Institute of Technology and Business

in České Budějovice

Self-marketing

Study Support for the combined form of study

Supervisor: Ing. Veronika Humlerová, Ph.D.

Faculty of Corporate Strategy

Department of Tourism and Marketing

Author: Ing. Veronika Humlerová, Ph.D.

Contents

1 Summary

Period	Year 1, 2nd term / Year 2, 3rd term
Course	**Self-marketing**
Language	English
Supervisor	Ing. Veronika Humlerová, PhD.
Supervisors department	Faculty of Corporate Strategy
Department	Department of Tourism and Marketing
Lecture tutor	Ing. Veronika Humlerová, PhD.
Seminar tutor	Ing. Veronika Humlerová, Ph.D.
Assessment type	exam
Assessment note	attendance at seminars 70 %
Extent and intensity	2/2
Credits	5
The goal of the course	The course continues where the course Professional Career Management ended (term 1 of bachelor studies) and extends the knowledge and skills already achieved. The goal is to provide the students with the theoretical as well as practical bases for the achievement of skills like the ability to present one's potential and differentiate from competitors whether as an employee, in the labour market or within his/her own business.
Learning outcomes	Self-marketing helps individuals improve their image and reputation, develop their careers. Self-marketing is sometimes referred to as personal branding as it uses brand tools for creation of the image of an employee. It gives more opportunities how to communicate one's values, skills, experience and vision for potential employers or business partners. The course also includes an explanation and creation of a personal business model, which is based on the marketing principles. After successful completion of the course a student: 29.1 purposefully uses tools of creation of his/her professional image, 29.2 builds his/her professional image and reputation for the development of his/her career, 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners, 29.4 applies business model tools to professional opportunities and adapts them actively, 29.5 flexibly utilizes his/her business model, which is based on the marketing principles, 29.6 applies assertive approach to solution of problematic situations

	and making contacts, 29.7 clearly presents his/her ideas, attitudes and proposals, 29.8 uses and accepts constructive criticism and perceives it as a feedback for the improvement of the professional image being created, 29.9 is versed in problems being dealt with and is able to search actively necessary information sources to extend the achieved knowledge.
Syllabus of the course	<u>Lectures</u> 1. Self-analysis and defining goals (29.3, 29.9) 2. Self-coaching (29.7) 3. Personal business model concept 1 (29.4) 4. Personal business model concept 2 (29.4, 29.5) 5. Personal business model concept 3 (29.4, 29.5) 6. Professional image building tools 1 (29.1, 29.2) 7. Professional image building tools 2 (29.1, 29.2) 8. Professional image building tools 3 (29.1, 29.2) 9. Presentation in public and body language (29.7) 10. Assertive techniques, defence against manipulation (29.6) 11. Coping with objections, feedback, constructive criticism (29.8) 12. Self-presentation (29.3, 29.7) 13. Building personal and professional business contacts (29.3) <u>Seminars</u> 1. Self-analysis and defining goals, values and preferences (29.3) 2. Self-coaching and its active application (29.7) 3. Rules of the application of a personal business model (29.4) 4. Application of the personal business model elements (29.4, 29.5) 5. Creation of one's personal business model (29.4, 29.5) 6. Professional image building tools 1 (body language) (29.1, 29.2) 7. Professional image building tools 2 (dress code and personal business ethics) (29.1, 29.2) 8. Professional image building tools 3 (professional communication, personal brand) (29.1, 29.2) 9. Practical training of presentation in public (29.7) 10. Mastering assertive techniques and defence against manipulation (29.6) 11. Coping with objections, feedback, constructive criticism (29.8) 12. Self-presentation and its practical training (29.3, 29.7) 13. Building personal and professional business contacts (29.3)
Organizational forms of teaching	lecture, seminar
Complex teaching methods	frontal teaching group teaching – cooperation brainstorming critical thinking independent work – individual or individualized activity teaching supported by multimedia technologies etc.

Study load			
	Activity	**Hours per term**	
		Daily form	Combined form
	Preparation for the final test	26	26
	Attendance at the final test	1	1
	Preparation for lectures	0	0
	Preparation for a seminar, exercise, tutorial	38	61
	Preparation of a seminar paper	19	19
	Presentation of a seminar paper	20	7
	Attendance at lectures	13	0
	Attendance at a seminar, exercise, tutorial, industrial visit	13	16
	Total:	130	130

Assessment Methods and Assessment Rate	final test 70 % continuous assessment 30 % (seminar paper 15 % and activity at seminars 15 %)
Exam conditions	Daily and combined study form: Handing-in the seminar paper and its presentation 0 - 15 points. Continuous activity 0 - 15 points. Final test: 70 – 0 points. The overall classification of the course, i.e. the points for the written test (70 - 0) + the points for the continuous assessment (30 - 0 points): A 100 – 98, B 97.99 – 91, C 90.99 – 80, D 79.99 – 73, E 72.99 – 70, FX 69.99 – 30, F 29.99 - 0. NB: Active work on continuous task assigned by the teacher during the term is compulsory.
Teacher's information	The attendance in the lessons in all forms of study is dealt with by a special internal standard (Registration of VŠTE students attendance). 70 % attendance at seminars and exercises is compulsory for daily students.
Compulsory literature	CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9.
Recommended literature	ATKINSON, R. L., 2003. *Psychologie*. Prague: Portál. ISBN 80-7178-640-3. BLATNÝ, M., and A. PLHÁKOVÁ, 2003. *Temperament, inteligence, sebepojetí.* Brno: Psychologický ústav Akademie věd ČR. ISBN 80-86620-05-0. BOHOŇKOVÁ, I., 2010. *Sám sobě koučem: cesta k úspěchu v práci i*

	v životě. Olomouc: Poznání. ISBN 978-80-86606-94-1. BRUNO, T. and G. ADAMCZYK, 2013. *Řeč těla: jak rozumět signálům řeči těla a cíleně je používat*. Prague: Grada. ISBN 978-80-247-4592-3. DEMANN, S., 2016. *Sebekoučink: 86 nástrojů pro osobnostní rozvoj*. Prague: Portál. ISBN 978-80-262-1086-3. HELUS, Z., 2009. *Osobnost a její vývoj*. 2nd, rev. ed. Prague: Charles University in Prague, Faculty of Education. ISBN 978-80-7290-396-2. MEDLÍKOVÁ, O., 2010. *Přesvědčivá prezentace: špičkové rady, tipy a příklady*. 2nd rev. ext. ed. Prague: Grada. ISBN 978-80-247-3455-2. PURKISS, J. and D. ROYSTON-LEE, 2014. *Vytvořte si vlastní značku: proměňte své jedinečné nadání v úspěšný obchodní produkt*. Prague: Synergie. ISBN 978-80-7370-295-3. VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. VÝROST, J. and I. SLAMĚNÍK, 2008. *Sociální psychologie*. 2nd rev. ext. ed. Prague: Grada. ISBN 978-80-247-1428-8.
Websites	---
Publishing activities	Course supervisor, lecturer and tutor (Ing. Veronika Humlerová, PhD.) HUMLEROVÁ, V. and R. ŠVEC, 2017. Self-marketing a osobní branding jako nutná dovednost absolventů vysokých škol. *Mladá veda (Young Science)*. **5**(6), 45-51. ISSN 1339-3189. HUMLEROVÁ, V. and P. MARTÍŠKOVÁ, 2017. Evaluace kariérních kotev studentů bakalářského studia ekonomického zaměření. *Mladá veda*. **5**(6), 39-44. ISSN 1339-3189. MARTÍŠKOVÁ, P., V. HUMLEROVÁ a A. ŠTENSOVÁ, 2017. Nový způsob ochrany osobních údajů v podobě „GDPR" očima veřejnosti. *Mladá veda*. **5**(6), 1-11. ISSN 1339-3189. ŠVEC, R., V. HUMLEROVÁ and P. MARTÍŠKOVÁ, 2017. Motivace pracovníků v cestovním ruchu. *Mladá veda*. **5**(6), 84-96. ISSN 1339-3189. JÍRA, S. and V. HUMLEROVÁ, 2013. *Time-management*. České Budějovice: Chance in Nature - Local Action Group. ISBN 978-80-7394-408-7.
Topics of diploma theses	New trends in personal career development Self-marketing as a tool of career growth Evaluation of self-marketing competence levels among tertiary students

2 Preparation for lectures

2.1 Self-analysis and defining goals

Key words

Self, self-concept, selfhood theory, self-esteem

The goals of the chapter

The goal of this chapter is to acquaint readers with the self-theory (selfhood theory) to learn them perceive self-concept and its four components, to be able communicate effectively his/her values, skills, experience and vision for employers or business partners.

Learning outcomes

➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners

➢ 29.9 is versed in problems being dealt with and is able to search actively necessary information sources to extend the achieved knowledge

Abstract

The term self is the basis of self-analysis. We find it in the personality psychology by Carl Rogers (1902-1987). Carl Rogers believed that a human has an inborn tendency to the movement towards growth, maturity and a positive change. Self, or also real self, consists of all thoughts, perceptions and values that characterize "I" and includes the awareness of "what I am" and "what I achieve". This perceived self then influences how a human perceives the world and his/her own behaviour.

Self-concept is a "set of perceptions and beliefs about oneself" (Blatný 2003, p. 92). It is based on the selfhood theory. The term selfhood (from lat. ego, Engl. self or we) is used in several meanings in modern psychology:

- it expresses the accent of feeling and behaviour, i.e. the fact that a human feels some conditions and acts as if they were his/her own;

- it expresses the term of the individually integrated complex of mental life, a human (the term personality);

- it expresses deliberate self-esteem − I, as something specific compared to other people.

Self-image expresses what we are able to do, what we look like, what other people think about us, what we are really like. It enables us to understand the motives and reasons for our behaviour. Self-feeling means how we see, perceive ourselves. Whether we like ourselves, are fond of ourselves or whether we feel shame of ourselves, we despise ourselves, or hate ourselves. Self-esteem is how we evaluate ourselves, we compare present performance and traits with the past or with the performance of other people. By self-actualization we strive for our development, improvement, self-improvement, we try to achieve what we want to be.

Self-concept analysis is often difficult as the way we see ourselves and others is very much subjective. Structured methods are used for analyses (e.g. a questionnaires or scales). There is however an advantage that a respondent sometimes does not relate the replies to him/herself. This is why unstructured methods based on free answers, where a respondent for example answers the question "Who am I?" are also used in the practice. The answer to this question then can be decoded into categories:

- social attributes (name, gender, age, role, status)
- personal attributes (interests, relations to other people, property references, appearance),
- opinion about oneself (opinion about oneself, method of regulation of own behaviour, moral values),
- feeling of personal autonomy, global assessment.

Literature

Recommended literature

ATKINSON, R. L., 2003. *Psychologie*. Prague: Portál. ISBN 80-7178-640-3. (pp. 454-479)

BLATNÝ, M. and A. PLHÁKOVÁ, 2003. *Temperament, inteligence, sebepojetí.* Brno: Psychologický ústav Akademie věd ČR. ISBN 80-86620-05-0. (pp. 87-141)

HELUS, Z., 2009. *Osobnost a její vývoj*. 2nd rev. ed. Prague: Charles University in Prague, Faculty of Education. ISBN 978-80-7290-396-2. (pp. 29-31)

VÝROST, J. and I. SLAMĚNÍK, 2008. *Sociální psychologie*. 2nd rev. ext. ed. Prague: Grada. ISBN 978-80-247-1428-8. (pp. 89-107)

Control questions

1. What does the term self mean?
2. What psychology personality is linked to self?
3. How we define self-concept?
4. What theory is self-concept based on?
5. What does the term selfhood mean, in what sense is it used?
6. What are the basic components of self-concept?
7. What does self-awareness mean?
8. What does we struggle for by self-actualization?
9. What methods are used for the analysis of self-concept?
10. What are the disadvantages of structured methods of self-concept evaluation?

Link to the practical part

3.1   Self-analysis and defining goals, values and preferences

2.2 Self-coaching

Key words

Coaching, self-coaching, personal and professional development

The goals of the chapter

The goal of the chapter is to acquaint a reader with the concept of self-coaching, its starting points, spheres of use, to explain to him how self-coaching is carried out, how it can be used for personal or professional development.

Learning outcomes

> ➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Abstract

Self-coaching represents a current trend in the development of people also in the managerial practice. It is based on scientific knowledge in psychology, neuropsychology, human brain functioning, theory of systems and communication theory. It is supported by philosophic foundations – e.g. by the systemic approach or constructivism.

Self-coaching can be defined as a process that controls our growth and development, particularly in a period of changes, both in professional and personal spheres. It is a practical and efficient method that enables us to cope with tasks that are new for us, strenuous and difficult.

Self-coaching is most often used in the following situations: self-seeking, strengthening of self-confidence, personality development, motivation problems, fear of a decision, a feeling of hopelessness, breakthrough situations, frustration and dissatisfaction, gate-shut panic, midlife crisis, burnout prevention, orientation before new life periods, position strengthening, success and failure.

Self-coaching helps develop spheres that a human can personally influence by means of tools. As the term prompts, self-coaching is a self-management activity, i.e. we are our own coaches. Self-coaching always starts in a look at ourselves, i.e. how a human perceives him/herself, whether he/she is open to changes, shifts, further learning etc. This attitude is

very important and it is the basis of each self-coaching. It has a strong influence on the effectiveness and contains the ability to use self-coaching tools effectively.

The self-coaching process consists of four subsequent steps:

1. To find out what I am like, what is typical for me, what is important for me, in what way I have been solving problems so far, how I was brought up, what potential I have.

2. To answer question regarding my existing behaviour – what decisions I have made so far, what decisions will follow, how I have decided so far, whether I have ever regretted my decisions etc.

3. To set a goal, to draft a plan, to get rid of doubts.

4. To maintain motivation, to be able to award myself, to learn to rest, to enrich my experience.

As mentioned in the last step, self-coaching also includes the process of self-reflection. It is necessary to have some distance from one's life, to be able to assess one's previous behaviour, to learn from one's mistakes and to exploit the achieved experience for the future behaviour. Self-coaching helps us change our routine patterns of behaviour and thinking, to be effective in the achievement of our goals.

Literature

Recommended literature

BOHOŇKOVÁ, I., 2010. *Sám sobě koučem: cesta k úspěchu v práci i v životě.* Olomouc: Poznání. ISBN 978-80-86606-94-1. (pp. 9-99)

DEMANN, S., 2016. *Sebekoučink: 86 nástrojů pro osobnostní rozvoj*. Prague: Portál. ISBN 978-80-262-1086-3. (pp. 9-58)

Control questions

1. What is self-coaching?
2. What sciences form the basis of self-coaching?
3. What philosophic foundations support self-coaching?
4. What does self-coaching deal with?
5. In what spheres of activity do we most often use self-coaching?
6. What attitude should an individual take to make the self-coaching process effective?
7. In how many steps does self-coaching run?

8. What is the first step of self-coaching based on?

9. How is reflection included in self-coaching?

10. What does self-coaching help us in?

Link to the practical part

3.2 Self-coaching and its active application

2.3 Personal business model concept 1

Key words

Work-life balance, business model, personal business model, key elements of a business model.

The goals of the chapter

The goal of this chapter is to explain to students the concept of a personal business model, in what way could a personal business model help him/her in his/her development or a change of the career and how to communicate values, skills and experience through it.

Learning outcomes

> ➢ 29.4 applies business model tools to professional opportunities and adapts them actively

Abstract

According to a research carried out by Grafton Recruitment personnel agency the desire to change a job is strongest in the last 5 years among the Czechs. The key reasons are a desire for higher salary, career shift and also the need for a change. The Czechs choose new jobs with regard to the distance from their homes, type of contract and also on the basis of the offered employee benefits.

Another research moreover mentions another reason why people want to change jobs – the way of the perception of the so-called work-life balance is changing. More than material benefits people in both the countries of the former federation appreciate the possibility to influence their free time and to find the balance between the professional and private lives. Nevertheless, not many employees change their jobs as they miss the way how to direct the thinking of the career so that it reflects the present work environment and meets our personal needs. This can be supported by a business model – a framework, which serves for the description and analysis of a career and helps find the way to a change. The term business model is not new. In the simplest from it is the logic, on the base of which an organization ensures financial survival.

Personal business model is a framework that enables us describe and analyse the career of each individual. It examines how he/she utilizes the strengths and talents to personal and professional growth. Business model can be perceived as a plan that describes how an organization works. Each business model should contain 9 key elements:

- customers - the organization serves customers,
- given value – the organization helps customers solve problems or satisfy their needs,
- channels – organizations communicate and transfer value through various channels.
- relations to customers – organizations establish and maintain various types of relations with customers,
- incomes – organizations gain money if customers pay for the value provided,
- key resources – represent the funds necessary for the creation of the previous elements, or for their supply to customers,
- key activities – organizations have to carry out certain tasks and actions necessary for the creation and supply of the previous elements,
- key partners – some activities are outsourced and some resources are from the outside of the organization,
- costs – represent the expenses spent on the acquisition of the key sources, carrying out the key activities and cooperation with the key partners.

These nine construction elements together constitute a tool – business model canvas, which is dealt with by the next chapter.

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 24-31)

Sources used for the elaboration of examples from the practice

Téměř polovina českých zaměstnanců uvažuje o změně práce, požaduje vyšší mzdu i více benefitů, 2017. In: *Aktuálně.cz* [online]. [cit. 2017-11-30]. Available at: https://zpravy.aktualne.cz/ekonomika/temer-polovina-ceskych-zamestnancu-uvazuje-o-zmene-prace-poz/r~f3175daab7ec11e7a9d00025900fea04/?redirected=1512030767

Třetina Čechů plánuje změnu zaměstnání. Průzkum vysvětluje proč, 2017. In: *IDNES.cz* [online]. [cit. 2017-11-30]. Available at: https://finance.idnes.cz/prace-zamestnani-vypoved-srovnani-cesi-a-slovaci-fb7-/podnikani.aspx?c=A170201_104955_penze_sov

Control questions

1. How is the labour market developing in the Czech Republic?
2. What reasons lead citizens of the Czech Republic to a change of a job?
3. What does the work-life balance concept mean?
4. What is business model?
5. What is the difference between a business model and a personal business model?
6. How many key elements should each business model contain?
7. What are the business model element names?
8. What does the key element referred to as given value mean?
9. What does the term key activities in a business model mean?
10. What do the key elements of a business model constitute?

Link to the practical part

3.3   Rules of the application of a personal business model

2.4 Personal business model concept 2

Key words

Personal business model, business model construction elements, customers, resources

The goals of the chapter

The goal of the chapter is to acquaint a reader with the structure of a personal business model, to explain him/her the individual elements – construction blocks so that he/she is able to apply them independently.

Learning outcomes

➢ 29.4 applies business model tools to professional opportunities and adapts them actively

➢ 29.5 flexibly utilizes his/her business model, which is based on the marketing principles

Abstract

No organization can do without **customers**. They are the sense of the existence of organizations. This is why an organization has to reflect their needs and keep in mind the following: different customers have different requirements, some customers pay some might not, an organization has higher income from a certain group.

Given value represents advantages for a customer. Given value is one of the main reasons in the decision about the choice of a particular company. The most frequent examples of given value are: comfort, price, design, brand or status, cost saving, risk reduction.

Companies communicate with clients by means of **channels**. Thanks to them they create awareness of services and products, help potential customers to valuate products, they enable them to buy and thanks to the support they ensure satisfaction after a purchase. Typical channels are among others: personal or telephonic channels, at a customer or in a shop, physical delivery, the Internet and traditional media.

It is very important for a company to define the **type of relations** that their **customers** prefer. Whether they like shopping personally of through an automated or self-service interface. Whether they carry out just one transaction or are regular customers. It is also

useful to think about the initial purpose of the customer care – whether to gain new customers, to maintain existing customers of to gain higher incomes from existing customers.

Each organization has to find out what value are customers really willing to pay for, and to accept the payment methods that customers prefer. **Incomes** may be either individual or repeated, e.g. a full sale, leasing or rent, a fee for services or use, subscription, licensing or a fee for mediators.

Four **key resources** are important for an organization: human, physical, intellectual and financial.

Key activities represent the most important activities that an organization has to carry out to operate. They are production, sale and support.

Key partners are companies that perform certain activities[1] for the organization, activities that would require expensive equipment or a special expertise for the organization.

Acquisition of key resources, carrying out key activities and work with key partners requires **costs**. Costs can be calculated if we define the key resources, activities and partners.

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 33-43)

Control questions

1. Why is customer care important for companies?
2. What does given value mean and for whom is it important?
3. By means of what channels is communication with a customer carried out?
4. How can we classify relations with customers?
5. Name examples of incomes of an organization (payments from customers).
6. What key resources are important for an organization?
7. What are physical resources of an organization? Give examples.
8. What most important activities does an organization have to perform?

---

[1] This activity is also referred to as outsourcing

9. How can you explain the term outsourcing?

10. How can we calculate the costs of an organization?

Link to the practical part

3.4 Application of the personal business model elements

2.5 Personal business model concept 3

Key words

Personal business model, personal business model canvas, construction blocks of a business model.

The goals of the chapter

The goal of this chapter is to teach students to draw up a personal business model for individual professional opportunities and to adapt it actively to the current situation in the professional field.

Learning outcomes

> ➢ 29.4 applies business model tools to professional opportunities and adapts them actively
> ➢ 29.5 flexibly utilizes his/her business model, which is based on the marketing principles

Abstract

Personal business model canvas. Personal business model looks and works similarly like a business model of an organization. But the key resource is a human, his/her interests, skills, competences, personality, the assets he/she owns or controls. Hardly quantifiable "soft" costs (such a stress) and "soft" benefits (such a satisfaction) are most important for a personal business model. In the preparation of a business model we must focus on the professional activity only – the work by which a human makes money. If a human creates a clear and exact image of his/her professional activities, he/she gains the basis for being able to concentrate on the "soft" element of his/her career, like e.g. satisfaction, stress, recognition, time demands etc. A personal business model is drawn in a table, see chapter 3.5.

Key resources represent an individual, who he/she is and what he/she has. This box of the table contains a list of the biggest interests; specific competences, skills, material assets that a human has are written there.

Key activities are what we regularly perform at work – physical and/or mental activities.

Customers are those we assist. This box contains the names of all those who depend on our assistance in their work (customers, our boss, colleagues etc.)

Given value means what we provide to customers or how we help other people cope with their work.

Channels actually represent a marketing process. Channels are defined on the basis of our answers to several questions – How will customers learn about us? How will they decide whether to buy our services? How will they buy them? How will we find out that they are satisfied with our services? etc.

Relations to customers represent a description of how we behave to customers, how we communicate with them, whether we provide personal services or communicate via e-mail or other form of personal communication, whether the relations are short- or long-term etc.

Kea partners are those who support us in our profession and help us perform our work successfully.

Incomes and benefits are resources of income, e.g. a salary, fees for professional services, share options, royalties and other cash payments. This also includes benefits such as health insurance, pension insurance and professional courses. This also includes the so-called "soft" benefits like higher satisfaction, recognition or a contribution to the society.

Cost are everything we input into our work (time, energy, money)

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 46-72)

Control questions

1. What is personal business model canvas?
2. What do we write in the personal business model canvas?
3. What form the "soft" elements of a career?
4. What do key element represent for a human?
5. What persons do we include among customers?
6. What do we call all we give our customers or how we help other people cope with their work?

7. How do we define channels in a personal business model?

8. Who are key partners?

9. What do we include in the incomes and benefits of our work?

10. What forms the costs of the work of an individual?

Link to the practical part

3.5   Creation of one's personal business model

2.6 *Professional image building tools 1*

Key words
Body language, non-verbal communication, mime, proxemic.

The goals of the chapter
The goal of this chapter is to teach students understand the importance of non-verbal communication, to explain them how body language works and what influence it has on the professional image.

Learning outcomes
- ➤ 29.1 purposefully uses tools of creation of his/her professional image
- ➤ 29.2 builds his/her professional image and reputation for the development of his/her career

Abstract

Non-verbal communication is a complex of communications without words that are intentionally or unintentionally sent by a human to another person or people. It is the oldest form of communication in the human development. Its encoding is difficult as unlike verbal communication it has no exactly defined system of communication standards.

Body language is our first and sincere address. It often expresses emotions and inner attitudes of a human. As soon as we learn to speak we intentionally do not assign importance to it. Non-verbal communication has however much higher importance than verbal and can reveal a lot about us. Body language displays have strong influence in human contacts. If we learn to perceive and understand body language we will be able to understand people and various situation better.

Body language signals are among others: body posture, the way of walking, mime, gestures, voice and intonation, status, territories, body types.

Body posture, the way of walking express individual's inner attitude. We can recognize his/her emotions. We do not only perceive the body posture but also the complex of mime, gestures and voice. Like from the body posture, we can recognize the emotional status from the length and dynamics of steps.

Mime is conveyance of information by means of facial expression. Whenever we meet other people we perceive what is happening in their faces. We perceive the eye expression, movement of the mouth and lips. This is why we should always realize the transparency of our mime as our face reveals a lot about us.

Gestics studies learned movement displays, symbols and characters. Gestures that accompany or even substitute speech reflect the emotions of a communicator (joy, displeasure, disagreement etc.). Gestures that do not comply with what we are saying reveal our real emotions and it can make a listener uncertain or annoyed and reduce his/her attention.

Voice and intonation belong to paralinguistic communication features. Speech melody and accent are decisive for the interpretation of what we are saying. Intonation and the way of expression suggest the cultural and social origin of an individual.

Territories or also proxemics (space location) represent the distance between communicating persons and the information resulting from it. We distinguish four communication zones: an intimate zone, a personal zone, a social zone and a public zone.

Body types. People do never exactly correspond with a particular typology by their behaviour, but we can determine some characteristic traits that enable us to include a partner to a certain body type. Such a typology is useful if we do not have enough information about our counterpart. We can usually distinguish the following types: dominant type, punctual type, enterprising type, contact type and shy type.

Literature

Recommended literature

BRUNO, T. and G. ADAMCZYK, 2013. *Řeč těla: jak rozumět signálům řeči těla a cíleně je používat*. Prague: Grada. ISBN 978-80-247-4592-3. (pp. 23-58)

Control questions

1. What is non-verbal communication?
2. Why should we pay attention to the body language?
3. What do we include among body language signals?
4. According to what non-verbal features can we distinguish the emotional status of a human?
5. How is conveyance of information by means of facial expressions called?

6. What is gestics?

7. What are paralinguistic traits of speech?

8. What forms the status of a human?

9. What does the term proxemics mean?

10. What body types do we distinguish?

Link to the practical part

3.6   Professional image building tools 1 (body language)

2.7 Professional image building tools 2

Key words

Dress code, outfit, dressing, etiquette, image

The goals of the chapter

The goal of this chapter is to teach students to use purposefully tools for creation of their professional image and reputation for the development of their career, to teach them to distinguish various types of dress codes according to the importance of social events.

Learning outcomes

- ➢ 29.1 purposefully uses tools of creation of his/her professional image
- ➢ 29.2 builds his/her professional image and reputation for the development of his/her career

Abstract

Well selected and adequate personal style is the basis of our overall **image**. **Dress code** belongs to etiquette, i.e. the set of social conventions and behaviour norms. It is a code of clothing that defines how to dress for a particular more or less formal event. The following international terms are most usual:

Black tie means a formal event and therefore also formal clothing. A man should wear a tuxedo and a black bow tie and a woman a dress. Although black colour is in the name, it is not necessary for a woman. The variant creative black tie means that although an event is formal new trends in evening clothing can be applied.

White tie is a term for a highly formal, socially important event, where men should wear a tailcoat with a waistcoat, a white bow tie and patent leather shoes. A woman should wear a full-length dress.

Formal (sometimes also ultra-formal) means nearly the same as black tie, but it allows for higher freedom. A man can wear a dinner jacket with just a shirt, and women can wear a cocktail dress or an evening skirt suit instead of a long dress.

The term **semi-formal** is not much specific and is relatively confusing. In this case it is good to comply with the time of the day when the event takes place. During the day a wrap

front dress, a formal suit, elegant business style is a good choice, a man can wear a leisure, walking suit with a tie. After six pm a man should be wearing a black suit and a woman a cocktail dress.

The term **cocktail** clearly says what a woman should wear. A cocktail dress is accompanied with high-heeled court shoes and a small handbag.

Casual dress does not mean full freedom in clothing. Casual means that you feel comfortably in your clothing, however you still maintain a certain level of professionality. You should look smart but not too dressy. It depends on the time again and on the level of formality of the event.

Some situations require adherence to specific dressing rules. Religious institutions might for example insist on dressing rules that have to be adhered to in particular areas or at particular social events. Some schools order wearing school uniforms, mainly in Asia, America or Great Britain.

What we look like and what we are wearing influences the first impression up to 50 % according to experts, 40 % is the way we talk (the depth of our voice, intonation, speed of speech etc.) and remaining 10 % is what we say, i.e. the content of our speech. Our approach to dressing is also influenced by the environment in which we live.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. (pp. 100-107)

Control questions

1. What is dress code?
2. What does black tie dress code mean?
3. What does white tie dress code mean?
4. What does formal dress code mean?
5. What does semi-formal dress code mean?
6. What does cocktail dress code mean?
7. What does casual dress code mean?
8. How does the fact what we are wearing influences the first impression?
9. What factors influence the style of dressing?

10. What institution require adherence to specific rules in dressing?

Link to the practical part

3.7   Professional image building tools 2 (dress code and personal business ethics)

2.8 Professional image building tools 3

Key words

Personal brand, professional image, archetypes, formal appearance.

The goals of the chapter

The goal of this chapter is to teach students to build their professional image and reputation for career development by means of tools for creation of a professional image and help them create their personal brands.

Learning outcomes

- ➢ 29.1 purposefully uses tools of creation of his/her professional image
- ➢ 29.2 builds his/her professional image and reputation for the development of his/her career

Abstract

People tend to believe what they see more than what they hear. A visual impression therefore overrides the voice impression in most cases. Appearance is a key element of our identity. It is worth to be fostered and to invest therein. Some people are so much distinctive that we remember them at first sight (for examples Albert Einstein's moustache and lively appearance, the hairstyle, characteristic clothing and a heat of Queen Elisabeth II, Marilyn Monroe's blond hair dark eyebrows and puckered lips). If we want to be visually rememberable, we must develop and accentuate our appearance.

An archetype helps us give a clear message of how we do things. The word archetype comes from Greek and means pre-form. Archetypes can be helpful in creation of a personal brand. Creation of a strong personal brand means that we will present our intention to the environs. Archetypes can help us express our intention in a language that everybody understands. We recognize the following archetypes: the caregiver (helps and protects against an injury), the creator (creates and innovates), the explorer (researches and explores), the hero (fights courageously for putting things in order), the innocent (seeks clarity, good and happiness), the jester (lives it up, but can mediate important information), the lover (finds and gives love and sensual pleasure), the magician (transforms situations),

the regular boy/girl (is OK as he/she is, joins with others), the ruler (rules, introduces order to chaos), the rebel (opposes, breaks the rules), the sage (helps people understand the world).

It is recommendable to concentrate on maximum two archetypes in the life of work. If we evoke one or two archetypes we will create a stronger brand. Whether intentionally or not, people want to know what we are. They also appreciate consistency and adherence to principles, they know what they can expect from us and feel safe with us.

When we are choosing clothes, it is good to consider which archetype we want to evoke within the organization. If we want to create the creator, we should be dressed originally and add for example an unusual hairstyle. If we want to change the conditions in the company we should evoke the rebel and to refuse to submit to dressing conventions as well. Even though ties are nearly no more worn, they appear again where people want to ask for money of look for a job. The reason is, that if we seek money, the formal appearance helps us evoke the ruler. Investors or those who we want to lend us will rather tend to believe us that their money will be under control and safe.

A so-called cyclic aspect exists in men's clothes – according to American designer and author Alan Flusser men got used to wear ties in the period of economic instability. The sales of ties usually start to grow when finances are worsening. The reason is that if we want to hold out position, it is necessary to evoke the ruler.

Literature

Recommended literature

PURKISS, J. and D. ROYSTON-LEE, 2014. *Vytvořte si vlastní značku: proměňte své jedinečné nadání v úspěšný obchodní produkt.* Prague: Synergie. ISBN 978-80-7370-295-3. (pp. 113-142, pp. 185-190)

Control questions

1. What role does appearance play in communication?
2. What is archetype?
3. What archetypes do you know?
4. Describe briefly the archetype of the caregiver.
5. Describe briefly the archetype of the ruler
6. Describe briefly the archetype of the jester

7. Describe briefly the archetype of the regular boy/girl

8. Describe briefly the archetype of the sage

9. To how many archetypes should you concentrate in the life of work and why?

10. What is cyclic aspect in men's clothes?

Link to the practical part

3.8   Professional image building tools 3 (professional communication, personal brand)

2.9 Presentation in public and body language

Key words

Presentation in public, Lasswell's communication model, visual aspect, spoken language, jitters

The goals of the chapter

The goal of the chapter is to teach students to prepare a successful presentation from the content and formal point of view, to explain them the features of a self-assured spoken presentation and to show them how to calm jitters.

Learning outcomes

➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Abstract

According to some researches people have stronger fear of a public presentation than for example of diseases, financial problems or for example insects and beetles. The following rules of successful presentation have to be adhered to:

1. To set clearly the goal of our presentation.
2. To set the goal of the listeners, i.e. what they want to hear.
3. To set three key notifications.
4. To draft the structure or a plan of the presentation.
5. To prepare the form and visual aids.
6. To prepare an attractive introduction.
7. To prepare an unforgettable conclusion.

Lasswell's communication model serves for the thinking of the whole presentation concept:

- who conveys the information? – the communicator,
- what is being conveyed? – the communique (the content of the communication)
- how is the conveyance carried out? – the communication channel
- to whom the communication is intended? – the communicant, receiver,
- with what effect? – the efficiency of the information conveyance.

The effort to attract is a battle for attention. According to rule 55, 38, 7, by dr. Mehrabian from Los Angeles University College each communication that we interpret consists of: 55 % of visual elements (what we can see), 38 % of vocal elements (what we hear), 7 % of the verbal component (what we say, i.e. the content of our words). It means that 93 % of the non-verbal character of our communication decides whether we persuade our listeners, whether they accept our communication. This is why we should remember that when we speak we must think that there must be something to watch and something to listen to in our communication. We should not only concentrate on what we look like, but also what the visual aspect of our communication is like. We should not overload listeners with too much text. Each slide should not contain more than 40 words and only one main idea, no more than seven lines of text and no more than seven words on a line. The rules of formatting have also to be adhered to – fonts, colours and colour schemes, typography and text in paragraphs, to avoid too many bullets, animations and pictures. A self-confident (stylish) presentation has the following traits: eye contact, self-confident presentation, controlled gestures, the "red thread", convincing arguments, tension and points, work with the voice/pauses, pace/rhythm and spontaneity. Many people however suffer from jitters so self-confident presentation is not an easy thing for them. Jitters are a natural physiological reaction of the organism. Careful preparation reduces anxieties and ensures 50 % of success.

Literature

Recommended literature

MEDLÍKOVÁ, O., 2010. *Přesvědčivá prezentace: špičkové rady, tipy a příklady*. 2nd rev. ext. ed. Prague: Grada. ISBN 978-80-247-3455-2. (pp. 11-23, pp. 89-98)

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. (pp. 140-149, pp. 160-181)

Control questions

1. What are the rules of a successful presentation?
2. What is Lasswell's model, what does it serve for and what should it contain?
3. How many per cent do the individual component of a communication represent?
4. What are the requirements for the content of a slide?
5. What are the requirements for the visual aspect of a slide

6. What are the rules of presentation formatting?

7. Describe the features of a self-confident presentation.

8. What are jitters?

9. How do jitters show themselves in a presenting person?

10. What are the techniques for the reduction of jitters?

Link to the practical part

3.9   Practical training of presentation in public

2.10 Assertive techniques, defence against manipulation

Key words

Assertiveness, manipulation, aggressiveness, self-assertion

The goals of the chapter

The goal of this chapter is to teach students the ability to assert themselves, how to solve problematic situations, how to establish relations and to defend against manipulation.

Learning outcomes

> ➢ 29.6 applies assertive approach to solution of problematic situations and making contacts

Abstract

The term assertiveness comes from Latin assere, i.e. to assume something, to enforce something. Assertiveness is the way of acting and behaviour by which we are able to get our way, to defend our opinion strongly, but not to the detriment of anybody else or of ourselves. The term aggression or **aggressiveness** and manipulation are related to the term assertiveness. Aggressiveness is a tendency to aggressive behaviour to others.

Manipulation is unfair, dishonest behaviour. We face manipulation daily, whether in the role of a manipulator or a victim. **Manipulation** relates to the type of personality. American psychologist Everett L. Shostrom defined nine styles of manipulator personality: **The Dictator** – refers to authority and tradition, often uses quotations. He/she is often an authoritative boss or a father of a family. **The Weakling** highlights his/her handicaps, stresses his/her inferiority complex. Hides unwillingness under inability. **The Calculator** – complies with what is most advantageous for him/her at a moment, usually does not manifest his/her ambitions and fulfils the easiest tasks only. **The Clinging Wine** – pretends dependence on the others, likes to parasite on them to a high extent. Individuals of this type often suffer from hypochondria and highlight adversity. **The Bully** – manipulates by means of rudeness, is persuaded on his/her truth, does not admit a compromise or even a discussion, in marginal situations he/she uses offensive language and threats. **The Nice Guy** – this type is best characterized by the statement "The kindest people are worst"

He/she is relatively often present in a family, mostly in the person of the mother. **The Judge** – constant criticism is the basic form of manipulation. He/she elicits the feeling of guilt in his/her environs, however he/she overlooks his/her own mistakes. This is particularly typical for the male gender. **The Protector** – constantly cares about others, often against their will. He/she lives in the persuasion that he/she knows best what is good for the others. This is particularly typical for authoritative parents. **The Mafioso** – manipulates by power like a bully, but at the same time he/she offers some protection. This manipulation type is often used in politics.

An assertive person is able to say no to such a manipulator, he/she is able to pronounce his/her thoughts, to persuade others, but also to respect others and their standpoints. He/she is able to defend against aggressive attacks but remains him/herself. An assertive person uses the following **ten rules of self-assertion**: 1. I have the right to judge my own behaviour, thoughts and feelings and to be responsible for them and their consequences. 2. I have the right not to provide any explanations or justification of my behaviour. 3. I have the right to assess whether and to what extent I am responsible for the problems of other people. 4. I have the right to change my opinion. 5. I have the right to make mistakes and be responsible for them. 6. I have the right to say "I don't know". 7. I have the right to be independent on the good will of others. 8. I have the right to make illogical decisions. 9. I have the right to say "I don't understand you". 10 I have the right not to be perfect, I have the right to say "It's not my business." Our inborn politeness to reject anything, to say clear and definite no, is usually the basis of all our troubles. To learn to say "no" is the basis of assertiveness.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu.* Prague: Grada. ISBN 978-80-247-5385-0. (pp. 150-162, pp. 160-181)

Control questions

1. Define the term assertiveness.
2. Define the term aggressiveness.
3. Define the term manipulation.
4. Name the nine styles of manipulator personality.

5. Describe the manipulators style called the dictator.

6. Describe the manipulators style called the calculator.

7. Describe the manipulators style called the nice guy.

8. Describe the manipulators style called the protector.

9. Describe the manipulators style called the mafioso.

10. Explain the ten rules of self-assertion.

Link to the practical part

3.10 Mastering assertive techniques and defence against manipulation

2.11 Coping with objections, feedback, constructive criticism

Key words

Objections, feedback, active listening constructive criticism

The goals of the chapter

The goal of this chapter is to teach students how to present clearly their ideas, attitudes and proposals, how to cope with objections, how to listen actively to the audience and how to be able to accept constructive criticism.

Learning outcomes

➤ 29.8 uses and accepts constructive criticism and perceives it as a feedback for the improvement of the professional image being created

Abstract

Coping with objections belongs to the skills of a good speaker. A well proven way how to respond if an objection occurs exists:

1. To accept an objection, to repeat it as the case may be, to write it or to clarify it if its presentation was not clear.

2. To ask the objecting person a question (e.g. if that is all or if he/she is going to add anything) or to ask the audience (if anybody has any comments to the objection).

3. To answer as possible (e.g. if the objection opens a wide space for discussion, to be brief and to refer to materials or to say that you will deal with the problem in detail later).

4. To visualize (write, draw) the objection and the answer if it is effective for further discussion (e.g. to write data on a flipchart, to prepare a comparison in the pros X cons form, public calculation before the listeners …).

5. To ask the audience whether they are satisfied with the answer or as the case may be, with the inclusion of the objection, and if they are not, to ask what they propose (e.g. a debate in a closer group of specialists, more detailed study material, a solver workshop to the topic etc.).

If a presenter has a problem with the dealing with an objective he/she can use the following recommendations:

- If I do not understand the problem I should not answer.
- A wrong answer is worse than no answer.
- Some questions are better not to answer. The formulation "if" is better than "which".
- A counterproposal is better than direct disagreement.
- "No" is a response, not an attitude so it may be usually changed.
- If you are in emergency, turn to a comparison, a story – do not let yourself drive by impatience to an impetuous answer. The one who asks is the winner.

Persuasive behaviour in public, perfect rhetoric, as a means of our personal image, influence on others, is particularly based on our ability to listen. Listening to what others tell us is a real art. If we learn to listen, we will be able to read in human souls. By listening, empathising with others, with their mime, attitude, words, expression voice we get to know others. Listening also supports our personality, image, the impression we make. We become interesting for others to certain extent as we listen to them, are interested in them.

The ability to express criticism belongs to the basic skills of each manager. There are five rules to adhere to: 1. Let the criticized realize their mistake. 2. Learn to convey criticism. 3. Ask first. 4. Be discrete. 5. Do not use the word but.

Literature

Recommended literature

MEDLÍKOVÁ, O., 2010. *Přesvědčivá prezentace: špičkové rady, tipy a příklady*. 2nd, rev ext. ed. Prague: Grada. ISBN 978-80-247-3455-2. (pp. 11-23, pp. 89-98)

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. (pp. 134-150)

Control questions

1. How to respond to objections?
2. What recommendations can be used in a response to an objection?
3. What does visualization of an objective mean?
4. What is active listening?

5. How does listening relate to image and influence?

6. What does the word empathy mean?

7. What does the statement "If we learn to listen, we will be able to read in human souls." mean?

8. How to present to make the audience listen actively and keep till the end?

9. What is the "willow" effect and how is it related to active listening?

10. How can constructive criticism be expressed?

Link to the practical part

3.11 Coping with objections, feedback, constructive criticism

2.12 Self-presentation

Key words

Self- presentation, personal brand, communication, image

The goals of the chapter

The goal of the chapter is to teach students how to communicate effectively their values, skills, experience and vision for potential employers or business partners through a personal brand, how to present their ideas, attitudes, proposals clearly and how to build their image.

Learning outcomes

> ➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners
> ➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Abstract

We play a high number of roles during our lives. We are able to cope with some of them naturally, others require our ability to choose and some endeavour. We feel comfortable in some of them, we would better do without others. Image is a kind of idea about an individual, which forms on the basis of what we have heard of him/her and also during communication with him/her. Image should correspond with our personality, come directly from us, from our personal qualities. We should learn to work with what we are able to do and develop it.

As social psychologists say, people form an idea of us in approximately 30 seconds. This time is sufficient for them to evaluate us in terms of traits and abilities, social position, education, qualification, credibility etc. 30 seconds is a too short period for us to be able to show to the others that we are moral, credible, honest, inspirational, that we have talent or some extraordinary capabilities.

The content of our image is appearance, reputation, body language, presentation, behaviour and communication. Five basis traits necessary for us to make a professional impression exist:

Competence. This includes all our capabilities, skills, experience, qualification and what we can do. We should concentrate on what we do well, in what we are excellent and what our strongest point is.

Self-confidence is psychologically conditioned by the positive state of mind, that we are well prepared, have enough information. The term self-consciousness sometime belongs here. This means how we esteem ourselves, how we believe ourselves in various life situations.

Credibility. This is the ability to look like someone who is able to perform given work and particularly to elicit this impression in others.

Consistency. If we want our image to be efficient, it must be created consistently, i.e. every day and everywhere regardless to whom we have just met. Professional presentation has to be a matter of course in each situation.

Self-control. This is the ability to control ourselves, it helps us look at our own behaviour and presentation from a distance. Inadequate behaviour and negative state of mind that we show my have a negative influence on the assessment of our competence and credibility. Controlling our emotions is very important.

People generally have not enough time and they rely on the first impression. We can make it in a very short time, but it can persist and it is difficult to improve. We decide on our success ourselves to a high extent. Our image, the way how others perceive us, depends also on how we ourselves feel.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu.* Prague: Grada. ISBN 978-80-247-5385-0. (pp. 79-97)

Control questions

1. What is image?
2. How long does it take people to make an impression of us?
3. What is the content of image?
4. What traits are important for us to make a professional impression?
5. Explain the term competence.
6. Explain the term self-confidence

7. Explain the term credibility.

8. Explain the term consistency.

9. Explain the term self-control.

10. What role does the first impression play in communication?

Link to the practical part

3.12 Self-presentation and its practical training

2.13 Building personal and professional business contacts

Key words

Professional contacts, business cards, e-mail, Internet communication

The goals of the chapter

The goal of this chapter is to teach students how to use effectively modern communication tools – e-mail, social networks, their own websites and blogs that will help them build business and professional contacts and present their ideas, attitudes and proposals clearly.

Learning outcomes

> ➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners

Abstract

All possibilities start with a relation. Several simple steps how to make yourself visible exist. A **business card** is the first and simplest tool in contact building. A business card should be clearly arranged, with complete contacts including telephone numbers and an e-mail address. They should remind people of what you are involved in. Most business cards make impersonal impression – they contain just a name, aa degree and a company. If a person has a kind of distinctive design, it is useful to leave a space on the front side of the card where something can be written if necessary.

E-mail is the most frequently used communication method nowadays. An e-mail address should start with our name so that people with whom we have not been in touch for a longer time can find our address easily by writing the beginning of our name in the address box of a new e-mail. E-mail address should not contain nick names, only if we use a nick name in business contacts we can use it in our e-mail address as well. If our name is very common we can add something that reminds people what we do, e.g. johnsmithdecorator@seznam.cz. E-mail is a way how to keep in touch with people and it is not as obtrusive as the telephone. If an email falls to spam and remains there, the addressee can find it at any time. A lot of people also delete such mails without reading them. If we

however personalize our e-mails, they are more likely to be red. It is always useful to write the whole name in the subject box.

Social networks are modern tools of communication. If we want to present ourselves we can register to a social network – Facebook, Twitter, Instagram etc. These networks are often personal. Professional social networks are more suitable for professional communication. LinkedIn.com, is widely used and academics and scientists often use also Academia.edu and ResearchGate.com. These networks help us build a personal brand and image, present our experience and provide us with an opportunity to get new offers for work and to establish business relations very simply.

One's own website is another tool for building professional contacts. If we are sole traders, we need people to find us and contact us. If we are public persons, our own website helps us with presentation, our supporters can monitor what happens with us and will not be in direct contact with us. A website can also be used for selling CDs, books or other products we have on offer.

A blog is an abbreviation for a weblog, i.e. an online diary. Everybody can present his/her opinions, photos, videos, sound recordings etc. in his/her blog. Blogs help us widespread our web presentation and communicate with people. If people allow us to send them announcements, they can read what we write as soon as we publish it on our blog.

Literature

Recommended literature

PURKISS, J. and D. ROYSTON-LEE, 2014. *Vytvořte si vlastní značku: proměňte své jedinečné nadání v úspěšný obchodní produkt.* Prague: Synergie. ISBN 978-80-7370-295-3. (pp. 191-215)

Control questions

1. What tools for building professional relations do you know?
2. How can we use business cards purposefully?
3. What are the rules for effective use of e-mail?
4. What social networks do you know? Which of them are suitable for professional communication?
5. What is LinkedIn?
6. What does one's own website serve for?

7. What is the content of a blog?

8. What further presentation tools do you know?

9. What is the quickest way of drawing attention on the Internet?

10. What is pyramidal principle?

Link to the practical part

3.13 Building personal and professional business contacts

3 Preparation for seminars

3.1 Self-analysis and defining goals, values and preferences

Key words

Self-analysis, self-scheme, rep test, repertory grid technique (rep test).

The goals of the chapter

The goal of the chapter is to find out our goals, values and preferences by means of the repertory grid test and to reveal our attitudes and our relation to the environ. A partial goal is to teach the students how to use tools for creation of their professional image.

Learning outcomes

> ➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners

Example, introduction of a sample task

Rep test. Assign real persons to the roles below:

1. A teacher you liked (or a teacher of a subject you liked)
2. A teacher you did not like (or a teacher of a subject you did not like)
3. Your wife/husband or your present partner
4. An employer, warden or an officer under whom you worked or served and did not get on well with him/her (or under whom you worked in a situation that you did not like)
5. An employer, warden or an officer under whom you worked or served and liked him/her (or under whom you worked in a situation that you liked)
6. Your mother (or a person that played the role of mother in your life)
7. Your father (or a person that played the role of father in your life)
8. Your brother, nearest to you in age (or a person that was most like your brother)
9. Your sister, nearest to you in age (or a person that was most like your sister)
10. A person you worked with, with whom you got on easily
11. A person you worked with, with whom you did not got on easily

12. A neighbour you get on well with

13. A neighbour that is hard to understand for you

14. A boy you got on with well in high school (or when you were 16)

15. A girl you got on with well in high school (or when you were 16)

16. A boy you liked in high school (or when you were 16)

17. A girl you liked in high school (or when you were 16)

18. A person of the same gender whom you would like to have as a companion on a trip

19. A person of the same gender whom you would not like to have as a companion on a trip

20. A person you have been in a close contact with recently and who does not like you

21. A person whom you would like to help (or with whom you sympathize)

22. The most intelligent person you know personally

23. The most successful person you know personally

24. The most interesting person you know personally

The solution of the task depends on student's preferences, life attitudes and values.

Assignment of independent work (task)

Compare trios from the previous task to in the table. Identify two persons of each trio, that are similar and different from the third person and say on what basis the identified couple is similar and the third different (choose the trait common for two of the trio and a trait in which the third person differs from the others)

Person No.	Person No.	Person No.	What do two of the trio have in common?	What does the third person differ in?
20.	21.	22.		
17.	18.	19.		
13.	14.	16.		
6.	7.	8.		
2.	3.	4.		
5.	17.	21.		
2.	9.	17.		
3.	19.	20.		
4.	13.	18.		
5.	13.	18.		

5.	14.	22.		
4.	9.	15.		
6.	15.	21.		
2.	6.	7.		
3.	6.	7.		
8.	9.	16.		
1.	4.	5.		
19.	20.	22.		
2.	3.	15.		
1.	14.	16.		
7.	13.	14.		
1.	6.	8.		

Literature

Sources used for the purpose of the assignment

ATKINSON, R. L., 2003. *Psychologie*. Prague: Portál. ISBN 80-7178-640-3. (pp. 454-479)

URBÁNEK, T., 2003. *Psychosémantika: psychosémantický přístup ve výzkumu a diagnostice*. Brno: Pavel Křepela. ISBN 80-86669-03-3. (pp. 122-132)

3.2 Self-coaching and its active application

Key words
Self-reflection, presentation of attitudes, career, personal life.

The goals of the chapter
The goal of this chapter is to direct students to thinking of what place work and further spheres of interest have in their lives, whether their career is developing to their satisfaction. To learn students build their professional image and reputation for the development of their career on the base of these findings.

Learning outcomes
 ➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Example, introduction of a sample task
"Who am I?" If we think of what place our work occupies in our life we often find imbalance. How can we get back to the balance? Try to return in time to the times when you were less than 20 and answer the following question: "What did I do with enthusiasm? What activities – games, hobbies, sports, extra school activities did I enjoy?" Recall your natural tendencies and activities, to which no one had to force you and write them.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………....
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

……

……

……………………

The solution of the task depends on student's preferences, life attitudes and values.

Assignment of independent work (task)

"Who am I? II" Do you remember in what you could immerse for long hours and happily forget the rest of the world? In what tasks did the time rune fastest?

……

……

……

……

………………....

……

……

……

……

……………………

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 86-89)

3.3 Rules of the application of a personal business model

Key words

Wheel of life, self-reflection, priorities, life goal.

The goals of the chapter

The goal of the chapter is to help students find out in which spheres they find themselves and what interest them most. Another goal is to remind them of the dimension of life that may be as important as their work. A partial goal is to teach them how to communicate their values, skills, experience and vision.

Learning outcomes

> ➢ 29.4 applies business model tools to professional opportunities and adapts them actively

Example, introduction of a sample task

Wheel of life. Choose eight topics from the sample picture or add your own topics (your own spheres of interest). Input your rates of satisfaction in the individual categories in the empty scheme by drawing points into each segment. The centre of the wheel means zero satisfaction, the perimeter means absolute satisfaction. When you finish connect the points and hatch the area in the middle.

Example

Source: Clark, Osterwalder and Pigneur 2013, pp. 84
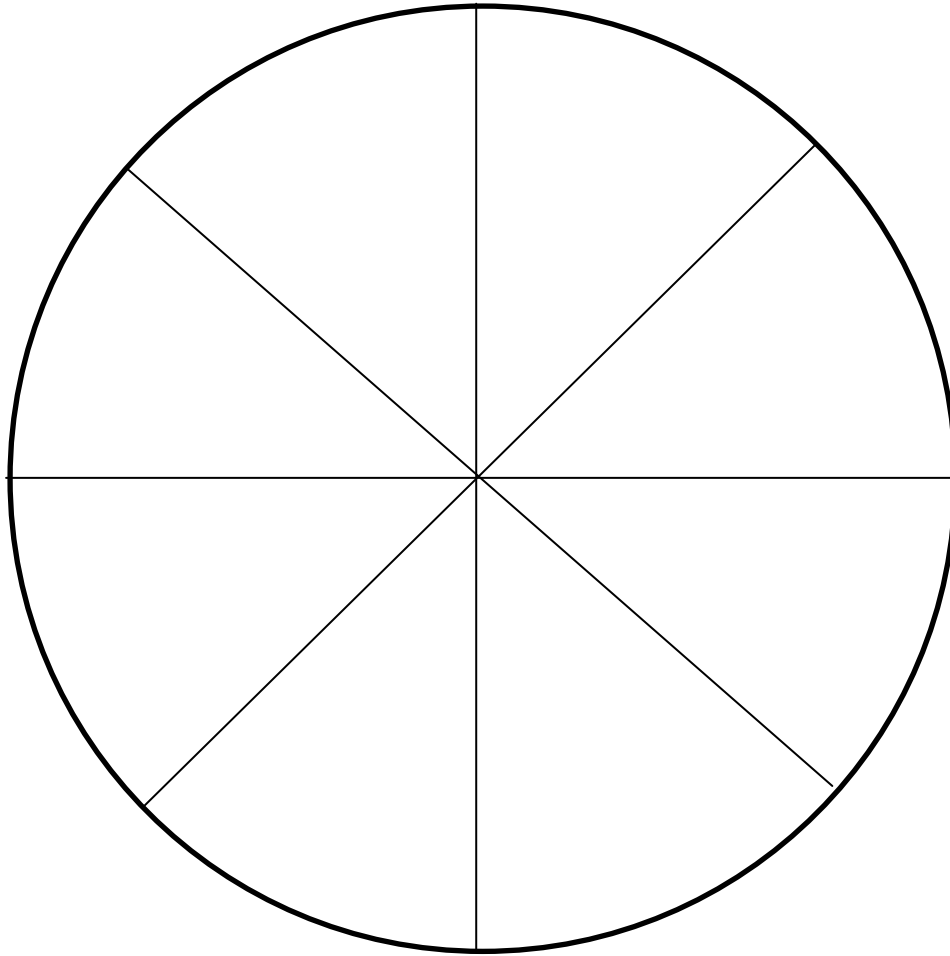
The solution of the task depends on student's preferences, life attitudes and values.

Assignment of independent work (task)

Wheel of life II. Take another colour pencil and hatch the individual segments in the previous picture according to where you would like to be.

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 83-85)

3.4 Application of the personal business model elements

Key words

Personal business model, life roles, priorities, career

The goals of the chapter

The goal of the chapter is to think over one's role in the life and in the career and to develop both the spheres by means of the personal business model.

Learning outcomes

- ➢ 29.4 applies business model tools to professional opportunities and adapts them actively
- ➢ 29.5 flexibly utilizes his/her business model, which is based on the marketing principles

Example, introduction of a sample task

Test of roles. Take ten blank sheets of paper and write at the top of each. "Who am I" Than write an answer to the question on each sheet of paper. When you finish, get back to each sheet and write why you wrote that particular answer and what you are enthusiastic of in given role. After that go through all the sheets and arrange them according to priority, i.e. which role is most important for you. In the next step get back to the answers and concentrate on the answer to the question what you enjoy most in each particular role, whether similarities or common denominators appear in the individual roles. If they do, write them on another sheet of paper.

The solution of the task depends on student's preferences, life attitudes and values. An example of a possible solution:

1. Husband	• love, sex, family circle, community
2. Father	• incentives, joy, satisfaction from seeing how children's future is developing, pride of their succes
3. Teacher	• helping others, being useful, examining and revealing secrets/truths, planning exercises and presentation skills, learning, writing
4. Entrepreneur	• enthusiasm of creating something new, reward/risk, secret, self-expression
5. Writer	• self-expression, recognition, pleasure of applying skills and techniques in writing, beauty, elegance
6. Son	• family relations, seeing onself in parents/own children, thoughts of heritage
7. Brother	• family relations, community, thoughts of heritage
8. Translator	• application of an unusual skill, using language as a bridge between cultures, revealing universal cultural truths and truths about the world, writing, editing
9. Lecturer	• attention, recognition, planning and conveying information, respoding to audience
10. Musician	• creating and sharing beauty, learning, community, performance
Common denominators	• examining and revealing secrets/truths, planning and presentation, writing, self-expression, learning, application of unusual skills, community

Assignment of independent work (task)

On the basis of the answers to the previous task thing and write what your career must contain to make you feel happy and work efficiently.

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 90-96)

3.5 *Creation of one's personal business model*

Key words

Personal business model, life roles, priorities, career
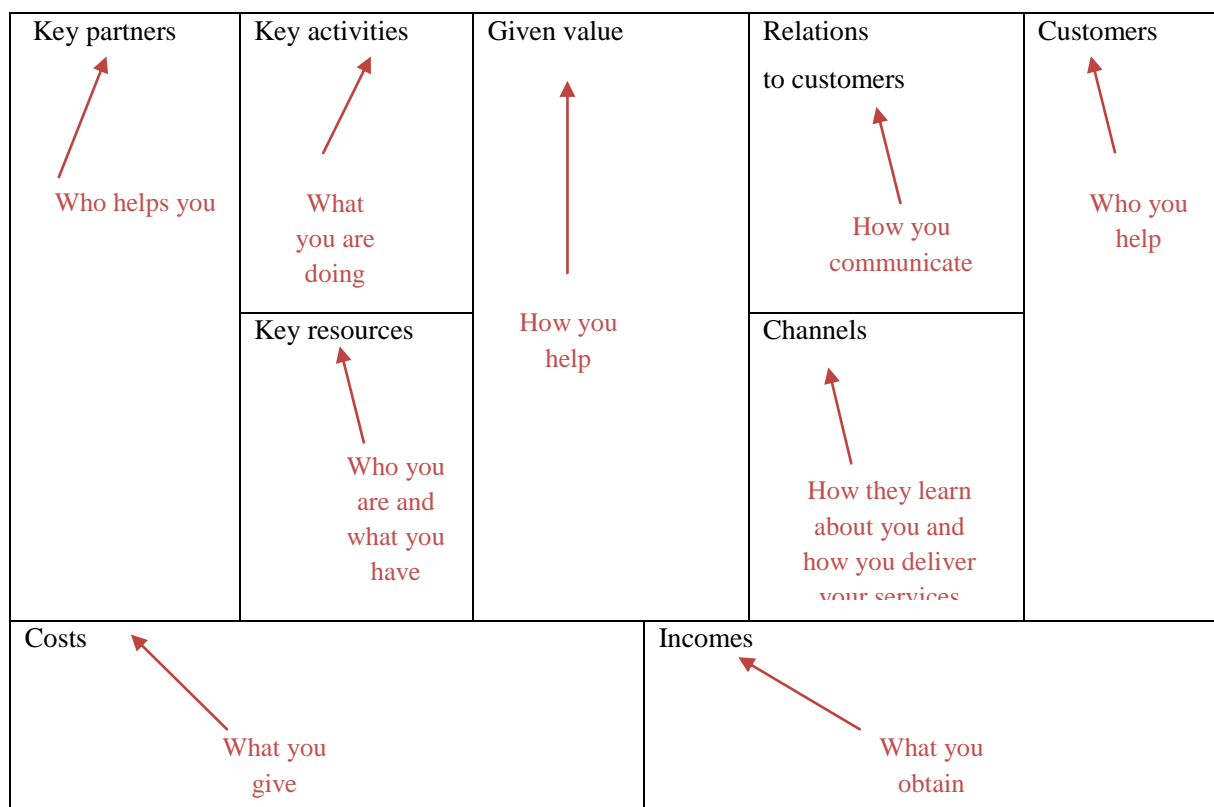
The goals of the chapter

The goal of the chapter is to prepare one's own personal business model based on marketing principles and to use it actively for one's personal and professional development.
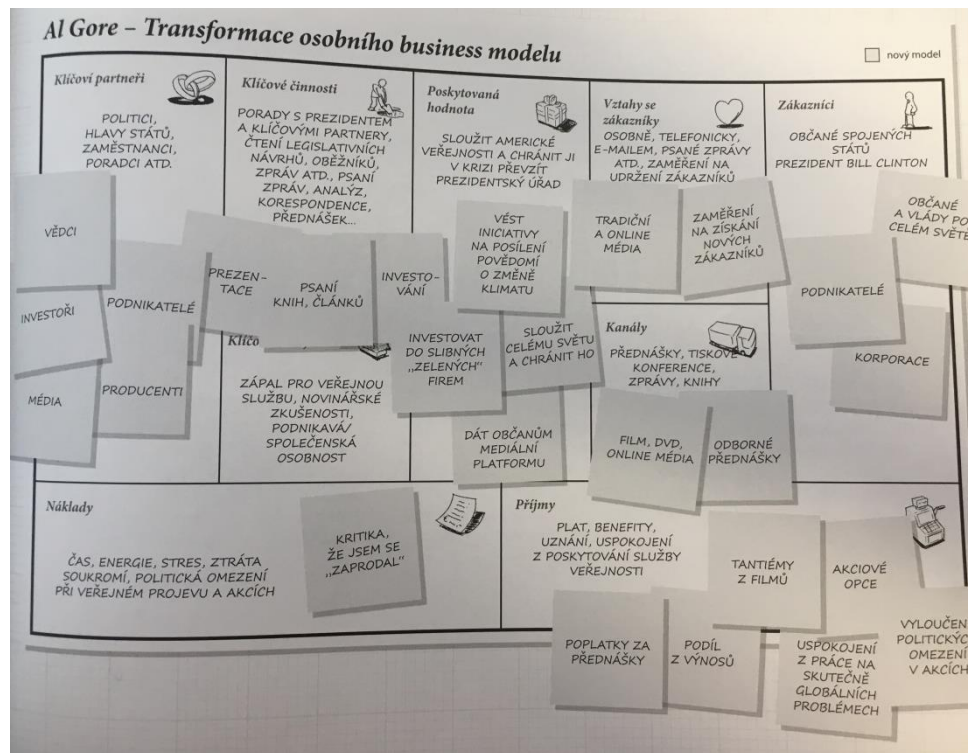
Learning outcomes

➢ 29.4 applies business model tools to professional opportunities and adapts them actively

➢ 29.5 flexibly utilizes his/her business model, which is based on the marketing principles

Example, introduction of a sample task

Design your own personal business model:

Key partners	Key activities	Given value	Relations to customers	Customers
Who helps you	What you are doing		How you communicate	Who you help
	Key resources	How you help	Channels	
	Who you are and what you have		How they learn about you and how you deliver your services	

Costs	Incomes
What you give	What you obtain

The solution of the task depends on student's preferences, life attitudes and values - example:

Source: Clark, Osterwalder and Pigneur 2013, pp. 175

Assignment of independent work (task)

Look at the individual elements of your personal business model and identify where your work life most warries you. Circle the construction blocks you are unsatisfied with. E.g. if you are not satisfied with how much you earn, circle the construction block incomes.

Literature

Compulsory literature

CLARK, T., A. OSTERWALDER and Y. PIGNEUR, 2013. *Osobní business model: jednoduchá metoda, jak vylepšit svůj život a nastartovat kariéru.* Brno: BizBooks. ISBN 978-80-265-0075-9. (pp. 46-190)

3.6 Professional image building tools 1 (body language)

Key words

Body language, non-verbal communication, proxemics, mime, posturology.

The goals of the chapter

The goal of this chapter is to teach students how to use non-verbal communication in interpersonal communication and how to use the body language for one's professional image.

Learning outcomes

> ➢ 29.1 purposefully uses tools of creation of his/her professional image
> ➢ 29.2 builds his/her professional image and reputation for the development of his/her career

Example, introduction of a sample task

Identify the state of mood of the people in the pictures:

1.

Source: Khelerová 2010, pp. 21

2.

Source: Khelerová 2010, pp. 24

3.

Source: Khelerová 2010, pp. 22

4.

Source: Khelerová 2010, pp. 24

Solution: 1. tension, 2. disagreement, 3. low self-confidence, 4. pretending interest

Assignment of independent work (task)

Add the distances to the communication zones:

- intimate zone: ………………………
- personal zone: ………………………
- social zone: ………………………
- public zone: ………………………

Literature

Sources used for the purpose of the assignment

BEČVÁŘOVÁ, I. and V. HUMLEROVÁ, 2013. *Prezentační a komunikační dovednosti*. České Budějovice: Chance in Nature - Local Action Group. ISBN 978-80-7394-417-9. (pp. 15-34)

BRUNO, T. and G. ADAMCZYK, 2013. *Řeč těla: jak rozumět signálům řeči těla a cíleně je používat*. Prague: Grada. ISBN 978-80-247-4592-3. (pp. 23-58)

KHELEROVÁ, V., 2010. *Komunikační a obchodní dovednosti manažera*. 3rd ext. ed. Prague: Grada. ISBN 978-80-247-3566-5. (pp. 13-42)

3.7 Professional image building tools 2 (dress code and personal business ethics)

Key words

Dress code, outfit, dressing, etiquette, image

The goals of the chapter

The goal of the chapter is to teach students how to use the tools for creation of their professional image and reputation for the career development, to teach them to distinguish various types of dress codes according to the importance of social events.

Learning outcomes

➢ 29.1 purposefully uses tools of creation of his/her professional image

➢ 29.2 builds his/her professional image and reputation for the development of his/her career

Example, introduction of a sample task

Colours, colour symbolism

Colours (our colour type) help us choose colours of clothes, hair colour, makeup, accessories. Not only colour temperature, but also their brightness, intensity or contrast are important. Numerous scientific disciplines deal with colours, psychology is among them. Colour symbolism reflects in our lives in various forms. What do the following colours mean: black, white, blue, brown, red, yellow, grey, pink, orange, green?

Solution:

Black colour is a colour of sadness, darkness, doom, accentuation, negation, capitulation and helplessness. It means a defiant protest, a secret, misery and death, the end point of darkness.

White colour indicates cleanliness, rebirth, the good, light, inception, deliberation. It symbolizes brightness, innocence and also a new beginning.

Blue, it is coldness, calmness, cleanliness, unity, satisfaction, order and piece.

Brown means certainty, calmness, constancy and stability. It is a sober, quiet, solid and serious colour linked to the impression of order, home and tradition.

Red represents vitality, taste for life, activity, victory, competitiveness, excitement, desire, intensity, danger, warning, eroticism, dynamism.

Yellow, it is creativity, playfulness and lightness. It encourages, frees, brings relief, harmony, has joyful and open effect.

Grey means ordinariness, lack of creativity, illness or poverty, or, on the other hand, loyalty and impartiality.

Pink colour has elegant, romantic, fine, sweet, refined and tender effect. It symbolizes love and affection

Orange colour, it is dynamism, profit, abundance, warmth, fire, warning, notification, autumn, amusement and adventure.

Green means individualism, self-assertiveness and progressiveness.

Assignment of independent work (task)

Characterize the following colour types: spring, summer, autumn, winter.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu.* Prague: Grada. ISBN 978-80-247-5385-0. (pp. 108-114)

3.8 Professional image building tools 3 (professional communication, personal brand)

Key words

Personal brand, archetype, professional image, career development

The goals of the chapter

The goal of this chapter is to teach students to define their own archetypes for the building of their personal brand, professional image and reputation for the development of one's career.

Learning outcomes

> ➢ 29.1 purposefully uses tools of creation of his/her professional image
> ➢ 29.2 builds his/her professional image and reputation for the development of his/her career

Example, introduction of a sample task

Madonna: a case study of a combination of two archetypes

Madonna is the highest earning female singer of all time. She has sold over two hundred million albums. She is the third of six daughters of an Italian-American couple. Her father worked in a car factory near Detroit. Her mother died when she was six. Madonna was brought up as a Roman Catholic, which influenced her music as well as her imagination. She inveighed against her religion, but she also promoted it during her career.

Madonna followed the example of Davida Bowie and attracted people's attention by frequent changes of her image. However, in terms of archetypes, she permanently combined only two – the lover and the rebel. As she herself once said: "When I was small my grandma asked me not to go out with boys, to love Jesus and be a nice girl. I grew up between two poles of the female world: between a saint and a whore." The generation of young women of the 1980s identified with her as a woman that fought her way to the very top of the men's world and remained rebel and sexy. By selling herself as a sex symbol she gained attention of male listeners. A lot of key situations of her career show how she built her strong brand. Her distinctive style helped her cross the frontiers between groups of

listeners. Her music was played in gay as well as "normal" clubs throughout the States, even numerous subcultures accepted her. The arrival of MTV and its 24-hour television broadcast helped her gain many more listeners than she could gain through common tours. Her second album and her videoclip Like a Virgin made her a perennial MTV star in 1985. Video enabled her care thoroughly about her medial image. She sometimes borrowed ideas from Hollywood films and intentionally posed as former silver screen stars. Apart from singing her songs she also covered songs of other singers, which also helped her improve the quality of her work. The sale of her album The Immaculate Collection grew rapidly thanks to a scandal with the song Justify My Love, which was banned in MTV and immediately became a must. It was changed to the first short video in February 1991 and more than 400 000 copies were sold. Madonna became the face of H&M in 2006, which marked one of the lines of its models with M as Madonna.

A question to the text: Think about what archetype do you express.

The solution of the task depends on student's preferences, life attitudes and values.

Assignment of independent work (task)

When you are waiting somewhere at a reception next time, observe what the people that are coming and going are wearing. What archetypes do they evoke? Watch them and try to guess the reason why they came there. Do their archetypes really well reflect their intentions?

Literature

Recommended literature

PURKISS, J. and D. ROYSTON-LEE, 2014. *Vytvořte si vlastní značku: proměňte své jedinečné nadání v úspěšný obchodní produkt*. Prague: Synergie. ISBN 978-80-7370-295-3. (pp. 134-136)

3.9 Practical training of presentation in public

Key words

Speech, audience, active listening, visual aspect of a presentation.

The goals of the chapter

The goal of the chapter is to teach students how to prepare a successful presentation in terms of the content as well as the formal aspect, including self-confident presentation, and to show them how to reduce jitters.

Learning outcomes

➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Example, introduction of a sample task

Audience typology. Each audience is different and responds differently to the speaker's person. Assign the following nations to the examples below: the Dutch, the Czechs, the Koreans and the Italians.

1. If you are speaking to this audience you are a winner. You could not have wished a better audience. They are sitting calmly and quietly, write down everything and take photos. If you indicate that it is time to laugh they laugh. However, be careful, smiles might also indicate embarrassment and shyness. They do not insist on a break, but if you make it, they will be timely back at their seats.

2. They are everywhere. They speak one over another, their temperament is unbridled. Drawing their attention requires a mastery. Shouting is useless, it can only excite them and bring them to the boil. They appreciate expressive body language, they are unbeatable in bodybuilding. They definitely ruin any of your presentations. Do not make a break, they will not return.

3. This is an audience that accepts you. They listen to you but are adequately critical. They understand your hints and they write what you write on the board. If you make a break, they sometimes prolong it, but they usually all come back.

4. A professional disaster for a speaker. If people of this nation come, you try in vain, they do not understand. Polite tense silence in the audience, expressionless faces. They do now write, they do not understand so there is nothing to write down. There is no sense to try to make a joke. Do not make a break, they would not understand anyway. There is an advantage that they are great material for training. If you warm them up not using their language, you are real masters.

Solution: 1. Koreans, 2. Italians, 3. Czechs, 4. Dutch

Assignment of independent work (task)

Prepare a presentation about yourself and your strong points. Use the following advice and tips in the preparation:

1. Familiarize yourselves with the topic – if you are not experienced in presentation of a specialized topic study it in depth. You would not be so nervous, you would be able to answer inquisitive questions, you will manifest your knowledge even in a short speech and will not get lost in the basic definition itself.

2. Make clear for whom and why you are presenting – think about the composition of the audience before you start preparing for the presentation. The key question, why you are going to present, must sound in your head as well.

3. PowerPoint is not the only available tool. If you do not like PowerPoint templates, you can try new intuitive tools. Prezi, Impress LibreOffice or Powtoon, Keynote, Google Slides are programmes that will give your presentation dynamism.

4. Mainly no flooding - a presentation enables listeners to concentrate on what you want to say. It is a helper, there is no use to present the full text of a lecture. Use only key words in a presentation, in big letters that even a listener in the back row is able to read. And do not forget illustrative pictures. They are more efficient than a text and are often able to express the nature of a problem better.

5. The beginning matters – you might not realize it, but the beginning and the end of a presentation decide on the result of the whole presentation. Draw their attention during the first 30 second, otherwise the audience would not pay enough attention. Draw them in by a well-directed question, by saying a shocking fact or by a personal story. Add a short summary at the end – information worth to remember – and finish with an appeal to be fulfilled: Look at a website / Fill in a form.

6. Hold the main idea – have one or two ideas, which the listeners should take away and think about.

7. Be yourselves – try to be authentic and thus believable. Do not look at the ceiling or at the floor, keep the eye contact with the people in the audience and use a simple language. And pauses! They are a kind of a miracle. They actually help listeners get oriented and the speaker get rid of padding "er" and the rest of jitters.

8. Originality is appreciated – do not be afraid of unconventional presentation methods which will help you differ from others on the podium.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. (pp. 140-149)

Sources used for the preparation of the task

STACHOŇOVÁ, M., 2017. *8 rad, jak správně prezentovat* [online]. In: online.muni.cz [cit. 2017-11-30]. Available at: https://www.online.muni.cz/student/5046-8-rad-jak-spravne-prezentovat

3.10 Mastering assertive techniques and defence against manipulation

Key words

Assertiveness, aggressiveness, manipulation

The goals of the chapter

The goal of the chapter is to teach students to use assertive approach to solution of problematic situations and making contacts, and to be able to defend against manipulation thanks to that.

Learning outcomes

➤ 29.6 applies assertive approach to solution of problematic situations and making contacts

Example, introduction of a sample task

Assertiveness test – are you able to assert yourselves?

1. You get a slightly burned steak. What will you do?
   a. You will get angry and scold the waiter.
   b. You will eat what they give you but refuse to pay the full price.
   c. You will let it pass but never return to the restaurant again.
   d. You will ask for another meal.

2. Somebody has fun at your expense at a party. How will you respond?
   a. You will start crying.
   b. You will answer in the manners that put the joker in his place.
   c. You will join another group of guests.
   d. You will reproach the hosts.

3. Are you able to give orders to others?
   a. Yes.
   b. No.
   c. It depends on how and whom.
   d. You are learning.

4. Someone praises you at the presence of other people. It is:
   a. Pleasant.
   b. Unpleasant.
   c. It depends.
   d. Flattery.

5. You are talking about a not much pleasant topic:

    a. You are looking into counterpart's eyes.

    b. You are looking at the floor.

    c. You are moving your eyes.

    d. You are looking at the top of counterpart's ear.

6. Your most favourite colour is:

    a. White.

    b. Blue.

    c. Red.

    d. Brown.

7. If you have a problem:

    a. You look for help on your own shoulder.

    b. It increases your performance.

    c. It reduces your performance.

    d. You worry about it and suffer.

8. How do you most often if you don't want something?

    a. No, thanks, I do not want.

    b. Sorry, it is impossible.

    c. Call sometimes, we'll arrange it.

    d. Kiss off.

9. The following proverb illustrates your behaviour:

    a. Nothing is lost for asking.

    b. Hiding leads to success.

    c. Still waters run deep.

    d. The squeaky wheel gets the grease

Assessment:

	A	B	C	D
1.	0	0	1	2
2.	0	2	1	0
3.	2	0	1	0
4.	2	0	1	0
5.	2	0	0	1
6.	0	2	1	0
7.	2	1	0	0
8.	2	1	0	0
9.	1	0	2	0

15-20 scores: Assertive approach is close to you. You choose direct strong defence, often with a counterattack.

9-14 scores: You are capable of assertive defence, but not always willing to apply it. But this is also assertive. You decide. The fact that you master assertiveness is sufficient.

0-8 scores: "Truth will finally definitely win…" a folk singer sings. But you do not contribute to that too much.

Assignment of independent work (task)

Have a small training every day. If you are given a dirty cutlery in a restaurant, ask for a rectification politely with a smile. Are you looking for something in a shop? Do not let it pass, do not waste time running between racks, but ask nicely a shop assistant.

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu.* Prague: Grada. ISBN 978-80-247-5385-0. (pp. 160-162)

3.11 Coping with objections, feedback, constructive criticism

Key words

Objections, feedback, active listening, constructive criticism

The goals of the chapter

The goal of this chapter is to teach students how to present their ideas, attitudes and proposals clearly, to cope with responses to objections, to listen to the audience actively and to be able to express and accept constructive criticism.

Learning outcomes

➢ 29.8 uses and accepts constructive criticism and perceives it as a feedback for the improvement of the professional image being created

Example, introduction of a sample task

Techniques of active listening. What are the most important techniques of active listening in your opinion? Which rules should be adhered to in terms of verbal and non-verbal communication?

Solution:

The solution might differ depending on student's preferences, life attitudes and values - e.g.: The technique of clarification, discouragement and conclusion is most important in my opinion.

The rules applicable to verbal communication:

- not to interrupt when the other person is talking,
- to talk to the core of the matter,
- to adapt the tone of the voice to the situation,
- not to jump from one topic to another,
- to ask, to discourage, to listen.

The rules applicable to non-verbal communication:

- to keep the eye contact,
- to nod head,
- agreeing mime.

Choose a specialist discussion (e.g. a political debate) and assess what techniques of active listening are used, whether the rules of active listening are adhered to.

Assignment of independent work (task)

A test of active listening. Ask someone to read the following tasks and solve them one after another.

1. Divide forty by a half and add fifteen. What number have you got?
2. Is a man allowed to merry his wife by the law in Scotland?
3. What is correct in English? Nine and five is thirteen or nine and five are thirteen?
4. How many cubic meters of soil is in a pit six metres long, three metres wide and one meter deep?
5. Sea ships are painted with twenty-five layers of paint. Which layer do they begin with?
6. Which of these animals see best in absolute darkness: a leopard, an owl a bat?
7. You have two coins, thirty crowns together. One of the two coins is not a ten-crown coin. What coins do you have?
8. How many animals of each species did Moses take to his Arch?
9. Which mountain was the highest in the world before Mount Everest was discovered?
10. A train leaves from Birmingham for London at 7 am. The way is 100 miles long. The train goes 100 miles per hour. Another train leaves from London for Birmingham at 7 am as well. The way is the same. The train goes 50 miles per hour. Which of the trains will be nearer to London at the moment they meet?

Literature

Recommended literature

VOŘÍŠEK, K. and J. VYSEKALOVÁ, 2015. *Jak být přesvědčivý a neztratit se v davu*. Prague: Grada. ISBN 978-80-247-5385-0. (pp. 140-149)

Sources used for the preparation of the task

THOMSON, P., 2001. *Tajemství komunikace. Cesta k úspěchu*. Brno: Alman. ISBN 80-86135-16-0. (pp. 11-26)

3.12 Self-presentation and its practical training

Key words

Self-presentation, personal brand, communication, image

The goals of the chapter

The goal of this chapter is to teach students how to communicate their values, skills, experience and vision effectively for potential employers or business partners through a personal brand, how to present clearly their ideas, attitudes and proposals and to build their image.

Learning outcomes

- ➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners
- ➢ 29.7 clearly presents his/her ideas, attitudes and proposals

Example, introduction of a sample task

I care how I listen. Effective listening is a basic element of leadership. Not all leaders however know how to listen actively properly. The first step to active listening is to give the counterpart space and time to think and talk. Pay attention to your mind, to your body language and to the other party. Be present, concentrate on the particular moment and act with respect. Active listening requires an open mind. As a leader you must be open to new ideas, perspectives and possibilities. Even if you have a different opinion, do not judge others and refrain from hasty criticism. Try to understand the other party. Try to reflect the information and the emotions of others by paraphrasing the key points of their speech. You do not have to agree or disagree. You only confirm that you have heard and that you understand by the repeating. Go and talk to someone for a few minutes. With anyone. Use the telephone, if there is no one with you. When you are listening, try to note what else you can hear apart from the voice of your counterpart, or what thoughts run in your head when you are listening. Ask questions about all things that you do not perfectly understand. Use open-ended questions to let the other party extend his/her explanation. Summarize the key topic of the dialogue to confirm the correct understanding of the other's attitude. It will also

help you explain your mutual competence and further steps. Active listening is about understanding others, but also about how you are then understood. If you get a better idea of their perspective, you can present your own ideas and feelings. You can for example mention a similar situation that you have experienced or expand some of the ideas you have already touched on.

Here is a list of what you might have noticed. It contains usual human attitudes that you see when you are listening …

- Listening is an opportunity to understand a problem.
- Listening is an opportunity to look intelligent.
- Listening is an opportunity to get information.
- Listening is an opportunity to find out how to look important
- Listening is an opportunity to learn what is happening with the other person.
- Listening is an opportunity to listen to background sounds as other noise, e.g. music etc.
- Listening is an opportunity to find out how you could help
- Listening is an opportunity to deal with your own thoughts and not to listen to the other person at all.

What is your conclusion? How long were you present? Pay attention to your notes for a moment and write your findings.

Assignment of independent work (task)

A quiz: Choose a nurse's answer that best reflects active listening.

Client No. 1: "The doctor was here. He told me that the tablets had no effect as he had expected. So I have to go to the operation."
Answers:

    a. Yes, if the doctor said it, you will probably go.

    b. How do you feel about it?

    c. A doctor decides on the treatment. I cannot tell you more.

Client No. 2: "It's a pity that the doctor is so busy and has to hurry up on the ward round."
Answers:

    a. What's the problem? Would you like to talk about it?

b. Yes, doctors are very busy.

c. Yes, but he is nice, isn't he?

Literature

Sources used for the preparation of the task

ROCK, D., 2009. *Leadership s klidnou myslí: šest kroků ke změně výkonnosti: pomozte lidem lépe myslet - neříkejte jim, co mají dělat!* Prague: Pragma. ISBN 978-80-7349-206-9. (pp. 98-100)

6 pravidel aktivního naslouchání, 2017. In: *HRNEWS.cz* [online]. [cit. 2017-11-30]. Available at: https://www.hrnews.cz/lidske-zdroje/rizeni-id-2698710/sest-pravidel-aktivniho-naslouchani-id-439162

3.13 Building personal and professional business contacts

Key words

Presentation, business and professional contacts, to communicate effectively their knowledge, skills and experience through modern communication channels.

The goals of the chapter

The goal of the chapter is to teach students how to build business and professional contacts through modern communication channels.

Learning outcomes

> ➢ 29.3 effectively communicates his/her values, skills, experience and vision for employers or business partners

Example, introduction of a sample task

Web presentation. Prepare your own web presentation. You can use tools like webnode, wix, zombeek and others.

A web presentation should contain at least the following information:

- Opening (a short introduction) is a very important part. It should be engaging as it is where a reader decides whether to go on reading or leave the site.
- A CV – describe your knowledge, experience and skills.
- Examples of your own work or projects you participated in or some know how or advice and tips, experience that might interest a visitor. Such instructions and advice should be referred to in discussions, on social networks or forums to increase the traffic to your site.
- Contact – your e-mail address and/or telephone number where visitors may contact you, or even your address.

A web presentation should be accompanied by suitable pictures, it should be catchy to attract readers. The first/introductory page is most important.

It is also useful to enable visitors move within your website. You can do that by adding links between the individual pages. If you want the visitors to register in your website prepare a registration form.
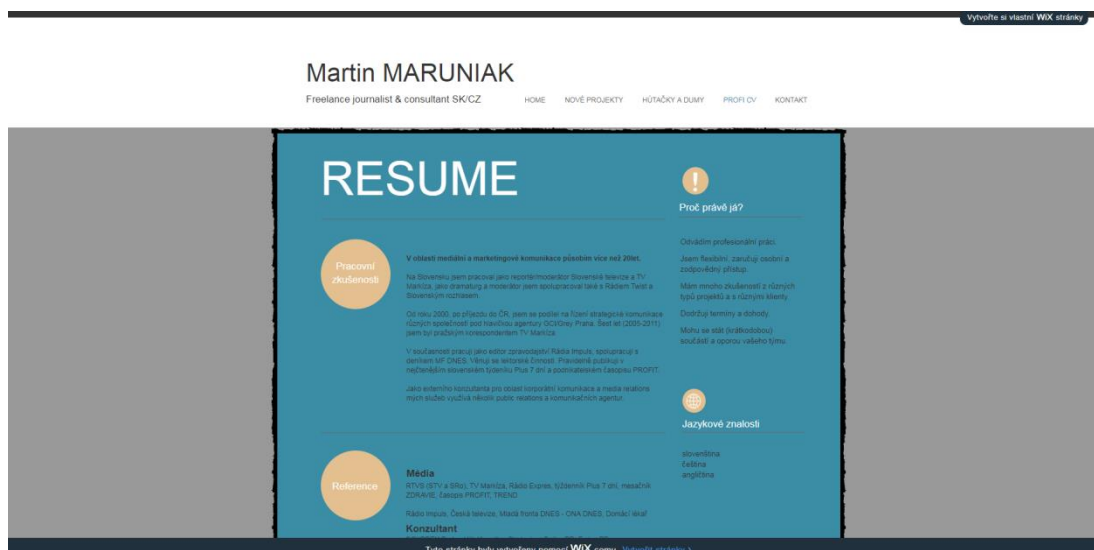
The solution of the task depends on student's preferences, life attitudes and values - example:
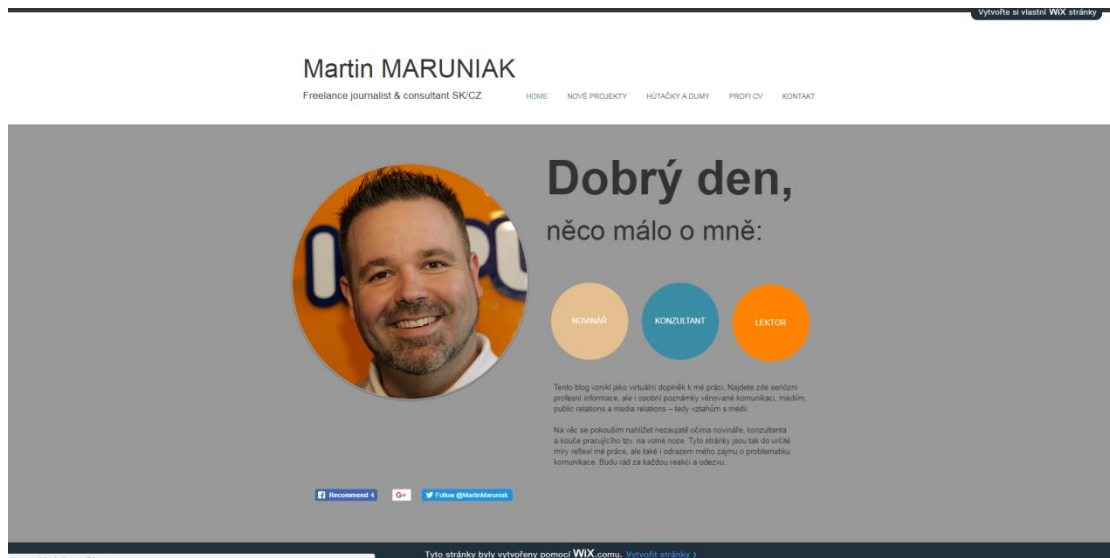
Source: Maruniak 2017
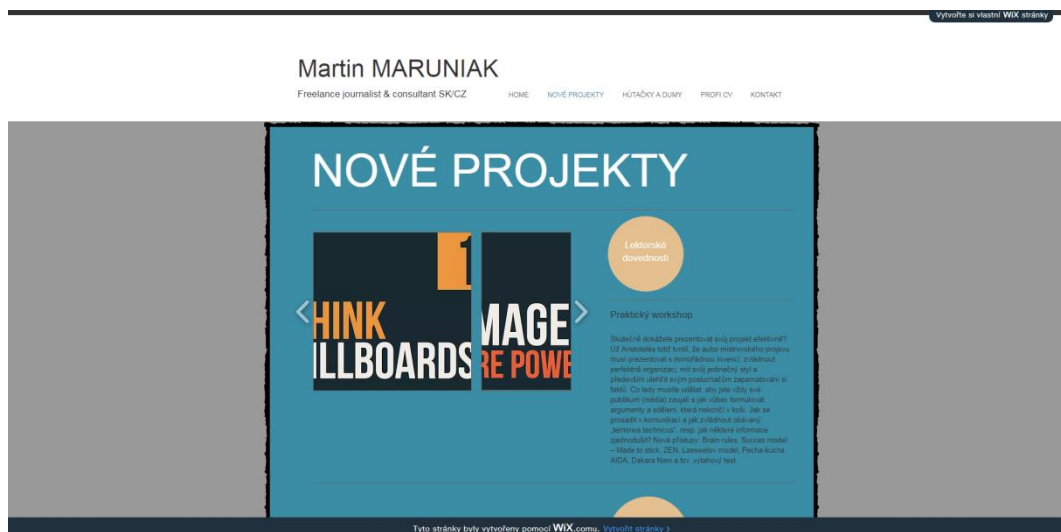
Source: Maruniak 2017

Source: Maruniak 2017

Assignment of independent work (task)

Write your whole name into a browser (e.g. google) and find out what information about you is available on the web.

Literature

Recommended literature

PURKISS, J. and D. ROYSTON-LEE, 2014. *Vytvořte si vlastní značku: proměňte své jedinečné nadání v úspěšný obchodní produkt*. Prague: Synergie. ISBN 978-80-7370-295-3. (pp. 191-215)

Sources used for the preparation of the task

MARUNIAK, M., 2017. Martin Maruniak. In: *martinmaruniak.wixsite.com/blog*. [online]. [cit. 2017-12-19]. Available at: http://martinmaruniak.wixsite.com/blog