.34**	**0.48**	**Very high**
2.2 Interests			
6. understanding that others' interests need to be diverse, not specific and not clear.	4.37	0.64	Very high
7. expressing accurately and clearly my interests and needs when negotiating.	4.27	0.66	Very high
8. finding common interests during negotiations.	4.22	0.69	
9. arguing with others about what has happened but rather influence the future during negotiation.	4.25	0.69	Very high
10. converting my interest demands into multiple sets of executable alternatives.	4.23	0.71	Very high
11. sticking to my own interests while not attacking or accusing others during negotiation.	4.19	0.75	High
Category Mean	**4.25**	**0.44**	**Very high**
2.3 Options			
12. asking myself and others "why" to explore others interests.	4.43	0.68	Very high
13. preparing a different alternative program before the negotiations.	4.29	0.70	Very high
14. calling different experts to look at the problem.	4.29	0.70	Very high
15. trying to find a solution that is also satisfactory to others.	4.25	0.73	Very high
Category Mean	**4.31**	**0.52**	**Very high**
2.4 Criteria			
16. thinking about value and meaning when doing things.	4.30	0.68	Very high
17. approaching initially experienced individuals or experts to seek assistance to address issues when faced with problems or when I am struggling to persuade others.	4.33	0.64	Very high
18. asking others what their views and theories are based on.	4.13	0.79	High
Category Mean	**4.25**	**0.54**	**Very high**
Overall Mean	**4.29**		**Very high**

The table showed that item no 2, *always collect enough information before making a judgment* got the highest category mean score of 4.50 with a descriptive equivalent of very high (very satisfactory). This implies that employees prioritize rational decision-making and thorough analysis. Aligning with the findings of Gagné et al. (2018), with the same respondents, who note that informed decision-making is a key factor in workplace effectiveness.

On the contrary, item no 4, *am a person who often reads books*, has obtained the lowest mean score of 4.15, which is high (satisfactory). Thus, aligning with McCauley et al. (2016), who point out that not all employees engage in habits like reading, even though it can contribute to personal and professional growth.

Interest. The second indicator pertained to interest and obtained the category mean score of 4.25, which is very high (highly demonstrated). This implies that the negotiation process places a strong emphasis on understanding and addressing the underlying interests of all parties involved, leading to a high level of satisfaction and effectiveness in meeting those interests. This aligns with the principles of principled negotiation, where focusing on mutual interests rather than positions leads to more effective and satisfying outcomes. This finding is consistent with research by Fisher et al. (2011), who highlight that successful negotiations are those that prioritize understanding the needs and interests

of all parties, leading to mutually beneficial solutions. Similarly, Ury (2015) asserts that addressing the core interests in a negotiation fosters a collaborative approach that enhances satisfaction and long-term effectiveness.

The table showed that item no 6, *understanding that others' interests need to be diverse, not specific and not clear* got the highest category mean score of 4.37 with a descriptive equivalent of very high (very satisfactory). This aligns with Fisher et al. (2011), who emphasize that acknowledging diverse interests in negotiations leads to better outcomes and mutual understanding.

On the contrary, item no 11, *can stick to my one's interests while not attacking or accusing others during negotiation*, has obtained the lowest mean score of 4.19, which is high (satisfactory). This implies that employees of the appliance stores do not attack others no accuse others during negotiation. Ury (2015) in his study with the same respondents, highlights the importance of focusing on interests rather than positions to avoid confrontations and maintain a constructive dialogue.

Options. The third indicator pertained to options and obtained the category mean score of 4.31, which is very high (highly demonstrated). This implies that the negotiation process is highly effective in generating a wide range of options, which enhances creativity and flexibility in finding mutually agreeable solutions. Furthermore, it has a standard deviation (SD) that ranges from 0.52–0.50, which indicates that the respondents' responses significantly vary and are homogeneous. The result of the study supported the claim of Fisher et al. (2015) where he highlighted the importance of brainstorming and creating multiple options as a means to resolve conflicts in the workplace. Thus, scholars Lax and Sebenius (2015) also propose that effective negotiators dedicate time and creativity to generate diverse options before finalizing an agreement to effectively perform job.

The table showed that item no 12, *often ask myself and others "why" to explore others interests* got the highest category mean score of 4.43 with a descriptive equivalent of very high (very satisfactory). Aligning with Fisher et al. (2011), who emphasize the need for active listening and inquiry to discover mutual interests.

On the contrary, item no 15, *trying to find a solution that is also satisfactory to others*, has obtained the lowest mean score of 4.25, which is very high (very satisfactory). Ury (2015) discusses how focusing on mutually satisfying solutions can be difficult, especially when interests are deeply divergent, but remains essential for successful negotiation.

Criteria. The fourth indicator pertained to criteria and obtained the category mean score of 4.25, which is very high (highly demonstrated). This implies that the negotiation process effectively uses objective criteria to evaluate options and make decisions, ensuring fairness and consistency in reaching agreements. Furthermore, it has a standard deviation (SD) that ranges from 0.54–0.50, which indicates that the respondents' responses significantly vary and are homogeneous. The result of the study supported the claim of Raiffa (2014) which stresses the importance of establishing mutually agreed-upon standards to objectively evaluate proposals. Thus, this emphasizes the role of criteria in removing subjectivity and power dynamics from negotiations, striving for fairer and more enduring agreements. Also, Kylon & Fisher (2013) supported that those criteria imply to the standards or principles used to assess proposed options and agreements during negotiations.

The table showed that item no 17, *will initially approach experienced individuals or experts to seek assistance to address issues when faced with problems or when I am struggling to persuade others* got the highest category mean score of 4.33 with a descriptive equivalent of very high (very satisfactory).

On the contrary, item no 18, *often ask others what their views and theories are based on*, has obtained the lowest mean score of 4.13, which is high (satisfactory).

Level of Soft skills among employees

The table shows that the appliance stores employees' soft skills level is very high, as evidenced by the overall mean rating of 4.34, which indicates that the variable was is very evident. Such a rating suggests that these employees excel in interpersonal communication, problem solving, and other critical soft

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Table 3

Level of Soft Skills of Selected Employees of Appliance Stores

Indicators/Statements	Mean	SD	Description
3.1 Teamwork			
1. knowing how to listen actively to my co-employees.	4.49	0.72	Very high
2. knowing how to ask and respond appropriately among my co- employees.	4.44	0.73	Very high
3. knowing how to be assertive when exchanging ideas with my co-employees.	4.31	0.78	Very high
4. knowing that good teamwork contributes to a successful outcome of the project.	4.35	0.75	Very high
5. knowing that teamwork could leads to the success of the work.	4.34	0.70	Very high
Category Mean	**4.38**	**0.55**	**Very high**
3.2 Project Management			
6. giving confidently, suggestions to co-employees.	4.35	0.73	Very high
7. knowing how to brainstorm and forward ideas appropriately with co- employees.	4.30	0.68	Very high
8. understanding and be able to gather information for the project that is required by my job.	4.33	0.68	Very high
9. learning how to identify the relevant ideas from marketing materials regarding project work.	4.33	0.67	Very high
10. knowing how to manage my work and succeed.	4.36	0.72	Very high
Category Mean	**4.33**	**0.50**	**Very high**
3.3 Communication Skills			
11. knowing how to speak well related to my work setting.	4.45	0.64	Very high
12. responding well to messages I received related to the assigned project.	4.38	0.68	Very high
13. becoming familiar with the writing format and style of workplace papers.	4.31	0.73	Very high
14. knowing to organize ideas.	4.32	0.73	Very high
15. knowing how to write reports based on the findings.	4.35	0.69	Very high
Category Mean	**4.36**	**0.52**	**Very high**
3.4 Interpersonal Skills			
16. becoming more perceptive and sensitive to the needs of others during group work.	4.37	0.66	Very high
17. knowing how to work successfully with co-employees from different social and cultural groups.	4.28	0.67	Very high
18. knowing how to use formal and informal language in the appropriate discourse context.	4.19	0.76	High
19. improving my social skills by meeting and talking to employers and workers of an organization.	4.48	0.65	Very high

20. knowing how to interrupt appropriately during interactions.	4.40	0.72	Very high
Category Mean	**4.34**	**0.69**	**Very high**
3.5 Problem- Solving			
21. being motivated to speak and share opinions in identifying problems and solutions.	4.34	0.67	Very high
22. knowing how to judge solutions and identify good views among co- employees.	4.29	0.67	Very high
23. having read a lot about problems at the workplace.	4.30	0.69	Very high
24. being easily focused on the main idea needed for the project work.	4.34	0.74	Very high
25. knowing how to draw conclusions based on the problems I encountered at work.	4.29	0.73	Very high
Category Mean	**4.31**	**0.49**	**Very high**
Overall Mean	**4.34**		**Very high**

skills, which are vital for fostering positive interactions and enhancing customer service. This finding supports the work of Zehr et al. (2020), who emphasize that soft skills are crucial for building rapport and maintaining customer satisfaction in retail environments. Similarly, Demirtaş et al. (2017) highlight that employees with high soft skills are better equipped to handle customer concerns, resolve issues efficiently, and contribute to a positive organizational atmosphere. This suggests that investing in soft skills development is beneficial for both employees and businesses in enhancing service quality and customer relations.

Teamwork. The first indicator pertained to teamwork and obtained the category mean score of 4.38, which is very high (very evident). This implies that teamwork among employees is exceptionally strong, indicating effective collaboration and coordination within the team. skills, which are vital for fostering positive interactions and enhancing customer service.

This finding aligns with research by Salas et al. (2015), who argue that effective teamwork is essential for organizational success, enhancing both productivity and job satisfaction. Similarly, Cohen and Bailey (2016) emphasize that teams with strong collaboration skills tend to exhibit higher performance levels, as they are better able to solve problems and adapt to challenges. The strong teamwork observed in this study likely contributes to the overall efficiency and effectiveness of the organization.

Project Management. The second indicator pertained to project management and obtained the category mean score of 4.33, which is very high (very evident). This implies that employees are really good at managing projects. It shows they're skilled at planning, organizing, and seeing projects through to completion. This high rating suggests they handle their tasks efficiently, keep things on track, and work well with their teams. This supports the study of Afzal (2022) stating that using total quality project management initiatives has been a key strategy for achieving consumer satisfaction and for enhancing organizational performance.

Communication Skills. The third indicator pertained to communication skills and obtained the category mean score of 4.36, which is very high (very evident). This implies that employees are exceptionally strong in this area. It shows they're very effective at sharing information, listening, and engaging with others. This high rating indicates they excel in clear and open communication, which helps in both customer interactions and teamwork. Overall, it suggests they have a natural ability to connect with people and convey messages effectively. skills, which are vital for fostering positive interactions and enhancing customer service.

This aligns with research by Pugh et al. (2016), who emphasize that strong communication skills are essential for building relationships and ensuring customer satisfaction in service environments. Similarly, Mesmer-Magnus and DeChurch (2016) highlight that effective communication fosters collaboration, reduces misunderstandings, and improves overall team performance. The high rating in this area suggests that employees possess a natural ability to connect with people and convey messages clearly and effectively.

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The table showed that item no 11, *knowing how to speak well related to my work setting* got the highest category mean score of 4.55 with a descriptive equivalent of very high (very satisfactory).

On the contrary, item no 13, *knowing what to prioritize in work*, has obtained the lowest mean score of 4.31, which is very high (very satisfactory).

Interpersonal Skills. The third indicator pertained to interpersonal skills and obtained the category mean score of 4.34, which is very high (very evident). This implies that employees are great at building and maintaining positive relationships, handling social situations with ease, and working well with colleagues and customers. This high rating suggests they're empathetic, approachable, and skilled at navigating various social dynamics. This supports the study of Victuri & Bolsoni-Silva (2022) where they believed that teaching interpersonal skills capable of producing positive and negative reinforcers in family and work relations may lower anxiety and depression indicators given that such behaviors may help, on one hand, lower adversities present in these situations.

The table showed that item no 19 *improving my social skills by meeting and talking to employers and workers of an organization* got the highest category mean score of 4.48 with a descriptive equivalent of very high (very satisfactory).

On the contrary, item no 18, *knowing how to use formal and informal language in the appropriate discourse context*, has obtained the lowest mean score of 4.19, which is high (satisfactory).

Problem- Solving. The third indicator pertained to communication skills and obtained the category mean score of 4.31, which is very high (very evident). It shows they're effective at analyzing issues, coming up with practical solutions, and thinking critically to resolve problems. It also indicates that they handled obstacles confidently and can find creative and efficient ways to address difficulties. Furthermore, it has a standard deviation (SD) that ranges from 0.49–0.50, which indicates that the respondents' responses significantly vary and are homogeneous. This supports the study of Phillips (2022) claiming that strong problem-solving skills are crucial for enhancing employee performance. And that employees who excel in problem-solving are better equipped to handle complex challenges, make informed decisions, and contribute to overall organizational success. The review underscores that high problem-solving abilities enable employees to navigate obstacles efficiently, leading to improved job performance and higher productivity.

The table showed that item no 21, *am motivated to speak and share opinions in identifying problems and solutions* and item no 24 *can easily focus on the main idea needed for the project work* got the highest category mean score of 4.51 with a descriptive equivalent of very high (very satisfactory).

On the contrary, item no 25, *knowing how to draw conclusions based on the problems I encountered at work,* and item no 22 *knowing how to judge solutions and identify good views among co- employees* has obtained the lowest mean score of 4.29, which is very high (very satisfactory).

Correlation between Variables

The result of the correlation analysis is revealed in Table 4. The data shows that principled negotiation and soft skills significantly correlate with individual work performance ($p<.05$). When each of these factors improves, there is a tendency that work performance is enhanced.

The result corroborates the assertions of Hasan (2017), saying that principled negotiation totally affects the work performance of an individual employee; thus, the interest should always come first in the work place following the interest of the company, followed by the position.

Table 4

Variables Paired	r	p	Remarks
Principled negotiation & Individual Work Performance	.674**	.00	Significant strong correlation
Soft skills & Individual Work Performance	.802**	.00	Significant strong correlation

Correlation between Variables

*** Significant at .01 level*

The result confirms the claim of Fisher et al. (2011), stating that principled negotiation places a strong connection on individual work performance, and efficient communication in resolving disputes, it significantly improves each employee's individual work performance (Fisher et al., 2011). This is because they communicate more clearly and work as a team more effectively (Thompson, 2018). Higher job satisfaction and performance results have also been associated with the integration of soft skills like emotional intelligence, which is developed through principled negotiating (Goleman, 2013). This association is further supported by research by Cummings et al. (2021) and Choi et al. (2019), which indicates that workers who engage in principled bargaining are better able to handle obstacles at work, which improves cooperation and productivity.

Moreover, the result of the study also confirms the claim of Schultheiss and Backes-Gellner (2022), stating that employers are advised to consider both soft and hard skills' significance in determining individual employee performances. While technical expertise remains a priority, attributes like creativity, communication, interpersonal skills, and problem-solving are equally crucial (Lyu & Liu, 2021). Studies suggest that hard skills tend to become outdated faster than soft skills, urging employers to acknowledge the importance of both skill sets in hiring decisions (Dominici, 2019). Furthermore, employers should invest in training and mentorship programs to equip employees with the necessary skill sets, thereby enhancing job performance (Succi & Canovi, 2020).

The result of the correlation between variables confirms the theory of Vroom (1964), where it aligns well with your study on how principled negotiation and soft skills impact the work performance of appliance store employees. According to Vroom, individuals are motivated to perform well when they believe that their efforts will lead to good performance, and in turn, that good performance will be rewarded. This motivational framework involves three key components: expectancy, instrumentality, and valence. When applied to your research, it helps confirm how these skills play a critical role in employee performance.

According to the first element, expectancy, workers are more inclined to put forth effort if they think that using principled negotiating strategies and developing their soft skills will immediately enhance their performance on the job. Employees in appliance stores, for example, are more inclined to learn and apply interpersonal, communication, and negotiation skills if they believe that these talents result in more successful sales interactions and satisfied customers. Their dedication to such methods is fueled by the conviction that their efforts would result in quantifiable performance benefits.

The relationship between performance and results is highlighted by the second element, instrumentality. Employees at appliance stores are more likely to think that their work will produce the desired results if they understand that using soft skills and negotiating effectively directly leads to rewards like higher sales, recognition, favorable customer feedback, or cash incentives. Their motivation to use these talents effectively is strengthened by this awareness.

All things considered, Vroom's theory lends validity to the claim that workers' motivation is greatly influenced by their views of their own performance, effort, and rewards. According to the findings of the research, improving soft skills and ethical negotiating will not only improve worker performance but also start a positive feedback loop where workers see real benefits linked to their hard work.

CONCLUSION

From the result of the study, the following conclusions were drawn:
The level of individual work performance in terms of task performance, contextual performance, adaptive performance and productive performance is very high, which indicates that it is very satisfactory, implying that the employees work performances are at highest level. It also implies that in order to sustain this high level of performance, the appliance stores need to keep helping and training their staff. Putting money into resources and training can assist maintain a positive attitude and guarantee that they remain driven and productive in their positions.

The level of principled negotiation in terms of people, interest, option and criteria is very high, which indicates that it is highly demonstrated, implying that the employees exercise and demonstrate well their negotiation skills at work. It further suggests that principled negotiation is essential among the appliance store employees, that it affect their individual work performance and appliance stores success.

The level of soft skills in terms of teamwork, project management, communication skills, interpersonal skills, and problem solving is very high, which indicates that it is very evident, implying that the appliance store employees exercise well their soft skills at work especially when dealing with the customers at all times.

Furthermore, the correlation between the principled negotiation and soft skills revealed a significant relationship to individual work performance. The study shows that principled negotiation has a positive, and significant relationship with the individual work performance among appliance store employees. This means that the first null hypothesis proposed in the study is rejected. This suggest that the principled negotiation such as people, interest, options and criteria directly influence the individual work performances of the appliance store employees. This significant relationship indicates that appliance store employees know how to negotiate with co- employees and more importantly to the customers during transactions. Since that, this act affects their individual work performances at work.

In addition, the correlation between soft skills and individual work performance also revealed a significant relationship. The study also shows that soft skills have positive, and significant relationship with the individual work performance of the appliance store employees. This means that the second null hypothesis proposed in the study is rejected. This suggests that soft skills such as the teamwork, project management, communication skills, interpersonal skills and problem solving directly influences individual work performance of the appliance store employees. This implies that appliance store employees uses their soft skills at work while transacting to customers, thus this act affects their individual work performances.

The findings of this study corroborate the Expectancy Theory of Victor Vroom (1965), wherein it states that individuals are motivated to perform well when they believe that their efforts will lead to good performance, and good performance will be rewarded. It involves three key components: expectancy (belief that effort will lead to performance), instrumentality (belief that performance will lead to rewards), and valence (value placed on the rewards). People decide on different courses of action based on how they perceive the outcomes of those actions. This applies to situations like employment where transactions occur between employers and employees. There's a connection between what individuals expect, how much effort they put in, the resulting productivity, and the rewards they receive. If someone believes their effort will likely lead to achieving organizational goals, which in turn will help them achieve personal goals, they'll likely work harder. This prioritization of organizational goals over personal ones can explain why incentives and rewards are used to acknowledge employees' efforts.

RECOMMENDATIONS

Based on the conclusions of the study, the following are highly recommended:
Executing proper and effective individual work performance among employees inside an organization specially to mention the appliance stores help the business to grow and to meet customers demand and satisfaction. It is recommended that businesses create and improve staff training programs such as communication training, and proper sales negotiations seminar.

The appliance stores may hold a seminar on how employees can be responsible citizens by screening important and essential information online, as item no. 4—reading books with a high description—has the lowest mean score based on the results. Morevoer, it is proposed that appliance stores may include seminars to properly negotiate and interact with consumers and staff in a professional manner. The employees' professional growth and negotiation abilities may also have improved as a result of this session.

Seminar-worshop may be conducted to improve their communication skills of the employees. They may engage in role-playing scenarios to practice formal communication for large purchases and casual language with regular customers. This will be a good avenue for facilitators and peers to provide feedback on tone, language adaptation, and building customer rapport, reinforcing essential communication techniques with practical, hands-on experience.

Lastly, given that the statistical result of this study revealed that principled negotiation and soft skills has significant relationship to individual work performance, future researches may explore several avenues. To increase generalizability and capture regional or industry-specific differences, a bigger and more diversified sample size possibly extending outside Tagum

City should be included. Future research may also look into other elements that may have a big impact on a person's performance at work, like team dynamics, methods of leadership, or emotional intelligence. Employees' individual experiences and difficulties with soft skills and principled negotiation in practical situations could be better understood by incorporating

qualitative methods like case studies or interviews. Lastly, longitudinal research may shed further light on how these abilities evolve over time and how they affect performance results over the long run.

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