

COMMUNICATION SKILLS FOR MANAGERS

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STUDIUM

COMMUNICATION SKILLS FOR MANAGERS

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Introduction

This study text is intended for students who are preparing themselves for their professional role as managers, entrepreneurs. The significant usage of the first person in this study text serves as a guide for applying the managerial techniques properly in practice. The aim of the text is not to convey the theory but to provide you, students with a self-reflection on the quality of communication skills used in your practice, to give you the opportunity to think about the right procedures to apply the manager's skills properly in your practice, to allow you to re-evaluate and name your own experience from various communication situations to which we are leading you in this text. Also the proposed way of teaching is not a training practice. Practising particular skills is very time consuming. Analysing your own experience and linking experience from different communication situations can show you the reality in a new light and direct your attention in the right direction. You can shift your skills training to the real situations you experience and solve in the organisation where you work, in the position you hold, that is, in your own practice.

This text is a set of selected options of how to behave properly in the described situations. There are definitely more possible techniques. There are many literary sources describing appropriate procedures in managerial techniques. You can choose. You can be inspired by foreign techniques from foreign authors, you can trust the techniques described by Czech authors based on experience from the Czech organisations. This text builds on the literature of Czech authors, who draw from their extensive consulting practice in organisations here in the Czech Republic, giving instructions on how to deal with workers mainly in the conditions of the Czech Republic.

Questions in the text are formulated to help you test the techniques you use, analyse them and set up more effective procedures.

This text is your guide to learn managerial skills especially on the communication level. On the basis of your own experience you will compose your own mosaic of methods, procedures of how to deal with situations in your life. Until then, this text will help you through relatively safe advice which will guide you to the right direction if you follow them.



Kapitola 1

Communication roles of the manager



After studying this chapter you will be able to:

- Characterize the basic forms of communication and the requirements for the manager;
- distinguish the different manager's roles in communication;
- describe the individual manager's competences for effective communication;
- describe the manager's personal development process.



Key words:

Communication, manager's role, manager's competences, principles of successful communication

1.1 Requirements for the way the manager communicates

The main activities of a manager include, in particular, task planning and setting priorities, organizing and assigning tasks to individual staff or departments of the organisation, managing and motivating subordinate staff, as well as controlling and evaluating the performance of the tasks compared to the set objectives.¹ In order to accomplish such activities, **correct and effective communication** with people at different levels is especially necessary for each manager, so that the conveyed information is comprehensible and provokes the reaction we expect.²

Every person communicates and often does not even know what information is one spreading. Proper communication skills are particularly important in the workplace and the manager's job is to communicate always clearly and effectively to prevent any possible correction of mistakes that could occur as a result of poor communication.

Currently, there are many definitions that define the **concept of communication**: "*Communication is understood as a mutual exchange of ideas by words, writing or painting*"³.

The need to convey information and to communicate is a basic need of us, people. Communication includes all the activities that we do and which accompanies the speech: looks, posture, movement, facial expression.⁴

We can also build on the Latin term *communis*, which means shared. It is clear that in communication, it is important to exchange ideas and share information. The more information people share, the more effective communication is. If, on the contrary, workers encounter certain differences or do not have enough information, communication problems, misunderstandings or conflicts may occur. This can also happen if we express ourselves incomprehensibly, or use a wrong expression. For this reason, it is very important to be able to **listen to the other side and respond appropriately, to**

¹ BĚLOHLÁVEK, F., KOŠTAN, P. a O. ŠULEŘ. *Management*. 2001.

² POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010

³ PETERS-KÜHLINGER, G. A J. FRIEDEL. *Komunikační a jiné "měkké" dovednosti: využijte svůj potenciál, rozvíjte své soft skills a staňte se úspěšnějšími*. 2007, str. 36.

⁴ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010

ask questions if we do not understand and to make sure that we understand the other person correctly by using control questions such as *"So you think that ..."*, *"Do I understand correctly that you want ..."*⁵.

In the manager's communication, it is also very important to **be positive** in your surroundings and to look for positive aspects in every situation. Choosing the positive words *"you can, you make, you know ..."* and the positive phrases *"I believe you will find time ..."* will help the manager to facilitate the promotion of his/her own opinions.⁶

Communication is by its nature a complex process. Everyone communicates. The question is: how successfully? Communication would be easier and smoother if we were able to follow a step-by-step approach ensuring a successful communication. Unfortunately, no such technique or set of techniques exist. Communication is an interactive, ongoing process which depends on the particular situation and people. What we can do, however, is to understand certain rules in communication, to learn about communication techniques, to learn and to develop communication skills. Communication skills are the general need of all managers and employees in all companies.⁷

The process between communicators in real situations cannot be understood in a simplified way - as a linear process. There will never be an absolutely accurate transmission when the perceived message and the subsequent behaviour is a copy of the original stimulus.⁸

What needs to be mastered in communication with people:⁹

- **Predict people's characteristics** - the first impression should not be overestimated, yet it can tell a lot.
- **Listen** - the art of listening not only brings information, but also helps to create the atmosphere of trust among the partners. To listen means to hear, understand and to put it into context.
- **Feel with others, understand their situation, needs and interests (empathy)** – through this we gain valuable information for dealing with people, building trust and "affinity" relationships.

⁵ KHELEROVÁ, V. *Komunikační a obchodní dovednosti manažera*. 2010.

⁶ Ibid.

⁷ Ibid.

⁸ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

⁹ DEVITO, J. A. *Základy mezilidské komunikace*. 2008.

- **Ask questions** - a properly placed question is not only a way to get more information, but to encourage, confirm interest, offer a partnership. On the other hand, an inappropriate question may injure the worker or reveal things you did not mean to tell.
- **Verbal communication** – i.e. the use of a specific system of features (speech and writing).
- **Understand gestures, know body language** - these often reveal more than a long speech.
- **Work with emotions** - control emotions, not letting yourself "explode" is an important skill for each manager. It does not mean to suppress spontaneity and immediacy. Being yourself is usually better than pretending some learned poses.
- **Manage the environment** - the environment in which we meet with our employees has an undeniable influence on the direction and outcome of our negotiations. The ability to find the right environment for a given type of negotiation, resistance to disturbing influences, and optimal usage of the given conditions are among the merits of a good manager.
- **Present our own opinions and decisions** - the way we communicate our thoughts is as important as the content. It often determines whether we gain respect and trust from our employees, or whether we gain sufficient support to implement our decisions.
- **Negotiate and solve conflicts constructively** - these are complex skills that will be discussed in a separate chapter.
- **Provide feedback** - feedback can have a form of a praise or a constructive criticism, and can also be used to motivate workers for better performance.

1.1.1 **Manager's role**

In order to perform his/her mission, a manager receives a formal status within the organisation, i.e., a set of competences and other features defining his/her position in the organisation. In order to fulfil the purpose of his/her work, the manager must be able to hold more positions towards subordinates (and the whole organisation) - **managerial roles**¹⁰.

This means that the manager must firstly come into contact with people around him/her (interpersonal roles), must be able to send and receive information (informational role), be able to make

¹⁰ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

decisions on the basis of this information (decision making role), must be able to organize the decisions for the implementation (organisational roles) and motivate people to implement these decisions (motivational roles).

Interpersonal role

In this role, the manager works on building his/her own team - chooses own people, influences own subordinates and co-workers, negotiates the conditions for decision-making, solves situations in interpersonal relationships, uses some style of a leadership, assembles and builds working groups.

Informational role

In this role, the manager conveys information of subordinates and co-workers in many ways – assigning tasks, delegating, managing meetings, assessing of subordinates' performance, presenting own opinions, suggestions, and actions.

Decision making role

This role includes different ways of adopting new decisions about work goals and ways of implementing them. The manager must master decision making techniques by using group activities with his/her subordinates, be able to conduct individual interviews with experts in the team, master communication techniques that induce a creative atmosphere and help to find solutions.

Organisational role

In this role, the manager must be able to plan, assess risks, prepare alternative plans, implement changes, control the progress of the assigned tasks, but also choose workers, engage them in activities, work on their personal development, be their coach, mentor.

Motivational role

In this role, the manager provides feedback on the quality of work performance, delegates or assigns tasks according to the workers skills, conducts interviews, adjusts the work load, rewards.

All the manager's roles are based on the manager's ability to communicate with the workers well.

1.1.2 Manager's competences in communication

Requirements for increasing competitiveness and company development are reflected in requirements for individual organisational units and workers. Such demands on managers are called **managerial competences**. Competence is the personal potential of the manager. Its development leads to fulfilling the requirements for successful management positions.

It is not possible to define precisely the set of properties of a successful manager or one personality type of a successful manager. It is possible to find a number of different personalities with different qualities among successful managers. What can be done is to define broader models of managerial competences - personality, knowledge and skills manifestations that are more typical for the quality performance at the manager's position and on which the key management practices are based. An example of this can be the following overview of the successful manager qualities by Bedrnová and Nový:¹¹

Workplace and personal competences (ability to succeed in his/her function, sufficient self-confidence, adequate self-assessment, adequate assessment of the external situation)

Social competences (ability to assert oneself appropriately)

Positive thinking and proactive behaviour (understanding the problems and obstacles as challenges)

Working willingness and proactivity (interest in work, need to perform in desirable quality and quantity)

Higher level of aspirations and efforts (achieving even more challenging life goals)

Ability to self-control (control emotions, discipline)

Developed ethical and aesthetic feelings (tendency to reflect moral and beautiful aspects in their actions)

Creativity (ability to perceive differently and to apply unconventional solutions)

Understanding and tolerance (ability to accept others in their diversity)

A sense of humour (the ability to stay on top of things with a sense for proportion)

¹¹ BEDRNOVÁ, E. a I. NOVÝ. *Psychologie a sociologie řízení*. 2007.

Willingness to work on oneself (continuous process of self-development).

F. Bělohlávek compiled a list of competences, which is divided into individual areas:¹²

- a. **The way of thinking**, including conceptual thinking, operative thinking, flexibility of thinking, ability to analyse things.
- b. **Characteristics of personality**, including forcefulness, assertiveness, emotional stability, reliability, endurance, energy, readiness.
- c. **Attitudes**, including orientation in uncertainty, customer orientation, performance orientation, creativity.
- d. **Professional knowledge**, including management and marketing knowledge, knowledge of economics and finance, knowledge of law, technical knowledge, information technology knowledge.
- e. **Practical skills**, including language skills, computer skills, practical experience, organisational skills and time management, communication skills and self-presentation skills, leadership skills and motivation.

The manager is not born with these abilities. However, many of them can be achieved by goal-directed quality personal development. In order to make these changes permanent and successful, they need to be systematically managed by the following steps¹³:

Analysis of the manager's training needs

It means finding the qualities needed to perform the manager's work and comparing them with the current manager's competence level. The difference between the required and the real manager's competency is called an educational (development) need.

Development plan

The individual development plan includes, in particular, setting objectives, selecting methods to obtain the necessary competences, determining who will carry out the development activities, and the timetable.

¹² BĚLOHLÁVEK, F. *Jak vybrat správného člověka na správné místo: úspěšný personální výběr*. 2016.

¹³ BERNARDOVÁ, D. *Základní činnosti v personálním řízení*. 2015.

Implementation

The manager's development can be implemented by methods of gaining experience and learning. The most commonly used methods are coaching, skills training, shadowing or mentoring. Gaining experience takes place at work. It involves the manager's development through the fulfilment of his/her work tasks, which mainly involves the development of skills and the expansion of knowledge. This often happens quite slowly and at the cost of mistakes. This must be seen as a valuable source of the learned lessons.

The goal of the manager's development is to achieve lasting changes, especially in knowledge, but also skills and attitudes. Therefore, classical education which is mainly based on conveying the necessary information and the possibility to fulfil oneself in self-education or educational programs, is also a suitable method.

Evaluation

The results of development activities are compared with objectives. A change in the level of competence is also assessed. The change is best reflected in changes in manager's performance. Evaluation also becomes the basis for further planning of manager's development.

1.2 Principles of manager's success

Workplace communication is a very complex process. The manager needs to engage in effective dialogues with other workers and to get input from them for further decision making. For a functioning mutual communication with subordinates, open communication is needed. In order to avoid personal attacks or accusations in solving problems, it is necessary to respect the specific principles of communication.

The main principles of successful communication include^{14,15}:

- **Straightness:** fair, true communication focused on information that reflects the reality. Individual participants do not try to manipulate the other side, they prevent prejudice. They express

¹⁴ BĚLOHLÁVEK, F. *Jak vybrat správného člověka na správné místo: úspěšný personální výběr*. 2016.

¹⁵ MCLAGAN, P. A. a P. KREMBŠ. *Komunikace na úrovni: jak dosáhnout ještě vyšší výkonnosti pomocí účinné komunikace*. 1998.

what they know, think, need. Thanks to such communication, trust is created among the participants.

- **Respect:** we must approach the other person with respect and we expect the same. In communication, we must listen to the other person, give space to express opinions and feelings, and take into account also another, different view.
- **Shared responsibility:** not only managers but both sides bear the responsibility for a successful communication which leads to an improvement in the fulfilment of the stated goals. We can not only assume that the other side knows our point of view, knows the answer to all questions. The individual participants of the communication are dependent on each other and have a shared responsibility.
- **Target:** communication must be focused on a specific target, conscious and intentional. In the work environment, the communication is focused on solving work problems. By mutual discussion, new approaches to problem solving, or changes of the target can arise.
- **Adaptation to the personality of the other worker:** take into consideration the personality of the worker during the communication (see Chapter 2).
- **Corporate culture:** an important role in communication plays also a company's environment, i.e. rules of communication, behaviour, habits, acknowledged values, outward actions.



The managerial communication is a targeted and controlled process that does not occur at random. During communication, the manager must be aware that he/she plays different roles in the organisation. The role of the manager in communication is very important, the manager must be aware that he/she is responsible for communicating with co-workers and working together to achieve the work goals. For effective communication, the manager must continually develop his/her competences which are used for day-to-day contact with workers and for problem solving. These competences include the development of various ways of thinking, the manager's personality, attitudes, professional knowledge and practical skills. The manager also has to respect the principles of successful communication and do not look down on subordinates.



1. Describe the roles and the necessary competences of the manager in your company. Write your opinions:
 - What is the purpose of a managerial activity for your company?

- What role does managerial activity play in your company among its other activities?
 - What competences - skills, knowledge, characteristics does a manager in your company need?
2. A young worker, a graduate of a bachelor programme in Economics and Management, starts in the position Head of Sales Representatives at company XY. Describe how you would set up your individual plan for managerial training. Describe the identified content of managerial training focused on getting to know the managerial roles and developing communication skills. Use the systematic approach to education.



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- [7] BERNARDOVÁ, D. *Základní činnosti v personálním řízení*. Studijní text. 1. vyd. Olomouc: Moravská vysoká škola Olomouc. 2015. 80 s. ISBN 978-80-7455-052-2. Available at: <http://www.mvso.cz/publikace-ke-stazeni-c364.html>
- [8] POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. Olomouc: Moravská vysoká škola Olomouc. 2010. ISBN: 978-80-87240-53-3.

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- [10] PETERS-KÜHLINGER, G. a J. FRIEDEL. Komunikační a jiné "měkké" dovednosti: využijte svůj potenciál, rozvíňte své soft skills a staňte se úspěšnějšími. Praha: Grada, 2007. ISBN 978-80-247-2145-3.



Kapitola 2

Influence of personality on communication



After studying this chapter you will be able to:

- Describe the manager's personality, his/her abilities, knowledge, skills, needs, motives, attitudes, values;
- define the concept of social perception and the mistakes in perceiving and evaluating others;
- recognize different types of workers and understand the differences between them;
- describe requirements on the manager's communication with regard to influencing different types of people.



Key words:

Manager's personality, social perception, personality typology, requirements on communication.

2.1 Manager's personality?

Personality is a unique combination of psychic features that characterize an individual. It determines the way in which he/she experiences the events, different situations and intentions he/she wants to achieve. It is strongly manifested in the results of work and relationships with other people.

Knowing the manager's personality allows¹⁶:

- anticipating or subsequently explaining his/her behaviour in various situations,
- looking for an adequate way of motivation,
- estimating his/her professional success in various functions,
- recognizing the manager's potential for the his/her performance at work.

For job positions performance, which the manager's performance is, we are interested in the so-called personal potential. **Personal potential** is the ability to perform a certain job or hold a position in the future. The manager's potential is a prerequisite for achieving managerial competences. If a worker has the necessary talent and does not have the command of the required activity, he/she can learn it. However, a worker who is missing the potential cannot achieve the desired results. Personal potential is not stable, it increases with new tasks, experience. The manager's potential, similarly as in the previous chapter manager's competences, consists of features such as:¹⁷

- skills, abilities, knowledge,
- characteristics,
- needs, motives, attitudes, values.

The personality of a person, i.e., the manager's potential, is formed by three sets of **factors**:¹⁸

- biological factors - genetic traits of the nervous system and hormonal system, consequences of diseases and injuries,

¹⁶ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

¹⁷ BERNARDOVÁ, D. *Základní činnosti v personálním řízení*. 2015.

¹⁸ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

- social factors - the influence of parents, classmates, friends, later on co-workers and newly-formed family,
- cultural factors - culture of the nation and social groups - customs, norms, expected behaviour, language, etc.

What are the characteristic components of the potential, and how do they affect the future manager's competences? Bělohávek responds to this question:¹⁹

1. **Skills.** A skill is the capacity of a person to perform some activity. It originates from an attribute that is genetically encoded in the organism. Throughout life, the talent can be applied, and so it develops - the skill originates.

We can distinguish the following skills: **intelligence** (intellectual, important for solving problems), **mechanical** (understanding the relationships between objects and manipulation with their parts, important for manager's technical expertise) and **psychomotor** (dexterity, coordination and handling skills). For the manager, intelligence skills bear the key importance, namely:

- conceptual (strategic) thinking
- operative thinking
- flexibility of thinking.

2. **Knowledge, skills and experience**

Knowledge is theoretical information and findings about their contexts that can be achieved by studying.

From the point of view of the manager's need and success, **expert knowledge** (engineering, construction, etc.) and **management knowledge** (general knowledge of management) are important.

Skills are practical habits that are acquired through training and practice. In particular, they include work organisation and time management, leadership, motivation and delegating, communication skills and negotiation.

Experience is a sum of experienced situations enriching the manager's knowledge and allowing him/her to accurately estimate the further development or reactions of the environment. They can only be acquired through practice.

¹⁹ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

3. **Characteristics of the personality** express the relatively steady behaviour of the individual. A person with a certain characteristics acts in certain situations in a standard way. Significant features for the manager are:

Dominance means competitiveness, self-confidence, and aggression. A dominant manager is able to enforce his/her own will despite a strong resistance of the environment and can overcome various obstacles. However, such leadership can have undesirable consequences - it lowers the motivation of many workers, generates a feeling of underestimation, and during the absence of the manager leads to obstruction and denial of work. The opposite of dominance is submission (obedience), which lies in the willingness of the individual to constantly subordinate to the opinions and wishes of others.

Assertiveness could perhaps be seen as a reasonable level of dominance. It expresses a negotiation that does not manipulate with others while preventing individuals from being manipulated by others. It assumes a certain level of personal maturity. An assertive individual uses a series of so-called assertive rights (for more details, see Chapter 3).

Emotional lability (neuroticism) can take various forms: lack of self-confidence, excessive caution, distrust, anxiety, being easy to upset, etc. It is particularly undesirable in fulfilling stressful tasks and tasks associated with an increased risk. Every managerial position brings a certain amount of stress - excess of tasks, manipulation with high financial volumes, threats by competitors, dealing with unpleasant people, fighting for their position - and assumes a strong level of resistance to threatening effects and exhaustion.

Extraversion means orientation on the outside world, people, society, unlike introversion which means people are more interested in their own mental self.

Free traits include endurance, responsibility, conscientiousness, self-control. They are mostly gained through education and are of great importance for success in most professions.

4. **Motives** and needs are the reasons that lead people to particular actions. They are the driving force behind the manager's actions. David McClelland tried to trace the differences in the preference of needs among the different types of people:²⁰
- high need for performance: a desire for personal responsibility, independence, constant overcoming of obstacles, competing with others and overcoming others.

²⁰ BĚLOHLÁVEK, F. *Osobní kariéra*. 1994.

- high need for friendship: creating and maintaining friendly relationships with people around you.
 - high need for power: an effort to control other people, to influence their behaviour and to be responsible for them.
5. **Attitudes** express the relationship of a person to other people, objects, and facts. The manager's success depends on attitudes such as a focus on performance, outcomes, customer orientation, team orientation, devotion to the company - loyalty.
 6. **Values** are facts, ways of actions, goals that people think are important. Serious decisions in people's lives are influenced by their value system - the preferred range of values - which are reflected in career orientation. Special values (friendship, collegiality, help), political values (power, influence, recognition), moral principles, truth, understanding the value of money or goods are important for the manager.
 7. **Special dimension of personality**
Practical experiences have shown that a person has a number of features that can be difficult to categorize.

The point of control expresses how much people feel that the things that happen around them are the result of their own activity. People with an internal control point believe they control their surroundings, and events in the surrounding world are attributed to their own merits or mistakes. People with an external control point see the cause of their success or failures in the surrounding environment. Workers with an internal control point tend to be more motivated, and they are, as managers, more successful because they actively influence events around them.

Orientation in uncertainty nowadays the manager needs to be able to process unprecedented amounts of data that are the subject of permanent changes. Especially for managers, it is important to tolerate uncertainty, the ability to select (or rather to sense) essential information, ignore unimportant information, and make reasonable decisions.

Creativity is based on seeking and adopting non-traditional practices, new ideas, and innovative solutions.²¹

²¹ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

2.2 Social perception

Social perception refers to a social conditionality of perception and the dependence of perception on social factors and social experience. The saying that "*we perceive the world with the glasses of our experience*" confirms that every person sees things differently, it depends on individual experience gained during life in a certain environment. Perception is socially conditioned and it is a sort of compromise between what a person really finds in the outside world and what one expects through experience. The basic resources of adequate creation of perception include behaviour, context, verbal content, non-verbal keys as the primary sources of information.²²

The formation of perceptual judgments is influenced by the following factors: age, gender differences, personality traits, intelligence, popularity and social effectiveness, and the influence of profession and professional focus.

However, when we perceive and evaluate others, we often make many mistakes and inaccuracies²³.

Sequence effect– it occurs either as a tendency to succumb to the first impression about the other person. Based on our own observations, we make our own judgments about other people characteristics, or as the exaggerated effect of the last impression. Our behaviour is then governed by these estimates.

Halo effect - it expresses the fact that the observer has been influenced by some significant character of the other person and transmits it to other characteristics, whether in positive or negative sense.

Stereotype – represents the tendency to attribute certain characteristics to other people only by assigning the person to a social group. Criteria are e.g. ethnic, national, age, professional.

Projection – represents the tendency to project your own features into other people, ascribing them your own feelings or motives.

²² POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

²³ Ibid.

If a manager has to deal with workers professionally, he/she needs to learn how to perceive the workers' manners in the context of the work environment, and at the same time, the manager should not give way to the mistakes in perception of other people.

The ability to control **social communication** and to use correctly its various forms is one of the basic skills of a manager. Another important skill is the so-called empathy. **Empathy** is the ability to feel with others, to find out feelings and values and to see if they are perceived in accordance with their normal interpretation. The manager's empathy is the manager's ability to clearly verify the observed or communicated experiences, feelings and values.²⁴

2.3 Social communication as a process

The word **communication** in the most general sense means **any transmission**. If we talk about **interpersonal communication**, it is the transfer of information between people in any way. Communication can be defined as a transfer of thoughts, ideas and feelings through spoken word, listening, written expression, various activities, behaviour and manners, attitudes, images, features, and symbols.²⁵

Components of the communication structure²⁶:

- communicator – a person from whom is the message sent
- communicant - a person who receives the message
- communiqué – the content of the message
- communication channel – the way of sending the communiqué
- psychic effect of the received communiqué
- Communication *noise* as the integral and specific component of each communication process

In practice, it is very important to establish a good relationship with the worker. Communication is an interaction where the **communicator** by his/her approach greatly influences the **communicant's**

²⁴ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

²⁵ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

²⁶ Ibid.

response, which almost always follows. Reciprocity is the basis of the communication strategy, and the motivation to achieve a positive result is also important in the working relationship. It is especially important to expect reciprocity in stressful situations.



Fig. 1 Reciprocity in communication ²⁷

2.4 Personal typology

Understanding the differences between people can help the manager to understand the workers' behaviour. In some cases, problems may arise if people do not understand why some people are slow, others are perceived as too fast, too emotional, or very cold and closed. For this reason, it is necessary to distinguish **four basic types of people**²⁸:

- **analytical:** they are logical and systematic, they carefully search and classify facts.
- **managerial:** they are ready, factual, effective, and have a quick judgment.
- **friendly:** they are forthcoming, willing to help.
- **expressive:** they are full of energy, imaginative and can convince others.

For assessing the type of a person, a distinction needs to be done in²⁹:

- **communication focus:** there are people who listen, who are quiet, they do not speak, they are rational, they use limited mimics and gestures. On the contrary, talkative people are noisy in conversation, they do not let others speak, their mimics and gestures are more significant.

²⁷ VYKOPALOVÁ, H. *Komunikace ve veřejné správě*. 2005.

²⁸ BĚLOHLÁVEK, F. *Desatero manažera: [to nejdůležitější, co potřebuje znát a ovládat úspěšný manažer]*. 2003.

²⁹ Ibid.

- **emotions vs. intelligence:** reasonable people rely on argumentation, their message is logically arranged. On the contrary, emotional people talk about their feelings, skip from one topic to another.
- **what type the person is not:** if we are not sure about the personal type, then he/she can be classified into the opposite type. The opposite of the analytical is an expressive type, the opposite of a managerial type is a friendly type.
- **we take more guidelines into account:** only few people are one of the determined types, people have often combined features, but some type remains dominant. Therefore, it is important to examine the type of a person from multiple perspectives and in different situations.

Someone can be a so-called mixed type that combines the mentioned types. There are also people who are able to pretend to have a different type, for example in a selection process, to match better the job position, or to establish contacts and business meetings when they try to get closer to the person they communicate with. It is easier to influence what we say, on the other hand non-verbal communication (mimics, gestures) can help to reveal the true type of a person.³⁰

Specific methods are often used to identify and classify types of workers, one of the most commonly used method is the **MBTI** typology (Myers-Briggs Type Indicator).³¹ This typology distinguishes sixteen personality types based on a combination of four pairs of different letters that represent a specific characteristic:³²

- **E** – extraversion versus **I** – introversion
- **S** – sensing versus **N** – intuition
- **T** – thinking versus **F** – feeling
- **P** – **perceiving** versus **J** – **judging**

A specific type of personality can be determined by the test. The possible types are as follows³³:

³⁰ Ibid.

³¹ ČAKRT, M. *Typologie osobnosti pro manažery: kdo jsem já, kdo jste vy?*. 1996.

³² Ibid.

³³ Ibid.

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

It is important for a manager to distinguish different types of personality and to be able to deal with them. Every type of personality is motivated and influenced by different means, manifests verbally and non-verbally in a different way. Knowing how to deal with different types is an important skill in manager communication.

2.5 Requirements on manager's communication

How to influence different types of people³⁴

Communication with different types of people requires a specific approach to each of them. The main principles of a successful communication with different types of people include:

1. **Preparation for the meeting:** it is important especially when communicating with analytical types, you need to familiarize yourself with the topic and anticipate arguments, provide charts, overviews, detail information. The managerial type expects a rather shorter summary. If a partner sees unpreparedness, he/she can lost interest in solving the problem. On the other hand, such preparation is not necessary for dealing with expressive and friendly people.
2. **The beginning of the meeting corresponds with the partner's mentality:** in case of an interview with an analytical type, we start with a revision of the facts. The managerial type is willing to

³⁴ BĚLOHLÁVEK, F. *Desatero manažera: [to nejdůležitější, co potřebuje znát a ovládat úspěšný manažer]*. 2003.

move to the heart of things, because they do not like to linger. On the contrary, a friendly type needs to start with an informal conversation about hobbies, family, etc. When dealing with an expressive type, it is necessary to patiently listen to his/her amazing ideas. The friendly and expressive types will be delighted by small things such as postcards or photographs that relate to their interests and serve to establish informal relationships.

3. **Negotiating is aimed at the goal:** it is necessary to find a solution to the problem. The managerial type aims to find a solution as quickly as possible. In other cases, there is a need to manage and do not let analytical types spend too much time with details, friendly types with conversation about their families, and expressive types with fantasies and dreams.
4. **Choosing the right arguments:** the right arguments for analytical types are facts and logical judgments. The managerial type is interested in the practical application of the proposal. The friendly type is interested in how the solution will benefit or harm other people. The expressive type appreciates if the arguments are in line with his/her ideas, opinion.
5. **Careful handling with authorities:** the analytical type does not accept another opinion until he/she verifies it. Managerial types are practitioners who have experience with a particular problem. A friendly type will appreciate most authorities, while the expressive type relies on his/her own authority.

Again, it is difficult to find a clear type. The friendly or analytical type will not have time to talk if he/she is in a hurry. Negotiations in such situations require empathy and flexibility. There are also people who are equally close to all other types and we need to improvise with them. Time also plays a role. In some cases, it is necessary to find solutions quickly regardless of the different types of people who can feel aggrieved. However, in crisis situations, it is necessary to act quickly and to make clear what are the priorities.³⁵



The personality of a manager is comprised of psychic features that affect his/her behaviour. The manager's personality therefore plays an important role in communication. Knowing one's own personality, abilities, knowledge, skills, needs, motives, attitudes and values allows to assume and understand your own behaviour in different situations. What helps is finding what motivates the manager, estimating the suitable profession, and identifying his/her potential. Knowing your own behaviour leads to a better understanding and communication with other workers. Communication is a social process where the information is transmitted between the individual partici-

³⁵ Ibid.

pants of the communication and it is influenced by other factors. During social communication (social perception), the manager must consciously avoid communication prejudices that can affect his/her perception in communication with other workers (sequence effect, halo effect, stereotype, projection). Understanding your own behaviour and the behaviour of different people helps with distinguishing different types of people (analytical, managerial, friendly, expressive). Based on this knowledge, the manager approaches various types differently and takes the type of people into account in communicating with them and influencing them.



1. Rewrite your own manager's personal qualities into the table and use this rating scale:

- 10 - 9 I behave this way **always**
- 8 - 7 I behave this way **frequently**
- 6 - 5 I behave this way **regularly**
- 4 - 3 I behave this way **occasionally**
- 2 - 1 I **do not behave** this way
- N I have **not had the opportunity** to behave in this way yet.

For each ability, circle the number that best describes your perception of your behaviour.

ABILITY	RATING SCALE										
	N	1	2	3	4	5	6	7	8	9	10
	N	1	2	3	4	5	6	7	8	9	10
	N	1	2	3	4	5	6	7	8	9	10
	N	1	2	3	4	5	6	7	8	9	10
	N	1	2	3	4	5	6	7	8	9	10

2. Errors and mistakes in getting to know and assessing people - identify specific manifestations from your practice that you are aware of:

- Halo effect:
- Effect of the first and the last information – sequence effect:
- Projection:



Basic literature:

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Kapitola 3

The principle of transactional analysis in manager communication



After studying this chapter you will be able to:

- Define the transactional analysis method and its components;
- describe assertive behaviour and distinguish it from the manifestations of passive and aggressive behaviour;
- list assertive rights;
- describe important assertive skills in communication.



Keywords:

Transactional analysis, assertiveness, assertive rights, assertive skills

3.1 Transactional analysis

Transactional analysis is a psychoanalytic method that describes a personality and life scenario of a person. It is a way of explaining the inner dynamics and the emotional component of a person.³⁶

Analysis = Parsing

Transaction = I give you a stimulus, You respond to this stimulus.

I say something, You respond with something.

The theory of transactional analysis can be a useful tool for a manager to identify the appropriate way of behaviour, working with emotions, and attitudes towards other workers.

This theory is based on the fact that there are three states of being in all people³⁷. The purpose of the Transactional analysis is to find out which part of the person - Parent, Adult, Child - is the cause of the stimulus and the reaction. It can be judged by many features: the words used, voice tone, gestures, and facial expressions.

Parent

The parent represents a huge collection of undeniable external events perceived by people in the period from birth to five years of age. All the rules, laws, orders, and prohibitions the child has heard from their parents and has seen in their lives are recorded in Parent.

Child

While external events are recorded as a set of data we call the Parent, another record is produced at the same time (i.e. from birth to five years). These are internal events - the child's reactions to what he/she sees and hears. Most of these recordings include feelings.

Adult

About the age of ten, the child finds out that he/she is able to do something consciously according to his/her own original idea. This self-actualization is the beginning of the Adult. Information in the

³⁶ VYBÍRAL, Z. *Psychologie komunikace*. 2009

³⁷ Ibid.

Adult are collected as a result of the ability to find out what is the difference between the learned idea of life in the Parent and the feeling idea of life in the Child. Adult develops as an idea of life based on collection of information and their processing.

In adulthood, each person therefore has three possible states of his/her own „self“ when dealing with different issues:³⁸

PARENT (Pa)³⁹ – a person in this model of behaviour protects, knows, cares, rebukes, punishes, urges, proclaims truths, evaluates, carries tradition, prohibits; depending on the level of emotion, the Parent may be critical or caring.

- **Non-verbal features:** frowning, severe expression, dreaded look, tight lips, head shaking, sighing, raised forefinger, hands wringing, hands on hips, stroking the head of the other person, urging, protective gestures (caring Parent).
- **Verbal features: phrases** "Mark my words..."; "How many times should I tell you this?"; "You should..."; "In your place I would ...". Abundant use of words like: again, once more, never, sometimes, always, kindly, finally.

ADULT (Ad)⁴⁰ - In this model of behaviour a person works, makes deals, thinks, solves, knows how to do things, arranges, acts, independently strives for objectivity;

- **Non-verbal features:** mirroring (empathy), moderate gestures, calm mimics, but in constant motion, vivid manifestations, readable emotions.
- **Verbal features:** words such as why, what, where, who, when, how, how many, in what way, comparable, truth, lie, probable, possible, unknown, objective, I think, ah, theoretically, assuming that. Expressions signalling thinking, consciousness of uncertainty.

CHILD (Ch)⁴¹ - a person in this model of behaviour feels, is happy, annoyed, sulks, cries, worries, suffers from insecurity, does not think, wants, experiences; natural expressions showing spontaneity in behaviour refer to the so-called unadapted Child, the same emotive expression as the effort to comply with the rules refer to the so-called adapted Child.

³⁸ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

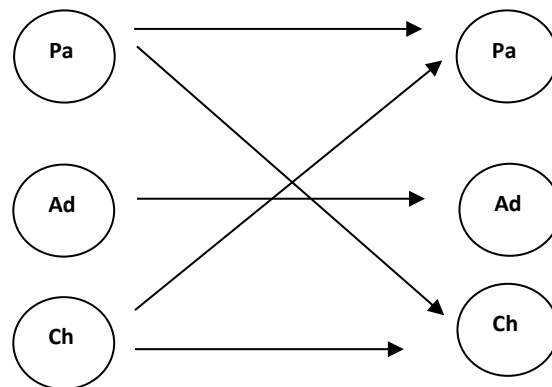
³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ Ibid.

- **Non-verbal features:** have greater scope for the Child because the initial reactions to the world were non-verbal. For example: tears, trembling lip, distorting the mouth, emotive outbursts, rolling one's eyes, shoulder shaking, dropping his/her eyes, provocation, joy, laughter, demanding having a word, nail-biting, wriggling etc.
- **Verbal features:** whining voice, babbling, and phrases such as I want, I will not, I will do, I do not mind, I think, when I grow up, bigger, the biggest, I want, but I.

A person always chooses one of the models, depending on the situation, his/her own needs and the way he/she experiences the world . By his/her behaviour, he/she also puts the other person in one of the models of behaviour. The interaction of two people can be graphically represented as follows⁴²:



If the communication between two people is going in such a way that it can be represented by concurrent arrows in both directions of communication (the so-called complementary transactions - both parties are complementary in their dealings), it is the healthiest type of transaction, mostly the so-called "**non-conflict**" **communication**. The most frequent transfers of this type take place between Pa and Pa, Ch a Ch, Ad a Ad or Pa and Ch. ⁴³

E.g.

"Please, help me with this task." (Ad → Ad)

"Show it to me, I'll think it out, maybe I can handle it." (Ad → Ch)

⁴² Ibid.

⁴³ VYBÍRAL, Z. *Psychologie komunikace*. 2009. s. 189.

If the communication between two people is going in such a way that the arrows are crossed in the graphical representation, it is the so-called cross-transaction that has a manipulative element in it, and as a result it is also the basis of the **conflict communication**. It contains germs of possible conflict situations. It depends on each participant if he/she reacts and adapts to the situation.⁴⁴

E.g.

"Please, help me with this task." (Ad Pa) →

"I'll be glad to give you feedback on what you're working on. I'll make time for it tomorrow morning."
(Ad Ad) →

Communication to oneself - relationship to one's own person

Everyone communicates with oneself - inner speech. In the communication, the person learns about the significance of the experienced events and situations, and in turn he/she makes his/her own responses in his/her own feelings, behaviour, and physical responses. The person becomes the originator of his/her own reactions and then responds to oneself. Simply put, what we say to ourselves influences our performance and the way we perceive all the impulses that come to us from the outside. *"There is nothing either good or bad. Our thinking makes it so." (Epictetus).*

The dominating relationship aspect of communication is the external manifestation of our internal evaluation of the reality. The "automatic thoughts" that are beyond our own awareness and we do not know about them are involved in our evaluation.⁴⁵

We recognize **four basic unconscious attitudes**:

1. I'm okay - you're okay (a healthy attitude).
2. I'm not ok - you're okay (depressed attitude).
3. I'm okay - you're not okay (relationally disturbed attitude).
4. I'm not okay - you are not okay (catastrophic attitude).

These attitudes are shaped in us on a long-term basis by education, by our own experience and by the type of personality. From childhood, we transfer to our lives the remnants of commands that settle into the constantly repeating scenarios of adult thinking.

⁴⁴ Ibid.

⁴⁵ MEDZIHORSKÝ, Š. *Asertivita*. 1991.

The most common scenarios:

1. "never" – "I can never do that." "I'll never understand." "I would never do that."
2. "always" – "I'm always tricked." "I always come across the same thing."
3. "when" – "I will not be popular when I want something from someone."
4. "until" and "as long as" – "I cannot think of my own fun until ..." "The worst thing is yet to come." "As long as I am not promoted, it will be the end of my career and my friends will no longer associate with me."
5. "Black/White" – "There is one perfect solution for every problem and it is terrible if one cannot find it."
6. "How can you" – "How can you be so quiet, selfish ..." "How can you be so indifferent, you will never learn anything." "How could I make such a mistake."
7. Collective family scenarios – "This has never happened to us." "We wear this and that."

Considering these scenarios in our thinking, we also realize what prevents us from our own assertiveness. It is necessary to ask what does the scenarios bring me and what are my real needs and desires. Do they really say what is legitimate and reasonable?

Stereotypical scenarios can be gradually replaced by a positive and self-acknowledged soliloquy. The formulation of positive assertive soliloquy can be as follows:

1. *"Not everyone has to like and praise me."*
2. *"It's not so bad to make a mistake."*
3. *"I have the right to express my feelings."*
4. *"Not everyone has to agree with me."*

3.2 Assertiveness

Assertive behaviour is a technique that allows us to handle the manipulative behaviour of other people towards us, and at the same time, it is a technique that allows us to handle our own inner manipulative experience and thinking. Our inner experience is decides the way we deal with other

people. Assertive relationship to oneself is a prerequisite for assertive managing of situations in interpersonal relationships.⁴⁶

If we deny ourselves the right to our own thoughts and expressions, we act passively (concessions, trying to avoid problems, always trying to comply with everyone's request). Passive behaviour tastes bitter. A person who gives in experiences a loss of his/her own value. In addition, passive behaviour is ineffective. I can hardly achieve anything by giving up what I want.⁴⁷

Passivity is a situation when a person is aware of his/her own rights but does not use them (I want to reject something, but I will not do it). In negotiations, the model Ch → Pa is used. The outcome of the negotiation can be characterized as "I lose, you win"⁴⁸.

If we deny the right to expressions and thoughts to another person, we act aggressively (attack, sarcasm, promoting our own opinions). Aggressive behaviour evokes either counter-attacks or passivity of other people. Neither is desirable. Such behaviour again does not lead to the desired goal and the results are forced by a stronger side, without reflecting the real needs of the negotiating sides.

Aggressiveness is a situation when one is aware of his/her own rights, uses them, but does not respect the rights of the other person and suppresses them by his/her own behaviour (I will refuse something to someone but do not accept his/her refusal). In negotiations, the model Pa → Ch is used. The outcome of the negotiation can be characterized as "I win, you lose"⁴⁹.

In most situations, it is the best to apply assertive behaviour, which means to stand up for your own rights without the need to "defeat the opponent". By enforcing your own feelings and opinions appropriately with a certain amount of understanding, the other person can feel that he/she is also entitled to have his/her own opinion.

⁴⁶ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

Assertiveness is a situation when a person is aware of his/her own rights, uses them and at the same time respects the rights of the other person (I refuse something to somebody and I am prepared to understand the other person's refusal to me). In negotiations, the model Ad \longleftrightarrow Ad is used. The outcome of the meeting can be characterized as "I win, you win"⁵⁰.

Tab. 1 Passive behaviour manifestations⁵¹

NON-VERBAL	VERBAL	RESULT OF NEGOTIATION
- lack of movements	- short answers	- opinion is not included
- closed gestures	- lack of reactions-silence	- other person gets his/her own way
- evasive glances	- long pauses	- must participate on another solution
physical distance	- vague formulations	

Tab. 2 Agressive behaviour manifestations⁵²

NON-VERBAL	VERBAL	RESULT OF NEGOTIATION
- dynamic movements	- long answers	- gets his/her own way
- open gestures	- hasty reactions	- does not accept others
- intensive stares	- interrupting the other person	- is responsible for his/her own solutions
- too much proximity	- formulations "I"	

⁵⁰ Ibid.⁵¹ MEDZIHORSKÝ, Š. *Asertivita*. 1991.⁵² Ibid.

Tab. 3 Assertive behaviour manifestations⁵³

NON-VERBAL	VERBAL	RESULT OF NEGOTIATION
- accompanying movements	- thoughtful answers	- asserting oneself
- forthcoming gestures	- using pauses	- listening to the other person
- eye contact with pauses	- factual answers	- solution is a result of a discussion, consensus
- respecting zones	- formulations „in my opinion“	

Typical situations suitable for these behavioural models are⁵⁴:

- solving manipulative situations,
- negotiating business conditions,
- obtaining and giving feedback on the behaviour or quality of the work results to workers,
- cooperation of a group of people on the same goal.

3.2.1 Assertive rights

Assertiveness allows a person to decide on his/her own, to take his/her own responsibility for his/her own decisions, to be able to resist manipulation and do not apply manipulation. For these reasons, **10 basic assertive rights are respected⁵⁵**.

1. I have the right to judge my behaviour, thoughts, and feelings and to be responsible for them and their consequences.
2. I have the right to offer no excuses, explanations or apologies regarding my behaviour.
3. I have the right to judge whether and to what extent I am responsible for solving other people's problems.
4. I have the right to change my mind.
5. I have the right to make mistakes and be responsible for them.

⁵³ Ibid.

⁵⁴ MEDZIHORSKÝ, Š. *Asertivita*. 1991.

⁵⁵ Ibid.

6. I have the right to say "I do not know".
7. I have the right to be independent on the goodwill of others.
8. I have the right to make illogical decisions.
9. I have the right to say "I do not understand you".
10. I have the right to say, "I do not care".
11. I have the right to decide whether to act assertively or not.

Assertiveness is not an appropriate model of behaviour for all situations. Some situations require more passive or aggressive approach. It depends on the goal of the person's behaviour, what he/she wants to achieve, how much he/she feels threatened or how much he/she wants to gain from the situation.

3.2.2 Assertive skills

V Particular ways of applying the principles of assertive behaviour can be summed up into several basic assertive skills.^{56,57} These are comprehensive behaviour models that should help person to guide the situation to the Ad \longleftrightarrow Ad communication model, the outcome of the negotiation is "I win, you win".

1. **Broken LP**
Calm repetition of what I want, ignoring manipulative techniques.
2. **Open door**
Criticism is accepted calmly, without anxiety.
3. **Self-openness**
Calm communication of the positive and negative aspects of someone's own personality.
4. **Free information**
For shy people: Free communication of unsolicited information about yourself, especially for starting a conversation.
5. **Negative assertion**
Agreeing with the criticism of your own shortcomings. Assessing your own behaviour without defence and without excuses.

⁵⁶ Ibid.

⁵⁷ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

6. Negative inquiry

In the case of criticism, I ask questions so that the critic is cornered and it is proved that the critic does not really know what is he/she criticizing. Use questions difficult enough. It blunts spikes.

7. Selective ignoring

I do not respond to manipulative, non-verbal criticism. I only respond to specific objections.

8. Compromise

If there is no self-esteem at stake, I can offer a compromise acceptable for both sides.



Σ

Transactional analysis is a psychoanalytic method according to which every person has 3 states of being as a parent, an adult or a child. This method can help a manager to recognize the appropriate way of communication with workers, working with emotions, especially in conflict situations, and with their attitudes towards other workers. If someone tries to manipulate the manager or if the manager is manipulated by his/her own thinking and experiencing, he/she can use the techniques of assertive behaviour. This technique allows the manager to decide at his/her own discretion, to bear responsibility for himself/herself and do not let others to manipulate him/her (passive behaviour) neither to manipulate others (aggressive behaviour). Using own assertive rights, such as the right to offer no excuses for your behaviour or the right to change your mind, may be helpful. In assertive communication, the manager can use specific assertive techniques, such as a broken LP or Open door.



?

1. Write a solution to the following problematic situations – the art of saying „no“

- Situation: "I need to talk to your boss. I'm here only today, then I'm leaving. Help me to reach him."

Answer:

- Situation: "I need you to postpone the meeting time 1 hour later, I have something to do. You're skillful, you can do it."

Answer:

- Situation: "I need the presentation for next week to be ready immediately. I need to prepare for it. "

Answer:

- Situation: "Please, fill in this travel order. You'll have it faster. I don't understand it. You'll get something good from me."

2. Write down examples of suitable usage of assertive techniques in your practice.

- Broken LP:

- Open door:
 - Self-openness:
 - Free information:
 - Negative assertions:
 - Negative inquiry:
 - Selective ignoring:
 - Compromise:
3. A colleague, after a demanding meeting, where you have succeeded with your budget proposal and he did not, tells you in the corridor: “You had to butter up the managers nicely.” What reaction do you choose based on assertive techniques and why?



Basic literature:

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- [2] MEDZIHORSKÝ, Š. *Asertivita*. Praha: Elfa, 1991. ISBN 80-900197-1-4.
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Kapitola 4

The motivation principle in manager's communication



After studying this chapter you will be able to:

- Define motivation in communication;
- describe basic workers motivation theories;
- name tools for workers motivation;
- define the concept of stress in relation to motivation;
- describe workers defensive responses in stressful situations.



Key words:

motivation theory, motivation of workers, leadership as a motivational communication, stress, kinds of stress, reactions to stressful situations

4.1 Motivation in communication

Within work relations and performance management of employees, the manager significantly influences his/her surroundings. The process of work performance depends heavily on how employees communicate with each other at the workplace, what efforts they make to achieve their goals, the emotions they are working on, and how successful they are in achieving their goals. Through his/her own behaviour, the manager influences a set of driving forces in a person, his/her **motivation**. If workers are unable to achieve goals or the conditions for the assigned tasks are unachievable, the stress response of workers occurs. The manager needs to work even with **stress responses** at the workplace.⁵⁸

Motivation⁵⁹

The motive is the reason to do something. Motivation is a sum of factors that affect workers to behave in some way. The components of the motivation are:

- direction;
- effort;
- endurance.

Motivation means moving workers in the direction you want them to go in order to achieve some result. Motivating oneself involves independent determination of the direction and taking steps that ensure that a person gets to where he/she wants.

Types of motivation⁶⁰:

- *Internal*: concerns the quality of working life, has usually a deeper and longer-lasting effect because it is a part of an individual rather than imposed from outside.
- *External*: can have an immediate and significant effect, but it does not necessarily have a long-term effect.

⁵⁸ BEDRNOVÁ, E. a I. NOVÝ. *Psychologie a sociologie řízení*. 2007.

⁵⁹ Ibid.

⁶⁰ Ibid.

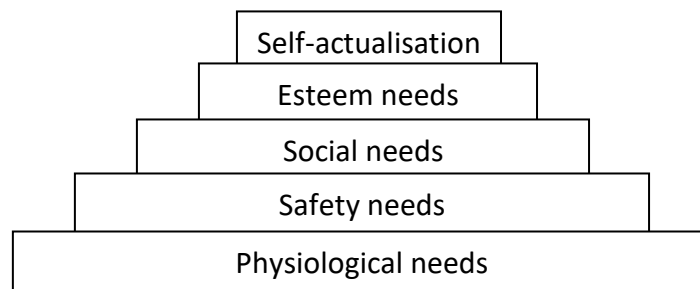
Motivation theory

Maslow's theory of needs⁶¹

In the 1940s, Abraham Maslow showed that there is not only financial motivation, but that people also have other needs quite different from their own economic benefits. He sorted them into five groups and ranked in a mutual hierarchy. A worker is willing to engage in such activities that will meet the need in which he/she currently perceives a shortage.

Types of needs⁶²:

1. Physiological needs - protective aids, health protection, elimination of risk and harmful effects at the workplace, food, drink. In the working environment, we work to get a salary, to earn a living.
2. Safety needs - job stability and outlook for the future, housing, existence issues.
3. Social needs - sense of belonging- need for cooperation, friendship, social inclusion.
4. Esteem needs - a sense of usefulness, respect, good reputation, money, prestige.
5. Self-actualisation - use of one's talents and abilities, personal development, benefit for others.



These needs are ranked hierarchically and have an upward tendency. The rule is that in order to satisfy one need, the previous one must be satisfied. Motivational effectiveness of individual needs depends on many circumstances:

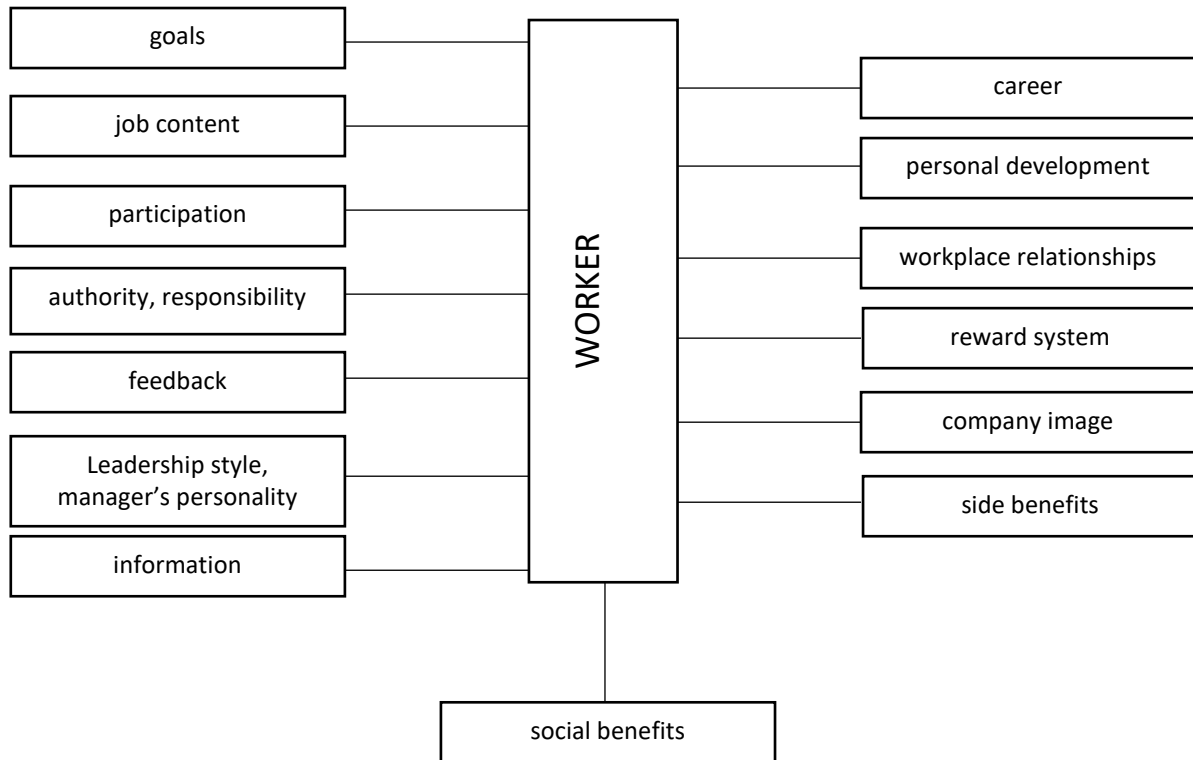
- Maturity, intelligence and mental level;
- Nature of work and its social prestige;

⁶¹ Ibid.

⁶² BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

- Social status;
- The overall social and economic level of society.

Khellerová presents a detailed overview of the possibilities the manager can use to motivate the employees⁶³:



- **Goals:** a goal that is suitably set according to the skills of the worker, a realistic and achievable goal that will represent an internal challenge (for more details see chapter 5).
- **Job content:** including new forms of work to avoid stereotypes. E.g. job enrichment (enrichment of work with other decision-making powers, control, competencies), job enlargement (enlargement of activities), job rotation (alternating work, if the employee goes through different departments of the company, he/she will be able to better empathise with colleagues from other departments).

⁶³ KHELEROVÁ, V. *Komunikační a obchodní dovednosti manažera*. 2010.

- **Participation:** involvement in decision-making.
- **Authority and responsibility:** a person who can make decisions about a solution should also be responsible for this decision. Delegating tasks to workers.
- **Feedback:** The manager must communicate the response on performance. Feedback can take the form of: checking the work done, valuing the work done, and constructive criticism of the work done.
- **Leadership style and manager's personality:** The autocratic type of manager strictly assigns tasks and regularly and often checks their fulfilment. If the control drops down, the performance decreases. In such a case, the communication is under pressure, workers are either afraid to show dissatisfaction or they show it very strongly. The consultative type of manager asks the workers for their opinion prior to making decision and decides after considering the comments. In this way, the working atmosphere is relaxed. However, it is necessary not to take advice only from selected individuals, this could lead to the dissatisfaction of others. The participative type enables the other workers to participate in decision making. Open and constructive discussions often take place when everyone has the possibility to express themselves. The liberal type (*laissez faire*) does not affect how the group works, the goal is not clear, control does not work and conflicts arise. Conflicts are not solved and workers are dissatisfied.
- **Information:** The lack of transmitted information negatively affects the performance, the information is also related to the need for certainty. Workers should be aware of what is happening in the company. Due to information concealing and information noise, a panic spreads in the company, which in turn leads to the demotivation of workers.
- **Social program and side benefits:** Affect motivation indirectly. They affect workplace satisfaction, reduce fluctuation, and promote sense of belonging with the company. These include, for example, flexible working hours, courses, company cars, recreation allowances, meal vouchers.
- **Career:** for some workers, career advancement is very motivating, but it does not apply to everyone. The worker should, however, be informed about the extent to which the company counts the worker in and about the rules for possible promotion.
- **Personal development:** it is not always related to the career. It is a process of continuous improvement, education to achieve self-realisation e.g. through internships, assigning challenging tasks.
- **Relationships at the workplace:** Friendly relationships create a more comfortable atmosphere for fulfilling tasks. The manager should therefore also support informal relations between team

members, organise informal meetings and use them to support accomplishment of work activities. However, it must be clear to the workers that the priority is the fulfilment of goals. Very friendly "tea parties" that do not lead to the achievement of the work goals can be problematic.

- **Reward system:** wages are not the most powerful way of motivation. For employees in higher positions, wages are not so important, more important is the job content, the possibility of self-realisation. In general, workers compare their wages with others, they must feel fairness. When rewarding for extraordinary performance, the reward should be handed over as soon as possible. It is also not advised to pay, for example, the 13th salary automatically, the reason for the payment should be given. Another mistake may also be a too high salary of a worker at start, when he/she can no longer move up with salary.
- **Company image:** workers are also influenced by the company reputation in the neighbourhood. For example, if it sells high quality goods, provides above-standard customer service. These are prerequisites for the workers who want to work for such a company themselves.

Leadership as a form of motivational communication

Working with employees' motivation is a key for managers. The manager cannot achieve the goals on his/her own. Manager also needs other people for achieving goals. To be a good manager, one has to understand people and know their needs, be able to motivate others to activity. A type of a manager with a strong ability to motivate people, to convince them for goals, is a leader. The leader influences the internal stimuli of a person; when motivating workers, the manager takes into account their needs, values and attitudes.⁶⁴

Novak recommends to take the following steps when motivating people to achieve the goals, the questions the leader considers⁶⁵:

1. What is the one thing I want to achieve? What is my goal?
2. Whom do I need to convince for the goal? Which workers do I need to convince so that my goal can be achieved?
3. How do these workers think?

Novak describes the following steps through which a leader achieves goals and communicates motivationally with workers⁶⁶:

⁶⁴ KHELEROVÁ, V. *Komunikační a obchodní dovednosti manažera*. 2010.

⁶⁵ NOVAK, D. *Získejte lidi na svou stranu. Jak s pomocí druhých dosáhnout velkých cílů*. 2013.

⁶⁶ Ibid.

- a. Maximising the use of the leader's own potential. Firstly, the leader needs to get to know himself/herself and also to motivate himself/herself for the performance. If the manager can do so, he/she can also transfer it to other workers. It means to:
- have one's own conviction to be yourself (model: I'm fine, they're fine, see chapter 3);
 - know what is in me, to know one's strengths and weaknesses;
 - perceive and take into account the environment in which I am present, for example at work, it is necessary to adopt the corporate culture;
 - work with self-reflection, i.e. ask for feedback on yourself;
 - be able to admit openly that I do not know everything, I cannot do everything, give other people the opportunity to show up;
 - think positively, possibly help yourself by soliloquy;
 - get out from your comfort zone.
- b. Transfer the maximisation of one's potential to others, to one's surroundings, to one's subordinates. It means to:
- believe in the potential of other people, not wanting them to copy, but to succeed in their own particular way;
 - help others with their development plans, give them constructive feedback, name what they are good at, help to name their weaknesses and at the same time look for ways to compensate them;
 - create an atmosphere of trust, an environment where people express their opinions freely, it is allowed to disagree;
 - be interested in the knowledge of others and their views on the matter.
- c. Keep learning. It means to:
- never allow the approach „This will not work with us“;
 - search for sources of information and people who have them;
 - want to be an example for other people, trying to be better and better;
 - listen, to create a culture of good debates, enthusiastically welcome other ideas;
 - trust people, to show them that they matter, to learn to understand their thinking.

- d. Follow the plan of a strategy - structure - culture. It means to:
- communicate with workers one's own visions, the idea of a future based on reality;
 - invite staff to provide their insight regarding your ideas;
 - give people a specific role in visions and ideas, involve them in decision-making about implementation;
 - build a common culture of negotiation, to be a model in the built culture, to support all people in the team in the same way.
- e. keep things under control. It means:
- the intended goal must be appealing to the entire team which is about to fulfil it;
 - to accept team members' solutions regarding overcoming obstacles, listen to their opinions, be prepared to accept them and admit that they are even better;
 - to continuously verbally appreciate the progress.⁶⁷

Summary of the leader's communication tools⁶⁸:

initiative, ability to formulate interesting goals

the ability to interest other workers, members of the group, with one's goals, to formulate goals interestingly

communication of recognition and understanding the needs of group members

adoption of other opinions, appreciation of other opinions

creation of team culture by communicating with all members of the group

social sensitivity towards what is going on in the group, response to events, naming weak and strong sides

⁶⁷ NOVAK, D. *Získejte lidi na svou stranu. Jak s pomocí druhých dosáhnout velkých cílů.* 2013.

⁶⁸ Ibid.

Psychic defensive mechanisms, stress⁶⁹

During one's life, in working and personal life, a person gets into different situations. The person experiences feelings of joy, disappointment, pleasant tension and strong pressure. And exactly the situations experienced with the feeling of pressure are directly related to stress.

The feelings of pressure on people can be caused by the set deadlines, new demanding tasks, unpleasant and insistent people, a feeling of responsibility for the others, etc. The existence of these pressures is in fact continuous. It is a completely natural state that accompanies every person. There are times when people are aware of the pressure of concrete situations because they think of the situation. There are also situations when people do not realise the pressure causing the situation. However, the pressure have unconscious effect.⁷⁰

Stressors occurring in the working environment can be divided into the following groups⁷¹:

- a. **general ones that are not directly related to the work performance of a person, are based on the conditions of the organisation and the person cannot directly influence them** (organisational arrangements, legislative arrangements, organisation of working hours, established procedures and rituals, evaluation system)
- b. **specific ones that are based directly on the conditions for work performance of a given job position** (determination of competences and responsibilities, conflicts with colleagues, information flows, leadership style, lack of time)
- c. **those arising from the work task** (problematic business partners, difficulty of the tasks, lack of information, lack of technical equipment)
- d. **those based on the external environment, i.e. emerging outside the workplace** (family circumstances, health problems, climatic conditions, political situation)

Dissatisfied worker's needs may lead to a stress. Stress has different forms⁷²:

physical stress - all situations where stress effects affect the human organism, its basic biological functions (hunger, feeling of cold, pain).

⁶⁹ POKORNÁ, Dana. *Zvládání stresu*. 2002.

⁷⁰ BEDRNOVÁ, E. a I. NOVÝ. *Psychologie a sociologie řízení*. 2007.

⁷¹ POKORNÁ, Dana. *Zvládání stresu*. 2002.

⁷² Ibid.

mental stress – includes all situations where one feels a threat to his/her personality, own prestige (lack of time, excessive responsibility, distrust in own abilities).

social stress – includes all situations where there is a sense of danger in interpersonal relationships (entering a new job, staying abroad).

Based on the way of experiencing stress, two basic types can be distinguished⁷³:

- a. **positive stress** - all situations that have a positive influence and impact on a worker. Workers often create them themselves because they bring a change, excitement.
 - Your supervisor invited you for a work lunch to discuss your future with you;
 - You have successfully completed a challenging business deal that affects the next year's work financing of your workers team;
 - You are going to be awarded as the "manager of the year" in your company from the CEO.
- b. **negative stress** - all situations that the worker feels to be negative. Normally, this type of stress is considered by humans to be the only existing form of a stress.
 - you have an important business meeting, but you are going to be late due to a traffic jam;
 - you do not know where to gain the money for mandatory payments this month;
 - you have just been intensely arguing with your closest colleague;
 - you have serious concerns about meeting the key contract terms.

The most common manifestations realised by a worker experiencing a stress reaction are emotional manifestations.

Stress is a **demanding life situation**. Similar demanding situations are conflicts = clash of opinions, frustration = inability to achieve goals, deprivation = persistent lack of something the worker needs. In difficult life situations, a worker behaves in a way that does not belong to his/her usual models of behaviour. These are some automatically triggering defensive mechanisms that help workers cope with the demanding situation. People use some of the defence responses in common situations:⁷⁴

⁷³ Ibid.

⁷⁴ BEDRNOVÁ, E. a I. NOVÝ. *Psychologie a sociologie řízení*. 2007.

- a. selective perception - the worker notices what he/she wants. In certain situations, worker does not notice what is unpleasant to him/her under the given circumstances. On the other hand, the worker notices what he/she wants (*you have finally met with the person you care about, and during the conversation you miss all the clues that the meeting is inappropriate for the partner, that he was actually forced into it*).
- b. rationalization - in a situation, which the worker does not manage according to his/her ideas, he/she seeks logical justifications for this situation that are not true, but they can justify his/her failure or disappointment (*you have underestimated the time-consuming task and in an interview with your supervisor you are lying that you need to take care of your children, have lost computer data, etc.*).
- c. projection - a situation where a worker attributes negative qualities, motives, opinions according to own ideas to another person, and thus depriving favour or affection for him/her (*you need to end the working relationship with a long-time co-worker who was the guarantee of the quality of your work results. You are sorry that he has decided to leave, and so, on the basis of some of the situations that you have experienced together, you are attributing him negative qualities, and you convince yourself that you are actually not sorry that he is leaving*).
- d. identification - a situation where a worker selects another person from his/her surroundings as a model and identifies with his/her views and motives. This sometimes results in uncritical identification (*you begin to take over the ways of your colleague's behaviour, even in the team of your subordinates you begin to apply what you have seen, how your colleague behaves*).
- e. compensation - a worker replaces his/her failure or insufficiency in one area by strengthening another area in which he/she is successful (*you cannot handle the quantitative data well into the final report, so you prefer to focus on the text part of the report to confirm that you are good at something*).
- f. opposite reactions - in some situations, the worker accepts a difficult person or phenomenon in his/her behaviour by opposing manifestations (*you cannot avoid a meeting with a person you do not like at working visit, so you are too jovial to this person during the visit*).
- g. regression - in a certain situation the worker will behave in a way that is disproportionate to his/her age (*after a meeting where you have been strongly criticized for poor performance, you will require too much care, attention and sorrow from your colleagues*).
- h. aggression - a worker attacks an object that embodies his/her failure or an obstacle in the path to success (*you are completing a project work on your computer, you have very little time, and your computer makes a faulty operation, you are furious and bang the keyboard or kick something*).

Defensive mental mechanisms are “subconscious plays” and one uses them according to his/her proven experience, e.g. from childhood. A person fixes them gradually if he/she is not corrected in their usage. They are reasonable if they can get rid of anxiety and establish a lost balance, both psychological and physical, and do not negatively affect the environment. They are harmful and unfavourable in a situation when they lead to increased tension and disruption of internal balance or interpersonal relationships.⁷⁵

A person can use two ways of processes - strategies that can in fact solve their difficulties. One strategy is any behaviour that includes an active approach, the need to do something, not to stay idle. The second strategy is surrender, when the worker is not trying to dominate the situation, but he/she lets others to control him/her.

Here is an overview of the basic approaches to active and passive strategies:⁷⁶

ACTIVITIES	EMOTIONS
A) Active strategy	
raising awareness, strengthening one’s power and energy sources	moving in the dimension, reducing and increasing unrest
attack aimed at reducing the level of anxiety and anger	anger and rage
attack aimed at destroying the stressor	anger and rage
escape from the place of risk	anxiety and fear
Passive strategy	
inactivity	apathy
waiting	anxiety
defence	anxiety and fear
resignation to one’s fate	resignation – surrender, sorrow

Manager's skills include stress management at the workplace. The motivational influences of the manager, his/her communication skills are the main tools for preventing stress and managing on-going stress.

⁷⁵ VYBÍRAL, Z. *Psychologie komunikace*. 2009. s. 189.

⁷⁶ HONZÁK, R. *Strach, tréma a úzkost a jak je zvládnout*. 1995.



The manager can use effective communication to motivate employees for better performance. Employees' motivation is not just about increasing financial reward for the work done to meet their needs. Workers can also be motivated by, for example, well-defined goals, interesting job content, feedback on the work done, involvement in decision-making. However, if goals and assigned tasks for workers are too demanding and unattainable, stressful situations occur and workers respond by defensive mechanisms and strategies. For this reason, the manager needs to be able to use not only the motivation tools, but also the methods of managing stress of workers.



1. What is the one thing you want to achieve in your work? What is your goal? It must be a so-called big change, not a simple daily task:
 - Goal:
 - Changes, outputs that will follow after the achievement of the goal:
 - Whose favour do I need to win for the goal? What people do I need to persuade that my goal can be achieved?
 - How do these people think?
2. What do you influence in your workers by your personal leadership style?
3. Do you influence all the needs of your employees? The Pyramid of Person's Needs/Values will help you find it out:
 - Self-realisation:
 - Recognition:
 - Solidarity:
 - Security, safety:
 - Physiological:



Basic literature:

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Kapitola 5

Goals



After studying this chapter you will be able to:

- define the importance of well-defined goals for the organisation,
- define rules for a well-defined goal,
- assign priority to goals based on urgency and importance,
- define the procedure and role of a manager and a worker in assigning tasks,
- describe the importance of delegating tasks and its benefits.



Key words:

goals formulation, SMART, Pareto principle, prioritization, assigning tasks, delegating

5.1 Goals formulation

"The goals define what is expected to be met by organisations, functional units, departments, teams and individual staff."⁷⁷

Formulation of goals is a part of planning and it is a basic management tool. The art of seeing goals, the art of formulating goals, the art of transferring goals to workers, the art of classifying goals, the art of fulfilling goals, and the achievement of the desired results requires the manager to have not only the experience but also the knowledge of how to progress. The manager works with goals as a key tool in the leadership. The art of well-defining goals, appropriately formulating them and communicating properly, is the key to the success of the work itself, the entire workplace and the whole organisation. Goals are important for organisations for several reasons⁷⁸:

- **Help to define the organisation's place in its environment.**

Organisations need to justify their existence in the eyes of workers, the public, and customers. With their goals, they can attract people who identify with their goals.

- **Goals help to coordinate decisions.**

Goals turn employees' attention to desirable standards of behaviour and negotiation. They can reduce decision-making conflicts. If everyone is acquainted with the goals, they also understand better the partial decision.

- **Goals set criteria for performance evaluation of the organisation.**

Without goals, organisations cannot evaluate their success. It is possible to judge the effectiveness of the organisation in the given period by comparing the achieved status with the planned goal.

- **Goals are more specific than visions.**

Clearly defined visions are more motivational. Personal and organisational efficiency are largely related to the clarity of the formulated specific goals.

⁷⁷ ARMSTRONG, M. a T. STEPHENS. *Management a leadership*. 2008, s. 55.

⁷⁸ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

When formulating goals, it is important that priorities are clearly set, a deadline is planned, a clear definition of how to measure achievement of goals and how they relate to other organisation goals are clearly defined. It is necessary to control the fulfilment of the planned goals, i.e. to compare the deviations between the reality and the plan⁷⁹.

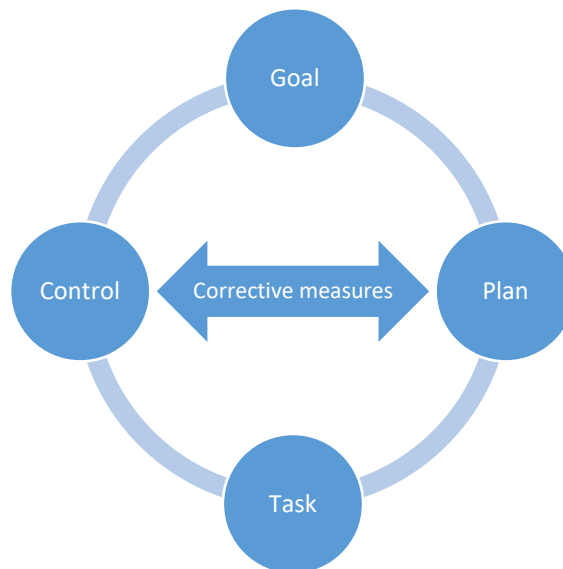


Fig. 2 The basic concept of management⁸⁰

Individual phases of management⁸¹:

1. **Goal:** to specify the priorities of the goal, the timeframe, goal formulation in terms of content, setting standards and links to other goals.
2. **Plan:** to establish the most appropriate approach, strategy to meet the goal.
3. **Resources:** to identify and secure the resources needed in order to reach the goal: people, material, energy, finance.
4. **Tasks:** a proper task assignment to people lies in the right assignment of authorities and responsibilities to workers to fulfil the task, but also motivation to accomplish the task.

⁷⁹ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

⁸⁰ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001, s. 96.

⁸¹ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

Correctly stated goal is⁸²:

- Consistent: In compliance with organisation values,
- Accurate: clearly and well-defined,
- Stimulating: stimulates the achievement of high standards,
- Measurable: can be measured qualitatively or quantitatively,
- Achievable: the worker has sufficient experience, knowledge, resources,
- Agreed: the worker must take over the goal and take it for his/her own, it must not be forced to workers,
- Term: reachable within a specified time,
- Team-oriented: emphasises both teamwork and individual work.

SMART rule

The goal formulation itself is complete when using the SMART rule. This term is the abbreviation of the following words, expressing the properties / parts of a well-defined goal⁸³:

- **S-PECIFIC** = in quantity, quality and time,
- **M-EASURABLE** = it has a unit of measurement,
- **A-GREED** = accepted (subordinates agree with the goal),
- **R-EALISTIC** = real (it must be achievable)
- **T-RACKABLE** = traceable, timed (it is possible to monitor its gradual fulfilment).

⁸² ARMSTRONG, M. a T. STEPHENS. *Management a leadership*. 2008, s. 55.

⁸³ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

5.2 Assigning priorities

There are always more set goals. It is important to be able to rank them according to their importance, i.e., to be able to assign priorities. Identifying priorities basically means effective organisation of procedures and ways of meeting the goals in a time sequence. We determine which of the tasks are the most significant and which can wait. Assigning priorities not only for your goals, but also leading others to this art is one of the most frequent tasks of a manager in the workplace.

The well-known **Pareto principle** can also be applied in this situation. It is a very frequent, not very complicated quantitative technique used in management (**20% of the effort brings 80% of the results**. It is enough to determine the 20% of the tasks that will bring us 80% of the results)⁸⁴.

Probably the most widespread way of assigning priorities, and also very well communicated, is a tool developed by the American general and the president Dwight D. Eisenhower - the Eisenhower principle, and it is based on **prioritisation according to their urgency and importance**. It is a good tool for quick decision making for every manager and employee and it is worth learning how to work with it⁸⁵:

Tab. 4 Assigning priorities, order of urgency⁸⁶

	URGENT	NON-URGENT
IMPORTANT	Crisis Urgent tasks Tasks with deadlines I.	Prevention Relations development Identifying new opportunities II. Planning, resting
UNIMPORTANT	Some visits Some mails and reports Upcoming urgent matters III. Favourite activities	Trivial issues Some mails Some calls Pleasant activities IV.

- i. **Highly urgent and important:** These tasks need to be handled personally and immediately. These tasks are often linked to the very purpose of a job position.

⁸⁴ CAUNT, J. *Time management: jak hospodařit s časem*. 2007.

⁸⁵ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

⁸⁶ Ibid.

- ii. **Important but less urgent:** These tasks can wait. To avoid its development into problems in the future, it is essential to plan deadlines. The manager can think about delegating some of them.
- iii. **Urgent but less important:** These tasks should preferably be delegated. If they need to be necessarily finished by a manager, they should not be given more time than is strictly necessary.
- iv. **Little important and little urgent:** These are tasks that do not have to be dealt with at all and they should be a part of someone else's work.

Urgent matters require reaction from workers. Important issues that are not urgent require action - initiative, proactivity. Workers need to learn to act in order to take the opportunity and to make things happen. The quadrant I has a tendency to grow. Some workers are literally daily beaten by problems. Their relief is the escape to the unimportant and non-urgent activities of the quadrant IV. There comes the necessary role of the manager. Really efficient people avoid the quadrant III and IV because, irrespective of the urgency, these activities are unimportant. They also reduce their quadrant I and spend most of their time in the quadrant II. Again, the manager has to uncover this tendency in workers and teach them to work according to priorities. Some workers need constant control in this respect.⁸⁷

5.3 Assigning and accepting tasks

Assigning tasks is a basic manager activity. The manager is fully responsible for the formulation of the tasks and the outputs of the tasks performed by the workers. During the assigning, the manager passes the goal, the procedure, and the form of output to the worker. The worker is the performer of the assigned task in the way the task has been assigned to him/her. The assigning is comfortable for the manager in keeping an overview of all the activities at workplace, allowing him/her quick and easy control, maintaining a full understanding of all activities performed by the assigned workers.⁸⁸

⁸⁷ Ibid.

⁸⁸ Pokorná – vlastní materiály

The manager may allow the worker a certain degree of freedom in decision-making on progress and output, especially on the basis of previous experience with the worker. Worker learns mainly through routine tasks, develops own skills, especially in the start-up period.

Process of assigning tasks^{89, 90}:

1. **Introduction** – the reason for the assignment, relation with the job classification, importance of the task for the organisation, for the worker;
2. **Determination of the current state** - in a brief discussion, recapitulate the assigned tasks, give notice about the scope of the task or specify it;
3. **Task assignment** - formulation of the task objective, determination of the procedure for performing the task (direct or in discussion with the employee), agreement on the form of support and cooperation between the supervisor and the employee;
4. **Verification of the understanding of the task;**
5. **Conclusion** - record of the task with the terms of the control and compilation - by mutual agreement who is going to carry it out (a standardised form is appropriate).

Manager's role in carrying out the tasks⁹¹:

- keep an overview of the workload of the worker;
- monitor current problems related to carrying out the assigned tasks;
- provide material and technical conditions for the carrying out of the tasks;
- observe the worker's demonstrated skills;
- continuously direct the employee's attitude and performance through mentoring;
- properly formulate the assigned task;
- provide a record of the task assigned, the progress, the deadline and the form of the output;
- monitor whether and how the worker understood the task.

⁸⁹ Pokorná? Vlastní materiály

⁹⁰ BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

⁹¹ Pokorná

Worker's role in carrying out the tasks⁹²:

- provide true factual information on the performance of tasks;
- ask questions and ensure the understanding of the task;
- make his/her own record of the task.

5.4 Delegating

Delegating is a crucial skill for anyone who is responsible for tasks carried out in collaboration with others, who develops other workers, builds high-performance workplaces, stabilises quality workers, creates a space for strategic development of the entire workplace, organisation. Delegating offers clear benefits. Delegating requires courage. It requires confidence in yourself and others, their competence and the ability to learn⁹³.

Delegating means that the manager assigns the task together with the appropriate responsibility and powers to the employee so that from that moment the manager is not directly involved in task. Nevertheless, the task remains the manager's responsibility. The manager therefore cannot escape the final responsibility for any lack of quality caused by the employee.⁹⁴

Effective delegating can lead to various desired effects for employees, managers, and organisations⁹⁵:

- Enhanced competence of the worker, performance at a higher level of his/her abilities.
- Enrichment of work, feeling of satisfaction due to a job title.
- Greater performance thanks to the worker's internal motivation.

⁹² Ibid.

⁹³ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

⁹⁴ ARMSTRONG, M. a T. STEPHENS. *Management a leadership*. 2008.

⁹⁵ BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

- Higher level of quality, better insight and control, better and faster decision of the worker in performing the delegated activity.
- Less stress.

What is important for proper delegating⁹⁶:

- Selection of appropriate work tasks to be delegated
- Identification of the appropriate worker to perform the delegated tasks
- Characteristics of the task chosen for delegation
- Compilation of the delegation plan
- The assumption of positive results of the delegation of work tasks and responsibilities
- Preparing workers for a different way of work before the delegation itself.

Advice for the managers. Once you decide to delegate some task⁹⁷:

- Do not take it back if it is not really necessary. A similar procedure could cause a decline in the workplace morale of other co-workers who are sincerely trying hard.
- Occasionally check how the co-workers perform the task. Make sure they have learned everything needed. Rather than imposing your own ideas, you should allow them to look for solutions to the problems associated with the task.
- Engage colleagues when setting work assignments. It will be much easier for them to accomplish goals they helped to determine.
- Explain to the co-workers how the particular tasks and efforts of the employees correspond with the intentions of the organisation as a whole. It is much easier to motivate co-workers who see the results of their work and their impact on others than those who only see the task and do not understand its wider framework.

⁹⁶ Ibid.

⁹⁷ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

Σ

Formulation of goals is one of the main managerial tools of management. Only properly formulated goals (for example, according to the SMART rule) can lead to the desired results. When defining and achieving goals, it is important to define the goal clearly, to distinguish priorities on the basis of importance and urgency, to have a set deadline, and also to continually evaluate and compare the success of meeting the set goal with the real situation. Similarly, the manager uses tasks to manage and develop workers. Through the task assignment, the manager gets an overview of the workload, monitors current issues, and identifies the worker's skills. At the same time, the manager has to provide the necessary material sources for the completion of the task, to verify if the task was properly understood and also continuously evaluate its fulfilment. Some of manager's own tasks can be delegated by the manager to other workers to increase their competence, enrich their work, and motivate them. The manager thus gains more space for other tasks.

?

1. Identification of personal priorities

- Describe the goals of your position:
- Name the partial goals you would like to/should achieve:
- What does restrain you from achieving partial goals?

2. Priorities in work tasks:

- highly urgent and important
- important but less urgent
- urgent but less important
- little important and little urgent

3. Formulation of the development goals

Reformulate the following goals

- Improve communication. Term: continuously
- Increase work with key customers. Deadline: by the end of the year
- Find some marketing education course. Date: until 10/10
- Strengthen loyalty with the company so that the manager is a good example for his/her own subordinates. Term: Immediately
- Increase sales productivity from 4 visits to 8 visits a day. Use advice from more experienced colleagues. Term: gradually

4. Based on Task 1, select one priority that is urgent but less important and prepare a delegation plan for this priority.



Basic literature:

- [1] ARMSTRONG, M. a T. STEPHENS. *Management a leadership*. Praha: Grada, 2008. Expert (Grada). ISBN 978-80-247-2177-4.
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- [4] CAUNT, J. *Time management: jak hospodařit s časem*. 2. vyd. Brno: Computer Press, c2007. Rozvoj osobnosti (Computer Press). ISBN 978-80-251-1538-1.
- [5] CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. Studijní text. Olomouc: Univerzita Palackého Filozofická fakulta, Středisko distančního vzdělávání, 2006.
- [6] Pokorná – vlastní materiály

Kapitola 6

Leading to goals



After studying this chapter you will be able to:

- describe the forms of work performance evaluation,
- define the importance of feedback and its forms for performance evaluation,
- list the principles for providing and receiving feedback,
- describe the method of an interview about work performance and its structure,
- describe the technique of the coaching interview, its principles and types.



Key words:

work performance evaluation, feedback, principles of feedback, structure of an interview, coaching interview.

6.1 Work performance evaluation by a manager

The fulfilment of the work objectives is a subject of the manager's activity of **the work performance evaluation** of the workers. Manager's work performance evaluation can take the form of^{98,99,100}:

- a. **Daily contact** of the manager with workers. The manager responds to the level of the work done by his/her subordinates. This evaluation is more common than we normally realise. Words like *"Yes, okay, you can send it"* or *"check it out again, it's not packed properly"* are already evaluations.

Unfortunately, our managers often make two major mistakes:

- They forget to communicate their opinion about quality to employees, concentrating on quantitative performance indicators,
- They comment on the shortcomings, but omit to praise a good job. One master said: *"People will know that I am satisfied because I do not call them names."*

With such an approach, the manager deprives himself/herself of an important motivational tool.

Correcting and refining the job requirements for workers' performance, enhancing desirable working habits is one of the core elements of leadership and one of the manager's basic communication skills.

- b. **Evaluation of the work results.** Such evaluation is accompanied by the termination of long-term activities - the completion of the project or, on the other hand, failing to meet the deadlines after which the activity of the participating workers is positively or negatively assessed.
- c. **Financial evaluation**, which serves for a fair wage determination of a worker, especially regarding the variable component.

⁹⁸ BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

⁹⁹ HAYES, N. *Psychologie týmové práce: strategie efektivního vedení týmů*. 2005.

¹⁰⁰ ARNOLD, J. *Psychologie práce: pro manažery a personalisty*. 2007.

In financial evaluation, we may encounter several mistakes:

- the manager does not explain to the subordinates what has led to the determination of the remuneration, and thus the evaluation loses its motivational effect
 - the manager avoids the distinction between highly-performing and less performing workers.
- d. Systematic evaluation of all workers with regular periodicity.** Evaluations are introduced by companies in order to increase the efficiency of the stimulus system. It is most often done at annual, half-yearly or quarterly intervals. Frequently, systematic evaluation is associated with an evaluation interview - the manager's obligation to comprehensively talk with the worker about his/her work results and record the outputs of the evaluation interview into a form.¹⁰¹

The interview can take formal as well as informal form. **Formal evaluation** is usually done periodically, mostly in the form of a planned interview. **Informal evaluation** usually takes place at the workplace every day, as a part of an ordinary communication on work operations. The art of combining both formal and informal form of evaluation is the right motivational approach of the manager.¹⁰²

If the evaluation process is conducted properly, it is of great importance for the organisation, for the manager, and for the evaluated worker. Here are some examples of benefits:¹⁰³

Benefits for the entire organisation:

- increasing personal performance of individuals;
- using and developing the workers' potential;
- designing and planning personal reserves;
- improving communication between managers and staff, communication between different levels of management.

¹⁰¹ BERNARDOVÁ, D. *Základní činnosti v personálním řízení*. 2015.

¹⁰² Ibid.

¹⁰³ Pokorná. Interní školící dokumenty

Benefits for the manager:

- motivate workers to achieve higher performance;
- express clearly his/her views on workers, give feedback to the workers and direct their activities;
- understand the interests and wishes of workers regarding their further development;
- develop the strengths of workers and eliminate their weaknesses;
- plan development activities (education, training, etc.);
- establish a fair wage, especially the variable wage component.

Benefits for the worker:

- appreciation of his/her own work and stimulus for further efforts;
- view and opinion of the manager on his/her work and goals;
- ability to present his/her needs and personal goals;
- opportunity to express his/her development activities.

6.2 What is feedback

V Every human response to the communicated information, every signal about the way of understanding the received information is a feedback in social communication. When the manager communicates an important information, he/she expects some reaction it will cause in the recipient - worker. The manager follows the workers' facial expression and waits for a verbal reaction. For the manager, it is a feedback on how the worker received the information, how he/she understood it, and whether the information caused the desired response.

By just confirming the perception, the manager is not sure whether the worker heard everything, and whether he understood what the manager said. Various mishearing, or simply not capturing the words, can significantly change the information. When coding is confirmed, the words are captured properly, but they can be assigned different meanings. Expressions for quantity, such as *"a few,"*

“little,” or “good,” “appropriate,” may have different meaning for different people. The most valuable feedback type is therefore feedback at the level of meaning.¹⁰⁴

Feedback between a manager and a worker may have several levels, as well as the communication process:

- **feedback at the level of perception** (sending - receiving), e.g. by requesting answers from the employee “I understand”, “yes”, the manager verifies during the assigning that the worker has actually heard the task. Nevertheless, such an answer does not confirm that the worker understands the meaning of the message - he can understand the task differently.
- **code-level feedback** may have the character of a complete repetition of the order. On request, the worker is able to repeat the task assigned by the manager, but it does not mean that the worker has understood it correctly.
- **feedback at the level of meaning** shows that the employee really understood the meaning of the message. It can be verified by checking the practical implementation of the command - the manager finds out that the worker has actually processed the data exactly according to his/her instructions.

As a part of an effort to communicate effectively with workers, the manager tries to maximize the received feedbacks and he/she can respond and specify the transmitted information. The consequences of distortions and incompleteness in the communication process can be extremely unpleasant for interpersonal relationships and workplace outcomes. They can be sometimes dangerous, but especially financially demanding for employers.

6.2.1 Giving feedback¹⁰⁵

Feedback has another meaning in communication. If we are in the role of the recipient of the information, we are also the providers of the feedback to the sender. Our information on how we perceive the utterance and how we understand it and experience it is the most effective way of mutual clarification of the outcome of the whole communication action. **The form of the provided feedback** determines whether or not the sender receives the feedback and how he/she understands it.

¹⁰⁴ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁰⁵ ARNOLD, J. *Psychologie práce: pro manažery a personalisty*. 2007.

Ways of giving feedback¹⁰⁶:

- consciously, targeted expressions - "Yes, I agree with this approach."
- unconsciously – looking out of the window or falling asleep
- spontaneously – joyful shouts and jumping
- on request - "Yes, your advice helped me."
- words - No.
- without words - leaving the room, not calling at the agreed time
- formally – answers in a questionnaire
- informally – applause

6.2.2 Giving feedback in the work process¹⁰⁷

Properly given feedback in a work process fulfils a single goal – it encourages a worker to improve performance. The manager can achieve such a goal by giving feedback only if it is formulated for the worker:

- acceptably
- motivationally

Rules for giving feedback¹⁰⁸:

- focus more on the behaviour of the person you are observing than on the person (not "you are arrogant," but "if you are interested in something, you won't let anyone talk, you won't listen to anyone");
- do not share your beliefs, focus on observation. The goal is to induce changes in the behaviour of the other person, not to evaluate it (not "you apparently didn't want to do it", but "when

¹⁰⁶ ARNOLD, J. *Psychologie práce: pro manažery a personalisty*. 2007.

¹⁰⁷ BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

¹⁰⁸ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010

they asked you for a help, you began to make so slow movements and one could see how you rolled your eyes");

- it is more acceptable to give specific details than general patterns of behaviour (not "why were you so disgusted" but "you were still sitting and you did not talk to anyone");
- the communicated information should have some value for the recipient and should be limited to the amount the recipient is capable to manage;
- the timing of feedback is important - it should come immediately after an event so that the recipient can remember well what you are talking about;
- it is important to give as accurate information as possible! (not "I feel like you've even said some inappropriate words there," but "you told the director that it is a weak-minded thought ...").

A manager provides feedback to the subordinates in situations where the results of their work are positive or negative. In both cases, the following rules should be applied¹⁰⁹:

- provide it as soon as possible after the performance;
- firstly state the purpose of the meeting - the reason for the interview and the process during the interview;
- start with positive work results;
- let the subordinate evaluate his/her own work results;
- state possible shortcomings in the work performance, always in relation to a measure for a change;
- be specific and talk in facts about individual events;
- always end up looking into the future - new job assignments, new goals for personal development.

Rules of receiving feedback:¹¹⁰:

- be positive to the person who gives a feedback;
- listen well to what is being communicated;

¹⁰⁹ BĚLOHLÁVEK, F. *Jak řídit a vést lidi*. 2000.

¹¹⁰ Ibid.

- clarify through questions that you understand well what it is being talked about;
- ask for further details;
- decide how to use the received feedback;
- thank the person who gave the feedback for useful information.

Feedback should not be given with the intention to harm, without thinking about how it can affect the recipient - it should not lack the humane approach.

Positive feedback (praise, thanks, reward)

1. the manager provides it always when a worker meets expectations or even exceeds expectations. The manager must not take it for granted that the employee performs well. The manager has to support the worker by telling him/her that he/she registers the worker and is satisfied.
2. the manager provides a feedback in front of other members of the working group. The effect on the worker is higher and it can also motivate other workers.

Negative feedback (expressing dissatisfaction)¹¹¹

1. the manager provides it always after the performance that does not meet expectations. It contains awareness of the circumstances of the assigned task and the worker's personality (e.g. whether the task was routine or new, whether the subordinate has or does not have experience, whether the task is significant or subordinate, complicated or simple).
2. the manager provides it always without witnesses. It provides the necessary conditions for the worker to think about his/her mistakes and how to change his/her behaviour.
3. the manager must firstly verify the facts related to the evaluated performance and work on particular, verifiable data during the interview.
4. the result of the interview should be "winner - winner". Both the manager and the employee should feel that they gained something - the manager gains the effort for better performance, the worker the instructions on how to achieve the expected result.

The specific manager's actions for using the feedback rules¹¹²:

- conducting personal interviews;
- work performance evaluation;

¹¹¹ BERNARDOVÁ, D. *Základní činnosti v personálním řízení*. 2015.

¹¹² Ibid.

- evaluating the way of task implementation;
- assessing performance in learning process of new skills in work performance.

6.3 Conducting an interview with a worker on work performance

Conducting an interview with subordinates is the most common activity of the manager in which the manager develops his/her subordinates. The interview has various forms and the manager can influence it by his/her preparation. The manager conducts an interview at random encounter with the subordinate and asks for current issues. At other times, the manager conducts pre-planned evaluation interviews with all subordinates, systematically mapping out the results for a certain evaluation period.

Structure of the standard interview

The basic structure of interviews with employees consists of 4 basic parts¹¹³:

1. Input

The purpose is to introduce each other, to communicate the purpose of the whole interview, to clarify the course of the interview. The manager tells the worker the specific reason of the meeting, the rules for the communication during the interview, whether and when the employee can ask questions, what will be the result of the interview, or what will follow after the interview.

2. Diagnosis

The purpose is to obtain the necessary information on both sides. The manager recapitulates the information about the situation, asks questions, and obtains more information, asks the worker to tell his/her views and to ask for information important to him/her.

3. Agreement

The purpose is to state what has been reached in the interview and what will follow after the interview. The manager makes conclusions from the provided information, determines specific procedures, deadlines, and makes a record of binding decisions.

¹¹³ BĚLOHLÁVEK, F. *Jak vybrat správného člověka na správné místo: úspěšný personální výběr*. 2016.

4. Conclusion

The purpose is to recapitulate the text of the agreement and to agree on the agreement, to say goodbye. The manager makes it clear that he/she considers the interview to be completed, invites the worker to ask the last questions and for clarifications of the conclusions, says goodbye.

6.3.1 Coaching attitude in an interview

C Coaching is an approach of a superior manager to workers in which the manager uses the subordinates themselves to formulate work tasks. The manager tries to make the best use of the potential of the subordinates and motivates them for better work performance.

The technique of coaching has arisen in sport, but its basic principle - that a person provides higher performance if the goals and how they are achieved is set by him/her - is generally valid (for more information see managerial literature).¹¹⁴

Principles of coaching in the interview¹¹⁵:

- the purpose of the interview is set out at the beginning by the agreement of both parties
- the manager asks the worker questions, does not communicate the final decisions, lets the worker to think about the goals and the way of his/her work implementation
- the manager has the role of a navigator who maintains the topic at a set goal, a collaborator who helps to check the solution possibilities, their implementation problems
- the worker sets his/her work goals within higher goals, proposes his/her possible solutions, considers them in cooperation with the manager, and undertakes to fulfil them
- the result of the interview are specific work assignments formulated by the worker, approved by the manager, where the responsibility for finishing the tasks lies on the employee.

¹¹⁴ WHITMORE, J. *Koučování: rozvoj osobnosti a zvyšování výkonnosti*. 2004.

¹¹⁵ Ibid.

Types of coaching interviews¹¹⁶:

- Proactive_ - focused on setting new work goals, finding ways to solve new goals (personal development planning, delegating work tasks ...)
- Reactive - focused on dealing with past situations (work performance evaluation, solving problem situations, business meetings analysis ...)



The manager uses formal and informal forms of performance evaluation to lead employees. The evaluation is done in daily contact, after achieving the work results, at regular meetings and through financial evaluation. A good way of evaluating the employee's performance leads to increased performance, potential development, personnel reserves planning, and improved communication. The manager gives the employee feedback on the work done (positive or negative) and adheres to the principles for providing it. The manager can also evaluate the performance and finishing the assigned tasks through interviews with workers, while coaching attitude in the interview (proactive, reactive) leads to a higher performance.



1. Which of these critical statements are incorrectly formulated? Why?

- You are totally irresponsible and I can't count on you then.
- I don't care about your problems. The crucial thing is that you haven't met the task assigned to you.
- Why didn't you inform yourself at the supply department when will the material be delivered?
- Unlike Rudolf, you can't do anything without unnecessary talking.
- In your report, you haven't explained why the results worsened in May.
- All the problems arise from you being lazy to think over the work.
- It annoys me that you have let an important customer wait. Why didn't you come in time?
- You again neglected your duties in the past quarter. Those who are concerned know that well.
- I am not obliged to explain what is expected from you.
- Mr. Smith, if you send the weekly report after the deadline once more, it will have an impact on your personal evaluation.

2. React to these statements (you know the request is not justified):

- "Why did Zdeněk get a higher class in the last month? I'm here for a half year longer than him and I'm still waiting for it."

¹¹⁶ Ibid.

- "I have a great interest in attending the course for the new machine, but I have to get your recommendation. Would you help me to get there?"
 - "The previous boss has promised me that I will get a pay rise. Does it still apply when I have moved to the new centre?"
 - "I need to get a pay rise quickly. You know what it is like when mother and her child stay alone."
 - "Who will be in Helen's place if Helen does not return from her maternity leave? Is it my turn?"
3. Describe how would you lead a coaching interview with a worker who came with a problem that he needs to take care of his parents temporarily and hence won't be on time with his work.



Basic literature:

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- [6] WHITMORE, J. *Koučování: rozvoj osobnosti a zvyšování výkonnosti*. 2. rozš. vyd. Praha: Management Press, 2004. ISBN 80-7261-101-1.

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Kapitola 7

Negotiation techniques



After studying this chapter you will be able to:

- characterize a deal making and a negotiation,
- describe the basic procedure of the negotiation,
- describe options for supporting one's negotiating position,
- identify communication skills and techniques for the negotiation,



Key words:

Deal making, negotiation, negotiation phases, negotiation tactics, objections handling, constructive negotiation principles, art of saying “no”

7.1 Deal making and negotiation

Deal making and negotiation are considered to be at a higher level of managerial communication. During the deal making and negotiation, most people do not represent only their individual interests but represent the interests of their own or a foreign organisation or a team. The manager uses his/her influence skills, motivation, uses his/her verbal and nonverbal expressions, but also ethical principles, expertise, psychology to achieve the goal. This is a high degree of using communication skills.¹¹⁷

Characteristic features of negotiation^{118, 119}:

- It has a predetermined goal, set priorities, proceeds according to a chosen strategy,
- It is a "game" with a vague winner, it has its rules as any other game (e.g. chess),
- The expected result is not a specific state but the presumed scope (from the minimum acceptable result to the maximum possible achievable outcome BATNA = BEST ALTERNATIVE TO A NEGOTIATED AGREEMENT),
- It is always applicable and usable everywhere, it is only necessary to realise that,
- The result is not what you want, but what you achieve in negotiation,
- There is no universal truth, justice. The situation and people are given, it is up to them to agree.

Negotiation is a communication process between two partners where each party requires their own presumed result. Negotiations occur everywhere where one tries to influence, to convince, to gain something. It is a process of information exchange, persuasion and decision making. Success is then judged by the degree of having achieved the planned intentions. It is always between two parties that have different intentions. The result is not a "win-lose" situation, but the so-called "reasonable agreement," where the result is acceptable for both sides because it is somewhere in the inter-

¹¹⁷ DAWSON, R. *Tajemství efektivního vyjednávání: tajemství mistra vyjednávání*. 2012.

¹¹⁸ Ibid.

¹¹⁹ FISHER, R., URY, W. a B. PATTON. *Jak dosáhnout souhlasu: zásady úspěšného vyjednávání*. 2015.

section of the defined negotiation spaces. The outcome of the negotiations opens the door to further possible deal making and negotiations between the parties involved. Negotiations can take place in pairs or in a group.¹²⁰

Negotiator:

Seeks a solution that is suitable for him, acceptable for both sides,

Creates potential for further possible negotiations (open door technique)

His aim is not to disadvantage the other side¹²¹

Suitable use:

Arranging business terms (money, contracts)

Arranging events (working conditions, personal benefits)¹²²

7.1.1 The basic process of a negotiation .¹²³

Preparation for a negotiation

- a. obtain basic information about the partner, the company, the institution
- b. analyse competitors (social or economic position, negotiation strategy etc.)
- c. determine interests and goals, maximum and minimum - BATNA
- d. assess weaknesses and strengths, choose tactics to overcome objections
- e. choose a personal image
- f. choose the negotiation tactics (when, where, who, for how long)

Negotiation opening

Before discussing official questions, it is advisable to agree on time, breaks, individual points, order of points, and agree on the objectives of the negotiation.

¹²⁰ VYKOPALOVÁ, H. *Komunikace ve veřejné správě*. 2005.

¹²¹ NOVAK, D. *Získejte lidi na svou stranu. Jak s pomocí druhých dosáhnout velkých cílů*. 2013.

¹²² VOSS, Ch. a T. RAZ. *Nikdy nedělej kompromis, aneb, Vyjednávej tak, jako by ti šlo o život*. 2016.

¹²³ VYKOPALOVÁ, H. *Komunikace ve veřejné správě*. 2005.

Offering Phase

- a. The situation where we introduce the offer
 - Consider the order of the individual arguments, time well the moment regarding the goal (i.e., prices, amount, task, etc.)
- b. The situation when the offer is introduced by a partner
 - Be ready to be impartial, without emotion, listen well.

Starting by a partner

If the start of a negotiation is initiated by a partner, it is strategically appropriate to wait for the presentation of the entire offer, not parts, to stay calm, concentrated, listen, behave, and communicate adequately.

The core of a negotiation

The core of a negotiation is the strategic point of a negotiation

- start by negotiating the least problematic points and proceed to more complex ones
- keep the biggest triumph for the end because after offering, there is nothing more to offer and your own positions are weakened
- caution and tactics, i.e. mastering verbal and non-verbal communication,
- be able to analyse the motivation of a partner, do not cause reasons for conflict situations, react to the tensions that have arisen, be able to continue on the rational level of negotiations

Conclusion

The correct timing for a conclusions is an art. The right time for ending and conclusion occurs only when the partner understands the value of the offer, and it is revealed primarily by non-verbal and verbal signals.¹²⁴

¹²⁴ DAWSON, R. Tajemství efektivního vyjednávání: tajemství mistra vyjednávání. 2012.

7.1.2 Important steps to promote our negotiating position ¹²⁵

- careful setting of the aim
- making the distinction between needs (key) and wishes (insignificant)
- evaluation of the other party's goal
- evaluation of own and others weaknesses and strengths
- readiness to make concessions
- proper preparation, i.e. correct choice of strategy and tactics
- good preparation of the content, but also in terms of behaviour, verbal and non-verbal expression

The environment and its effects on a negotiation

- how the participants in the negotiations are seated
- overall layout of space, furniture, windows, lighting, chairs, ...
- how many people will participate in the negotiations
- programme
- rules given by competencies, powers or authority (who speaks first, last, who mediates, who leads the meeting, who presides, ...)
- clothes, artefacts, documents for the meeting

Non-verbal communication during negotiations ^{126,127}:

- it is necessary to notice eyes, facial expression, voice, gesture, legs, body, hands, body position,
- negotiate face to face, it is necessary to be seated so that both sides can see each other well,

¹²⁵ VOSS, Ch. a T. RAZ. *Nikdy nedělej kompromis, aneb, Vyjednávej tak, jako by ti šlo o život.* 2016.

¹²⁶ FISHER, R., URY, W. a B. PATTON. *Jak dosáhnout souhlasu: zásady úspěšného vyjednávání.* 2015.

¹²⁷ VOSS, Ch. a T. RAZ. *Nikdy nedělej kompromis, aneb, Vyjednávej tak, jako by ti šlo o život.* 2016.

- it is necessary not to be schematic and evaluate non-verbal manifestations proportionally to the situation,
- do not miss the handshaking at the beginning and at the end of the meeting, it creates the atmosphere and eases the emotions,
- do not hurry to start negotiations, do not create time pressure unconsciously.

Principles and tactics of the verbal strategy¹²⁸

- the use of antonyms should attract the attention, the statement "I want a little favour..." usually means "I want something important to me"
- empty words usually precede some important statement, the phrase "and so that I don't forget", "I've just remembered..." „And when we're talking..."
- legitimising expressions such as "I honestly think..." „frankly speaking ..." mostly do not indicate honesty,
- exciting expressions like "I will try..." „I will do my best ...", "we will see what can be done ..." are warning signals that it will not be the truth,
- the words "but" "yet", "of course", negate what has been said in the first part of the sentence.

Tactics to strengthen our negotiating position:¹²⁹

- negotiate in familiar environment,
- do not reveal your own strengths and weaknesses
- avoid direct conflicts
- put emphasis on the performance quality including tactics and image
- create a positive cooperative climate
- persistence and determination to achieve goals
- good knowledge of negotiating tactics and strategies

¹²⁸ NOVAK, D. *Získejte lidi na svou stranu. Jak s pomocí druhých dosáhnout velkých cílů.* 2013.

¹²⁹ Ibid.

7.2 Communication skills for a negotiation ¹³⁰

7.2.1 Objections handling

Now we are going to focus on the technique we use especially in negotiations, when we strive for concrete conclusions, agreements with a partner. Especially in the final stages of such negotiations, there are situations when one of the partners makes a critical remark, disagrees with comments or in any way at least shows uncertainty. In communication, we call similar manifestations the **objections**. An objection is specifically an expression, a gesture, or a statement that indicates disagreement or resistance, and may evolve into the explanation why a partner disagrees with a certain fact. By their significance, the objections are mostly directed to the relationship part of the message.

The reasons for raising objections can be divided into three areas:

Rational reasons (e.g. interest in more information, lack of interest in what we say)

Emotive reasons (e.g. unwillingness to cooperate or provide information, aggressive attack)

Tactical reasons (e.g. refusal to recognize a partner's person or role in a negotiation, a clear answer "no" to the proposed solution, procedure, or solution option)

On the first impression, many objections seem to be rational. In most situations, however, these are emotional or tactical reasons. Really rational objections are often linked to assertive efforts of partners and help to keep negotiations on a factual level aimed at a clear goal.

Principles of a constructive negotiation in dealing with partner's objections:

1. If an objection is raised by a partner, it is clearly a positive signal in communication. Accept the objection as the concrete manifestation that the partner:
 - pays attention during the negotiations,
 - thinks about the content of the negotiations and his/her attitudes towards it
 - is interested in the form of the outcome of the negotiations.

2. Always respond to the objection.

Do not dismiss or trivialise it. If a partner raised the objection, it is important to him/her. Only the situation of aggressive attacks that do not have a connection with the negotiation (remember the principle of assertive behaviour that not all of the partner's statements are a challenge to communication) should be solved by not responding to it or by overlooking it.

3. Make it clear with your partner what does the specific objection concern, whether you understand it correctly. Clarify misunderstandings. Suitable formulations are: *"Do I understand you properly, ..."* *"Can you tell me specifically ..."*
4. Find out the reasons behind the raised objection and the importance your opponent places to his objection.
5. Take a break! Think about it.
6. Focus on the content side of the specified objection (keep on the top of things)
7. React.
8. Make your reactions as specific as possible and address them directly to the complainer. Divide the reaction into three parts:

1. Firstly, support your relationship side with your partner by formulations that make sure you agree, respect or appreciate his views

"I understand what is your opinion based on..."

"Thank you, it helped me to understand ..."

"I believe it seems to you ..."

2. state your own attitude

"It's not the first time I've come across this ..."

"I believe you that ..."

suggest a solution, present arguments.

If you think about the coming negotiation in advance, you can anticipate a number of objections. In your negotiation, you can **prevent** or **provoke** them. Some objections are not heard verbally, but can be deduced from nonverbal manifestations of a partner. If you do not respond to them, it works the same way as the raised and unanswered objections - the negative attitude of the partner to the content of the negotiation, your person or the agreed outcomes of the negotiations.

7.2.2 The art of saying „NO“¹³¹

Being able to say no is a skill that can be learned and practiced. However, it requires the following steps:

1. consider the request

Is this a reasonable requirement? Is this a priority? Do I want to do it? What are the consequences of the rejection? Can I accept these consequences?

2. ask for more information

On the one hand, more information will actually help you make decisions, moreover, you make it clear that you are still thinking about whether to refuse. Therefore, it is also a kind of preparation of the applicant for a possible rejection ("ah, he disagreed immediately, he will probably refuse").

3. refuse

The refusal should be brief but polite. Express your refusal directly, for example, by saying "I would rather not ..." or "I do not want ..." or "I am not willing ...". Do not use "I can not because ..." because if someone else would later solve the problem, you could not withdraw.

4. be honest

If you say you are sorry, though it is not true, you weaken your position and give the other side the opportunity to play with your feelings of guilt.

5. control your body language

Your face, voice and movements should support what you are saying. Talk calmly, keep the eye contact, move naturally, and try to put your facial expression in line with words.



The manager uses higher communication skills during the deal making and negotiation. Each negotiation requires preparation and it follows a general structure. After the preparation phase follows the negotiations opening, the offering phase, the negotiation core itself is discussed, and finally the negotiation is closed. The negotiation is influenced by many factors, knowing them can help to achieve the goal. The negotiation is influenced, for example, by the environment, non-verbal communication elements, chosen verbal strategies and tactics that help strengthen

¹³¹ Pokorná Komunikce? Interní materiály?

one's negotiating position (e.g. negotiating in the familiar environment). The most important communication techniques in negotiation include the ability to handle objections in a constructive way and the art of saying no.



1. Write the negotiation procedure for the price of the domain you want to buy for your workplace.

- What will be your minimal goal?
- What will be your maximal goal?
- What is your negotiation space?

Now define the negotiation space in the same way and make a personal preparation for the negotiation with your long-time employee who wants to leave your workplace to go to competitors. He has a baby and another firm offered him the same job, the same financial conditions, only the new employer is placed closer and offers to employees one day of a „home office“.

2. Handle the following objections based on the started procedure:

- I do not like it.
- That's too expensive.
- You do not mean it seriously!

3. Refuse according to the following procedure:

- An unexpected business partner visit you without previous agreement.
- An informal meeting offer (hunting invitation) by a partner you do not want to meet informally until you negotiate an unfinished deal.
- Sign a poor/incomplete record of your business meeting processed by your business partner.



Basic literature:

- [1] DAWSON, R. Tajemství efektivního vyjednávání: tajemství mistra vyjednávání. Olomouc: ANAG, c2012. ISBN 978-80-7263-764-5.
- [2] FISHER, R., URY, W. a B. PATTON. Jak dosáhnout souhlasu: zásady úspěšného vyjednávání. 4. vyd. Přeložil Aleš LISA. Praha: Management Press, 2015. ISBN 978-80-7261-299-4.
- [3] VOSS, Ch. a T. RAZ. Nikdy nedělej kompromis, aneb, Vyjednávej tak, jako by ti šlo o život. Přeložil Eva NEVRLÁ. V Brně: Jan Melvil Publishing, 2016. Žádná velká věda. ISBN 978-80-7555-002-6.

- [4] NOVAK, D. Získejte lidi na svou stranu: jak s pomocí druhých dosáhnout velkých cílů. Praha: Dobrovský, 2013. ISBN 978-80-7306-543-0.
- [5] VYKOPALOVÁ, H. Komunikace ve veřejné správě. Olomouc: P. F. KONTAKT, s.r.o., 2005.
- [6] Pokorná interní školicí materiály.

Kapitola 8

Types of negotiation



After studying this chapter you will be able to:

- define different types of negotiation;
- describe a negotiation structure of specific tactics;
- take into account the various conditions affecting the negotiation;
- describe conventional and unconventional negotiation skills.



Key words:

Types of negotiation, positional negotiation, principled negotiation, negotiation structure based on tactics, types of partners, negotiator, negotiation tactics, conventional and unconventional negotiation skills.

8.1 Types of negotiation

Negotiation, though having clear rules of governing it (see the previous chapter), has different forms. **The choice of tactics, the type of negotiation varies according to the different effects on the negotiation.** For example, it can be based on¹³²:

- experience with the counterparty,
- the set objective,
- place of negotiation,
- the number of negotiators,
- the identified counterparty information and its objectives,
- the negotiation time

To choose a negotiating tactics, its success and suitability, it is good to ask yourself the following questions¹³³:

- Do I have any experience with this type of negotiation?
- What are my chances to win?
- Do I know some professionals I could turn to before I negotiate?
- Do I know the negotiating partners and their competences?
- Is it a good time to negotiate?
- Is the problem solvable?
- Do I have an idea of the other party's goals?
- Can I anticipate possible reactions of the other party?
- Can I predict the progress of the negotiation in advance?

¹³² NOVAK, D. *Získejte lidi na svou stranu. Jak s pomocí druhých dosáhnout velkých cílů*. 2013.

¹³³ Ibid.

Types of negotiation

Depending on how negotiation partners proceed in approaching their positions, i.e., what methods they use, the following **approaches** are distinguished^{134,135}:

- win-win (the basic type of negotiation)
- win-lose (the result may be outside the so-called contact area, risk of less interest in implementing the negotiated conditions, disadvantageous conditions for one party, which closes the possibility for the following negotiations)
- position negotiation (see below)
- principled negotiation (see below)
- other options: competitive negotiation, cooperative negotiation, virtual negotiation, etc.

Beware of the so-called retreat point - the place where the advantage of the alliance passes, the limit value when for one party the agreement stops having a meaning, a feeling of overpressure occurs, the threatened party may leave the table.¹³⁶

8.1.1 Positional negotiation¹³⁷

HARD	SOFT
Participants are opponents.	Participants are friends.
The goal is to win.	The agreement is the goal.
You require concessions.	You make concessions.
You're going to work hard on things and people.	You are soft in approaching people and things.
You do not trust others.	You trust others.
You fortify your positions.	You easily give up your positions.
You are using a threat.	You make offers.
You require one-sided benefits such as price for the agreement.	You accept one-sided losses on purpose.

¹³⁴ DAWSON, R. *Tajemství efektivního vyjednávání: tajemství mistra vyjednávání*. 2012.

¹³⁵ MEDZIHORSKÝ, Š. *Asertivita*. 1991.

¹³⁶ MEDZIHORSKÝ, Š. *Asertivita*. 1991.

¹³⁷ DAWSON, R. *Tajemství efektivního vyjednávání: tajemství mistra vyjednávání*. 2012.

You are looking for one solution. The one that suits YOU.	You are looking for one solution. The one that suits THEM.
You insist on your position.	You insist on the agreement.
You are trying to enforce your will.	You are not trying to enforce your will.
You are putting pressure on people.	You withdraw the coercion.

8.1.2 **Principled negotiation**¹³⁸

- Participants are solvers.
- The goal is to achieve a good solution effectively and properly.
- Separate people from the problem.
- Approach the problem hardly, people softly. Continue regardless of trust.
- Focus on interests, not positions.
- Examine and analyse the interests of others and your own.
- Look for ways for a mutual profit.
- Suggest a number of options, evaluate them later.
- Make use of objective criteria.
- Try to achieve a result based on facts and regardless of your wish.
- Argument and be open to arguments.
- Give way to convincing facts, not coercion.

¹³⁸ Ibid.

8.2 Negotiation process structure in various tactics¹³⁹

V 1. Preparatory phase - conflict analysis, preparation of negotiations

- a. which values important for me are at stake and which values important for the other side are at stake
- b. what are my feelings and feelings of the other side
- c. what do I want (position) and what does the other side want (position)
- d. why do I want it (what is my interest) and why does the other party want it (its interests)
- e. what can I do, what happens if we do not agree - what are my alternatives to the negotiation (BATNA)
- f. what alternatives to the negotiations has the other party (BATNA)
- g. Do you know the strengths and weaknesses of your negotiation and negotiation of the other party?
- h. Is the other party under the pressure of the situation, someone else, or a time pressure?
- i. Do you know how can you convince the other party in negotiation and what can discourage them?

1. Negotiation opening

Create a positive climate, a negotiating atmosphere, build a relationship (sharing rituals)

- a. give recognition to the other party

"Thank you for willing to meet me and talk about it."

"I appreciate your willingness to deal with it and work on it. . ."

- b. express good intentions

"I want our relationship to last."

"I care about our good working relationships."

- c. do not say "YES, BUT. . .", say "YES, AND ..."
- d. agree wherever you can

¹³⁹ DAWSON, R. *Tajemství efektivního vyjednávání: tajemství mistra vyjednávání*. 2012.

- e. make it difficult for your partner to say "NO", try to act on his common sense, but do not belittle him

2. **Settling disputable points, interests, needs - information exchange**

- a. listen actively, try to get information about the reality (try to look at the problem from the perspective of the other side), paraphrase what you hear, ask clarifying questions to find the interests of the other party, confirm the legitimacy of the feeling, the needs for views and the efforts of the other parties
- b. provide information in the form of an effective speech - formulate an effective message that allows you to talk about your interests, feelings, worries, needs. Do not blame, do not attack.
- c. emphasize what is essential - without disparaging your partner
- d. Suitable tactics:
 - a. slowing or accelerating the negotiations
 - b. defining the time spent on the individual items of the meeting
 - c. ability to stop the negotiation at a suitable time
 - d. induce pressure if the time comes
 - e. use the deadlines effectively

3. **Summarizing and putting the problem into a new framework**

Positively formulate what is the other party talking about, help the other side "keep their face" Re-define the problem so that your definition reflects the interests of both parties.

"How can we do... (this or that - to meet your interests) and at the same time to achieve... (one or the other - to meet my interests?)"

4. **Suggestions of possible solutions favourable for both parties**

- a. be creative in designing possible solutions "brainstorming"
- b. discuss the advantages and disadvantages of possible solutions

5. **Bargaining**

The essence of bargaining is to get a quid pro quo. There are several ways to proceed:

- Choice of several options
- Postponement of the solution
- Presenting concessions
- Ultimatum

- Summary of conclusions

The use of other techniques will help to finish and close negotiation faster:

- anticipated benefit
- special offer
- compliance with partner's wishes
- a series of positive responses implying the agreement

2. Formulation of the agreement

- a. Choose and implement mutually acceptable solutions
- b. Give your agreement the final form - be specific - who, when, where, how
- c. Define the "back-up plan", procedures in the case that a party will not be able to comply with certain provisions of the agreement

3. Lessons learned

After each negotiation, it is appropriate to draw some conclusions with distance and perspective and to formulate lessons for the follow-up and the own negotiating methodology.

8.3 Negotiation requirements for different tactics

Partner types in negotiation¹⁴⁰:

- indifferent partner
- waiting partner

¹⁴⁰ VYKOPALOVÁ, H. *Komunikace ve veřejné správě*. 2005.

- prestigious partner
- partner without his/her own will
- strong partner

Distinguishing the negotiator according to his/her role¹⁴¹:

- leader, main negotiator
- fact-based negotiator
- negotiator analyst
- relationship-based negotiator
- intuitive negotiator

Negotiation is a complex and dynamically changing process. The type of each negotiator is determined by his constant decision making of what he should¹⁴²:

- stop doing
- do differently
- start doing

Negotiating tactics¹⁴³

- ultimate tactics
- insistent
- follow-up tactics
- tactics of manoeuvring and seeking benefits
- intentional delays, etc.

¹⁴¹ VOSS, Ch. a T. RAZ. *Nikdy nedělej kompromis, aneb, Vyjednávej tak, jako by ti šlo o život.* 2016.

¹⁴² VYKOPALOVÁ, H. *Komunikace ve veřejné správě.* 2005.

¹⁴³ DAWSON, R. *Tajemství efektivního vyjednávání: tajemství mistra vyjednávání.* 2012.

8.4 Negotiation skills of the different negotiation types¹⁴⁴

a. conventional

- using open questions
- paraphrasing
- falling silent
- occasional summary
- accepting feelings and emotions

b. unconventional

- intentional misunderstanding
- exaggeration
- unexpected move
- sarcasm
- overload
- numerical superiority
- manipulation with competences



The negotiation may take several forms and the choice of tactics is influenced by various factors (set objectives, gained information, place for negotiation, etc.). A specific approach to negotiation affects the overall outcome (e.g. win-win, win-lose), as well, the manager adapts the negotiation structure based on the chosen tactics. Negotiation is also affected by other conditions such as the personality of the partner, the role of the negotiator or the chosen tactic. From the point of view of

¹⁴⁴ FISHER, R., URY, W. a B. PATTON. *Jak dosáhnout souhlasu: zásady úspěšného vyjednávání*. 2015.

communication skills, both conventional (e.g. paraphrasing) and unconventional negotiation skills (e.g. deliberate misunderstanding, exaggeration) are used in negotiation.



1. Handle the following objections by the following tactics:

- I do not like it – positional hard negotiation
- It is too expensive – positional soft negotiation
- You don't mean it seriously – principled negotiation



Basic literature:

- [1] DAWSON, R. Tajemství efektivního vyjednávání: tajemství mistra vyjednávání. Olomouc: ANAG, c2012. ISBN 978-80-7263-764-5.
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- [6] MEDZIHORSKÝ, Š. Asertivita. Praha: Elfa, 1991. ISBN 80-900197-1-4.



Kapitola 9

Technique of a managed discussion



After studying this chapter you will be able to:

- describe the technique of managing the group discussion and its forms,
- define the facilitator role in the discussion,
- describe the skills used in conducting the discussion and its principles: asking questions, active listening, consensus.



Key words:

Group discussion, facilitator, discussion record, discussion form, asking questions, active listening, consensus, compromise .

9.1 The managed group discussion

A managed discussion is a suitable method for a manager to gain ideas, refine opinions, and find solutions. The discussion technique uses the ideas, knowledge, insights, and suggestions of individuals as end sources of information. If the discussion is well-managed, it is possible to achieve a high degree of synergy and the originality of the proposed solutions.

Managing the group discussion

The discussion is managed by the so-called **facilitator**.¹⁴⁵ Facilitator is a person who is not necessarily the biggest expert in the discussed topic (for highly specialized topics it is possible to invite an external specialist on the discussed field as a facilitator).

The facilitator introduces the discussion, continuously directs it in the given direction, stimulates participants' initiative, calms down emotional expressions, leads to a productive agreement. He is neutral, an unbiased referee. To meet this end, he must observe:¹⁴⁶

- the burden of prejudice from the workplace of participants or the manifestations of long-term rivalry from the workplace,
- different ability of the participant to assert and express his/her own views,
- the need to apply an unconventional approach, to change the conventional approach,
- manipulation of individuals due to the sense of lack of time, the effort to end the discussion early and to devote to other activities, the feeling that the topic of discussion is not sufficiently significant,
- the authority and significance of the discussed topic.

The role of the discussion facilitator is to familiarize with the objectives of the discussion, the professional level of the solution, to define its role, to determine the way the participants behave among themselves. Facilitator controls emotions in the discussion group and manages conflicts, directs to the target. Its recommended process is to¹⁴⁷:

1. Define the purpose of the discussion.

¹⁴⁵ SVOZILOVÁ, A. *Zlepšování podnikových procesů*. 2011.

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

2. Define the boundaries of the discussion space.
3. Use the imaging technique, make a record (board, data projection, etc.).
4. Define and apply the discussion rules (give the word, correct the length and depth of the discussion).
5. Schematise outcomes from the discussion.
6. Monitor that all views are heard and recorded.
7. Summarise the conclusions and end the discussion.
8. Send a record of the discussion and conclusions to the participants.

Technique of a managed discussion helps to find solutions when using creativity for solutions. The specific forms of the discussion are^{148, 149}:

- Brainstorming - based on generally submitted topics or questions, all participants' ideas are collected and then sorted.
- Delphi or Crawford Tickets - based on the solutions prepared and submitted by the experts, the group creates new ideas and discusses them until an agreement is found.
- Multiple electoral methods - the selection of proposals is based on group voting and discussions of the topics chosen by voting.

An essential part of the managed discussion is a good record of the discussion results. **Record techniques of the discussion by a diagram method - diagrams** are structured, illustrative, processable and understandable. They are suitable for a large number of issues. The diagrams combine themes according to a common feature - the characteristics, the indicator, the classification phase in the process, etc. They are suitable where the ideas can appear repeatedly, the themes are poorly recognizable and measurable. The main steps for the diagram records are¹⁵⁰:

1. Assembling suggestions from participants.
2. Writing individual themes on the cards.
3. Grouping cards with participants according to their view, without loud comments, while the cards already placed can be moved.
4. Naming common features for groups of cards in discussion with participants according to their opinions.

¹⁴⁸ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁴⁹ BERNARDOVÁ, D. a K. IVANOVÁ. *Komunikace ve vědě a výzkumu*. 2010.

¹⁵⁰ SVOZILOVÁ, A. *Zlepšování podnikových procesů*. 2011.

5. The process can be repeated several times.

Suitable diagram techniques:

- Benchmarking
- Diagrams of causes and consequences
- Checklists.

9.2 Skills for managing discussions

9.2.1 Asking questions

A properly placed question belongs among the most important discussion management skills. By the question, we give the other person a signal that it is important for us to know his/her opinion, that we are interested in his/her attitude to the problem. By appropriate questions, we ask him/her to think more deeply about this or that issue, for example, to give us more details or arguments for his/her opinion. There is a number of question types and each type evokes different way of responding. It can be assumed, therefore, that the people's mutual behaviour also affects the art of asking questions. Not the number of questions, but their quality determines the quality of the conversation.

We differentiate the types of questions according to their form and content¹⁵¹.

Based on the form we distinguish:

- **closed questions** - focus on specifying information, on a single point. They are categorical, they allow only a one-word answer: yes - no, or the determination of one of the several possible answers.

E.g. "Is my offer interesting for you?"

- **suggestive questions** - categorical questions that also impose the answer and do not allow alternatives.

¹⁵¹ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

E.g. "My offer is interesting, doesn't it?"

- **open questions** - free questions that allow one to answer freely, more meaningfully, in developed sentences.

E.g. "What do you think about my offer?"

Based on the content we distinguish:

- **factual** - focused on the subject of the interview, on a particular thing, excludes the proportion of a personal relationship.

E.g. "What can you do in WORD and EXCEL?"

- **personal** - focused on finding personal opinions, attitudes, ideas, evaluations. They also include the subjective and emotional side.

E.g. "What do you think about the solution I suggest?"

Rules for asking questions:¹⁵²

- always give specific questions; unclear, inaccurate questions are the cause of inaccurate responses and many unnecessary misunderstandings;
- ask open questions that encourage searching rather than closed questions;
- do not ask more questions at once, it unnecessarily interferes in the dialogue, complicates the conversation;
- the question starts always with an interrogative pronoun, do not place a pronoun at the end of the sentence, as we often hear on the radio or in the television. Do not ask "you achieved that success how?" but correctly, "How did you achieve ...?"
- accumulate the approving "YES", say as often as possible: "Yes, I agree" and also ask questions so that the opponent has to agree as often as possible, every YES reduces tensions. Moreover, if the other side has to answer "yes," often, it slowly gets used to positive responses. When we submit the final proposal, the other side inclines to accept it;
- ask the questions personally, i.e. do not to use the 3rd person or the reflexive pronoun "self", not: "How could oneself answer it?" But rather: "Who knows the right answer?"

¹⁵² Ibid.

- express yourself in the first and not in the second person, for example: "I see it as." "I feel that ...". It is about expressing the impact of the problem on us, passing our authentic experience. Our message is aimed at needs, interests, feelings and desires, not the shortcomings of our opponent;
- do not start questions with: WHY – WHAT FOR – HOW COME?
- Behind the question "Why?" there is always a hidden reproach, it raises feelings of guilt, restraint, forcing the respondent to justify rather than find a creative solution to the problem.
- never answer your own questions, except the rhetorical questions;
- do not say "YES, BUT ...", say "YES, AND ...", the conjunction "BUT" is adversative and it raises negative emotions that do not develop a constructive conversation. In addition, we express some superiority by this connection, for example: "You think this and that, but I think ..."
- speak for yourself, that is in the 1st person singular, not plural.

9.2.2 Technique of active listening

Active listening is a way to discover the true opinions, attitudes and feelings of the other person and understand his/her needs. The goal is neither to persuade nor to apply one's opinions and attitudes. The aim is to understand exactly what the other person says and empathise with what he/she experiences¹⁵³.

Listening takes place through three communication channels:

- ears - we perceive the words, their meaning, content, sense of sentences, etc.
- eyes - we see what the worker communicates non-verbally
- "heart" - we perceive what is behind what is being said by words.

During the active listening, you need to:

- show a friendly attitude
- pay attention, perceive the face

¹⁵³ POKORNÁ, D, a V. SEDLÁČKOVÁ. *Komunikace v praxi*. 2010.

- wary but also behave kindly
- nod if the worker's words need to be confirmed
- do not avoid eye contact
- do not get distracted by anything
- be able to empathise with the worker's feelings
- really look like a listener

Techniques of the active listening¹⁵⁴

REACTION	GOAL	EXAMPLE
Stimulation	Express interest.	"It is interesting."
Encouragement	Encourage worker to say more.	"Could anyone tell me more about...?"
Paraphrase (Expressing the main idea or fact in different words)	Show that you are listening to and understand what has been said. Verify the meaning and purpose of what has been said.	"So you're saying that your job title does not match your qualifications." "Do I understand you correctly that you are dissatisfied, because you are not able to apply your abilities in your work?"
Clarification (Asking question, an interpretation of what has been said so that the other person can confirm or correct it)	Understand what has been said. Gain other necessary information. Help others to see connections.	"Did it happen the same day?" "Do you perceive it as a threat?"
Reflexion (Expressing the basic feelings of a worker)	Show an understanding of what the other person feels. Allow others to evaluate their own feelings, based on how someone else feels them.	"It seems it has irritated you." "I'm glad you enjoy it."
Summary (Summary of important ideas, proposals and feelings)	Evaluate the benefits. Summarise the main ideas.	"These are, as I understand, the main ideas you have said."

¹⁵⁴ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

	Create the basis for further conversation or discussion.	
Acknowledgement	Acknowledge the significance of the problems and feelings of the other person. Appreciate his/her efforts and behaviour.	"I appreciate your willingness to do something for it."

9.2.3 **Consensus**¹⁵⁵

Consensus is an important way of finding solutions in the discussion of serious issues. It belongs to the meetings of a particularly strategic nature or dealing with issues that concern the entire unit. All alternatives are evaluated with the contribution of all members of the group who are willing to participate in the decision-making process. Some may have doubts about the rationality of this activity, but are willing to undertake it.¹⁵⁶

Being for means that you are willing to implement what has been decided, it does not mean you have no reservations.

Being against means that you are not willing to implement what has been decided, especially for these reasons:

- the chance of failure is too big
- you will not be able to learn from the failure
- there will be no new option, second attempt.

To be undecided means that you are not sure whether you are willing to do what has been decided.¹⁵⁷

It is often difficult to distinguish whether the group has reached consensus or compromise. Here are the main differences between the consensus and the compromise:

CONSENSUS x COMPROMISE

¹⁵⁵ BERNARDOVÁ, D. a K. IVANOVÁ. *Komunikace ve vědě a výzkumu*. 2010.

¹⁵⁶ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁵⁷ Ibid.

agreement x majority consent

appropriate solution x the best solution

accepted by all x loss of individuals

common interest to implement it x majority interest to implement it

lengthy meetings x rapid vote, negotiation

When looking for an agreement, other techniques for dealing with controversial views can also be used¹⁵⁸:

Obedient style. A person in this style is retreating from his/her point of view to satisfy the interest of the other person. This style suppresses differences in opinions and emphasizes everything that is in common. It is the appropriate style where a change of opinion is a gradual step to change the view of the other person, or a different solution does not threaten one's person or interests.

Avoidable style. It includes the possibility of both passive escape from the problem and especially its active suppression. Avoidance is good for simple problems or where confrontation is not worth it.

Dominant style. Forcing others to respect your opinion encourages the tactics of the "I win, you lose". The needs of others are ignored. This style relies on formal authority. It is suitable for the implementation of unpopular solutions, minor problems or when under time pressure. It does not fit into a participatory climate.

Principles for achieving the consensus¹⁵⁹:

1. Avoid argumentation from the point of view of your position. Present your viewpoint as clearly and specifically as possible, but also listen to the reactions of others and consider them carefully. Only after this consideration you can think about emphasising your own opinion.
2. Do not think that someone has to win and someone lose. It is important to look for an alternative acceptable for all parties.
3. Do not insist on your own opinion just to avoid reasons to argue. It is important to be suspicious of the presented alternatives, especially when the agreement comes quickly and easily. Then it is necessary to examine whether everyone agrees that the solution is consistent with their conviction.

¹⁵⁸ KŘIVOHLAVÝ, J. *Konflikty mezi lidmi*. 2002.

¹⁵⁹ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

4. Avoid techniques such as majority voting, averages, drawing lots or bargaining.
5. The difference in opinion is natural and must be expected. Everybody has to get involved in the decision making process.



A properly managed group discussion leads to achieving synergy and original solutions. Facilitator plays an important role in the discussion of an unbiased referee. The facilitator encourages the participants' activity, but also calms emotional debates and leads to the goal. The group discussion can take the form of brainstorming, Delphi method, or it uses methods of election. The output of each managed debate must be the quality record with results. Basic skills for managing group discussion of both managers and workers include asking questions, the use of active listening techniques, and the consensus principles in solving serious problems.



1. Which brainstorming rules do you know?
2. .What types of cause and effect diagrams do you know?
3. Develop ten open questions on working conditions in the workplace.
4. What is the difference between the terms listening and hearing?
5. What problem did you solve consensually in the workplace? Did your solution meet all the described characteristics of the consensus?



Basic literature:

- [1] BERNARDOVÁ, D. a K. IVANOVÁ. Komunikace ve vědě a výzkumu. Olomouc: Moravská vysoká škola Olomouc, 2010. ISBN 978-80-87240-35-9.
- [2] BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. Management. Olomouc: Rubico, 2001. ISBN 80-85839-45-8.
- [3] CIMBÁLNÍKOVÁ, L. Manažerské dovednosti. Studijní text. Olomouc: Univerzita Palackého Filozofická fakulta, Středisko distančního vzdělávání, 2006.
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Kapitola 10

Meetings management



After studying this chapter you will be able to:

- be able to distinguish the different types of meetings;
- be able to distinguish the types of participants and means of communication with them;
- know the principles for preparing, conducting and evaluating meetings;
- be able to create a basic structure for taking meeting minutes.



Key words:

Meeting types, meeting participants, chairperson, meeting preparation, meeting progress, meeting assessment, the meeting minutes structure .

10.1 Meeting types

Another important area is the managerial communication and conveying information at work meetings. A meeting is a tool for managing employees.

A meeting has the following main benefits¹⁶⁰:

- enables communication, mediates personal contacts, information,
- builds group cooperation, clarifies misunderstandings and confusion,
- removes obstacles at work,
- recognises the skills of other workers,
- saves money and time,
- focuses attention on key issues,
- gains feedback,
- enables to participate in decisions, motivate,
- enables to convince each other, to analyse problems, to break the fixed ways of thinking,
- analyses and makes decisions.

MEETING TYPES¹⁶¹

A meeting is a group activity that should result in the decision followed by the necessary activities for problem solving. Each meeting must have a goal, it should not be only a waste of time. Depending on the purpose/goal for which the meetings are convened, the following types of meetings can be distinguished:

- **Formal, managerial**
Meetings planned in advance with a programme and standardized record. The most frequent meetings of the management or the department.

¹⁶⁰ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁶¹ ŠULEŘ, O. *Porada jako efektivní nástroj řízení*. 2008.

- **Purpose, operational meetings**
Meetings convened only a little in advance and have no fixed agenda. Only workers who are directly affected by the problem are present. An example may be a meeting convened in response to crisis developments to find solutions that can be put into practice.
- **Problem solving**
The aim of these meetings is to solve the problem or to produce new ideas to make the activities of the organisation more efficient. This type of consultation requires careful organisational provision of all issues. The output is a comprehensive report.
- **Informative**
Meetings should inform others, ensure smooth running of activities. This may be a brief morning session of the unit. They are held regularly at the same time, and the record is often missing.
- **Control**
These are regular meetings, the aim is to discover deviations from the plan. Careful preparation for finding the critical information is important.
- **Crisis meeting**
These meetings serve to make decisions to prevent crises that threaten or could threaten the organisation.
- **Strategic meeting**
This type of meeting serves to make decisions about strategic goals of the organisation, obtain and maintain a competitive advantage.

10.2 Meeting participants

Types of meeting participants¹⁶²

- Positive type

Uses the whole time available to discuss the topic. On the other hand, it is good to listen to him/her, because otherwise, even very good ideas can be lost in many words. Is able to calm down other participants and support the manager in favour of the successful end of the meeting.

- Teacher

It is necessary to overcome the reluctance to be lectured and to pay as much attention to such participant, it is usually a person with lots of knowledge that can be of great benefit.

- Shy type

Such a member needs to be convinced and drawn into the action by the occasional "safe questions" to which he/she can most likely react correctly. It is necessary to thank him/her and appreciate his/her every contribution to the discussion.

- Doubtful type

The opportunity should be given to make use of as much of the doubts as may be needed to verify the correctness of the agreed decisions.

- Argumentative type

Do not let yourself get involved into a quarrel with this participant, otherwise he/she will dominate the whole meeting and there will be no residue of the team work. It is necessary to deal with him/her calmly and factually.

- Indifferent type

This is a demotivated participant of the meeting. Use examples related to his/her work, or ask direct questions.

¹⁶² BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

- Uncooperative type

This member is not satisfied with his/her position and longs for greater recognition, draws attention by disapproving attitudes. You need to ask him/her to explain the issues of his/her expertise and always thank for his/her contribution.

ROLE OF THE CHAIRPERSON¹⁶³

The chairperson is a person who is, within the organisation, responsible for:

- clarity of the meeting objectives for all participants,
- establishing and implementing points of the meeting agenda within a specified time,
- developing and distributing background material for the items on the agenda,
- participation of competent persons at the meeting, involving everyone in the discussion,
- formulating and summarizing the decisions taken and of the actions agreed,
- writing and distributing the meeting minutes.

10.3 Meeting process

Rules of a successful meeting^{164, 165}:

- there must be a chairperson and must start on time,
- the chair must make sure that all participants know the goal of the meeting,
- meeting must have the agenda and the meeting structure must be respected,
- only those who need to be present should be invited,
- the agenda must be distributed before the meeting,

¹⁶³ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁶⁴ Ibid.

¹⁶⁵ ŠULEŘ, O. *Porada jako efektivní nástroj řízení*. 2008.

- timekeeping of participants must be taken for granted,
- the time limit for contributions and the acceptance of decisions should be set,
- the decision must include the solution method, the authorized person, the deadline for completion and control,
- all participants must come prepared,
- all participants should actively engage, have the opportunity to express their feelings,
- meeting should be evaluated by the participants,
- meeting ends on time, positively, and a record is made.

PHASES OF THE MEETING¹⁶⁶:

Preparation of the meeting¹⁶⁷:

- set the goal of the meeting,
- effectively select participants,
- inform the participants clearly and on time about the date and place of the meeting,
- provide the participants with the agenda, ask them to write basic ideas and the reason of the contribution in advance,
- set the time limits for each agenda item and the entire meeting,
- technically secure the meeting,
- make clear who is the chairperson,
- determine the time of implementation adequately.

Meeting progress¹⁶⁸:

- welcome participants at the beginning, inform them about the topic, agenda, key issues,
- introduce participants,

¹⁶⁶ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁶⁷ Ibid.

¹⁶⁸ Ibid.

- clearly define the purpose of the negotiations,
- define the conditions for running the meeting,
- specify the person responsible for writing the minutes or tell the participants who will prepare the minutes,
- start with the evaluation of the tasks assigned in the last meeting,
- manage the sequence of contributions and their compliance with timing in the discussion - give and take the word,
- continuously summarise the conclusions to the minutes, paraphrase decisions,
- close the meeting clearly.

Meeting evaluation¹⁶⁹:

- provide the report/meeting minutes to all participants on the same day,
- ensure the control of the fulfilment of tasks,
- define the problems and shortcomings of the meeting,
- take steps to correct the identified meeting deficiencies.

10.4 Meeting minutes

The minutes of the meeting must be clearly structured, contain brief and clear information. The meeting minutes should contain the following information¹⁷⁰:

Date of the meeting:

Chairperson of the meeting:

List of participants:

¹⁶⁹ Bernardová, D. Vlastní zpracování interního dokumentu pro mentoring řízení porad.

¹⁷⁰ Ibid.

Evaluation of the fulfilment of tasks:

(This is done by using the form of the meeting minutes from the previous meeting, only the unfulfilled tasks in the form of new tasks, responsible people, and deadlines are recorded.)

TASK	RESPONSIBLE PERSON	DEADLINE

Contribution and information:

Presenter:

Content of the message:

Date of the next meeting:

Chairperson of the next meeting:

Written by:



A successfully managed meeting brings benefits both to the meeting participants, the chairperson of the meeting and the organisation itself. The meeting serves primarily to convey information, to analyse and choose the right decisions to solve problems. In order to fulfil the purpose of the meeting and not being only a waste of time, it is necessary to respect the principles for planning, managing and evaluating the meeting. For this reason, it is important to always have a clearly defined goal and meeting agenda, to inform the selected participants in advance about the purpose and the date of the meeting. During the meeting it is necessary to discuss all the issues on the agenda, to keep to the meeting timetable, to find the appropriate problem solutions and to close the meeting positively, including the summary of results. From each meeting a record of tasks for individual participants and deadlines should be made and sent.



1. The purpose of the questionnaire is to remind you of your experience and feelings that you have from the last meeting at your workplace. When completing it, consider the one specific meeting by marking each statement with the answer

that matches your point of view. Please mark only one answer and do not leave out any statement:

Statement	agree	undecided	disagree
The purpose of the meeting was clear to me			
My attendance at the meeting was important			
The meeting met its stated goal			
I gained something through my participation in the meeting			
I received the agenda in time, I could prepare myself			
The length of the meeting was reasonable for me			
The parts of the meeting agenda discussed concerned my work			
I had the opportunity to suggest some points of the meeting agenda			
The place of the meeting was well chosen			
I had the opportunity to see and hear all the meeting participants			
The structure of the meeting was satisfactory for me			
I was convinced that I can engage in the discussion			
At the meeting, I received enough information from my colleagues about how my contribution was accepted			
I had a chance to influence the running of the meeting			

The meeting atmosphere was acceptable for expressing my opinions			
The amount of information provided at the meeting was acceptable to me, reasonable			
I received the meeting minutes the same day			
The meeting minutes was understandable to me			
The minutes contained comments on all agenda items			
The meeting minutes contained the term, the place and the name of the chairperson of the next meeting			

Make the final judgment on the evaluated meeting according to the column in which you have the most answers.

2. According to the findings in the questionnaire, describe corrective actions to managing meetings at your workplace.
3. Describe the process of introducing the changes that you have identified for managing meetings from the manager's point of view.



Basic literature:

- [1] BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. Management. Olomouc: Rubico, 2001. ISBN 80-85839-45-8.
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Kapitola 11

Failures in communication skills



After studying this chapter you will be able to:

- identify a worker who feels vulnerable in communication,
- define barriers that prevent achieving goals in the manager work,
- identify problematic situations in planning and making use of time,
- identify obstacles that prevent tasks delegating,
- recognise barriers that prevent creative thinking in the work environment.



Key words:

Mistakes in communication, barriers in achieving goals, time thieves, delegating barriers, creativity barriers.

11.1 Mistakes in communication

Communication mistakes occur in stressful situations where a communication pattern that is inappropriate for a particular situation is used or the communicator does not want to (cannot) accept it. In interpersonal relationships, some specific mistakes in perception are often repeated (see 2.1 Social perceptions).

If a worker feels threatened in communication, he accepts one of the following roles¹⁷¹:

1. **Peacemaker:** at any cost, he seeks to gratify, please, does not oppose. Everything the other employee wants is all right for him. He acts as if he cannot do anything himself, he needs a permission for everything. He verbally shows helplessness, sometimes even powerlessness, trying to cover as little space as possible.
2. **Offender:** a dictator who always does everything well, behaves loftily to others, and puts himself in the position of superiority. Verbally and non-verbally tells everyone that if they didn't exist, everything would be all right. For offenders it is not important why things happen, how they happen. The most important is that his prestige does not suffer. He does not care to answer any questions. Inside, he experiences insecurity and abandonment. He needs the obedience of others to cope with these feelings.
3. **Computer:** he is very reasonable, proper, trying to be "objective" at all costs. He is worried and avoids to show any sign of feelings or personal involvement. These people look calm, cold, focused. Their non-verbal expressions are very poor, they are almost motionless, use big words and phrases.
4. **Interrupter:** no order exists for him. His work is chaotic, not related to what someone else is doing. His sentences make little sense, he does not stick to the subject, and his body shows that "he is going somewhere else".

11.2 Barriers in achieving goals

During the work, the manager has to be careful about the problems that could endanger the achievement of the set goals. The most common barriers in achieving goals include¹⁷²:

¹⁷¹ VYKOPALOVÁ, H. *Komunikace ve veřejné správě*. 2005.

¹⁷² BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

1. **Instructions are understood incorrectly:** make sure you know exactly what needs to be done and that people around you understood what is expected from them (see Chapter 5).
2. **The deadline is stated incorrectly:** if you have a task you have not encountered before, you can make a mistake when estimating the amount of time needed. Ask for advice someone who already has more experience with this task and regularly analyse the amount of time you need.
3. **Lack of information:** make clear the steps you need to take to keep the deadline. Your work plan must be reasonable and realistic. Define the tasks clearly and precisely. Find out all the necessary information
4. **Syndrome "YES. YES.":** the frequent cause of the failure in meeting deadlines is assurance from co-workers that everything is in the perfect order. "Trust but verify."
5. **Co-workers' deadlines:** be realistic in setting deadlines and take other people's deadlines into account.
6. **Perfectionism:** determine exactly what the task involves and do not do what is not necessary and useful. Do not waste the time by the unnecessary "brushing up" your work.
7. **Time pressure:** there are people who like to work under the pressure. A certain amount of stress has a stimulating effect, consider moving the deadline by 10% to 15% forward so that you or the workers meet the goal with the maximum use of time.
8. **Every accomplished goal deserves a reward:** reward each time you finish the job in time. You create your own positive motivation.

11.2.1 Postponing

You have definitely experienced it. How many of us, as students, waited with studying until the last night before the exam? How many applications to competitions come after the deadline? How many times did you prepare for the interview the last night before sleeping? Such a typical "postponer" gets into the following "vicious" circle¹⁷³:

¹⁷³ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.



1. *He wants to do something.* And he decides to do it.
2. *He does not do it.* He does not control the fulfilment of his decision.
3. *He suffers.* He worries because he does not make his decision.
4. *He gives excuses.* He apologizes why he is not doing what he should do.
5. *He is angry.* He makes a new decision.
6. *He wants to do something.* He postpones it again.
7. *This cycle is done repeatedly.* As long as the task cannot be completed.

One of the most common reasons for postponing is the **fear from the failure**. If you do nothing, you cannot fail, but neither succeed. Accept past failures as a valuable source of information. Another reason for postponing is the **lack of motivation** caused by previous failure, lack of self-confidence or poorly defined goals.

11.3 Shortcomings of using the time

The main shortcomings of the manager's time management include the following¹⁷⁴:

- 49% of the time is devoted to the tasks that can be done by their assistant,
- 5% of the time is devoted to the tasks that may be done by secretaries,

¹⁷⁴ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

- 43% of the time is devoted to tasks that may be delegated to deputies, experts,
- 3% of the time is devoted to tasks that correspond to their position and expertise.

= 97% of the time is lost unproductively and unnecessarily, only 3% of the time is spend efficiently and productively.

The basic rules of the effective time-management include¹⁷⁵:

- Clear target setting and prioritization
- Plan own time,
- Differentiate tasks according to their importance and urgency,
- Avoid time pressure,
- Divide work into parts,
- Delegate tasks.

TIME THIEVES¹⁷⁶

If the manager is often disturbed in his/her job, he/she does not use the working time efficiently, because after each break it takes some time before he/she can fully concentrate on the work again. Seiwert states that it is up to 28% of the time. Other activities that steal the manager's time include:

- postponing activities and working under time pressure,
- collecting documents, unnecessary paperwork,
- imperfect communication, incomplete information,
- not delegating the tasks, wants to do everything on his/her own,
- cannot say "no",
- unclear work and life goals,

¹⁷⁵ BEDRNOVÁ, E. a I. NOVÝ. *Psychologie a sociologie řízení*. 2007.

¹⁷⁶ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

- insufficient self-discipline.

HOW TO MANAGE TIME THIEVES¹⁷⁷:

- receive only announced visits,
- record each interruption and find out which one steals the most of your time and needs to be eliminated,
- agree with your secretary on putting through calls,
- when you are waiting for a meeting, take alternative work with you (process tasks of the type C or tasks type A and B to think about);
- delegate tasks,
- examine the need to attend the meeting, request a program and a timetable in advance,
- find space for a regular hour without accepting visits and phones,
- learn to say “no”. Use words like "I decided not to ...", "I do not want ...", "It does not belong to my work ..." - do not use the phrases "I cannot because ..."

11.4 Obstacles in delegating

Obstacles affecting managers when delegating the tasks include¹⁷⁸:

- fear of losing the control
- conviction of one’s irreplaceability
- uncertainty of what can be, what should be and what needs to be delegated
- lack of trust in co-workers
- desire to take all the merit on your own

¹⁷⁷ Ibid.

¹⁷⁸ Ibid.

- fear of the "competition" on the part of co-workers
- fear of losing status
- unfavourable experience from previous attempts to delegate
- lacking techniques and tools for delegating
- desire to keep the information
- misinterpretation by a senior supervisor

Obstacles affecting the subordinates

- lack of self-confidence
- lack of experience and competence
- fear from accepting responsibility
- unclear task definition
- fear of criticism
- inadequate overview
- great workload
- laziness
- insufficient information and training
- lack of confidence in the manager
- unfavourable experience from previous tasks

11.5 Lack of creativity

The manager needs to think creatively about his/her work. Lack of creativity is one of the barriers in achieving the manager's and workers' performance. A human is the most creative in childhood. Every day children engage their creativity in thinking and they often do not distinguish fantasy from the reality. Up to adulthood, the creativity is reduced to 30%. Adult people use creative thinking,

especially when searching for solutions to some situations and work problems. In the working environment, people's creativity is oriented in a certain direction and is supported by successive steps that form a creative process¹⁷⁹.

The creative process takes place in several steps¹⁸⁰:

- **Preparation:** involves the collecting, sorting and analysing of information and materials providing a good basis for later consideration about the solved problem.
- **Incubation:** is a stage that does not require the mind to focus on the problem. It is a free discussion with one's ideas and viewing the problem from a variety of possible views. It can be done during relaxation, other activities, in sleep.
- **Insight (knowledge):** is the sudden moment of inspiration, "enlightenment," which brings understanding and the way to solve the problem.
- **Verification:** it is a careful examination of the facts that confirm previous knowledge.

11.5.1 Creativity barriers¹⁸¹:

1. **Time trap** - "I do not have time to be creative".

Put untraditional ideas into daily activities. Think about them during the usual boring activities: washing up, ironing, shopping ...

2. **Business Risk Zone** - "Being creative leads to crazy ideas".

Caution is the basis for survival. The purpose of life is not only to survive, but to live. There is a risk in life that can be enjoyed.

3. **Inappropriate environment** - "I am not in a creative environment, so I cannot be creative".

We are deceiving ourselves. The environment can stimulate or dampen creative ideas, but creativity is in the person.

4. **The Perfectionist's Problem** - "I do not like making mistakes".

Perfectionism is a curse. This is one way to fail in some situations. No one is and can never be perfect. We have to improve our role in life.

5. **Bad or right thinking** - "I distinguish wrong and right things".

¹⁷⁹ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

¹⁸⁰ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

¹⁸¹ CIMBÁLNÍKOVÁ, L. *Manažerské dovednosti*. 2006.

Such thinking is unproductive and misleading. It comes from the one extreme to another. The solution is to start asking yourself, "What if?"

6. **Standing Water** - "Creativity could break up the standing water, which is more comfortable for life but boring".

In this case, you need to remove obsolete rules. They can be overcome only by starting to produce new stimuli in their place.

7. **Prophecy comes true** - "I'm just not creative".

You are what you think you are. If you think you are not creative, you will hardly be creative. You are creative, you only need to start using this ability.

8. **Thinking about benefits** - "Creativity is a waste of time, energy, money".

In today's competitive world, new, different things have success. New things can only be produced by creative thinking. That is why creativity is a good investment.

9. **Only one correct answer** - "Creativity offers too many alternatives".

The one who found only one answer to the question stopped searching too soon. If you come up with more answers to one question, it is not comfortable for making decisions, but it is certainly more interesting. Being free to choose is much better than the feeling that I had to act like that because there was no other option.

In the working environment, you most often encounter these arguments demonstrating a lack of communication skills and creative approach¹⁸²:

- It will not work!
- We already do it.
- We have already tried it, and it was not a good thing!
- It is not practical.
- It will not solve this problem.
- It's too risky!
- That is just a theory.

¹⁸² Ibid.

- It would be too expensive!
- It raises the resistance of customers, boss, workers, shareholders ...
- It will bring more problems than it will solve!

Creative thinking can be supported by an appropriate organisational structure. **The most beneficial for creativity is**¹⁸³:

- openness in communication,
- promoting contacts with the organisation environment,
- freeing creative units from other productive activities,
- heterogeneous personnel policy,
- investment in basic research,
- decentralization, diversification,
- avoiding risk behaviour,
- democratic way of leadership,
- stable and safe organisational climate.



Communication skills accompany the manager's daily activities and have a major impact on his/her success in managing workers to achieve goals. For this reason, the manager must deliberately avoid communication mistakes and be able to recognize problematic situations in the information transmission that could lead to misunderstandings or conflicts. If a worker is threatened in communication, he behaves in a way typical for the so-called peacemaker, offender, computer, or interrupter. Other problems can arise in the so-called social perception, where the communication is influenced by various factors (age, gender, personality traits, profession) and mistakes occur (sequence effect, halo effect, stereotype, projection).

Another problematic area dependent on communication problem is the achievement of goals that may be endangered, for example, by inaccurate information, unclear deadlines, perfectionism, or fear from failure, when the manager easily gets into the so-called vicious circle of postponing. Communication

¹⁸³ BĚLOHLÁVEK, F., KOŠŤAN, P. a O. ŠULEŘ. *Management*. 2001.

skills also influence effective time-management, in the form of communicating and gaining the necessary information regarding time planning, the ability to learn and to say "no" and effective delegating of tasks to subordinates with clear instructions. Openness in communication with workers, stable and safe organisational environment, and establishing contacts with the business environment positively influences the development of the creativity and prevents stagnation.



1. Which of the above-mentioned roles of solving communication problems is the closest to you. Describe the risks it personally brings you. Build a plan to prevent you from taking over this role.
2. Recall when when you last postponed an important task. Describe the consequences it brought and write a strategy to prevent the postponing of problems.
3. Find in your work at least 3 situations/issues that can be solved in a creative way. Describe how you would organize events with the workers to find the creative solution of each situation.



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Kapitola 12

Presenting, presentation skills



After studying this chapter you will be able to:

- define the technique of a presentation including detailed presentation preparation,
- distinguish a presentation from a self-presentation and describe forms of self-presentation,
- describe a presentation structure.



Key words:

presentation, presentation preparation, self-presentation, presentation structure

12.1 Presentation^{184,185}

Presentation is a technique of an organised transfer of information to a group of participants. The technique is based predominantly on a one-way form of communication, it means the information transmission from the presenter to the listeners.

High quality presentations are based on the presenter's presentational skills training. Key skills are the preparation of the presentations, the setting and the art of fulfilling the goal of the presentation, self-presentation skills, the ability to keep the listener's attention and to be comprehensible in the information provided, the art of getting feedback from listeners.

12.1.1 Presentation preparation

High quality preparation will ensure the presenter 70% success in the whole implementation of the presentation event. The preparation consists of:

- preparation of the content,
- preparation of tools,
- personal - psychological preparation.

Preparation process:

1. Goal formulation - the goals of the action

the presenter must clearly formulate what he/she wants to achieve in listeners by the presentation. Presenter forms this idea into the goal of the event (... to explain the principles ..., ... to convince for ..., ... to inform about ...). Similarly formulated goals are the basis for further preparation of the event.

2. Determining the content of the event

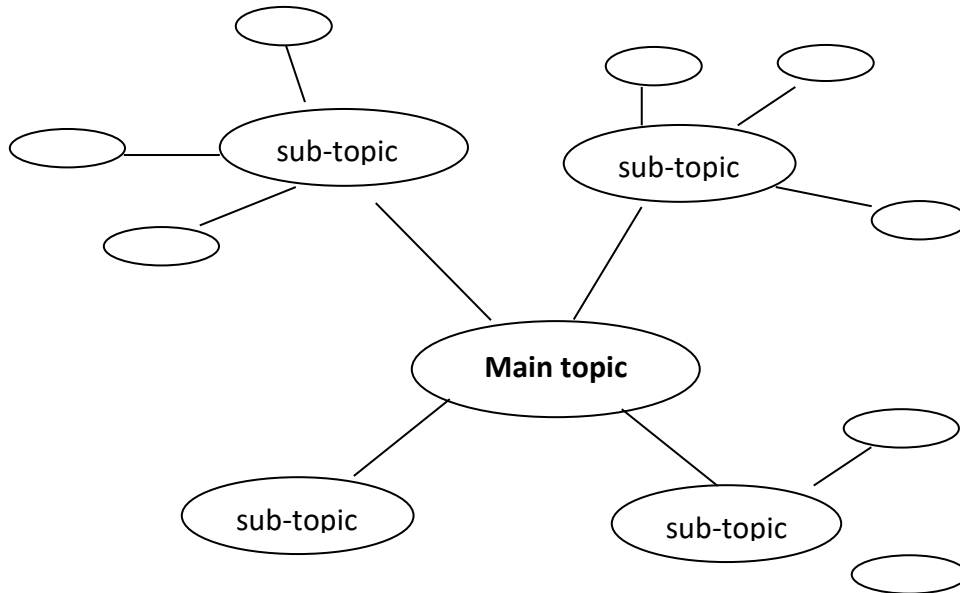
The goal of the event provides a clear idea of the scope of information that must be included into the content. However, it is important to map out in some way what specific information will be

¹⁸⁴ ŠIROKÝ, J. *Tvoříme a publikujeme odborné texty*. 2011.

¹⁸⁵ BERNARDOVÁ, D. a K. IVANOVÁ. *Komunikace ve vědě a výzkumu*. 2010.

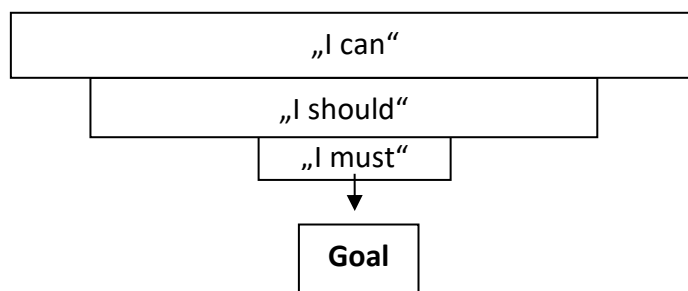
communicated and its importance in the message. A very useful technique used for identifying individual details of the content is the so-called "spider" or "bubble chart" or "mind map".

Mind map:



However, it would be unrealistic and unreasonable to try to cover all the identified information during the event. The next phase is to evaluate the contribution of the information included in the message and the division into three basic categories:

Information transfer



Information from the **"must"** category form the basis and are derived directly from the goal.

Information in the **category "should"** explain links and relationships for better understanding of the content. In case of the lack of time, if something is not understood enough, the participant can read it in the accompanying text.

Information in the **category "can"** are interesting, inspirational, but unnecessary, and the participant can read it in the text or can do without it. The presenter will use them in the case of an extra interest in the subject and in case of time.

3. Choice and preparation of appropriate tools

Information from the category "must" form the basic idea structure of the presentation and it is useful to convey them to the participants also visually. A special technique is used for it. The use of the technique requires the preparation of tools in advance: e.g. video projection – watching films, data projection - using the programs, flipcharts - drawings, objects, models, samples (e.g. a computer taken to pieces). If the tools are to perform their function in a presentation, they must be simple, well arranged, clear, readable, and comprehensible. Well-prepared tools can help the trainer to simplify the event, and simplify the process of learning, understanding and memorizing of the listeners.

4. Written preparation

The presenter captures all the steps of preparation in a summary form in his/her written preparation for the event. The literal written text is inappropriate because it does not allow to put more organisational details into the text. It is more appropriate to use the headwords in the columns:

Example:

Topic and sub-topic of the content:	tools:	time:
-------------------------------------	--------	-------

Further details - the importance of details, the importance of information in the content, etc. It can be marked by different colours and signs. Preparation should be written in large font (block letters). Proper preparation will enable the presenter:

- simple orientation,
- readability from a greater distance,
- quickly search for important parts,
- alert the presenter to important moments.

5. Preparing the room

The room should be a space suitable for the presenter and the listeners as well as the tools used.

The listeners should all be able to see the presenter, the tools and equipment and at the same time to see all the other listeners.

The presenter should be able to move freely in the room, approach all the listeners equally, work with the tools and equipment, move freely from the manipulated equipment to listeners and vice versa.

12.2 Self-presentation¹⁸⁶

During one's self-presentation, the presenter uses simultaneously these means of communication:

- the words - (*house, table, want, good day ...*) their influence on the overall success in sending the information to the participants is about 13%
- paralinguistics - (*voice power, voice colour, intonation, phrasing, pauses ...*) gives words particular meaning for the situation and contributes to the success of information transfer in 24%
- non-verbal communication - (*clothing, behaviour, posture, gestures, mimic ...*) gain its particular meaning in connection with the specific situation and words that are said, at the same time contribute to the success of the information transfer in about 64%.

The actual implementation of the presentation is based on the direct contact of the presenter with the listener. The presenter gradually guides listeners through the prepared content. He/she is therefore always in the focus of listeners.

The success of the implementation part of the presentation - the fulfilment of the stated goal - depends on the self-presentation skills of the presenter.

There are some basic rules for the successful self-presentation in front of the group:

- do not sit or stand behind the table, but walk in front of the listeners,
- move freely by slow shuffling around, do not stand in one place, do not run around the room,
- look into the eyes of the listeners, do not forget to keep eye contact with any of them, do not turn your back on the listeners,
- if you are talking to an individual, take a step towards him/her and look at him/her,
- do not wave your hands wildly nor keep them motionless along the body. The natural gestures of both hands are at the waist level,
- do not play with anything (pencil, keys ...)
- do not have your hands in your pockets,

¹⁸⁶ ŠIROKÝ, J. *Tvoříme a publikujeme odborné texty*. 2011.

- use positive formulations,
- speak more freely and work harder with your voice,
- use simple words, short sentences.

12.3 The structure of the presentation¹⁸⁷

The presentation has its own structure that helps participants memorize the maximum information they receive:

Introduction: tell them what you are going to say

The presenter welcomes the listeners, introduces himself/herself, communicates the goal and content of the event, tells how long the event will take and when and how the listeners can ask and break in the presentation.

Development: say it

The presenter conveys information in an acceptable form for the listeners. He/she complements his/her speech with prepared tools. However, the maximum attention of listeners may be required for up to 40 minutes. Then the attention naturally decreases and listeners need a break or a change of the activity.

Summary: tell them what you have said

The presenter repeats the intention of the presentation and the reasons why the listener should remember the information. He/she repeats the goal and the main points of the content, invites the listeners to ask questions, thanks for participation and activity, gives feedback and says goodbye.

¹⁸⁷ BERNARDOVÁ, D. a K. IVANOVÁ. *Komunikace ve vědě a výzkumu*. 2010.

12.4 Evaluation, feedback¹⁸⁸

The role of the presenter is also to monitor whether and to what extent the process that is determined by the presentation goal (*understanding, remembering, thinking ...*) is actually taking place in the listeners.

Feedback is the process between the presenter and the listener. This is the way the presenter and the audience get informed about the success of the event. It takes place:

- during the whole event - eye contact, non-verbal manifestations, questions, asking questions, reaction of the listeners ...
- at the end of the event - discussion at the end, final questions, response of the listeners after leaving ...

The presenter has to think in advance about the way the feedback is obtained from the listeners, therefore this part belongs to the preparation of the whole event itself.

Evaluation is always done at the end of the event, and special techniques are used - a satisfaction questionnaire, a knowledge test, an oral exam...



A professional way of passing information to other employees belongs among another manager's important communication skills. A presentation requires a thorough preparation that includes setting goals, determining the content, making a written preparation, ensuring appropriate tools and room. The success of the presentation depends on the manager's self-presentation skills and the way the information is passed on. The listener is influenced by the appearance of the manager, the mimics, the expressions used, the intonation, but also the posture. The structure of the presentation itself should contain the introduction, the message itself and the summary of what has been said. The manager's task is to monitor how the other employees respond to the presentation and create own feedback on the success of the presentation, and possibly also gain feedback from the employees after the presentation, e.g. by using a questionnaire.



1. Draw your mind map of some of your work topics and work out the presentation process based on the map.

¹⁸⁸ ŠIROKÝ, J. *Tvoříme a publikujeme odborné texty*. 2011.

2. Which goal possibilities can your presentation have? Name at least three.
3. How do you get to know that the listeners understood your presentation? How do you know you have met the presentation goal?



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Chyba! Záložka není definována.

Chyba! Záložka není definována.

Chyba! Záložka není definována.

Seznam příloh