Communication Skills of a Successful Manager

Gabriela Vavrošová

Bachelor Thesis

2011

Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav anglistiky a amerikanistiky
akademický rok: 2010/2011

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení:	**Gabriela VAVROŠOVÁ**
Osobní číslo:	**H08402**
Studijní program:	**B 7310 Filologie**
Studijní obor:	**Anglický jazyk pro manažerskou praxi**
Téma práce:	**Komunikační dovednosti úspěšného manažera**

Zásady pro vypracování:

Teoretická část
Zaměřte se na pojem komunikace a na její vývoj.
Zjistěte, proč je komunikace důležitá (nejen pro manažera).
Vysvětlete, co je to verbální komunikace a jaký má význam pro manažera v daných situacích.
Definujte neverbální komunikaci.
Praktická část
Pomocí dotazníků zjisťete, jaké komunikační dovednosti jsou pro manažera nejdůležitější, které nejméně důležité.

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Borg, James. Umění přesvědčivé komunikace: Jak ovlivňovat názory, postoje a činy druhých. Praha: Grada, 2007.
Bradbury, Andrew. Successful presentation skills. London : Kogan Page, 2006.
Heller, Robert. Manuál manažera: Vše, co potřebujete vědět o podnikání a manažerské práci. Praha: Euromedia Group, k.s. ? Ikar, 2004.
Kittel, Frank, and Gianna Possehl. Jak se prosadit a přesvědčit ostatní: Prosaďte své návrhy a projekty. Praha: Grada, 2008.

Vedoucí bakalářské práce: **Mgr. Kateřina Burešová**
Ústav anglistiky a amerikanistiky

Datum zadání bakalářské práce: **1. února 2011**

Termín odevzdání bakalářské práce: **6. května 2011**

Ve Zlíně dne 1. února 2011

UNIVERZITA TOMÁŠE BATI VE ZLÍNĚ
Fakulta humanitních studií
L.S.

prof. PhDr. Vlastimil Švec, CSc.
děkan

doc. Ing. Anežka Lengálová, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby [1)];
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 [2)];
- podle § 60 [3)] odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 [3)] odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako autor.

Ve Zlíně 4. 5. 2011 ..... Vamrová .....

1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevýdělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

2) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacího zařízení (školní dílo).

3) zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst. 3). Odpírá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlédne k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Tato bakalářská práce se zabývá komunikačními dovednostmi úspěšného manažera. Zaměřuje se na pojem komunikace a na její vývoj. Stěžejní část se zabývá situacemi, které jsou pro manažera běžné a ve kterých je komunikace nezbytná. Rozebírány jsou situace jako jednání, psaní emailů, telefonování či tvorba prezentací. Praktická část představuje výsledky výzkumu. Ten analyzuje odpovědi manažerů, kteří odpověděli na otázky uvedené v předem vytvořeném dotazníku. Výsledek práce vede k určení nejdůležitější komunikační dovednosti, která je pro úspěšného manažera nepostradatelná.

Klíčová slova: komunikace, vývoj, proces komunikace, verbální komunikace, neverbální komunikace

ABSTRACT

This bachelor thesis deals with communication skills of a successful manager. It is focusing on the term communication and what its development was. The fundamental part concerns with situations which are usual for the manager and in which communication is necessary. There are analysed situations such as – meetings, writing of emails, phone calls or creation of presentations. The practical part is represented by results of a research. The research analyses answers of managers who responded to the questions listed in a ready-made questionnaire. The result of this thesis leads to determination of the most important communication skill which is essential for the successful manager.

Keywords: communication, development, process of communication, verbal communication, non-verbal communication

ACKNOWLEDGEMENTS

I am really grateful to people who survived with me during the time I was writing this bachelor thesis. A big appreciation belongs to my mum who was with me in the most difficult situations and who supported me as well, not only during writing my thesis. During these hard times my friends were here for me and every time we had some problem we discussed it and made it clear. So a big thank belongs to them. I have to thank also to the managers who were willing to fulfil a questionnaire and without whom I would never did a practical part.

The last but not least person who has to be mentioned is my advisor Mgr. Kateřina Burešová. She always advised me when I had some difficulties with my thesis.

CONTENTS

INTRODUCTION **10**
I THEORY **11**
1 COMMUNICATION **12**
1.1 Communication as a notion 12
1.2 Development of communication 13
2 THE WAYS OF COMMUNICATION **15**
2.1 Four basic communication skills 15
2.1.1 Listening and speaking 15
2.1.2 Writing and reading 16
2.2 The process of communication 16
3 VERBAL COMMUNICATION **19**
3.1 Language styles 19
3.2 The communication square 20
3.3 Meeting 21
3.3.1 The stages of a meeting 21
3.4 Presentations 22
3.4.1 The structure of the presentation 23
3.4.2 The preparation for presenting 23
3.4.3 Question time 24
3.5 Phoning 25
3.5.1 Basic rules of phoning 26
3.6 A successful writing style 26
3.6.1 A business letter 27
3.6.2 An email 28
4 NON-VERBAL COMMUNICATION **29**
4.1 The paralinguistic 29
4.2 An eye contact 30
4.3 Gestures 31
4.4 Facial expressions 33
5 PARTIAL CONCLUSION **34**
II ANALYSIS **35**
6 ANALYSIS OF COMMMUNICATION SKILLS OF THE INTERVIEWED MANAGERS **36**

6.1 The aim of analysis 36
6.2 The target groups of managers 36
6.2.1 Oriflame 36
6.2.2 Hestego s.r.o. 37
6.2.3 Geodis 37
6.2.4 Tourist authority South Moravia 37
6.2.5 Stream.cz 37
6.2.6 FSS MU 38
6.3 The characteristics of the correspondents 38
6.4 Method used for the analysis 41
6.4.1 Distribution of questionnaires 42
7 ANALYSIS OF RESULTS 43
7.1 Analysis of the questions concerning verbal communication 46
7.1.1 Presentations 46
7.1.2 The most used type of verbal communication according to certain aspects 47
7.2 Analysis of the questions concerning non-verbal communication 50
7.2.1 The rules of a correct non-verbal communication 50
7.2.2 Observation of partner's non-verbal communication during conversation and meetings 51
7.2.3 Exploiting the recognition of different gestures and body postures 52
7.3 Recommendation for improvement 53
CONCLUSION 55
BIBLIOGRAPHY 56
LIST OF FIGURES 59
APPENDICES 60

INTRODUCTION

"Communication is not only the essence of being human, but also a vital property of life"
John A. Piece

The idea of communication is becoming more important than ever before. People travel all over the world, they are far away from their homes, families and they use all kinds of technologies to spend some time with their relatives and friends. Usually they travel because of their jobs. They have to meet partners, make deals, represent their company, etc. In all these cases people need communication. Who say that he they cannot communicate, they lie. Every person can communicate. Someone can do it better and someone worse. The ability to communicate is partially dependent on the given education and environment, a child is being brought up in. On the other hand, everybody can improve the way they communicate.

The aim of this thesis is to find the communication skill which is the most important for the manager. The partial conclusion of the theoretical part will be compared with results of the analysis which is the other crucial part of the bachelor thesis.

First two chapters of the theoretical part will be dealing with communication in general. Its development will be described along with the basic ways of communication. A process which is the merit of communication between people will be analysed there. Other chapters focus on verbal and non-verbal communication. Besides the general information and importance of each of them, specific situations which are common in manager's day-to-day activities will be presented. They have to go to meetings, deal with partners, write business letters or emails, etc. All these situations are accompanied by gestures, facial expressions and eye-contact. These topics are included in the last chapter of the theoretical part.

The analysis will describe the characteristic of managers who filled a questionnaire and also the process of getting sufficient data needed for the analysis. The questionnaire focuses on communication skills of certain managers and their answers will support or disprove statements of the theoretical part.

I. THEORY

1 COMMUNICATION

People are social beings, so communication is a primary tool necessary for leading their lives. People communicate all the time and mostly they do not even recognize it. It is something natural and simplified. However, there are situations when people start to think about communication. For example, when they should have some speech or they want to write a message or an application letter. Some people can be nervous, insecure or even afraid of failing in communication, making a bad impression.

Through communication people satisfy their needs. The need for love, respect and self-realization are fulfilled thanks to communication. On the other side, these needs can be unfulfilled if a person is not good at communicating with other people or has an introverted personality. (Mikuláštík 2003, 15-16)

For managers communication is twice as important. They work with people, they lead them. Every manager has to know how to deal with conflicts, how to motivate people, inspire them and make his subordinates do what he wants them to do. He also needs to have enough respect and he has to know how to communicate bad news such as firing someone.

Communication is not as natural as most people think. It is useful to think about it. Even not very secure people can act as self-confident and have satisfying relationships with others. It is only about knowing how to communicate. (Mikuláštík 2003, 15-16)

1.1 Communication as a notion

The word communication comes from Latin verb *communicare* which means: to share, to inform, to participate. In the old times this word was used by people to say they want to give someone something (material things). In the course of time the meaning narrowed to the current meaning. There is one exception though – in the Anglican Church the verb to communicate means to accept the wine and bread. (Adair 2004, 16)

But also today the communication does not stand only for sharing some information. It is also used for transport of people, material, attitudes, feelings, etc. Communication means are represented by language, telephone, television, post, telegraph, cars, planes, etc.

There exist *basic characteristics of communication*:

a. communication is necessary for effective self-expressing

b. it is transmission and exchange of information in a spoken, written or active form, which is realized between people and has some effect
c. it is an exchange of meanings between people who use a shared system of symbols (Mikuláštík 2003, 19)

Communication is needed everywhere and by everybody. Even the poorest and most uneducated people need to communicate somehow. Without communication we would not be people as we are when we communicate with other people. Communication connects us. It does not matter whether we know each other, whether we like the other person or not.

1.2 Development of communication

Communication has developed as well as people had to and these two developments are interconnected. Communication is based on certain rules, methods. The methods are developing along with changes in human society in contrast with communication of animals where these rules always stay the same. Ants communicate by using smell and their antennas, chimpanzees use shrieks, gestures and movements. (Mikuláštík 2003, 17)

At the beginning of development of civilization, people communicated by using shrieks, gestures and signs. People were not capable of speaking because their brains and voice tack were not completely developed. In the Ice Age people started to draw paintings in caves. Such paintings can be found for example in France or Spain. (Břečka et al. 2009, 18)

The period when people started to write (3100 B.C.) is one of the most important points in the development of communication. The first people who came up with the idea of writing were *Sumerians*. According to researches, along with writing the mathematics emerged, too. The Sumerians invented symbols and numerals. They used pictograms, where a symbol could refer to more than one thing, not just one concept. They even combined written and spoken language. The symbols were written in clay tablets in a form of cuneiform. The same method was used by *Babylonians* who contributed to the development as well. Each symbol stood for one syllable (consisting of consonants and vowels). Babylonians used symbols (ideographs) for religious and philosophical purposes. From Sumer writing came to *Egypt*. There people used hieroglyphics and wrote them down on papyrus. They used two types of hieroglyphics – demonic and hieratic. The first one was used in everyday life by ordinary people and the second one just by priests. The alphabet itself was invented by *Phoenicians* in the period of 1100-800 B.C. and further evolved by

Greeks. In China the invention of alphabet is dated to 2 000 B.C. *Chinese* wrote on a paper from mulberry bark. (Fang 1997, 2-7)

Another breakthrough came in 1450 when *Johannes Gutenberg* invented press printing. This invention contributed to the higher education, the spread of scientific findings and geographical discoveries. (Břečka et al. 2009, 22-23)

Finally an era of mass communication came. In the 19th century *telegraph* was invented (1837) and a few years later an invention of *telephone* emerged. In the 1830's also cheap newspapers (*penny press papers*) were issued for ordinary people in England and the United States. In the 20th century the development was unbelievably fast. People invented broadcasting, televisions, computers, etc. (Břečka et al. 2009, 23)

The way which the mankind had to go was very long and complicated. Finally people got to some point where possibilities are almost unlimited. All the inventions are commonly used nowadays and thanks to them people can communicate with their families and friends; they can deal with partners from all over the world and in this way – break distances.

2 THE WAYS OF COMMUNICATION

Communication is executed in many ways, starting from speaking to gestures, facial expressions or eye contact. People often communicate subconsciously, then they can say something and through their body communicate something absolutely differently. Therefore, it is important not to settle just for skills learned at schools or taught by parents. There exists so many ways how to communicate and people should be able to choose the right one and know how they can combine them with some other. It is more important to know how to communicate than to know tons of sophisticated words.

2.1 Four basic communication skills

As mentioned earlier, there is a lot of ways of communication. Some of them have to be learned at school and others seem to be quite natural and implied. We can distinguish four types of basic communication skills paired into combinations.

2.1.1 Listening and speaking

According to McKenna (2004) listening is the most relevant communication skill in lives of people. It creates 80 % of any day. She also mentions that 40 % of a salary is earned by listening. This is an interesting notion because people usually think that they should speak a lot to avoid an impression that they are too shy or worse – stupid. (McKenna 2004, 29-30)

There are certain stages of listening which a listener has to go through when he or she is listening. First, the listener filters all the information - he gets and narrows it just to the information relevant to him. Then he has to pay attention. The selective attention enables to concentrate on sounds important for him and to ignore other – (sometimes disturbing) sounds. Attention is also connected with a loss of attention. It is natural that we cannot concentrate for hours. Mikuláštík (2003) says that we lose our attention after thirty seconds. However, this period is individual and depends on certain conditions such as an importance of message, loudness with which the message is said or tiredness of the listener. The last stage of listening is remembering. It is similar to attention. People remember things which are important to them and which are said in an interesting way. If the speaker can attract the listener, he remembers much more than if somebody speaks monotonously and silently. (Mikuláštík 2003, 99)

2.1.2 Writing and reading

These two communication skills are learned. At school they teach children the alphabet, how to write and, consequently, how to read. Students learn many styles of writing and they analyse what they have read. These two abilities are part of basic knowledge of educated people. Comparing writing and reading with speaking and listening, it will be found out that they are completely different. When somebody writes something he can write it again and again. He does not have to think about what he looks like, what gestures he is using or how loud he should speak. Another plus is that the reader has time. He can think about what he had read, he can find some additional information. The listener does not have such space. He simply understands or does not. So the speaker has to be clear, he needs to be well prepared and has to have many other prerequisites to succeed in front of his audience. (McKenna 2004, 18-19)

Then it seems that teachers keep forgetting something. We know how to write and how to read but what about performance, an ability to create a breath taking presentation? Let us think about speaking. We get this the basic skill from our parents but what about the ability to speak fluently, without anxiety and the terrible feeling in our stomach? The author is convinced that it would be great to improve preparation of children for the moment when they will have to enter an adult world and cope with such things as interview or writing the letter of application.

2.2 The process of communication

Communication is a changeable process which is held between two or more people. One of them wants to be more dominant, wants to communicate some information or influence the other one. The intellectual process changes to communication process in *four periods*:

1. the communicator communicates what he wants to share (the idea or feeling); he also considers context and the partner's expectations
2. from memory appropriate words are chosen which will express the idea in the most effective way
3. in consciousness information is encoded and perceived as a picture of a statement
4. the statement itself plus a regenerative circle (Mikuláštík 2003, 24)

In the picture below there is the process of communication itself. It more detailed description follows the picture.

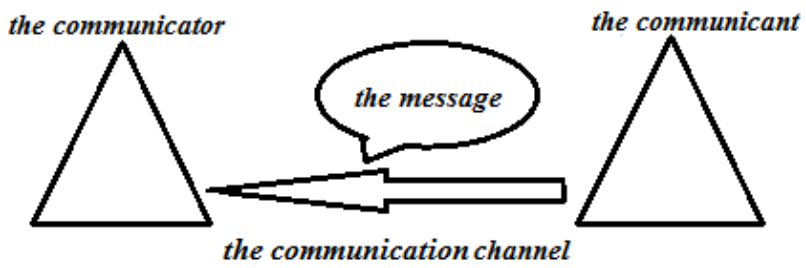

Figure 1. The process of communication between two people
Source: Mikuláštík, Milan. 2003. Komunikační dovednosti v praxi. (Praha: Grada), 24.

As it has already been mentioned, in the process of communication there is a participant who is the producer of the message and the other one who is the receiver of the message. The first participant is called a communicator. (Mikuláštík 2003, 24)

The *communicator* has an initial idea he wants to send to the other participant. The sender is affected by many factors such as the background, mood, culture, experience, attitude to the receiver of the message. He also has to predict a reaction of the communicant. He should consider style which he will use. If a manager talks to his friend he can afford a friendly and casual behaviour and vocabulary. But if he has a meeting with his partner he should pay attention to his own performance. This is connected with another stage of communication – encoding. The communicator has to bear in mind that he might present the idea in a completely improper way, not the one that he intended. Then again, the knowledge of the receiver's communication skills and his relationship to the sender is quite crucial. Otherwise there can occur so called bypassing which means that the sender would understand the message differently than the sender wanted him to. (Guffey and Loewy 2010, 13-14)

When the message is sent then an important role of the *communicant* comes. He has to decode the message. This is not as easy as it seems to be. The receiver might not understand some words; he can be influenced by emotions which arise during accepting the message. They can evolve because of a certain attitude of the receiver to the sender or the message itself. Finally, the whole message might be misunderstood or not be complete.

Nevertheless, if none of these cases comes true, it is a success achieved by both participants. (Guffey and Loewy 2010, 15)

Another essential part of the communication process is the *communicated message* itself. The message is communicated thanks to communication language which expresses two different kinds of meanings - denotative and connotative. Denotative meaning is a meaning expressed by a word used. Connotative meaning includes attitudes, moods and ideas. (Mikuláštík 2003, 25-26)

After sending of the message, there should be some *feedback* from the communicant. The feedback expresses the level of understanding of the received message. It is a very important part of the communication process. It gives a signal to the sender that the message was understood correctly. The feedback can shape of a verbal or non-verbal form. If there is some hesitation on the receiver's part, the sender can encourage him by asking an additional question. (Guffey and Loewy 2010, 15)

The last condition of communication is *context*. That is created by a situation and the surroundings during communication. It can be internal or external. The internal context is everything what is happening inside the communicant. How he is influenced by the message. The external context is created by people around the listener, the room where the communication proceeds, then formality of the event, etc. (Mikuláštík 2003, 27-28)

Even if communication seems to be natural and easy it can be a very tricky matter. Consider two educated people but each of them has different interests and fields of their job. These two people can have a good talk about informal topics but when it comes to specific things, the process of their communication does not have to be so smooth and easy.

3 VERBAL COMMUNICATION

"Verbal communication is any communication involving words. Verbal communication thus includes spoken words (for example, interviews, broad cast and conversation) and written words (for example, letters, book, posters, class notes, etc.). The code used in verbal communication is language." (Cleary 17, 2003)

According to Borg (2007), 7% of the communicated message is verbal and 93 % is non-verbal. Verbal communication is, in contrast to non-verbal communication, less important but it is unthinkable part of social life and lives of people as such. If somebody has been separated from people for a long time and has no contact, it can have many effects on him, such as speech impediments. It is apparent that verbal communication is closely associated with non-verbal communication, e.g. body talk, paralinguistic devices, etc. (Borg 2007, 49)

People speak differently in different places. Different usage of language can bring up a lot of troubles if it is used in an inappropriate place. The language setting, where communication is held, is determined by four components - people, their intentions, the rules of communication which help to achieve its goals and the speech used in a particular situation. (Mikuláštík 2003, 115)

3.1 Language styles

There exist five communication styles created by Ivo Plaňava (1992). The first one is called *conventional communication* and it is typical for short, polite talks when formal sentences are used and there is a bigger social distance between the people. *Conversational communication* is the other communication style. It is used for amusement to fill in some free time with interesting facts, an exchange of opinions at events such as conversations during the meal, discussions, group games, and evenings. The third one is called *operational communication*. This style is used for a relation of a superior and a subordinate, a mother and her child, etc. In this case the roles are given as well as the tasks are. A typical feature of operational style is politeness expressing by the participants. Another style is called negotiating style which is applied if there is some problem, for negotiating in situations like dealing with a partner, divorce proceeding, etc. The last communication style is *personal (intimate) communication* through which people express their emotions such as love, friendship, hate, etc. The emotions are the most important essence in this communication style. (Plavaňa 2005, 48-71)

3.2 The communication square

The communication square, also called *the model of four ears*, is an instrument designed for managers, and not only for them, which helps them to get ready for the discussions and meetings. It was invented by a Hamburg's psychologist Friedmann Schulze von Thun in 1981. According to him there are four mouths (speaker) and four ears (listener) present during each communication. Thanks to co-ordination of all of them communication can be successful. (Kittel and Possehl 2008, 44)

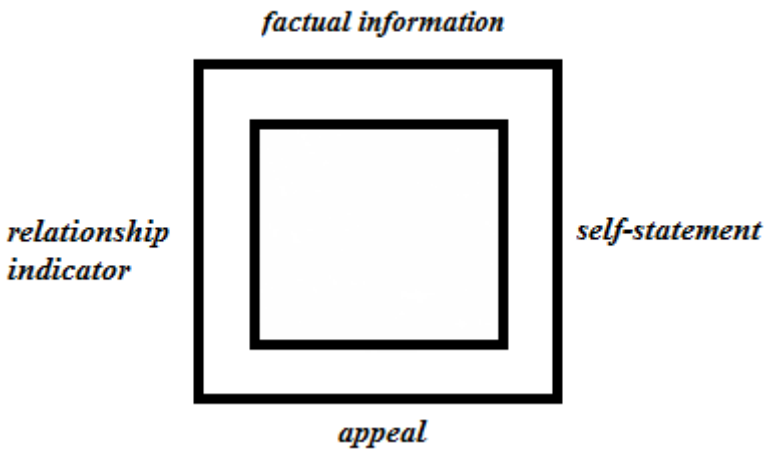

Figure 2. The model of communication square
Source: Kittel, Frank, and Gianna Possehl. 2008. Jak se prosadit a přesvědčit ostatní: Prosaďte své návrhy a projekty. (Praha: Grada), 45.

The square consists of *factual information*, a *self-statement*, a *relationship indicator* and an *appeal*. The factual information expresses the communicated facts. The self-statement says some information about the speaker. This information can be even subconscious. The relationship indicator shows an attitude of the speaker to the listener and vice versa. And the last side of the square is represented by the appeal which stands for goals of the speaker. (Kittel and Possehl 2008, 45)

This model proves that even if the speaker is talking about some facts, other people recognize what he is thinking of them as participants, whether he considers them as equivalent partners or not. And for the manager it could be a very helpful instrument for preparation before meetings.

3.3 Meeting

When the manager prepares for a meeting he has to know certain information about his partners and about the business they will be talking about. What is crucial for the manager is a strategy he will use. It does not matter if the manager is experienced more or less, he still has to get ready for the meeting anyway. A basic thing he should manage is to know his company's product and its main advantages. It is not insignificant to prepare a brief overview of arguments which will be strong enough to persuade the partners. What is very important to know is if the partner the manager is dealing with is entitled to make a deal or if he is just a mediator. The last necessary information is a well mapped trade of competition. The manager must know major differences between the products of his company and the competition's product. He should be able to present advantages of his company which the competition does not have and, on the other hand, he should have an ability to confront the disadvantages. (Mikuláštík 2003, 331)

3.3.1 The stages of a meeting

Before a meeting starts it is good to have a *little informal talk* with the partner. This can be useful for creating a pleasant atmosphere. The manager can also use this situation to observe behaviour of the partner. After this stage they have to set a procedure. They must clarify the things agreed in previous meetings. It is also necessary to adjust the goal of a particular meeting and its length. If it is not a first meeting, it is essential to ask if there are any new circumstances or information. In case the manager does not ask, then he can get new information right before the end of the meeting and he would be exposed to the overpressure from the partner. (Khelerová 2006, 50)

The next stage is about *getting information*, meeting the partner's needs and problems. The manager has to put adequate questions to find out the line of business of the partner and other things which help him create an appropriate offer. (Khelerová 2006, 50)

After the first two stages the *merit of the meeting* finally comes into light. It is not clever to start with points on which the two sides cannot agree. It would have a negative effect on the whole meeting. When the partners start with some simple things or things they have already agreed on it would be a perfect opening of their meeting. During the meeting the manager has to constantly talk about advantages of his offer. Even if the partner has some objections he has to face them and emphasize the positive aspects of the offer again. But what is crucial is not to mention all the advantages in the beginning. The manager should

have some of them left for the end in the case the partner seems to be hesitating. During the meeting the manager should take into account the level of the partner's abilities. He can speak with not so skilled person, so he has to adapt to his speech in respect this. (Khelerová 2006, 51)

Objections from the partner can also occur. The manager has to cope with them, especially during the merit and in the final stage of the meeting. There is some tactics how cope with the objections. The manager can compare the pros and cons of the offer. Or he can agree with the objection and continue with all the pros. He can also use it in reverse order but he has to be careful not to ruffle the partner. E.g. he does not like some colour but the manager tries to convince him that the colour in question is modern and wanted. The tactic of using examples can be very effective. The manager can mention all current customers, awards, etc. (Mikuláštík 2003, 334)

After all these stages there remains a *conclusion*. For this stage diplomatic skills of the manager are essential. Unless he does not recognize the end of the meeting he can repeat things that have been already said or in the worst case scenario he can say something what was not meant to be said. There are some signals which help him recognize the time right for signing the contract. When the customer starts to ask about the service, time of delivery or distribution, it is the right moment (after answering these questions) for the signing up the contract. (Khelerová 2006, 53)

The ability to cope with a meeting should be something absolutely implied to the manager. He should be confident in dealing with partners and he should know how to oppose them but not in aggressive way. It is not easy to control himself the time and continually think about a strategy and his own behaviour, however, all these things are just about the experience.

3.4 Presentations

A presentation is a formal speech with usage of audio-visual instruments. It becomes a common way of presenting business intentions, companies themselves, new products and services. The presentation is an effective method of convincing customers to buy a certain product or to make a deal. The following paragraphs will analyse the process of creating a successful presentation. (Adair 2004, 113)

Before the manager starts to do a presentation he should think about what the goal of his presentation is, he should consider carefully if the presentation is a good way to achieve his

goal, then he has to think about his audience. A very important task is to decide what information should be used and what amount of it. This question depends on the goal of the presentation. But the manager should bear in mind that too much information can be bothering and useless for the audience. On the other hand, the lack of information can be misleading and insufficient. After all these things are solved the manager must think of how the communication will be accomplished, whether he will use some audio-visual instruments, what the size of the room should be like, sitting order, etc. (Adair 2004, 114-115)

3.4.1 The structure of the presentation

When the manager has all the information needed he has to structure them somehow. At first he should introduce the presentation, tell the audience the brief content and why the presentation is relevant to them. He should also ensure that the information has some sequence and topics are grouped according to their meaning. For smoother transition from one topic to the other, transitional sentences should be used, such as "B will depend on A, which I described earlier". (Bradbury 2006, 58) The manager also has to consider difficulty of the information presented with respect to abilities and knowledge of the audience of audience. A conclusion should summarize the whole presentation as a whole and it is crucially important as it makes the presentation incredibly good or completely unsuccessful. (Bradbury 2006, 57-58)

If the presentation is not well prepared and structured it can totally go astray and the aim is missed. The manager should think of the length of the presentation, an amount of information devoted to each slide and so on. He also should not forget on such things as introducing himself, emphasising benefits of the presentation for the audience and an approximate length of the presentation.

3.4.2 The preparation for presenting

There exists a very few people who can have a presentation without any notes. For the rest it is necessary to prepare some kind of guidance. There are various types of such devices and the first one is a *full script*. The full script has a lot of advantages. The presenter does not have to learn anything by heart, he has all the information well organized and written down in his script, however what can be a problem is if he has to move toward the audience or point to the screen. Another disadvantage is that the script should be written in a conversational style, easily followed by the audience. (Bradbury 2006, 59-60)

Another option is using some *notes*. The presenter should think of the size of cards, though; whether to use full-size pages or index cards instead. The notes should be very brief and that means that the presenter should know his presentation perfectly. The notes are used just in case he forgets a point of the presentation or some facts which are not easy to remember. The notes can also tempt the presenter to look at them more frequently than it is needed which can create an impression of the presenter's unfamiliarity with his presentation. (Karten 133, 2010)

On the other hand, the *cue cards* enable the presenter to move as he wants. He can have the small cards (10 centimetres by 15 centimetres) by himself. On the cue card there is the most important information and it is written in abbreviations and phrases. There is also danger of mixing up the cue cards so it might be useful to number them. One of the disadvantages of the cue cards is necessity for knowing the entire presentation by heart. (Bradbury 2006, 61)

The last devices which can help the presenter are *visual instruments*. They help not only the presenter but also the audience as well. It has been proven that people remember what they saw more than what they heard. According to Hospodářová (2007), the visual instruments increase level of reception by 43 %. All the instruments must be well prepared. They have to relate to the topic of the presentation and the most important information should be included, otherwise the audience can be bored by the flow of information. (Hospodářová 2007, 80)

3.4.3 Question time

After the presentation there comes time for questions from the audience. Most people are really scared of answering questions in front of the audience but there are some good points about questions. Such question is a proof of the connection with the audience. If the presenter allows the questions during the presentation it can promptly solve unclear points and it shows the presenter the scale of comprehension so that he can adapt vocabulary and the scope of information. A provocative question can reveal a listener who was somehow touched by the words of the speaker and thanks to the question the potential misunderstanding can be solved. (Rotondo and Rotondo Jr. 2002, 150-51)

There exist several pieces of advice for a successful way of handling questions. When somebody starts asking questions the presenter should listen all the time and start searching the answer after a question is finished. Another good advice concerns inattention of part of

audience which is not asking. In such case it is good to repeat the question not just for the others but also for the presenter himself, because he can verify whether he understands the question properly. In the audience there can be some extremely active questioners, so the question time can become dialogue. The presenter can avoid such situation by eye contact which he will aim at the rather passive part of the audience (75-80 %). If he looks at the same questioner again he gives him a signal to ask other questions, or he can invoke the question - "Does that answer your question?" (Bradbury 2006, 125)

Not a very pleasant situation for the presenter can occur if he does not know an answer to the question. It is not wrong to confess that he has no idea but he should say that he will look the answer up later. Under no circumstances should the presenter make up the answer. (Stroman, Wauson, and Wilson 2008, 550)

3.5 Phoning

These days, the telephone substitutes for written communication, no matter if it concerns a letter or an e-mail. It is a fast way to solve problems, arrange an appointment or, in some stages of negotiating, to make a deal. What the manager should consider before he picks up a receiver is what is being suitable in the situation. He should be sure that he is not calling someone who is at lunch, in traffic jam or in a crowded bus. An actual situation of the listener can influence his reaction. Sometimes a personal meeting is not necessary and it can even bother both sides, especially if they have to travel a few hours and spend a night in a hotel only because of one unimportant appointment. Thus, in this case the one call can save energy, money and so valuable a commodity that time is for managers. (Borg 2007, 100-101)

During phoning it is important to remember that the listener can only hear the speaker. He cannot see his face, movements, and gestures. Such communication is then more complicated than the personal meeting. The listener forms his opinion based on the speaker's locution, intonation, colour voice, etc. According to all these aspects the listener decides whether the speaker is intelligent, polite, educated, in what mood he is, what his character is, etc. One can think that when the speaker is not seen he can lie and try to pretend something but that would be a big mistake. The listener can decode it thanks to stuttering, slips, pace of our speech or an unclear content. Therefore, considering communication via phoning there are certain things becoming of great importance:

- *a content of speech* – clarity, comprehensibility, pragmatism and logical structure

- *the formal side of the speech* – voice colour, pronunciation, optimal loudness
- *active listening* – repetition, questions and the summary of things which were said
- *decorum* – politeness, greeting, acknowledgement, addressing by name or degree, farewell (Štěpaník 2005, 119)

The phone call has its structure as well as a letter, an email or a meeting. The good manager should master all these parts: an introduction, the merit of the call, and a conclusion. For some people, the introduction and the conclusion are the most difficult parts of the call. These have to know the appropriate phrases to use and fundamentals of phoning. A manager should be also able to recognize the right time to end the call. (Štěpaník 2005, 118)

3.5.1 Basic rules of phoning

a) The manager has to introduce himself in a comprehensible way and it is also good to add a greeting.

b) At the beginning of the call he should ask if he is not calling in an inappropriate time. If the answer is positive he should propose that he calls later.

c) During the call he must not interrupt the speaker.

d) He should write down important information.

e) If the call is important it is useful to prepare notes and follow them during the call.

f) He should repeat the name of the person throughout the call.

g) The manager has to repeat the crucial information again.

h) An assertive refusal is a skill necessary for a good manager.

i) The manager should propose a solution only if he is sure he understands everything what was said, and he can propose it even if the other person offers a different solution.

j) It is important to finish the call at the right moment and say goodbye politely. The manager should be polite and pleasant even if the call was not going according to his vision or he did not achieve a desired goal. (Lepilová 2008, 59-61)

3.6 A successful writing style

The other type of verbal communication is letters writing. Letters are being pushed back by emails but it is still a way used by companies to communicate. An ability to write a good

letter or email is important both for managers and ordinary people. They have to know how to write a successful business letter, a report, a job application, etc.

Writing is more exacting in contrast to speaking because the reader can reread what he wrote and find mistakes better than he would when speaking. In a speech it is understandable that the speaker makes mistakes or slips but sending a letter or email with mistakes it quite discourages the acceptant from what he wants him to do. For the manager a well written letter (email) constitutes reliability and credibility which can influence his future success with the partner. (Štěpaník 2005, 113-114)

Written style consists of three segments: *structure and appearance*, *content*, *style and tone*. All the parts work together and create a particular impression. (Adair 1997, 86)

3.6.1 A business letter

When a manager wants to write a letter he has to decide what the main information will be about, what he wants to communicate, and he should also know what a reaction to his letter he might anticipate. If the information is clear he can write it down and then rewrite it. During rewriting he focuses on organization of each paragraph in accordance to concrete parts – the *beginning*, the *middle part* and the *conclusion*. Then style should be checked. The manager has to control the length of paragraphs and sentences. It is good to read the letter aloud and leave out expressions that repeat. An essential thing is omission of so called wad words (unclear, abstract and useless words). Another necessary part of the letter is its tone. It should express feelings of an author, however if the manager wants to succeed the tone should always be polite. (Adair 1997, 89)

Every business letter has its specific structure. It has to consist of *heading* which is the address of the writer. The address of a contacted person is in the *inside address*. It is placed in the top left-hand corner. Then there is a *salutation* after which there comes a comma. Another part is the *body of the letter* itself. One of final parts is the *closing*. There are several possibilities to write it and the usage depends on certain external information such as the level of formality, knowledge of receiver etc. The last part is a signature. (Ludden 2002, 88-89)

Writing a business letter is not an easy thing to do. The writer should know basic information about its structure. He also needs to know how to end the letter correctly by a closing phrase. It can show his attitude to the receiver and his prestige.

3.6.2 An email

This way of communication is one of the fastest in the world, thus, it saves time and, moreover, it breaks distance. For managers it has many advantages. In contrast to phones they do not have to interrupt somebody during a meeting. The addresser reads it when he has time. The manager does not have to react immediately and be as innovative as on the phone. He has time to think about a text he wants to write, and when he gets an answer he can decide whether it is sufficient enough or not. (Štěpaník 2005, 125)

On the other hand, the author is concerned with the fact that emails push people to avoid basic grammatical rules. People are starting to forget punctuation and significance of initial letters. They shorten anything if possible. It is the same with texting SMSs. It is short, it saves time but thanks to the emails language is not what it used to be. In the past, people were used to communicate just through letters. There was no other way. Through them they expressed anything ranging from emotions to business deals.

There are other disadvantages of emails, too. In some situations an email does not have to be the best way to communicate. It is because the emails are very impersonal. So if a manager has to deal with some problem or a personal thing it is better to do it through face-to-face conversation. Thanks to the possibility of sending one email to more people there is danger of sending (unintentionally) it to unauthorized people. The largest disadvantage is the fact that an email can be lost among other e-mails or it can be intentionally ignored by the recipient. Therefore, if the manager needs to get a quick answer to something it is better to call the person or meet her/him in person. (Ludden 2002, 113)

4 NON-VERBAL COMMUNICATION

Non-verbal communication expresses *communication without words*. As it was mentioned in the previous chapters non-verbal communication creates 93 % of a communicated message. So it is obvious that non-verbal communication influences verbal communication significantly. In communication what is more important is style rather than the information itself.

There exist *five ways in which non-verbal communication can affect verbal communication*:

- it can support and intensify; e.g. a person says yes and nods too
- it can oppose; e.g. a child can swear that he was good, but through his facial expressions a parent can see that the child is actually lying
- it can substitute for a verbal reaction; e.g. instead of saying something a person shakes his head
- it can emphasizes; e.g. a person is in hurry and is waiting for other people and, to emphasize his opinion on it, he is tapping on his watches
- it regulates; e.g. we monitor if a person is acting according to what he is saying (Mikuláštík 2003, 123-124)

Non-verbal communication also differs in accordance to culture. It means that our way of communication do not have to be acceptable for people from other countries. E.g. the Koreans do not look at their customers and they do not touch them because it would, according to their culture, mean that they are rude to them. Such distinctions are most visible when comparing western and eastern cultures. (Ludden 2002, 76-77)

Non-verbal communication is important, especially for the managers who travel to various countries. They should know how to behave and consider whether the style of their self-expression is the same also in the visited country, otherwise they have to learn customs of that particular country to avoid potentially embarrassing situations or even unsuccessful meeting.

4.1 The paralinguistic

There exists another division of non-verbal communication. According to James Borg (2007), 93 % of non-verbal communication is divided among the body talk (55 %) and non-verbal aspects of speech (38 %). Such non-verbal aspects of language are called

paralinguistic. It consists of the *vocal tone, inflection, volume, fluency* and *timing*. (Borg 2007, 50)

The tone is given in most cases. "The women tend to have a higher pitched and softer speaking voice than men. A lower pitched voice generally is more effective." (McKenna 2004, 49)

The inflection is obvious in questions where a certain part is rather emphasized, or concerning directions. Using an insufficient inflection can result in making monotonous speech. Another thing which affects talk is its *volume*. People draw attention to something by saying things loudly or, on the other hand, silently. Through volume we can express our feelings, e. g. people do not whisper in quarrels. (McKenna 2004, 49)

The fluency affects attention of an audience as well. If a person makes pauses the whole time or he stammers listeners get bored and stop paying attention. Whereas, when the speaker has fluent locution, it is easy for the audience to follow him. (McKenna 2004, 50)
And the last part of the paralinguistic factors is good *timing*. It is an ability to say the right things at the right moment or even say something, at all. "Hesitation diminishes the effectiveness of your message" (McKenna 2004, 50) If someone is not able to react immediately it is good to wait, think of it and talk to the person later, once he is ready to speak. (McKenna 2004, 49-50)

4.2 An eye contact

"Window to the soul" – this is a typical sentence which is for most people associated with the topic of eyes. They are considered to be a perfect indicator of feelings and truthfulness. It is very hard to lie to somebody and look at him at the same time. Thanks to eyes a liar can be usually disclosed. An eye contact can also express confidence of the speaker or distrust. A short eye contact may signal fear or stress. Thanks to eyes admiration, respect and sincerity can be revealed. An eye contact is a learned skill and it does not have to mean the same things as those mentioned above. A person can be just from different culture or a direct eye contact is not pleasant for him/her. (Guffey, Rhodes, and Rogin 2010, 59)

Just one look can say more than thousands of words. If somebody is looking from below and his head is a bit tilted it signals that the person is afraid of something or not feeling secure enough. Whereas when the look above is formed it can appeal arrogant. In the case of a look in profile vertical gathers mean obvious criticism. But if the gathers are horizontal it means that the person is concerned. The most positive and friendly look is formed when

the head is straight and the look is direct. The tilted head with the open look signals an interest. If the person is looking from above down his nose, he disdains or examines something or somebody. (Adamczyk and Tiziana 2005, 34-36)

Generally, a longer and less intense eye contact is considered to be more pleasant than a lot of short glances. The person who has eyes rather high is more dominant than the other person. In a situation where one person is sitting and the other is standing, the other person is superior to the former one and it is regarded as purse-proud attitude. (Lepilová 2008, 139)

"The aura effect" is something Bradbury (2006) recommends to use during a presentation. According to "aura effect" it is better to look at people sitting at the back than people in front lines because all the people sitting in front of the ones at the back think that the speaker is watching them. It is understandable that the presenter cannot look at each member of the audience but he should search for some nice faces from different parts of the audience and focus on them. (Bradbury 2006, 22)

4.3 Gestures

Verbal communication is always accompanied with gestures. A person can purposefully use them to support his speech or they can be used subconsciously and cause opposite meaning of an intended message. If the contrast is quite obvious a meeting might be unsuccessful and the manager can lose trust of a partner. All gestures should be monitored collectively because each of the movements can mean different things. When identifying gestures it is important to consider a situation in which they are all used. In cold weather people cross their arms on the chest and they lock in their knees which is normal to do when we are cold, but during a meeting it would induce an unfriendly and refusal attitude. (Lepilová 2008, 134)

Gestures can disclose honesty or vanity. If our *palms* are open and pointing up it means that our partner is honest. Of course, there are some dishonest people who try to confuse others and they just pretend their honesty. It can be simply recognized in fitfulness of such movements. Whereas palms pointing towards the speaker draw out that the person is self-confident and egocentric. (Khelerová 2006, 18)

One of the most important things in business world is a *handshake*. It is for the first time when a manager meets his partner and he can create a certain impression. He can simply reach a successful handshake if he adheres to some basic rules. Before the meeting itself he

should wipe palms so they are dry. He should grasp the whole hand and not just the fingers. The grip should not be too strong (the manager does not want to hurt the partner) but if he presses the hand too weakly it would feel like death fish which would express low confidence. During the handshake the manager should look in the eyes of the partner. He can also prolong it a little and add a phrase such as: "It's nice to meet you". (Griffin 1998, 21-22)

Connected hands are used to express insecurity, mistrust or a negative attitude. If hands are connected and the person has them in front of him it creates a kind of buckler, and they protect him. It is also a barrier between two speakers. If the connected hands are at the level of mouth it signals a bigger opposition. This gesture is also used by managers when talking to their subordinates, when the manager shows his superiority over his employee. The gesture in the form of marquise is created by the connected hands at the level of the mouth. It is usually used by bosses and it reflects a kind of omniscience. If the connected hands are in front of the body it signals insecurity of the speaker and the audience does not believe him fully. The *crossed hands* signal an aggressive or negative attitude, as well as the connected hands do so. (Khelerová 2006, 21-23)

During meetings people make a lot of movements, such as playing with hair, a necklace, a tie, glasses etc. It can denote nervousness, a thought, decision-making, or reflect an uncomfortable situation. If the partner supports his head with his hand he is bored. If there is a point finger pushed forward it shows pretending an interest but, in fact, the listener does not observe the speaker at all. The listener can have the hand supported with his thumb on his chin and the point finger lengthwise the face and by this gesture he wants to show his disagreement. But if he is passing the chin with his fingers and he is slightly tilted to the listener it means that he is thinking of the offer. (Khelerová 2006, 23-24)

Lastly, people perceive *movements of legs*. If legs are crossed it is less defensive than crossed hands. This movement is typical for women and it does not have to mean something, it might be just a usual position for someone. But if it is followed by crossed hands it is definitely a negative signal for the partner. Legs can be crossed in the shape of number four and when a leg is held by one or both hands it means that the listener is unyielding and he hardly changes his opinion. There is also a situation when a group of people is standing and talking. Each of them has their hands and legs crossed, so although they are having a talk they do not feel good in that group. (Pease 2001, 61-63)

4.4 Facial expressions

A speaker can lie when he is speaking but his face reveals him. Facial expressions show emotions. They disclose an opinion of the listener or his attitude to the speaker. It is hard to lie by one's face because emotions are sudden and it requires a high portion of self-control to resist expressing them. People usually recognize if a smile is real or just pretended. When the partner smiles politely and suddenly he freezes it is obvious that he is unpleasantly surprised by a message. Facial expressions do not have to be only momentary. An individual can have some characteristic expression although it does not have to express what he feels. When somebody is serious all the time, not smiling ever, it does not mean that it is his real character. (Mikuláštík 2003, 125-126)

During non-verbal communication all parts of one's face are involved. Generally, a *face can be divided into two parts – lower* (a mouth, a chin) which expresses positive emotions and *upper* part (a forehead, the eyes, a nose) which represents negative emotions. But of course, there are exceptions, too. (Mikuláštík 2003, 126)

According to Hogan (2010), the most often emotions expressed through one's face are: happiness, fear, aversion, anger, sadness and surprise. Happiness is demonstrated by stretched lips, lifted cheeks and wrinkles around eyes. When a person fears something it can be visible from tapered lips, lifted eye brows and wrinkles on his forehead. Aversion is demonstrated by wrinkled nose, hanged eye brows and a lifted upper lip. When somebody is angry, his eyes can seem to be protuberant, between eye brows there is a wrinkle and his lips are tight. The lips shaking, slightly lifted eye brows denote sadness. Surprise is expressed by wide open eyes, wrinkles on one's forehead and open mouth. (Hogan 2010, 31)

Managers should have learned how to keep a neutral expression even in unpleasant situations. The basic rule is to smile. The smile should be natural and not too exaggerated because the partner will easily find out that the manager is not honest and that he is wearing a mask. (Lepilová 2008, 138)

5 PARTIAL CONCLUSION

The theoretical part focused on communication itself. In the first two chapters the author was concerned with general expression and matters connected with communication. There is brief development of communication described and the most important moments of the development of mankind. The author was also examining the difference between the four most basic ways of communication. And it was found out that listening and speaking are results of education by parents and writing and reading are acquired at school, but all these ways of communicating have to be developing also in adult age. The author had also studied the process of communication and it showed that communication seems to be easy but, in fact, it has its rules and is conditional.

The following chapters of the theoretical part dealt with specific forms of communication – verbal and non-verbal. According to the sources non-verbal communication is much more important than verbal communication. Although it can be thought that a perfect skill of using non-verbal communication is decisive but it goes hand in hand with verbal communication. Therefore, the author explored the most important situations which are quite common to managers and their job, such as a meeting, presenting, phone calls and writing. The provided data can be helpful for the managers because of listed instruments and advice, e. g. what can be useful for a meeting is so called communication square. The last chapter concerns non-verbal communication. The reason why this type of communication is so important is obvious just considering the list of ways how people can speak through their voice, body, eyes, gestures and facial expressions. Another reason is that they communicate on a subconscious level. A business partner can read messages just following the way we move.

A partial conclusion which will be the base of the practical part is the fact that an ability to communicate effectively is something very essential to managers and that the initially expressed importance exclusively ascribed to verbal communication was wrong. On the other hand, non-verbal communication cannot exist without verbal communication and they support each other mutually.

II. ANALYSIS

6 ANALYSIS OF COMMMUNICATION SKILLS OF THE INTERVIEWED MANAGERS

6.1 The aim of analysis

The practical part analyses the communication skills of managers who were willing to fulfil the set-up questionnaires. After the facts about specific groups of managers, their education, age, etc. there will be described the way of getting answers and the whole process. A method will be mentioned as well and after this information the author will be concerned with the results themselves and a comparison of the results arising from the theory and the results based on the answers of the managers.

The goal is to find out what are the most important communication skills for the managers and if the reality is the same as the theory. The author also wants to find out if the managers' communication skills are inborn or if the skill of successful communication can be learned.

6.2 The target groups of managers

Correspondents were from different companies so the communication can be important to them in various ways and extent. So that the author of this thesis focuses on particular companies and gives a brief overview of them, their history and line of their business.

The author anticipates that the managers of a company whose line of business is selling industrial machines will have different needs of communication than the manager of an online television (Stream.cz) or newspaper (Mladá Fronta Dnes). The most represented companies are listed above.

6.2.1 Oriflame

As indicated on the Oriflame Sweden Web site, this company was set in 1967 and it became an *international cosmetics company*. Oriflame is represented in 60 countries in the world by 3.6 million cosmetics advisors. It has 5 production plants (India, Poland, China, Sweden and Russia). The company is focused on the products which consist of natural ingredients and which are not tested on animals. They began selling in the Czech Republic in 1990. This company is very widespread in our country and a lot of people buy their cosmetics. They also give the opportunity to people who want to work for them, not only as

cosmetics advisors but also as managers. The positions of the regional manager are according to the area of our country which proves that the interest of the population is high.

6.2.2 Hestego s.r.o.

As indicated on the Hestego Production Systems Web site the company Hestego s.r.o. was established in 1995 and its line of business is the *production of the protective components for the moving parts of machine tools*. It belongs to the most significant companies in both Czech Republic and Europe Union in the area of production and sale of telescopic covers, cable carriers and guide-way wiper. The company supports the long-term progress and emphasises the accuracy, the reliability and the punctuality of their shipments. They also cooperate with universities which help them to improve the materials and procedures of production.

6.2.3 Geodis

As indicated on the Geodis Web site the company Geodis Brno is a parent company of Geodis Group. Since 1990 the company is active on the Czech and foreign market in the fields of *geodesy*, *photogrammetry* and *data delivery for GIS systems*. The Geodis Group has over 460 experts who work in 13 companies which operate in 6 countries. Geodis cooperates with the ministries, the cadastral agencies, state administration bodies and local governments (districts, cities, municipalities, regions) etc.

6.2.4 Tourist authority South Moravia

As indicated on the Tourist authority South Moravia web site, the Tourist authority is a special-interest association of legal entities which was founded in 2005. Its aim is to *coordinate the tourism in South Moravia* and to provide the information about reservations, the way how to reach the desired place and also take care about the competitiveness of the enterprises and their prosperity.

6.2.5 Stream.cz

As indicated the Stream.cz website the Stream.cz belongs to the Global Inspiration s.r.o. and it was launched in 2006. In fact it is the first *Czech video platform* which consists of tonnes of videos, music videos, movie clips and trailers. One year after launching of Stream.cz, Seznam.cz joined the project and it became a partner of the company Global Inspiration s.r.o. (50 % share). In 2008 the company also made a deal with Prima television and all its production is available there.

6.2.6 FSS MU

The last institution which will be presented is the Faculty of Social Studies. As indicated on the Masaryk University Faculty of Social Studies Web site the faculty was founded in 1998. The faculty is modern and progressive. Apart from *education* in the branches of sociology, political science, social policy and social work, media studies and journalism, international relations, European studies etc., it is concerned with the *research* and *development activities*. This institution was chosen because of the specialists teaching there. They are not only teachers but also managers and they distribute their experiences and knowledge.

Apart from the companies mentioned above, the research was also carried out among other companies such as:

Mladá fronta a.s. – the *newspapers* issued since 1990 (as indicated on the Mladá Fronta DNES Web site)

STAEG, spol. s.r.o. – the *build-up and maintenance of real properties* in North and South Moravia (as indicated on the STAEG Web site)

TSM Vyškov – the *educational agency* organizing seminars, trainings etc. through all Czech Republic for almost 20 years (as indicated on the TSM s.r.o. Web site)

Euroreality Zlín – the *offer of real estate* in Zlin region which was established in 1999 (as indicated on the EURO Reality Zlín Web site)

RadioZlin.cz – the most popular *radio in Zlín region*, existing for 18 years (as indicated on the Radio Zlín Web site)

Golden Apple Cinema a.s. – the *shopping and entertainment centre* in the heart of Zlín, opened in 2006 (as indicated on the ZLATÉ JABLKO Web site)

Home Credit a.s. – the company offering *customer financing* was set up in 1997 and nowadays it is offering the wide range of credit products (as indicated on the HOME CREDIT Web site)

6.3 The characteristics of the correspondents

The corresponding managers were of different age, different level of education and other personal differences which are analysed in following paragraphs. The whole analysis will be also concerned with different opinions of the managers according to their age, education

etc. The whole number of corresponding managers was 26 which is not so high number so the figures are expressed by percentages too.

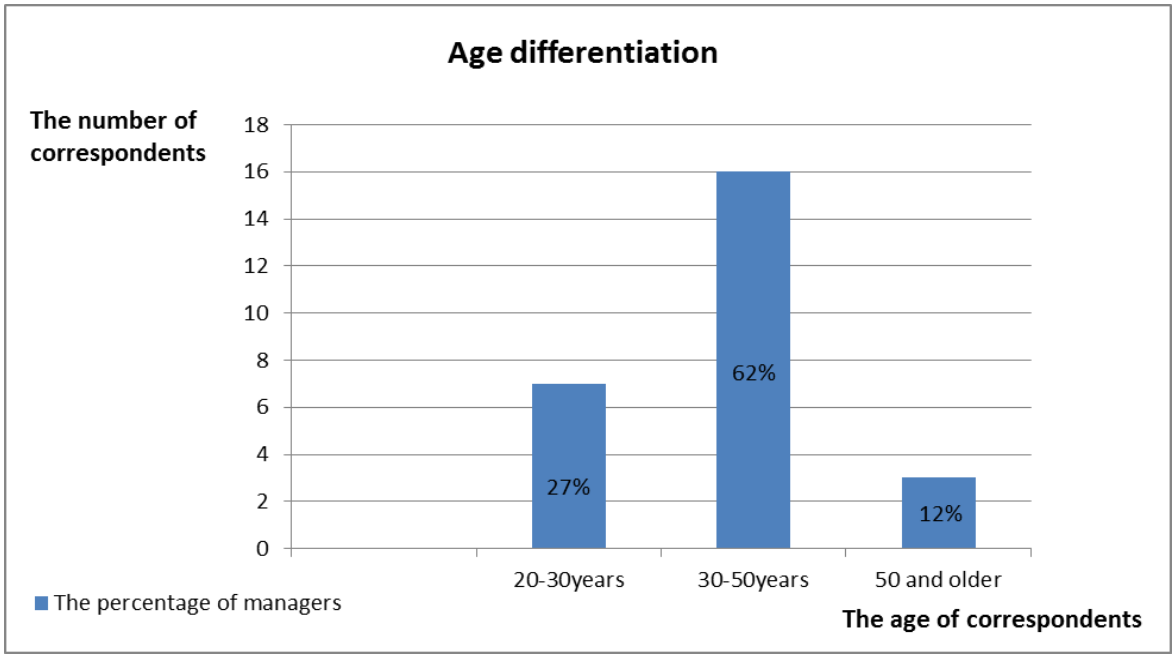

Figure 3. Age differentiation of the corresponding managers (Own elaboration based on the results arising from the questionnaires)

Figure 3. indicates that the managers who answered the questionnaire are of the middle age so the most productive and economically active ones. If we consider the 27 % of the managers under 30 they may be less skilled in the communication but on the other hand, their enthusiasm and knowledge about the new technologies can be beneficial. The oldest correspondents have the most experience so their communication should be at the high level. The age will be also compared with the answers of managers.

In following graph there is displayed the education of managers and compared by percentages.

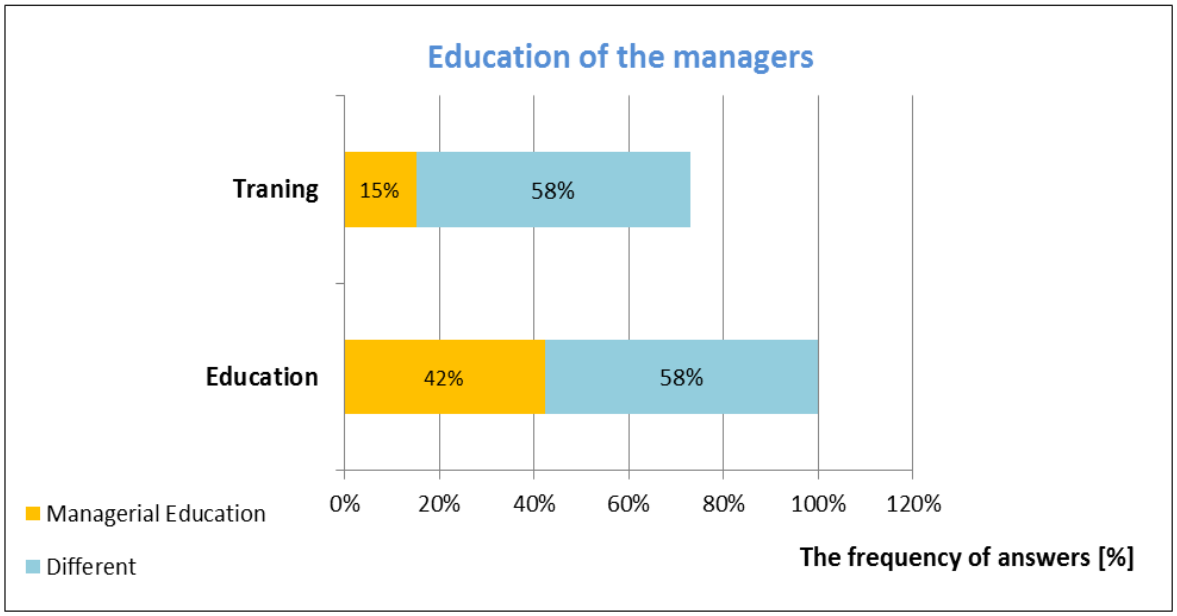

Figure 4. Education of the managers (Own elaboration based on the results arising from the questionnaires)

The figure above shows that the 42 % of managers have managerial education but only 15 % with education participates also the trainings. In contrast to people who have different education and 100 % of them participate and improve their skills. The trainings can be more beneficial if we consider that there are modern approaches and new trends in the management and technology.

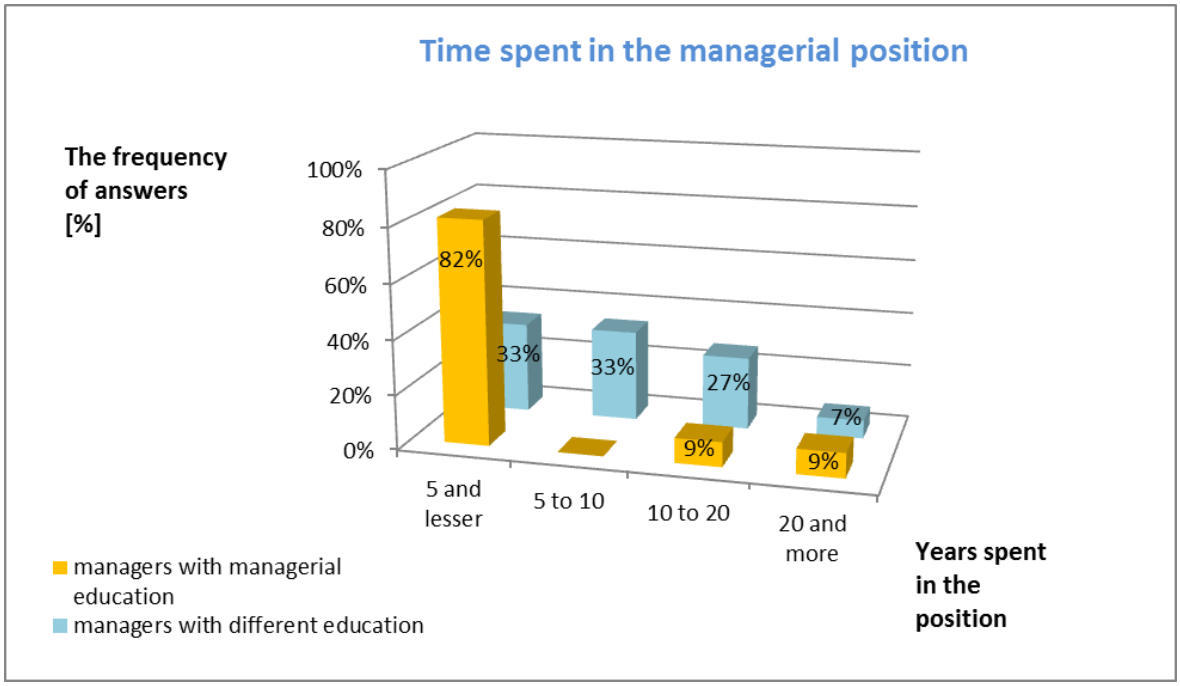

Figure 5. Time spent in the managerial position (Own elaboration based on the results arising from the questionnaires)

Figure 5. indicates that the managers with the managerial education have not so many experiences because 33 % of the managers, who are in the position no longer than 5 years, are the managerial educated ones. In the longest period are the managerial educated managers represented just by 9 % both in the period of 10-20 years as well as in the period of 20 years and longer.

6.4 Method used for the analysis

The method used for the research was a questionnaire distributed to managers working in different fields. The questionnaire consisted of 18 questions. 3 questions were open so the managers had to write down some information about them such as education, the time spend in the position of manager. After these questions came the closed ones. They referred to the theme of this thesis and also some personal ones (the participation on trainings etc.). The managers had to only emphasize their answers.

The questionnaire was created in consideration of the lack of time of the managers thus it took just few minutes to fulfil it. At the beginning there was the introduction encompassing information about the author of the questionnaire (the name, university and year), purpose and significance of filling (how is the questionnaire connected with

theoretical part and how the results influence conclusion of the whole thesis). There were also instructions how to fill out and an approximate time needed for filling. At the end of the questionnaire there was also an acknowledgement.

6.4.1 Distribution of questionnaires

First the author had to find some managers who would be willing to fill out the questionnaire. It was not an easy task because there were only a small number of managers who the author knows personally. So the first step was to search on the internet for managers from companies in the area of author's home (Vyškov) and the university (Zlín). This activity started in December by sending emails. In comparison to all the requests sent just a few were returned. Some were positive with the permission to send the questionnaire and some were negative but these were a very little amount because if people answered they agreed with the request.

In January sending of the questionnaires began. Most of people who were sent them returned them. It was surprise that most of the people who promised to fill them out did so and just a few of them didn't. There were approximately 60 questionnaires sent. And only 26 replies. That proves that the job of manager is time consuming and not everybody finds time for filling out some questionnaire. It is understandable. Thus the willingness of managers who found the time for answering few questions is appreciated far more.

There was a period in February when nobody answered to the request email. And on the other hand the author was surprised when in the middle of March the biggest number of replying managers occurred. The other interesting fact was that some of the managers were interested in this thesis and they were curious about the result so the whole finished thesis will be send to them right after completion.

This thesis can be in some way a guide for the managers and it can help them to improve their communication skills or they can just see the results of research which they were an integral part of.

7 ANALYSIS OF RESULTS

Managers of different line of business were answering the questions concerning communication. It was anticipated that the results would differ but it turned out that the need of communication is the same for all these managers regardless of age, education, line of business, etc. According to 96 % of corresponding managers communication is crucial for the job of manager. First, there are analysed general questions and the division according to the type of communication (verbal, non-verbal) follows.

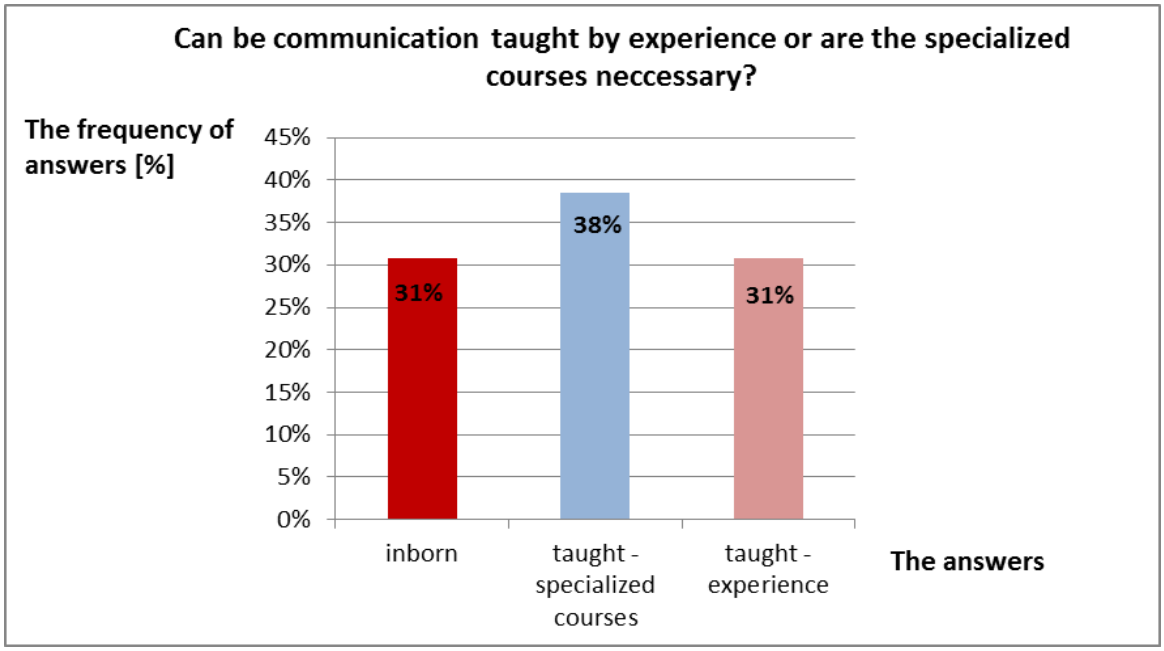

Figure 6. Reaching a successful communication (Own elaboration based on the results arising from the questionnaires).

The author was curious if the ability of communication, according to the managers, is inborn, based on the personal characteristic of the person or whether it can be taught by experience or by specialised courses. 31 % of the managers think that communication is something what depends on the personality and the style of upbringing. According to 69% of corresponding managers, communication can be taught. From this number 38 % of them think that courses are definitely needed, they are the base and they help to develop experience. Experience is the main way how to reach a successful communication for 31% of managers.

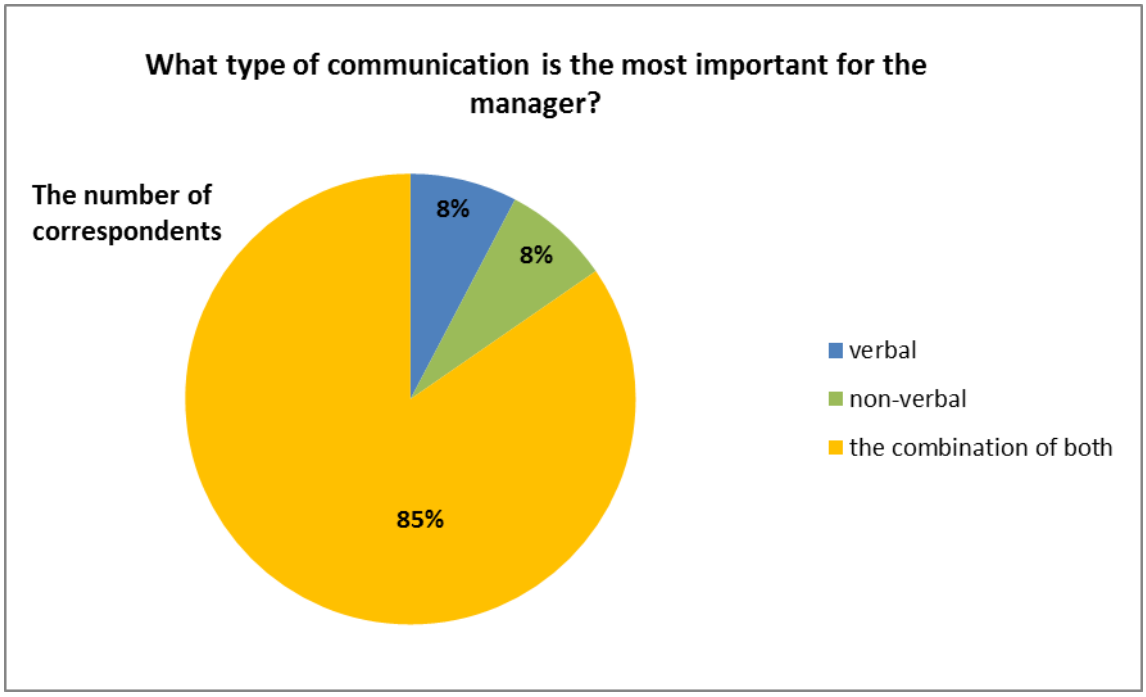

Figure 7. The most important type of communication for the manager (Own elaboration based on the results arising from the questionnaires).

The managers were asked what type of communication is the most important to them. In *Figure 7.* there are the results according to answers of all managers regardless of education or age. It is visible that the majority of managers (85 %) thought that combination of both verbal and non-verbal communication is needed for their position. Interesting fact is that the percentage of managers, who think that verbal communication is the most important, is same as the percentage of managers who think this about non-verbal communication.

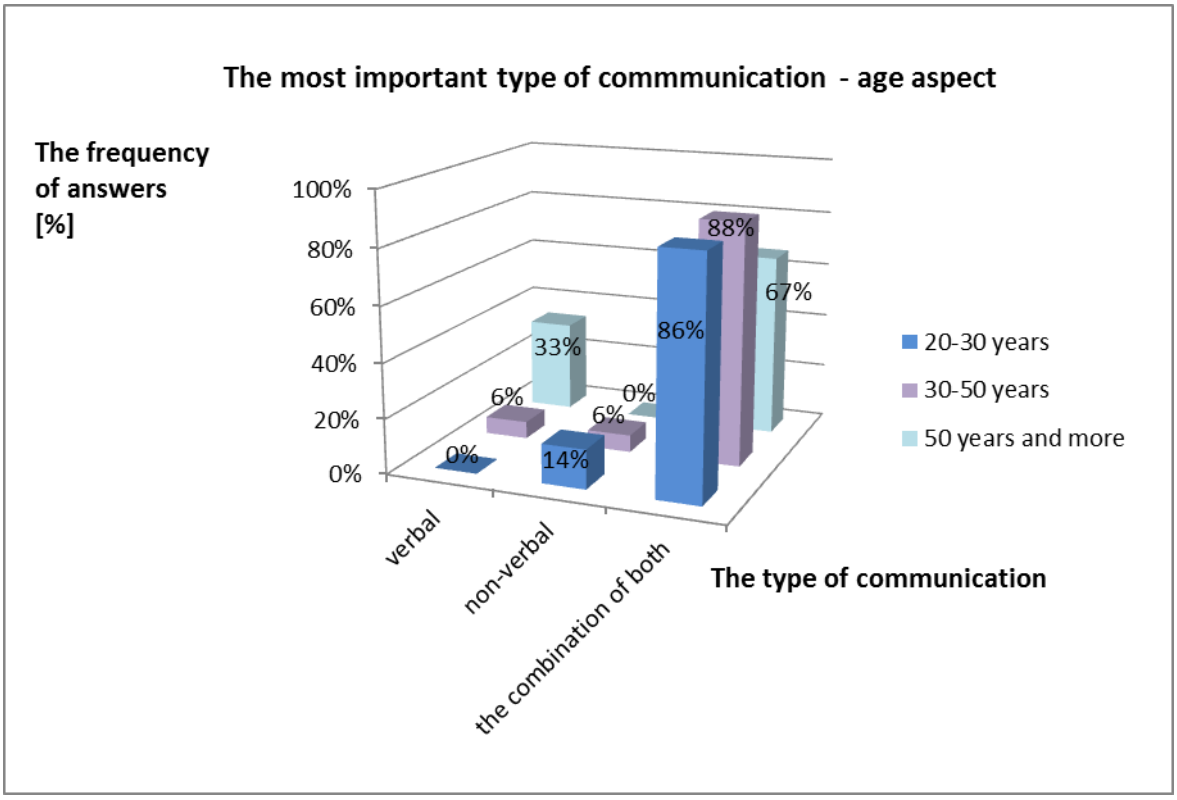

Figure 8. The most important type of communication - age aspect (Own elaboration based on the results arising from the questionnaires).

The question about the most important type of communication was analysed also from perspective of correspondents' age. The results were slightly different. In comparison to the previous graph, the lowest percentages (for verbal and non-verbal communication) were the same. But in consideration of age the numbers changes. The biggest contrast is between the category 20-30 years and the oldest one (50 years and more). It shows that the more skilled category gives the emphasis on verbal communication more that non-verbal but generally they answered that the combination of both of these types is the most important so it is the same as in the previous figure. On the other hand, the youngest category stresses non-verbal communication from verbal communication. This can be caused by the fact that these managers are following modern techniques and approaches in contrast to the older ones who are relying more on their experiences.

7.1 Analysis of the questions concerning verbal communication

7.1.1 Presentations

In the questionnaire the managers were asked about frequency of creating presentations in their job and if they know basic rules needed for creating of presentation. These two questions were analysed together in order to find out if the regular and common creators know the rules better than the managers who create the presentations less frequently.

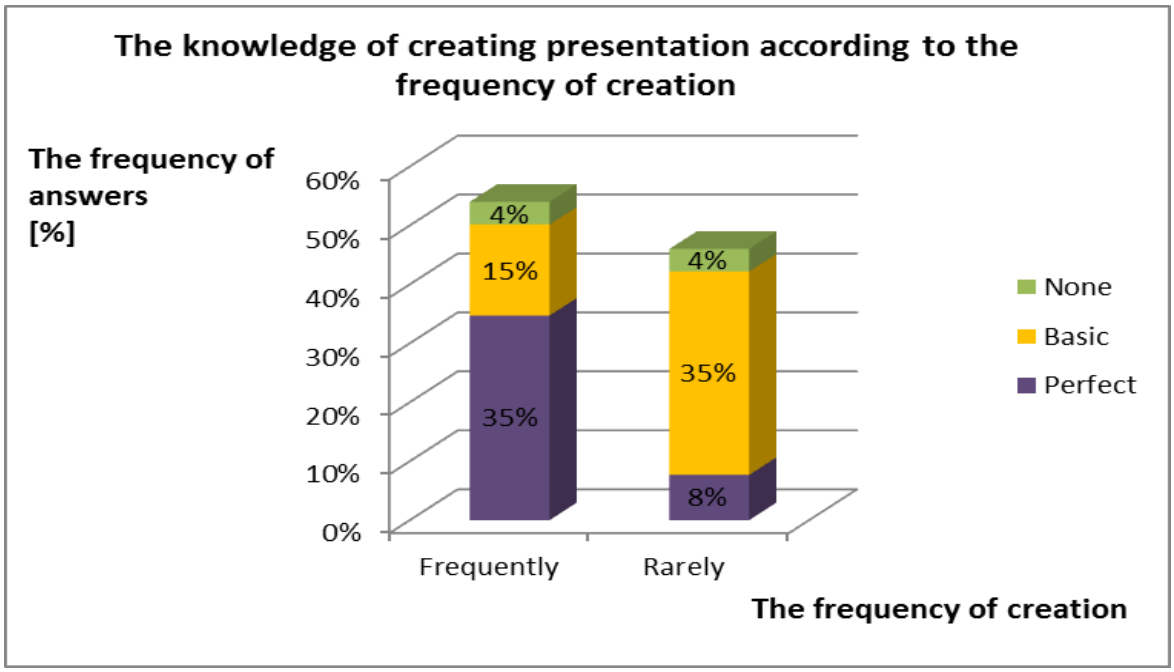

Figure 9. The knowledge of creating presentation according to the frequency of creation (Own elaboration based on the results arising from the questionnaires).

It was found out that 54 % of managers must create presentations frequently. From this 54 % - 35 % know well how to create a presentation. 15 % know the basic rules and only 4 % do not care about some rules and they make presentations without any principles. Managers who have to make presentations rarely have in the most cases (35 %) the basic knowledge of creating a presentation. 8 % have the perfect knowledge and 4 % have none. This graph corresponds to the frequency of creation so it is clear that the managers who are used to make presentations have experience and it is important to them to know how to create a good presentation, in contrast to less frequent creators who are satisfied with basic rules.

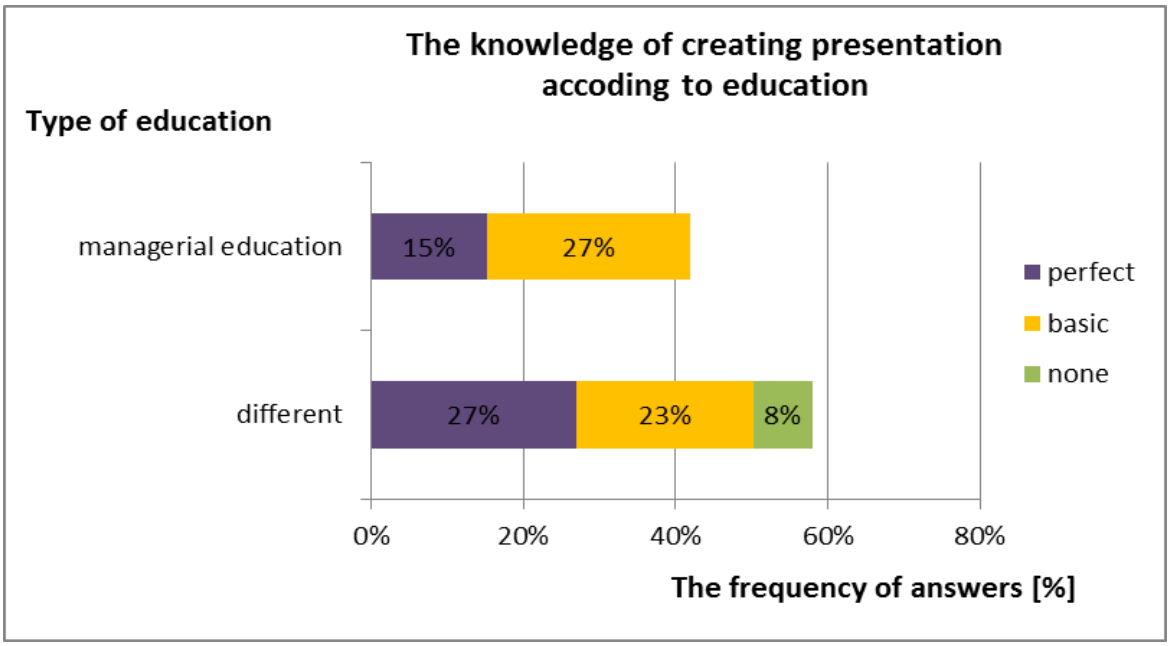

Figure 10. The knowledge of creating presentation according to education (Own elaboration based on the results arising from the questionnaires).

The impact of education of managers was analysed, too. It is interesting that the perfect knowledge of creating presentations is lower in the group of managers with managerial education than the knowledge of managers with different education. It can be caused by the fact that 27 % of the managers with managerial education do not participate in trainings in comparison with managers of different education who all participate in trainings. The more detailed data are listed in *Figure 10*.

7.1.2 The most used type of verbal communication according to certain aspects

This subheading is dealing with the most used type of verbal communication from different views. It will be concerned with frequency of usage, difficulty and efficiency. Corresponding managers had a choice between 3 types of communication – a phone, an email and a direct contact.

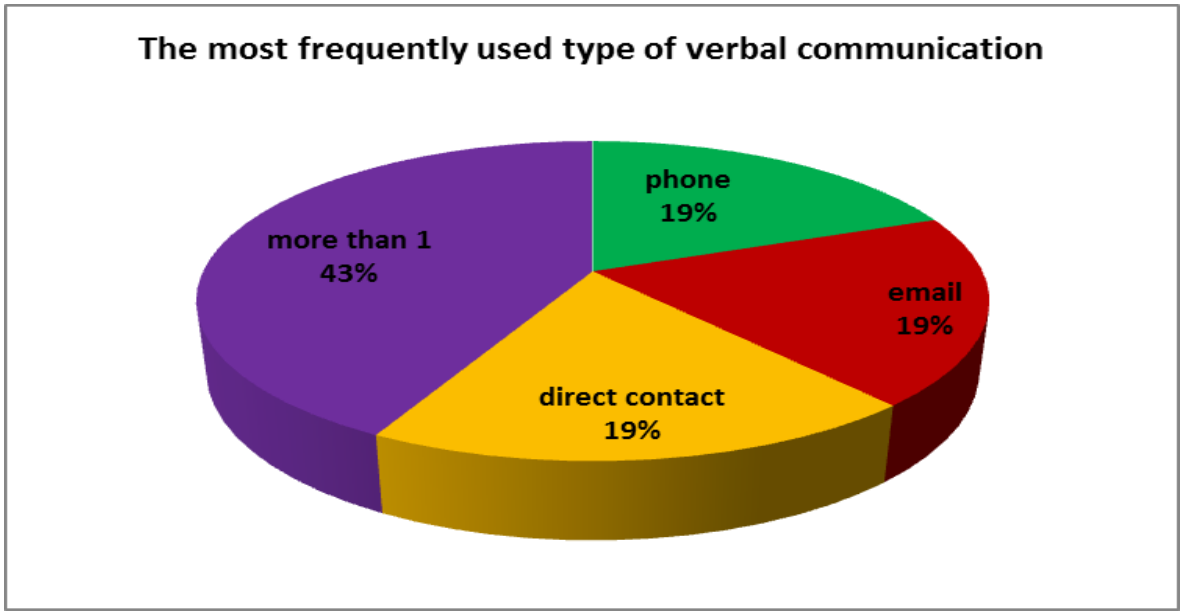

Figure 11. The most frequently used type of verbal communication (Own elaboration based on the results arising from the questionnaires).

From the graph it is obvious that nearly 50 % of the managers use more than one type of communication. The single types are used in the same frequency (19 %). This proves that for communication nowadays there is needed more than one type of communication and it is important to know how to communicate when different ways of communication are used.

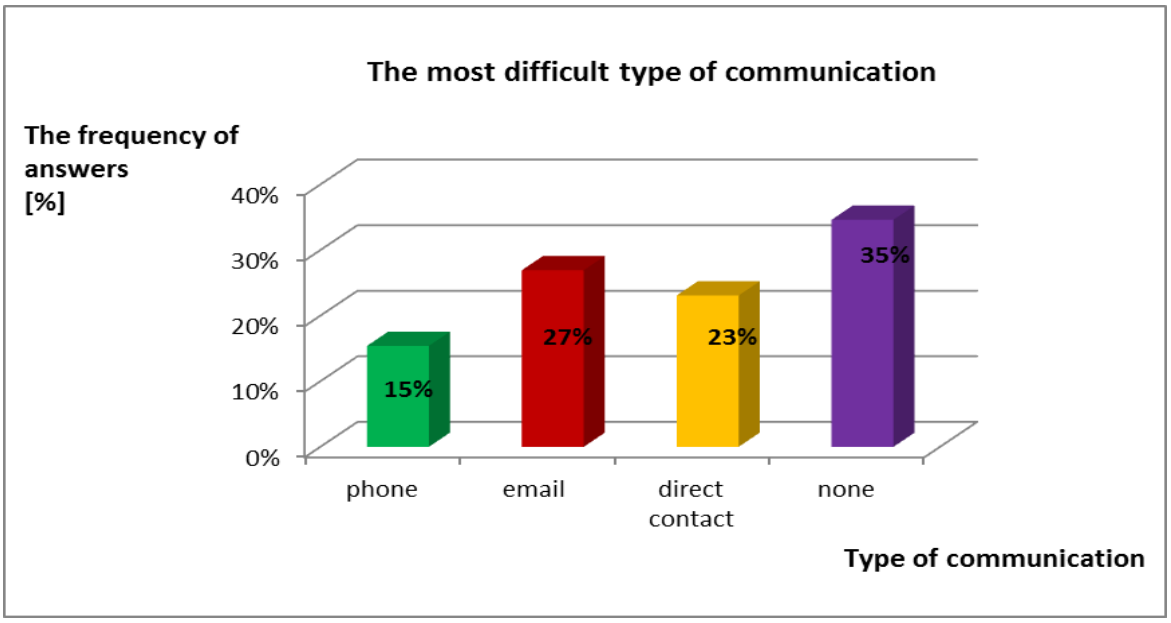

Figure 12. The most difficult type of communication (Own elaboration based on the results arising from the questionnaires).

On the basis of the figure above, for 35 % of managers any of the type of communication is difficult. It shows that they are flexible and they are not stresed during the certain type of communication. For the rest of corresponding managers writing of emails is more difficult (27 %). For those who have difficulties with writing it would be more easier to improve it than for the ones who have some problems with direct contact because it is the combination of verbal and non-verbal communication so that they have to focus on both aspects - what they say and how they say it. Direct contact is the most difficult for 23 % of managers. Considering phoning which is the hardest for 15 % of managers, it was also found that 100 % of corresponding managers pay attention to their voice, intonation and choice of the words during a phone call. It just proves that managers know how to communicate through the phone and that they have to pay attention to all these aspects.

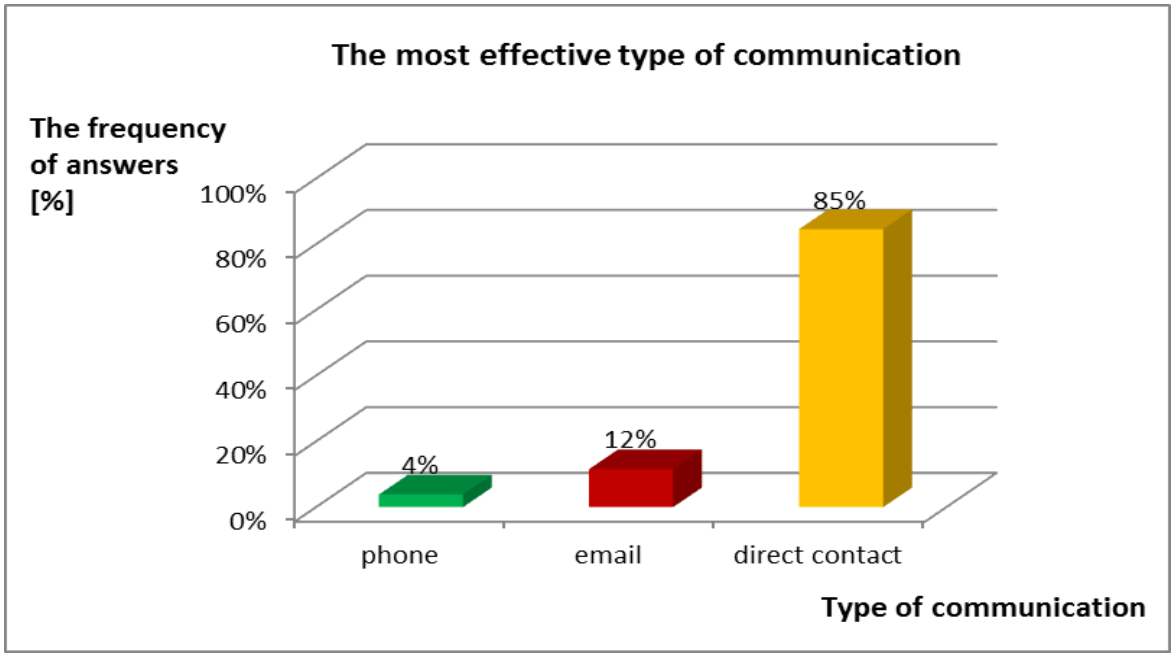

Figure 13. The most effective type of communication (Own elaboration based on the results arising from the questionnaires).

In *Figure 13.* the answers of managers to the question what is the most effective type of communication for them are analysed. For 85 % of them it is direct contact. Regardless the fact that the direct contact was for the group of corresponding managers the second most difficult type of communication. On the other hand, all the answering managers know that it is crucial to know the audience who they are talking to, a communicated message and a

way how to say it. 12 % of managers answered that the most effective is writing of emails. These managers also added the reason which was the same with each of them – transferring of facts (time of meeting, the deadlines of assignments etc.).

7.2 Analysis of the questions concerning non-verbal communication

Beside the questions concerning verbal communication, there were questions concerning non-verbal communication, too. Answers to these questions were analysed and they are presented in following pages.

7.2.1 The rules of a correct non-verbal communication

Managers should know the basic rules of non-verbal communication not only because of the knowledge how to behave and influence others but also for the reason of having an ability to recognize intentions of the partners.

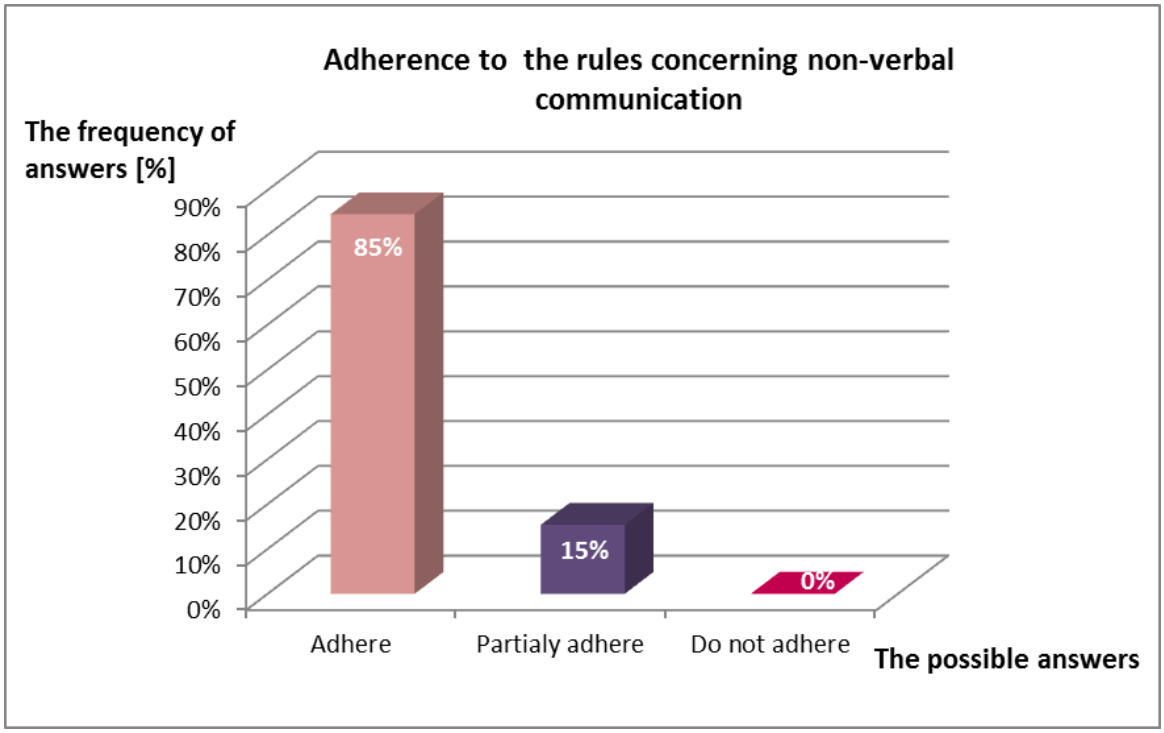

Figure 14. Adherence of the rules concerning non-verbal communication (Own elaboration based on the results arising from the questionnaires).

According to the answers of the corresponding managers – 85 % of them adhere to the rules concerning non-verbal communication. So this managers pay attention to handshakes, eye-contact and body posture. It gives them the highest chance to recognize honest or on

the other hand, dishonest people. Only 15 % adhere partially so these managers should be more cautious about the other people they are dealing with. Very positive is the fact that no manager from the questioned group emphasized the answer – *Do not adhere*.

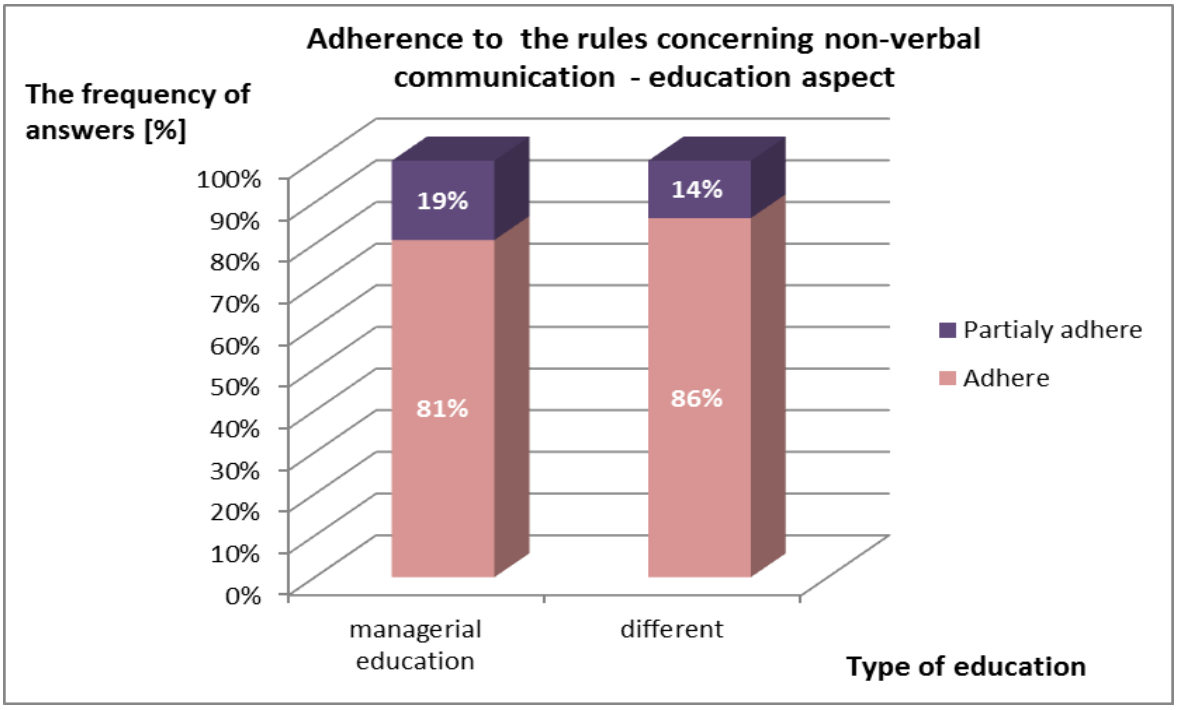

Figure 15. Adherence to the rules concerning non-verbal communication – education aspect (Own elaboration based on the results arising from the questionnaires).

The author was also concerned with the influence of education and it showed that in the group of managers with managerial education 81 % of them adhere the rules and 19 % adhere partially. In contrast to the managers of different education it is a higher number for the partial adherence. 86 % of the managers of different education adheres the rules and only 14 % adhere partially. It seems that there appears the influence of trainings again.

7.2.2 Observation of partner's non-verbal communication during conversation and meetings

For the managers is important not only the knowledge of their own non-verbal communication but also the way how the others communicate with them. Thanks to the reception of moves of the person, they are dealing with, they can decide if they will play fair of if they accede to the game.

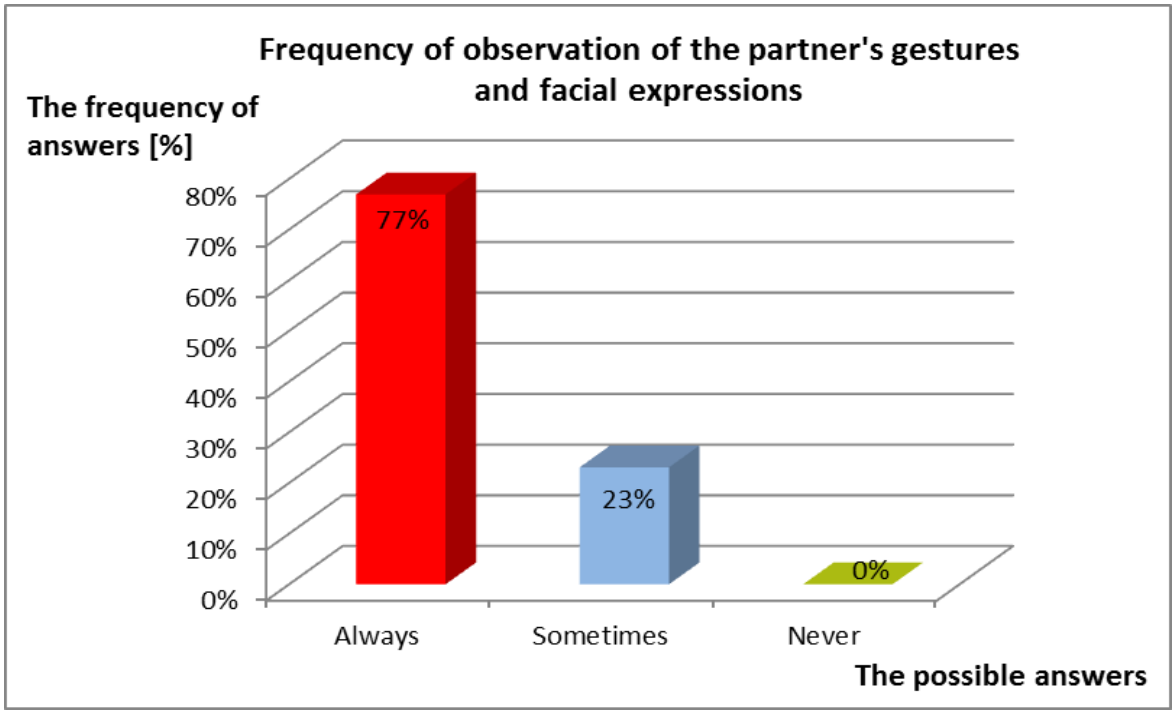

Figure 16. Frequency of observation of the partners gestures and facial expressions (Own elaboration based on the results arising from the questionnaires).

Figure 16. demonstrates how managers observe non-verbal communication of their partner. 77 % of them answered that they perceive gestures and facial expressions of partners. This number is good and it shows that managers are aware of the importance of this type of communication. And again there are no managers who do not observe the behaviour of the others. There was the aspect of education considered too. And in this question the managers answer appropriately to their education. 81 % of the managers of managerial education always observe gestures and facial expressions of their partner and only 19 % sometimes observe. In the group of different education are the numbers for *always observe* question lower a little – 74 % and whereas the number for managers answering "sometimes observe" is higher. But all managers pay attention to the non-verbal communication of their partner so more or less they can recognize and exploit the intentions of the person they are dealing with.

7.2.3 Exploiting the recognition of different gestures and body postures

The knowledge and observation of non-verbal communication were analysed in previous subheads. In this part will be found out the contribution of the already mentioned

knowledge. Is it beneficial for the managers somehow? Have they already disclosed the dishonest partner? Answers to these questions are listed below.

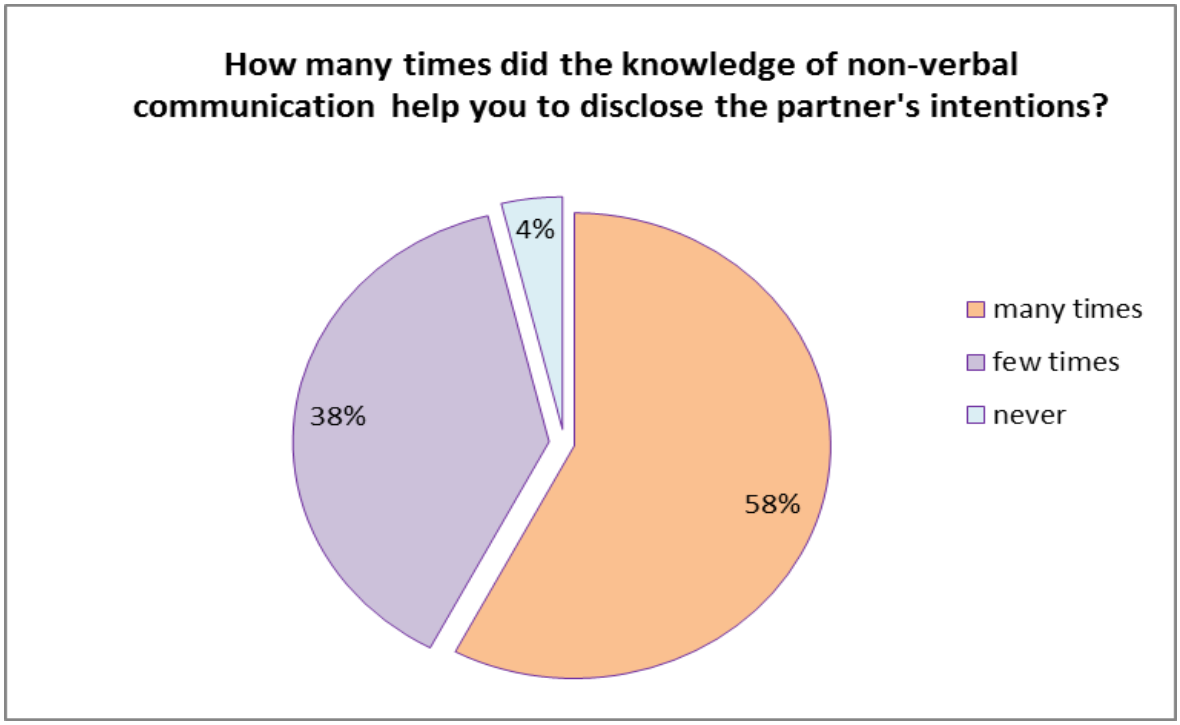

Figure 17. Frequency of disclosing the partner's intentions due to the knowledge of non-verbal communication (Own elaboration based on the results arising from the questionnaires).

Inferring from the graph it is apparent that to more than the half of managers the knowledge of gestures and body postures help to recognize the intentions of the partner and so they could act according to that. Only to 4 % of managers the knowledge never helped and it was in the cases when the manager pays attention to the observation of non-verbal communication only sometimes. To managers, who adhere to the rules and observe gestures and body posture of their partner, it pays off and they can exploit a disclosure of the real nature of the partner.

7.3 Recommendation for improvement

The analysis showed that most of the managers are skilled in communication regardless the type. There are few managers who should think about the importance of non-verbal communication and they should try to pay more attention to it so that they can be able to use this knowledge and exploit it as the most of the corresponding managers. 64 % of the

managers who create presentations frequently have a perfect knowledge of creation. This number should be higher. If it is considered that for these managers it is an important part of their job and a successful presentation can bring them a lot of achievement. Also managers with managerial education should not rely only on the knowledge from university and they should participate trainings more. It can give them new principles and methods which can be beneficial to them. Naturally it depends on the kind of training and its specialization. In order to prevent some useless experience they can take inspiration from other managers who are regular participants.

For the group of managers who find writing of emails the most difficult it could be useful to practise and so gain self-confidence even in this type of communication. A lot of specialized literature concerning business correspondence exists, or for those who are not into books they can try some training focusing on this. In contrast to managers who find direct contact most difficult these are in a better position. 23 % of managers have problems with direct contact. It can be caused by their personality so that they are not a natural type of manager but there can be cases when the managers have just a lack of knowledge and practice. For these would be great to combine trainings with some specialized literature.

The last thing which will be mentioned is that direct contact does not have to be always the most effective way of communication as 85 % of managers think. The purpose and message itself is crucial. In the case of transferring some data it is not necessary to arrange a meeting. It could be a loss of time for the participants. So the managers should consider the way of communication for each instance. Sometimes an email is absolutely satisfying; however, in some other situation it can be unsuitable or insufficient.

CONCLUSION

Communication skills of a successful manager: this was a topic of this bachelor thesis. The author was concerned with communication and its types – verbal and non-verbal and different situations which are usual for the manager. The aim was to find out the most important communication skill and compare the results arising from the theory and results based on experience and knowledge of managers.

First, there was research based on the specialized literature and according to facts a partial conclusion was made. In the theoretical part was found that verbal communication is definitely not the most important but it cooperates with non-verbal communication which has the biggest importance – it creates 93 % of the communicated message. A lot can be said without words and what is the most notable fact is that people can communicate subconsciously. So they can give wrong signals to the other person or they can disclose what was supposed to stay secret.

The practical part had two different segments. In the first one there were brief characteristics of companies which the corresponding managers work for. The managers were also analysed – their education, age, time spend in the position of manager and their participation on trainings for managers. After the characteristic of correspondents, the results of their answers were analysed.

The question concerning reaching a successful communication was solved. 69 % of the managers think that communication is taught by experience or specialised courses. The combination of verbal and non-verbal communication is the most important according to the majority of managers. 43 % answered that the combination of writing, phoning and direct contact is the most important for managers. Definitely the most effective communication skill is, based on the answers, direct contact which only proves the importance of the combination of verbal and non-verbal communication.

It can be concluded that there is not only communication skill which will be the most important for the managers. A successful manager should master all types of communication, he should know how to communicate in all situations and the ability to decide what type of communication is the best for certain situation is necessary.

As a part of the analysis there is a recommendation for the managers, which is based on results arising from the answers. The thesis will be sent to the managers and hopefully it will have some contribution to them.

BIBLIOGRAPHY

Adair, John Eric. 2004. *Efektivní komunikace*. Praha: Alfa Publishing.

Adamyczyk, Gregor, and Bruno Tiziana. 2005. *Řeč těla. Jak neverbálně působit na druhé a rozumět řeči těla.* Praha: Grada.

Borg, James. 2007. *Umění přesvědčivé komunikace: Jak ovlivňovat názory, postoje a činy druhých*. Praha: Grada.

Bradbury, Andrew. 2006. *Successful presentation skills*. 3rd ed. London: Kogan Page.

Břečka, Samuel et al. 2009. *Od tamtamov po internet: prehľad dejín mediálnej komunikácie*. Bratislava: Bratislavská vysoká škola práva.

Cleary, Sandra. 2003. *The Communication Handbook: A Student Guide to Effective Communication*. 2nd ed. Lansdowne: Juta&Co. Ltd.

Fang, Irving E. 1997. *A history of mass communication: six information revolutions*. Boston: Focal Press.

Griffin, Jack. 1998. *How to say it at work: Putting Yourself Across with Power Words, Phrases, Body Language, and Communication Secrets*. Paramus, NJ: Prentice Hall.

Guffey, Mary E., and Dana Loewy. 2010. *Business Communication: Process and Product.* 7th ed. Mason: South-Western College Pub.

Guffey, Mary E., Kathleen Rhodes, and Patricia Rogin. 2010. *Business Communication: Process and Product.* 3rd ed. Toronto: Nelson Education Ltd.

Hogan, Kevin. 2010. *Tajný jazyk byznysu: Jak každého přečíst do tří vteřin.* Brno: Computer Press, a.s.

Hospodářová, Ivana. 2007. *Prezentační dovednosti.* Praha: Kernberg Publishing, s.r.o.

Karten, Naomi. 2010. *Presentation Skills for Technical Professionals*. Cambridgeshire: IT Governance Publishing.

Khelerová, Vladimíra. 2006. *Komunikační a obchodní dovednosti manažera*. 2nd ed. Praha: Grada.

Kittel, Frank, and Gianna Possehl. 2008. *Jak se prosadit a přesvědčit ostatní: Prosaďte své návrhy a projekty.* Praha: Grada.

Lepilová, Květuše. 2008. *Přesvědčivá komunikace manažera*. Brno: Computer Press, a.s.

Ludden, Marsha. 2002. *Effective communication skills.* 2 ed. Indianapolis: Jist Publishing.

McKenna, Colleen. 1998. *Powerful communication skills: How to communicate with confidence*. Franklin Lakes, NJ: Career Press.

Mikuláštík, Milan. 2003. *Komunikační dovednosti v praxi*. Praha: Grada.

Pease, Allan. 2001. *Řeč těla: Jak porozumět druhým z jejich gest, mimiky a postojů těla.* Praha: Portál, s.r.o.

Plaňava, Ivo. 2005. *Průvodce mezilidskou komunikací: přístupy, dovednosti, poruchy*. Praha: Grada.

Rotondo, Jennifer, and Mike Rotondo Jr. 2002. *Presentation Skills For Managers*. New York: McGraw-Hill.

Sternberg, R.J. 2002. *Kognitivní psychologie*. Praha: Portál.

Stroman, James, Jennifer Wauson, and Kevin Wilson. 2008. *Administrative assistant's and secretary's handbook*. 3rd ed. New York: AMACON.

Štěpaník, Jaroslav. 2005. *Umění jednat s lidmi 2: Komunikace*. Praha: Grada.

Internet sources:

About The Faculty. Masaryk University Faculty of Social Studies. http://www.fss.muni.cz/en/site/fakulta/index.html (accessed March 31, 2011).

About us. Geodis. http://www.geodis.cz/about-us (accessed March 31, 2011).

Global Inspiration s.r.o. Internet TV and video hosting service. Stream.cz. http://reklama.stream.cz/wp-content/uploads/2011/03/Presentation-Stream.cz.pdf (accessed March 21, 2011).

MF DNES A HISTORIE OD ROKU 1990. Mladá Fronta DNES.http://epaper.mfdnes.cz/o-mf-dnes/kdo-jsme/vice-z-historie (accessed May 2, 2011).

Omega Design. HESTEGO Company Profile. Hestego Production Systems. http://www.hestego.com/company/company-profile/ (accessed March 21, 2011).

O nás. EURO Reality Zlín. http://www.eurorealityzlin.cz/o_nas.php (accessed May 2, 2011).

O nás. STAEG. http://www.staeg.cz/cs/text/o-nas/7/?domain=www (accessed May 2, 2011).

O Radiu Zlín. Radio Zlín. http://www.radiozlin.cz/o-radiu/ (accessed May 2, 2011).

Oriflame Cosmetics S.A. Oriflame ve zkratce. Oriflame Sweden. http://cz.oriflame.com/about-oriflame/index.jhtml (accessed March 21, 2011).

Profil společnosti. HOME CREDIT. http://www.homecredit.cz/cs/home_credit/profil_spolecnosti.shtml(accessed May 2, 2011).

Quotes by Piece, John A. QuotationsBook. http://quotationsbook.com/quotes/author/5707/#axzz1Kk9bxdco (accessed April 27, 2011).

Školení Semináře Kurzy. TSM s.r.o. VZDĚLÁVACÍ AGENTURA. http://www.tsmvyskov.cz/ (accessed May 2, 2011).

TrigramStudio. About us. Tourist authority South Moravia. http://www.ccrjm.cz/en/about-us/ (accessed March 21, 2011).

Zlaté jablko. ZLATÉ JABLKO Obchodní a Zábavní Centrum. http://www.goldenapple.cz/ (accessed May 2, 2011).

LIST OF FIGURES

Figure 1. Process of communication between two people

Figure 2. Model of communication square

Figure 3. Age differentiation of the corresponding managers

Figure 4. Education of the managers

Figure 5. Time spend in the managerial position

Figure 6. Reaching a successful communication

Figure 7. The most important type of communication for the manager

Figure 8. The most important type of communication - age aspect

Figure 9. The knowledge of creating presentation according to the frequency of creation

Figure 10. The knowledge of creating presentation according to education

Figure 11. The most frequently used type of verbal communication

Figure 12. The most difficult type of communication

Figure 13. The most effective type of communication

Figure 14. Adherence of the rules concerning non-verbal communication

Figure 15. Adherence of the rules concerning non-verbal communication – education aspect

Figure 16. Frequency of observation of the partner's gestures and facial expressions

Figure 17. Frequency of disclosing the partner's intentions due to the knowledge of non-verbal communication

APPENDICES

APPENDIX P I : QUESTIONNAIRE

APPENDIX P I: QUESTIONNAIRE

Dobrý den,
mé jméno je Gabriela Vavrošová, jsem studentkou 3. ročníku Univerzity Tomáše Bati ve Zlíně a píši svoji bakalářskou práci na téma Komunikační dovednosti úspěšného manažera. Vyplněním tohoto krátkého dotazníku přispějete k vytvoření praktické části mé bakalářské práce. Vaše odpovědi mi pomohou zanalyzovat komunikační dovednosti a jejich význam pro Vás, jako manažera/manažerku. Tím potvrdit či naopak vyvrátit mé závěry vyvozené z teoretické části, která je založena na studiu odborných knih.
V první části mého dotazníku Vás čeká pár otázek otevřených (2-6) a v druhé části jsou otázky uzavřené. U uzavřených otázek Vámi vybranou odpověď vyznačte tučně. Vyplnění Vám zabere přibližně 5 minut.

Předem děkuji za ochotu a za Váš čas, který obětujete na vyplnění dotazníku.

---

1. Vyplňte, prosím, věkovou kategorii

Do 30- ti let 30-50 let 50 a více

2. Jak dlouho jste na pozici manažera/manažerky.
3. Máte vzdělání v oboru managementu?
4. Účastníte se vzdělávacích kurzů zaměřených na komunikaci v managementu?
5. Je podle Vás schopnost dobré komunikace rozhodující?
6. Dá se komunikaci (na úrovni manažera) naučit zkušenostmi nebo jsou nutné specializované kurzy?

7. Nejdůležitější je:

Verbální komunikace Neverbální komunikace Kombinace obou

8. Prezentaci ve svém zaměstnání připravuji:

Často Zřídka Nepřipravuji

9. Zásady pro vytvoření dobré, přehledné prezentace:

Znám, velmi dobře Základní zásady znám Neznám, dělám, jak mě napadne

10. V případě telefonního hovoru:

Dávám pozor na to, jak se vyjadřuji (intonace, volba slov).
Mluvím tak, jak mi přijde na mysl.

11. Je podle Vás důležité při přípravě projevu, sdělení zaměstnancům apod., zvážit, kdo je Vaším publikem, co jim vlastně chcete sdělit a jakým způsobem jim to sdělíte?

Rozhodně ano | Částečně ano | Ne, hlavně, když předám informaci

12. Nejčastěji používám ke komunikaci:

Telefon | Email | Přímý kontakt

13. Nejsnadnější je pro mě:

Telefonování | Psaní emailů | Přímý kontakt

14. Nejtěžší je pro mě:

Telefonování | Psaní emailů | Přímý kontakt

15. Podle mě je nejefektivnější (z hlediska úspěšnosti komunikace)

Telefonování | Email | Přímý kontakt

16. Pravidla správné neverbální komunikace (správný postoj, podání ruky, přímý oční kontakt):

Dodržuji | Částečně dodržuji | Vůbec nedodržuji

17. Při rozhovoru (jednání) sleduji a hodnotím gesta, mimiku mého partnera/partnerů:

Vždy | Občas | Nevšímám si

18. Znalost významu různých gest a postojů mi pomohla odhalit přímost/nepřímost partnera:

Už mockrát | Párkrát | Nikdy

Toto je konec mého dotazníku.

Ještě jednou děkuji za jeho vyplnění a za Váš čas.

S přáním pěkného dne
Gabriela Vavrošová