SOFT SKILLS

GUIDE 2

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PART 1

Social skills of MICE sector employees

Cooperation with the environment and building relationships with clients

I. Cooperation with the environment

1. The importance of cooperation with the environment for increasing the competitiveness of a MICE company.

2. Characteristics of business environment institutions.

3. Classification of types and forms of cooperation.

4. Organising business meetings and receiving delegations.

5. Creating business presentations.

6. Conducting business negotiations. Applying business savoir vivre.

Learning outcomes - participant:

Knowledge:

- Lists the benefits of developing business cooperation in the MICE industry.
- Characterises institutions of the business environment.
- Lists forms, types and conditions of business cooperation.

Skills:

- Applies business negotiation methods and techniques.
- Prepares business presentations to a set standard.
- Applies the rules of business conversation.
- Applies the principles of business savoir-vivre.

Competence:

- Is aware of the need to improve his/her social skills.
- Is prepared to work effectively with the environment.

II. Building customer relations

1. Development of relationship marketing - assumptions, disadvantages, advantages, directions of evolution.

2. CRM concept - relationship between CRM and relationship marketing, CRM-type information systems, trends in the development of the CRM concept.

3. Customer relationships in MICE business - types of relationships, customer life cycle management.

4. Types of clients.

5. Strategies for building relationships/communication with clients.

6. Identifying client needs.

7. Optimising MICE client acquisition and retention.

8. Recovering dissatisfied clients.

9. Traits and skills of a customer service employee.

10. Enhancing sales creativity.

Learning outcomes - participant:

Knowledge:
- Characterises the assumptions of relationship marketing in the MICE industry.
- Characterises the premise of the CRM (Customer Relationship Management) concept.
- Lists the factors that strengthen and weaken the MICE industry customer loyalty cycle.
- Lists the key methods and measures used to manage the customer life cycle, retention and attrition.

Skills:
- Creates tailored offers for MICE clients.
- Applies methods/measures to strengthen the client's relationship with the MICE company.
- Applies methods/measures to recover dissatisfied clients.

Competence:
- Is aware of the need to further improve his/her social skills.
- Is prepared to take action to initiate and improve relationships with clients.

TRAINING PROGRAM

Timetable - 2 training days, 16 teaching hours

Class time	Modules/Curriculum content	Forms, methods
Day 1		
9.00-13.45	**I. Cooperation with the environment (6 hours)**	
9.00-10.30	• The importance of cooperation with the environment for increasing the competitiveness of a MICE company. • Characteristics of business environment institutions.	Interactive lecture, discussion.
10.30-12.00	• Classification of types and forms of cooperation. • Organisation of business meetings and reception of delegations.	Interactive lecture, discussion.
12.00-12.15	**COFFEE BREAK**	
12.15-13.45	• Creating business presentations • Conducting business negotiations • Business savoir vivre	Interactive lecture, discussion.
Day 2		
9.00-17.30	**II. Building relationships with clients (10 hrs)**	
9.00-10.30	• Development of relationship marketing - assumptions, disadvantages, advantages, directions of evolution. • CRM concept - relationship between CRM and relationship marketing, CRM-type information systems, trends in the development of the CRM concept.	Interactive lecture, discussion.

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10.30-12.00	• **Client relationships in MICE business - types of relationships, client lifecycle management.** • **Types of clients.**	Interactive lecture, discussion.
12.00-12.15	**COFFEE BREAK**	
12.15-13.45	• **Strategies for building relationships/communication with clients.** • **Identifying customer needs.**	Interactive lecture, discussion.
13.45-14.30	**LUNCH BREAK**	
14.30-16.00	• **Optimising MICE client acquisition and retention.** • **Recovering dissatisfied clients.**	Interactive lecture, discussion.
16.00-17.30	• **Traits and skills of a customer service employee.** • **Enhancing sales creativity.**	Interactive lecture, discussion.

PRESENTATION

APPENDIX 1

WORKSHEEETS

Exercise 1

- Create a list of 10 personal qualities of a MICE worker that you consider essential to good customer service. Then rank them from most important to less important.

Personal characteristics	Degree of importance
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Justify your choice:

Exercise 2

What would you like to know about your client?

Make a list:

Exercise 3

List the reasons why customers abandon the collaboration:

Exercise 4

Describe the client's objections indicated below and suggest matching answers.

- The price is too high.

I need time to think.

I need to consult.

I use other options.

List examples of customer concerns (from your own experience).

Describe how you responded to them and how you evaluate your response:

Exercise 5

Describe how an employee should first respond in the following situations.

- The customer is aggressive and uncivil:

- A customer complains that he cannot reach the person who is the only one dealing with a particular subject:

- The client wants information on a topic quickly, but the knowledgeable person is on extended leave:

- A customer complains to another employee about the quality of contact:

- The client has erroneous information that he or she believes to be true:

- The customer wants information about a product that we do not know about/do not know if we offer:

- The customer wants to know why our services are more expensive than those offered by others:

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Exercise 6

Develop a customer satisfaction survey. What questions do you think should be included?

Aids: find on the internet and compare different customer surveys.

No	Question	Rate on a scale of 1-5

- **Compare offers from two MICE companies providing the same services. Choose one of them. Justify your choice.**

- **Compare the business (yours or your chosen company) with your competitors and detail the elements that define the basic level of service (offered by all) and those that give customers special pleasure (unique features).**

- **Trace the history of your industry (or a selected one) and list those elements that have become the basis of a particular service over time, and those that remain value-added.**

- **Identify what problem/defect most complaints relate to (usually reflecting basic customer needs)**

Exercise 8

Analyse the needs of the MICE industry client and suggest ways for the company to meet them:

Level of need	Specific need	Relevance to the company yes/no	What activities are being carried out to meet them?
Physiological	*Example: catering (add details):*	Yes	*Catering organisation (add details):*
Security			
To belong			
Respect			
Self-realisation			

Exercise 1

Read the description below.

Conference room. A group of people are seated behind a table. One seat is occupied by a man who is currently saying something, gesturing with his hands; his face is smiling. All the others seem to be listening to what he is saying. The colour of his suit (it is dark) is different from that of his interlocutors' suits (they are light). Two men are smoking cigarettes. A briefcase with documents lies on the table, glasses with drinks stand. A chart board can be seen next to the table.

Compose your own story.

Now read the information on the back of this card:

In your story, are the people depicted in the description:

- discussing something?

- happily arguing?

- making a decision?

- seeking a compromise?

- rejecting an idea?

- annoyed and are pressing the other side?

- looking like they are contemplating?

- teaching one another?

- leaving the room?

- trying to convince others?

If you have included more than five possibilities in your story, it shows that you know a lot about negotiation.

Exercise 2

- **Think of someone in your environment or a public figure who you consider to be an effective negotiator. Justify your choice.**

- **What are the qualities of a good negotiator?**

Which of the following statements do you think should characterise negotiation and which do not fit here? Briefly justify your choice.

1. **Winning is the most important thing in a negotiation (YES/NO).**

2. **Giving the other party all the information, you have is correct behaviour in a negotiation (YES/NO).**

3. **As long as it contributes to success, the other party should be treated as an equal (YES/NO).**

4. **Emotions and nervousness should not be shown in negotiations (YES/NO).**

5. **Do not hesitate to present facts favourable to yourself (YES/NO).**

6. **Always highlight your goals as the most important (YES/NO).**

7. **Present your interests precisely (YES/NO)**

8. **Your attention should always be focused on what you can get out of it (YES/NO)**

Exercise 3.
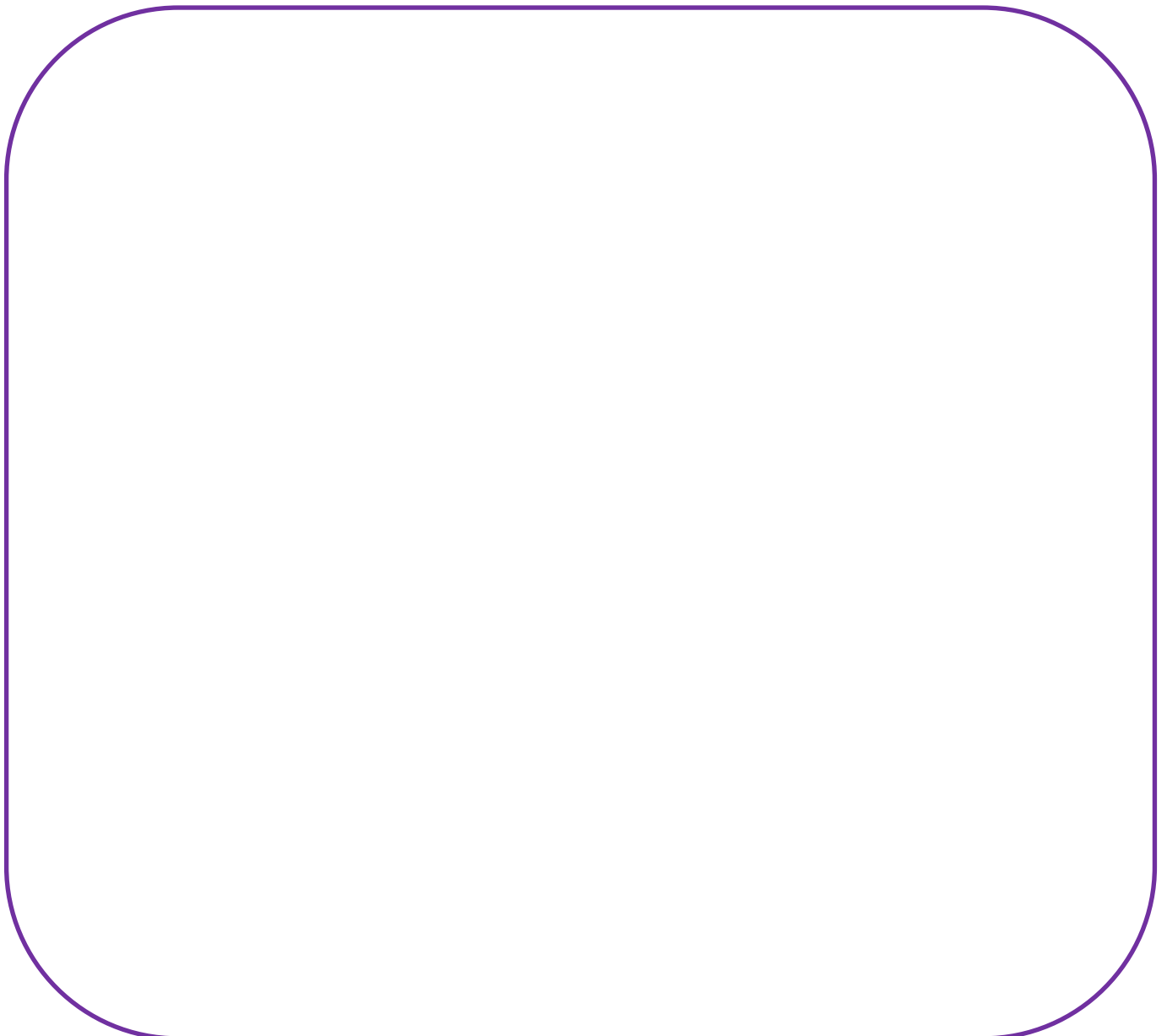
- Check the presentation you have prepared and see if it is well developed. Ask a family member or friend to see your slides. Give them three seconds to look at the slide. Then find out what they remembered. If they have failed to register your main message, then you need to improve your work.

- Describe what adjustments you had to make to achieve the purpose of your message:

Tick all the appropriate behaviours during the speech:

- upright and relaxed posture

- joined legs

- legs slightly apart

- avoid gestures

- standing still

- moving with a purpose

- moving back and forth throughout the speech

- facing the audience

- continuing to speak after turning your back on the audience

- natural gestures

- hands lowered along the body

- crossed arms

- hands interlocked behind your back

- hands in pockets

- very expressive gestures

- open hands

- pointing fingers at people

Exercise 4

- Take any book or newspaper.

- Open to a random page and draw a word.

- Now tell a story related to the drawn word.

- First, however, stand in front of a mirror or record your speech.

- As you speak, try to pay attention to how you behave.

- What gestures you use, how you stand, what's going on in your face.

- This will help you see which elements of your body language you need to work on more strongly and which you need to work on less.

- Write down the elements that need improvement:

Exercise 5

Record your 60-second speech on any topic and check how many words you managed to say.

Then mark your answer:

- less than 120 words per minute

- between 120 and 150 words per minute

- more than 150 words per minute

Now read the information on the back of this card:

Less than 120 words per minute: Your speed of speech is lower than most people. Try to work on saying more words per minute.

Between 120-150 words per minute: You speak at a similar speed to most people. Keep it up!

Above 150 words per minute: Your speed of speech is higher than most people. The audience may struggle to understand your speech. Try working on saying fewer words per minute.

SELF

ASSESSMENT

TOOLS
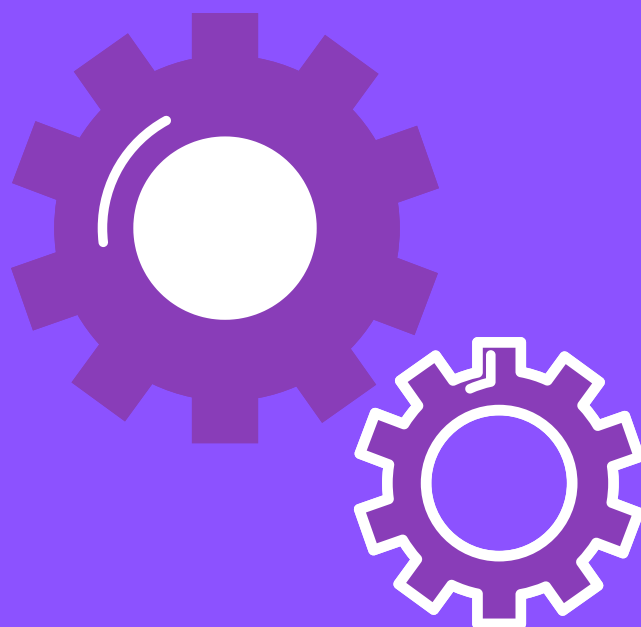
Self-assessment tools

Building customer relationships - self-diagnosis

Consider each of the following statements and indicate to what extent you think it applies to you. Use the scale below. The number in brackets indicates the number of points you will then tally to get an indication of your preparedness to work with clients.

Strong (5). This statement describes me 100% or close to 100%. This statement perfectly describes my daily work with clients. I understand the meaning of this statement and it is used by me in all or almost all my interactions with clients.

Medium (3). This statement describes me in part. In my daily work with clients, it is not always applied by me. I do not always perceive that this attitude towards the customer is necessary.

Weak (1). This statement describes me only slightly. It is not used by me in my daily work with clients or is only used occasionally. In general, I find this attitude towards the customer of little significance.

Customer orientation.

1. I am strongly committed to providing customers with the best possible service.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

2. I am aware of the benefits that a satisfied customer can bring to my company.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

3. I know and understand what excellent customer service is.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

4 I have a good understanding of what our customers expect and require.

- o **Strong (5)**

- Medium (3)
- Weak (1)

5. I believe that my job of providing customer service is very important and I can justify it.

- Strong (5)
- Medium (3)
- Weak (1)

6. It is important to me that customers' problems are solved as quickly as possible, preferably at the first attempt.

- Strong (5)
- Medium (3)
- Weak (1)

Personal features.

1.Demonstrates great patience with customers, even when their issues are difficult to deal with.

- Strong (5)
- Medium (3)
- Weak (1)

2. Shows respect to customers and colleagues.

- Strong (5)
- Medium (3)
- Weak (1)

3. I have a positive attitude towards my work, customers, company.

- Strong (5)
- Medium (3)
- Weak (1)

4. In difficult situations, I handle stress well.

- Strong (5)
- Medium (3)
- Weak (1)

5. I am efficient in all aspects of my work and manage my time very well.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

6. I apply high ethical standards in fulfilling my professional roles and functions.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

Customer service challenges.

1. I approach each client's problem individually.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

2. I try to understand the client's point of view.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

3. I know how to recognise the signs of emotional communication (anger, fear, guilt, etc.).

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

4. I know how to put the client at ease and start working with them to resolve the problem.

- o **Strong (5)**
- o **Medium (3)**
- o **Weak (1)**

5. He responds calmly to emotional reactions from clients.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

6. It prepares you to deal with the stress of difficult interactions with customers.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

7. When solving customer problems, I focus on the results I can achieve by doing so.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

8. I do not judge or blame customers who report problems.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

9.I know what to do when I meet clients who create difficult situations.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

10. I know what to do when I meet clients with special needs, including older people, people with disabilities, people from different cultures, etc.

- o **Strong (5)**

- o **Medium (3)**

- o **Weak (1)**

Results:

22-45 points:

You are not very good at customer service. Your mistakes, resulting from even an inadvertent action, can lead to the loss of customers. You need to change your mindset and implement actions that will help you acquire the knowledge, skills and competences necessary in customer service.

46-74 points:

Not bad, although there are still some important points to work on. Go back to those questions where your answer scored 3 points or 1 point and think about what you could do to improve in this area.

75-110 points:

You are well prepared for client work. You understand the essence of the job. It is very likely that a customer who comes to you will be served to the high standards of customer service in place.

Ability to cooperate with the environment - self-diagnosis

Mark your level of preparedness in each area of preparation for negotiations:

Area:	Very well	Medium	Absolutely not
1. I know the purpose of the negotiation	5	3	1
2. I know the objectives of the opposing party	5	3	1
3. I have prepared a negotiation plan	5	3	1
4. I have developed different ways of achieving key negotiation objectives	5	3	1
5. I know which issues to compromise on and which not to compromise on	5	3	1
6. I am aware of the other party's background	5	3	1
7. I know what to do in emergency situations	5	3	1
8.. I know how to deal with stress	5	3	1
9. I know the value of my "negotiation portfolio"	5	3	1
10. I know my negotiating advantages and disadvantages	5	3	1

Tally up your points and check your level of preparation for negotiations.

10-20 points.

You are not very well prepared for your upcoming negotiation talks with your business partner. If you are able to improvise well, then perhaps everything will end without any special problems. However, the guarantees that you will achieve your objective are very weak in this case. Instead, there is a considerable risk that you will not only fail to achieve the desired result, but that you yourself may lose a great deal.

21-39 points.

It's not bad, however, there are issues that you still need to work on a little more. Go back to the statements for which you scored 3 points and 1 point think about what else you could improve.

40-50 points.

You are very well prepared for negotiations. It is clear that you have done a lot of work or have a lot of experience in negotiating. There is a high probability that your negotiations will be successful.

CASE STUDIES

Situation description :

Two parties are involved in the negotiation process: event company X and company Y, which supplies equipment for events organised by company X.

Objective of negotiations:

Company X: Contract extension with revised conditions: increased delivery of finished components at lower prices, shorter delivery times, increased choice of equipment supplied. An additional (optional) objective is to reduce the supply of components.

Company Y: Renewal of the contract under revised conditions: increase in the number of deliveries, stay with current deadlines (until the construction of the company's additional subsidiary, which will be commissioned in two years' time), increase in the price of deliveries, receipt of orders for different items of equipment than those ordered so far.

The interests of the other party:

Company X: It is presumed that the other party expects a long-term contract. It is possible that they will expect more orders for the supply of equipment. The other party may be concerned that they will not be able to meet our new demands and we may therefore break the contract with them.

Company Y: There is a presumption that the other party can expect an increase in the supply of equipment below price, a willingness to enter into a contract if we meet their expectations or to terminate the contract if we do not meet their expectations and choose another supplier.

Other information:

Company X and Y are long-standing partners with a very good relationship. Both are keen to maintain continuity in their cooperation. Both companies are prepared to make some concessions, but each has its own boundaries that it will not cross.

For the negotiating context thus presented:

1) **describe what kind of information both companies should have at their disposal in order to prepare well for the negotiations:**

2) **develop a list of possible arguments necessary to convince your partner on the following issues:**

3) **identify those negotiating techniques you are familiar with which should be applied to the situation at hand, in relation to particular issues:**

The event agency had a new and unusual client Mr Andrew. He enquired about organising a festival-like event for exotic animal breeders. The client arrived at the agency's office with a large snake hanging around his neck. Although he caused quite a stir at the agency due to the presence of his pet, he anticipates a very high budget for the event. In addition, he stated that the event will be cyclical, which indicates a long-term cooperation. It is therefore very important to build a positive relationship with Mr Andrzej.

Below are 5 examples of ways to build a positive relationship with a customer.

Describe how you would use them to build a good customer relationship.

1.   Direct contact
Often, 10 e-mails can replace one phone call. Regardless of the form of communication adopted - telephone or e-mail - it is important to ensure that the messages conveyed, especially in writing, are personalised. Remember to use polite phrases and to communicate by name, avoiding template and impersonal correspondence. Suggest the content of an email confirming acceptance of an order from Mr Andrew.

2.   Avoiding pushiness
It is very important to keep in touch with the client but avoid being pushy. Suggest how and with what frequency you will contact Mr Andrew regarding the collaboration.

Hint: the first email contact should include a summary of the first meeting and the accepted order for the development of the event proposal.

3. "Getting the customer right"

In addition to professionalism, it is important to treat the client in a personal, committed manner; to show interest in the client, to respond to all their queries and concerns. The client must feel that his needs come first. Try to anticipate Mr Andrew's needs and suggest how they can be met so that he feels satisfied not only with the implementation of the event, but also with your direct cooperation.

4. Providing additional opportunities.

Loyalty programmes, gifs, free content/resources/gadgets, are all expressions of our gratitude to our customers for choosing us. Suggest what you could give Mr Andrew extra so that he feels appreciated as a customer.

5. Professionalism and quality of service

Remember that there are very many event companies on the market. They probably organise events at similar prices to the company described above. What sets them apart is, above all, their communication and approach to the client. So remember to keep the conditions of cooperation transparent and make the client feel that they are working with a professional. Offer a template of Mr Andrew's service path, point by point. Take into account the possibility that at some stage the client may have doubts about the offer sent to him.

KNOWLEDGE

TEST

Customer relationship building and community collaboration skills - knowledge test

(one-choice text, correct answers marked in bold)

1. What should you pay attention to in order to combat stage fright before a speech?

a) If stage fright appears suddenly, it cannot be controlled.

b) A speech written on cards helps you to win over stage fright.

c) It is worthwhile to discern the audience beforehand and to practise your presentation and breathing.

2 Mark the correct answer regarding gestures during the presentation:

a) Refrain from any gestures.

b) Use gestures that are open and consistent with what we are saying.

c) Gestures are not important, our behaviour does not affect the message, the most important thing is what we say.

3. Which of the following sets of elements has the most significant impact on the reception of our speech?

a) voice and its tone, rate of speech, diction, appropriate vocabulary

b) appearance of the stage, decoration, props, other people on stage.

c) audience behaviour and attitude

4 The presentation during a speech has a specific function. What is it?

a) It is supposed to be the main source of the message that helps us understand what its author wants to communicate to us.

b) It is a complement to our speech. It should complement what we are saying and should not distract from our message.

c) The purpose of the presentation is to distract from the stress of the speaker and focus attention on the image.

5. What rules should be followed when preparing a slide with text?

a) As little text as possible in the largest possible font - use a maximum of two font types.

b) Include as much text as possible so that the recipient has maximum written information.

c) It does not matter how much content is on the slide

6. Which of the following characteristics does not characterise a good negotiator?

    a)   staying calm and composed at all stages of negotiations

    b)   speaking boldly and disclosing important issues

    c)   exercising self-restraint in presenting one's position

7 The problem-solving approach in negotiation is characterised by:

    a)   treating negotiations as a battle

    b)   limiting the possibility of solutions to "either/or"

    c)   the preparation of a wide variety of solutions

8 The tactic for getting out of an impasse in negotiations is not:

    a)   forcing a rush

    b)   changing the point of reference

    c)   ignoring the other party's attack

9. Examples of activities aimed at building lasting relationships with customers include:

    a)   implementing a consistent service system for the whole company

    b)   offering customers additional benefits on purchased products (gifts, prizes)

    c)   use of customer databases

    d)   all of the above

10. The aim of an organisation applying CRM principles is not:

    a)   making the best use of the customer's purchasing potential through the appropriate formulation of products and offers

    b)   registering as many potential customers as possible to the database

    c)   maintaining customer loyalty

11. Key elements of professional customer service include:

    a)   understanding the customer

    b)   use of technology in the service process

    c)   evaluation of processes, service standards, customer satisfaction and loyalty

    d)   all of the above

12. Which of the following statements does not correspond to effective listening skills?

    a)   Ask questions - be sure you understand.

    b)   Try to think like the customer - put yourself in their shoes.

    c)   Focus on how the customer is talking.

PRESENTATION

APPENDIX 1

SOCIAL SKILLS OF MICE EMPLOYEES

WORKING WITH THE COMMUNITY

AND BUILDING RELATIONSHIPS WITH CLIENTS

DEFINITION OF RELATIONSHIP MARKETING

L. Berry, A. Parasuraman – Relationship marketing is concerned with establishing, developing and maintaining relationships with customers.

Ch. Groonorosa – activities to identify, establish, maintain and develop and, when necessary, break client and other relationships in such a way that the objectives of all parties are achieved.

J. Dyche – marketing to customers based on knowledge of their behaviour and relationship with the company, i.e., what customers buy, what they do not buy, how often they buy and how they use the after-sales services offered by the company.

J. Copulsky i M. Wolf - the process of creating a database of existing and potential customers and approaching them with differentiated information specific to each buyer.

FROM MASS MARKETING TO RELATIONSHIP MARKETING

Mass marketing	Relationship marketing
product orientation anonymity of the recipient few campaigns no or little targeting short term	• customer orientation • targeted at individuals • large number of campaigns • single coverage • based on detailed customer behaviour • long-term
Transactional marketing	Relationship marketing
-concentration on a single sale -product features most important -short term -customer service not very important -moderate customer contact -quality is taken care of by the production department	-focus on customer retention -benefits of buying the most important product -long-term -customer service very important -constant contact with the customer -quality is taken care of by all

FACTORS INFLUENCING THE SUCCESS OF RELATIONSHIP MARKETING

- Relational factors (trust, commitment, cooperation, keeping promises, communication)
- Resource factors (complementary, special)
- Competence factors (relational competence, market competence, relationship management)
- Internal marketing factors (internal market orientation, part-time markers)
- Information technology factors (internal information systems, integrated structure, CRM, databases, data mining).
- Social policy factors (property rights, contract law, market mechanisms)
- Historical factors (opportunistic behaviour, costs of breaking relationships, benefits of relationships)
- Market offering factors (quality, innovation, fit for purpose, brand value)

CHARACTERISTICS OF A MODERN CUSTOMER

Swaggering and more sophisticated than before;

Doesn't believe what he reads or hears;

When making major purchases, enjoys doing market research himself;

Increasingly busy and values his own time; It is not a problem for him to turn to a competing supplier or product.

CHARACTERISTICS OF A MODERN CUSTOMER

It takes time, experience and commitment to gain the trust of customers.

You can lose trust very quickly if you let them down even once, or strengthen it by even performing an act that will be remembered.

Customers believe they are treated fairly when:

·   They get what they expected, what they asked for,

·   There were no problems in fulfilling their order,

·   You kept your promise,

·   You accepted their special requests with understanding,

·   You acted in the customers' interests, even if it would be inconvenient for your company.

CONFIDENCE BUILDING

You can speed up the confidence-building process if you:

- Remember to communicate frequently,

- Inform openly

- Show warmth

- Stick to the truth.

THE BENEFITS OF BUILDING LASTING CUSTOMER RELATIONSHIPS:

- retaining existing customers is cheaper than acquiring new ones

- the cost of servicing loyal customers is lower

- loyal customers are able to accept a higher price for the same bundle of products

- loyal customers are the company's advocates against others

- improved communication with the customer

- improves the customer service process

- results in better matching of offers to

- customer's needs; increases sales

LOYALTY

Loyalty is a difficult concept to define.

This is due to the fact that two dimensions are usually taken into account when considering loyalty:

- related to the customer's attitude towards the company (affective loyalty)

- taking into account the customers' purchasing behaviour (behavioural loyalty)

LOYALTY = AN ATTITUDE OF COMPLETE ACCEPTANCE

LOYALTY TYPES

undivided loyalty - a preference for the same brand product over and over again

split loyalty - the customer interchangeably buys the same product from two different manufacturers/suppliers

unstable loyalty - customers were loyal to one brand for a while, and after some time began to permanently prefer the other brand

Lack of loyalty - buyers are not loyal to any brand and buy another company's product each time because of an ongoing sales promotion or the lowest price

SEVEN STAGES OF BUILDING LOYALTY

1	2	3	4	5	6	7
Know your customers (and let them know you)	Create a customer loyalty program	Set up a referral program	Play to your strengths and values	Engage customers on social media	Encourage customer feedback	Store customers' data
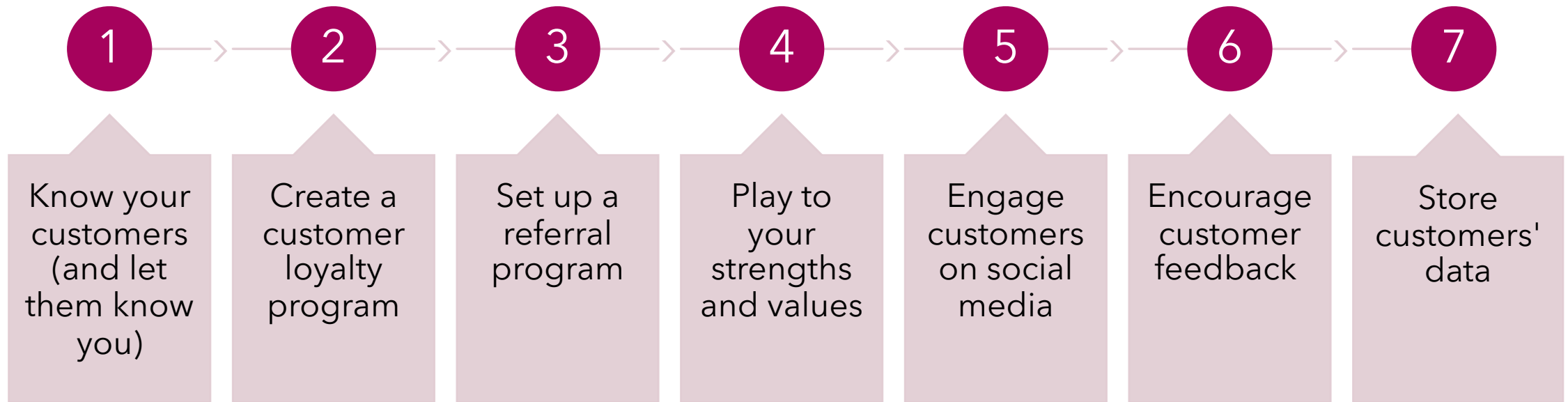
FACTORS INFLUENCING LOYALTY

5 Key Factors That Drive Customer Loyalty

1. Consistently Great Products.

2. The Little Extras. You've got the basics down, now what?

3. Personalised Customer Service

4. Community

5. Feedback
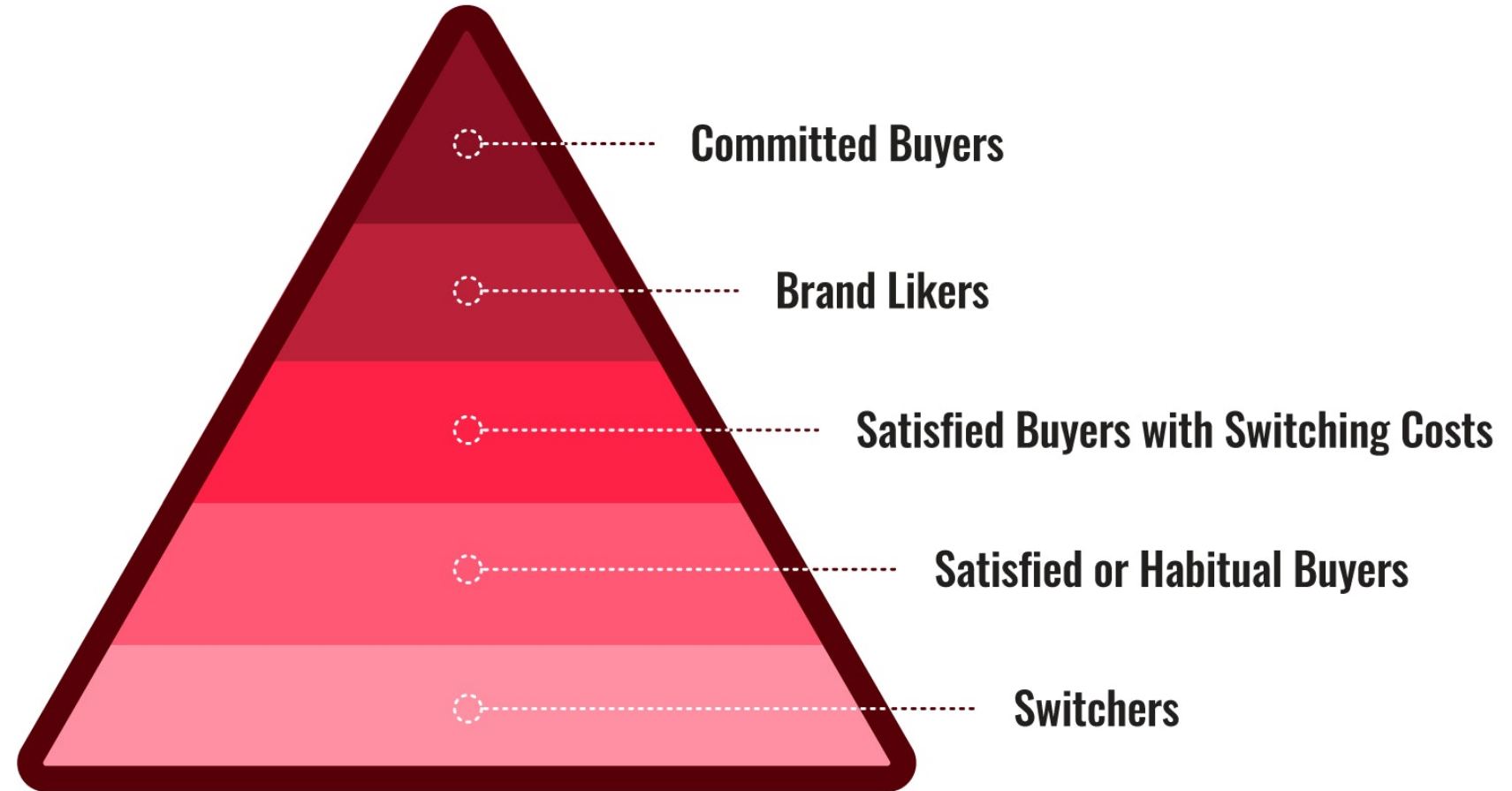
SOLUTIONS USED TO BUILD LASTING CUSTOMER RELATIONSHIPS

Realising a consistent service system for the entire company	Use of customer databases;	Training employees in relationship building;	Offering customers additional benefits to the products purchased (gifts, rewards...);	Customised solutions for individual customers;
Keeping informed of promotions;	Organising special events for customers;	Special prices for regular customers;	Discounts on services accompanying product sales;	Rewarding loyalty;
Customer visits, personal meetings;	Organising a golf tournament for customers;	Sending Christmas and occasional cards;	Surveying customers' opinions after purchasing products;	Flexible approach to customer needs.

CUSTOMER RELATIONSHIP MANAGEMENT

CRM (Customer Relationship Management) – an information system designed to support an organisation's customer relationships. The CRM system is designed to consciously manage customers and their service in order to build a loyal group of regular customers of the company by satisfying and exceeding their expectations and individual preferences.

A. Stachowicz-Stanusch, M. Stanusch: *CRM: a guide for implementers. How to build a CRM strategy, how to prepare companiesfor CRM implementation, how to choose a system and organize the implementation process, examples of CRM best practices recommended by experienced experts*. Warsaw 2007, Wyd. Placet.

CUSTOMER RELATIONSHIP MANAGEMENT

- The CRM philosophy is to carefully analyse what constitutes the core and most important value for the customer and then offer it to them.

- A set of activities to record all contacts or attempts to contact each individual customer (regardless of the communication channel) and for the (tele)IT system to make appropriate decisions depending on the customer's history.

- CRM as a business strategy consists of selecting and managing customers in order to achieve long-term benefits.

- It assumes the integration of marketing, sales and service activities.
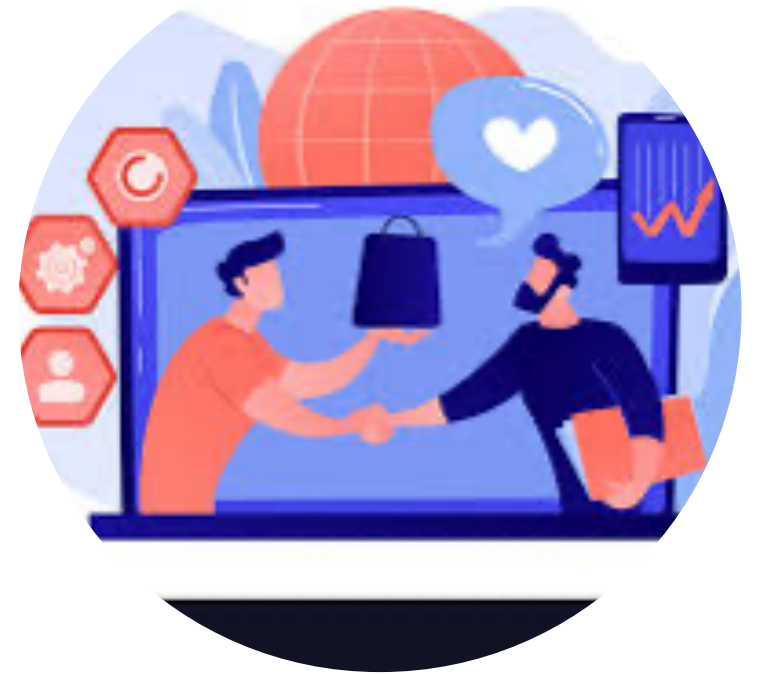
THE AIM OF AN ORGANISATION APPLYING CRM PRINCIPLES IS TO:

- Ensure customer satisfaction and confidence

- Maintaining customer loyalty

- Make the best use of the customer's purchasing potential through the appropriate formulation of products and offers

ELEMENTS OF A PROCESS-ORIENTED CRM PHILOSOPHY:

- define the market in which the company wants to operate

- building a database of potential customers

- informing potential customers about the company's offerings and providing advice

- providing a high quality and timely service

- maintaining contact with customers

- researching customer satisfaction and new needs Reasons for implementing CRM systems

- reduction in customer loyalty increases competition therefore, customer demands

- decrease in advertising effectiveness

- high costs of acquiring new customers

CUSTOMER TYPES:
THE CUSTOMER WITH AN I-MINDSET

What is it like?	• ikes to make his own decisions; • feels good when given a choice; • is irritated by being recommended a particular product, being persuaded to buy something and being suggested that he doesn't know about something.
How to recognise it?	• - frequently uses phrases: • "I think; I need; in my opinion'; • expresses strong and unequivocal opinions • , "this is not how it is done; this is good".
How to discuss it with him?	• you must not discuss and convince him of your reasons; • he should be given a choice, his opinions should be valued; - he should be reassured that it is he who will make the final decision: "You know best what you need", "Please choose the one you think is best".

CUSTOMER WITH AN ORIENTATION TOWARDS OTHERS

What is it like?	• needs help from a salesperson to choose the goods needed; • finds it difficult to make a decision and delays the moment to do so; • when encouraged to make a decision, feels anxious and tends to leave the shop.
How to recognise it?	• seeks support from the seller, • will say: "I am interested in this product because my friends have the same ...". • "I saw in an advertisement such a green jacket with ...".
How to discuss it with him?	• you should be helped to choose the goods you need and make a decision: • "I recommend this good to you, I would buy it myself", "It's a good choice, customers are happy with it". - Use the rules of influence: social proof, rule of authority.

AGREEABLE CUSTOMER

What is he like?	• agrees with everything; • seldom criticises goods, service or the company; • is easily pressured by many goods; • gives the impression of being satisfied even though their needs have not been met; • is one of the most difficult types of customer; - is often a one-time customer.
How to recognise him?	• generally agree with everything.
How to discuss it with him?	• need to help him/her make the right decision; • help him or her to identify interests by asking questions; - help him or her to identify interests by asking questions; • ask about concerns and objections; - understand problems and address them; - need to take time.

OPPOSITIONAL CUSTOMER

What is he like?	• gathers information about the world by noticing negatives; • "looks for a hole in the whole", sees many flaws in every commodity; • is critical, appears to be malicious.
How to recognise him?	• his comments are insightful and generally true; • he points out flaws and shortcomings of the goods; - he seems disgruntled, spiteful; - he will say: • "These computers are just making work more difficult".
How to discuss it with him?	• not to engage in polemics, not to prove a point, not to show irritation, not to lecture; • be ready to accept critical remarks and opinions: • "I can see that you are knowledgeable", • "We are happy to listen to critical comments about our service", "Thank you for these critical comments". • "What else would you improve in our company?".

GOAL-ORIENTED CUSTOMER

What is he like?	• wants to achieve specific goals by buying goods; - knows what he wants.
How to recognise him?	• concretely formulates his needs (goals) - he will say: "I want to buy a blue blouse, with short sleeves, necessarily made of cotton."
How to discuss it with him?	• recognise and remember the customer's objectives so as to be able to refer to them; use paraphrasing; • understand the needs that he wants to satisfy by purchasing a certain good; • in difficult moments of the sales conversation, recalling the client's objectives is a way of winning him over.

PROBLEM-SEARCHING CUSTOMER

What is he like?	• is afraid of the problems that the product he buys might cause; • he becomes distrustful when the seller downplays his fears and convinces him of the excellence of the product; • they need guarantees and reassurance that they will get help if problems arise.
How to recognise him?	• - is looking for any problems he may have with the purchased goods; He asks about trivial things: "Do these tape recorders break down often?", "And what will I do if I forget to ...?", "What happens if ...?".
How to discuss it with him?	• - 'take care' of the customer, reduce their fear of risk: "This product has a guarantee and a company service", "You can check it and return it within five days".

SYSTEMATIC CUSTOMER

What is he like?	• enumerates his most important needs and product characteristics, which he accentuates with words and gestures.
How to recognise him?	• - he will say: "first..., second..., third...".
How to discuss it with him?	• repeat the product features he mentioned in a similar order and ask: • "What else do you care about?" • The customer feels satisfied (use of chronology and mirroring).

CLIENT FOCUSED ON PERSONAL RELATIONSHIPS

What is he like?	• enjoys talking to and remaining in close, human contact with his handlers; • is willing to share his or her joys and troubles.
How to recognise him?	• refers to his living situation
How to discuss it with him?	• address topics raised by the client; • establish contact with the client, guide the conversation.

CHAOTIC CUSTOMER

What is he like?	• jumps from topic to topic, referring to very different issues • he is annoyed by systematic, orderly salesmen
How to recognise him?	• jumps from topic to topic
How to discuss it with him?	• avoid systematic product presentation • avoid all structured enumerations

SUBSTANTIVE CUSTOMER

What is he like?	• doesn't like personal questions or the interlocutor's statements • doesn't accept personalities
How to recognise him?	• keeps his distance and limits his contact to conversations about goods, services.
How to discuss it with him?	• not shorten the distance imposed by the client. • focus on information about the good/service

REASONS TO CARE FOR THE CUSTOMER

$ The cost of acquiring a new customer is approximately 25 % higher than the cost of keeping an 'old' customer - lower marketing costs.

A customer is willing to pay more for the same product if he or she is satisfied with the service.

A well-served customer tells 9-12 people about it. A badly served customer tells 20 people about it.

If a customer complaint is dealt with quickly and in a pleasant manner, such a customer will almost certainly purchase/service from our company again.

More repeat purchases.

Lower employee turnover and absenteeism.

Higher morale and job satisfaction.

STRATEGIES FOR BUILDING RELATIONSHIPS/COMMUNICATION WITH CLIENTS:

Key elements of professional customer service:

understanding the customer	developing a service strategy	" Let's listen to the customer and deliver what they expect".
To be more competitive, we need to cut costs. Let's not do it more than our competitors do, because we will reduce quality and lose in the battle for the customer.	"Let's raise standards and create new needs. The customer is not aware of all their current or potential needs".	developing processes for the provision of services by employees

STRATEGIES FOR BUILDING RELATIONSHIPS/COMMUNICATION WITH CLIENTS:

creating a service culture

handling complaints

use of technology in the service process

choice of location and organisation of premises

evaluation of processes, service standards, customer satisfaction and loyalty
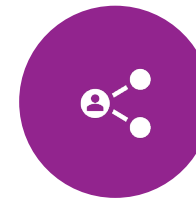
Customer service is a process that starts before the customer arrives at the company and continues after the customer leaves.

TIPS TO IMPROVE YOUR CUSTOMER RELATIONSHIPS:

1. Try to ensure that your service meets the standards required by the client; know the client's expectations and try to fulfil them,

2. Treat the customer's problem as your own and make every effort to find a fully satisfactory solution,

3. Familiarise yourself with crisis management procedures and apply them when dealing with problems; follow your company's recommendations,

4. Don't put things off; remember that the customer may have commitments too.

WHAT DOES THE CUSTOMER WANT?

- Interest and attention from the seller

- Sense of being understood and listened to

- Initiative from the salesperson, meeting their needs

- To be respected

- Contracts to be respected

- Professionalism of the seller § Partnership

- Honesty in business

CUSTOMER SERVICE - THE 10 DEADLY SINS

I don't know

I don't care

Don't bother me

I don't like you

I know everything

You have no idea

We don't want people like that here

Please don't come back

I am right and you are wrong

Hurry up and wait

MASLOW'S HIERARCHY OF NEEDS AND COMPANY OPERATIONS:

Physiological (homeostatic) needs.

- Company: Have we taken into account the expectations and requirements of the target customer group? (size of beds, soundproofing, catering, varied menus, wellness, relaxation areas)

The need for safety.

- Company: Have we secured the facility, are we insured and have we communicated this to the client and are we talking in a way that gives a feeling of security)

MASLOW'S HIERARCHY OF NEEDS AND COMPANY OPERATIONS:

The need for love and belonging.

• Company: What support do we provide to customers (e.g. booking system)? Do we provide customers with a sense of belonging and identification with the company? Do they feel that we care about them?

The need for respect and recognition.

• The company: Are we able to show customers that they are someone special to us?

• Are we raising their self-esteem?

The need for self-realisation.

• Company: Do we guarantee our client's peace of mind (emotional balance) through clear and lucid contact, explanation of problems, empathy?

INFLUENCING THE PURCHASING DECISION BY EVALUATING YOUR OWN COMPANY

Does the business need to attract a large number of new customers - perhaps customers use the offer occasionally **(Action: emphasis on information seeking).**

Whether the company has strong competitors whose services customers will want to use **(Action: emphasis on evaluating alternatives).**

Whether customers find it difficult to decide to buy from the company e.g. consider it a luxury product. **(Action: pressure on purchase decisions).**

Does the company's advertising rely on panto mail. **(Action: emphasis on customer behaviour after purchase).**

COLLECTING CUSTOMER INFORMATION

Observation

- Where and when queues form, congestion (reception - check-in check-out, invoices, payments, catering - waiting for waiter, coffee, bill).

- Identifying routes for customers to move, leave luggage, seek support, etc. Behaviour of customers and employees in the direct relationship

- Satisfaction/stress

Personal experience

- Understood as the use of knowledge and skills gained in direct customer service combined with objectivity and empathy, feeling in the understanding of the customer's needs.

Interview

- With clients and employees. A study based on technique and the ability to ask questions and listen objectively. Reporting facts and expressing emotions are encouraged.

COLLECTING CUSTOMER INFORMATION

Intra-organisational research

- Quantitative and qualitative research. Surveys, focus studies. Taking care to select the right group of respondents (dominant customers in the hotel), to be representative (not one tour), homogeneous (pensioners, mothers with children).

External research

- We use qualitative and quantitative research when we want to find out about the needs of potential customers, cooperators, colleagues.

Advanced research

- We outsource research to professional companies. The condition for obtaining the desired information is the ability to prepare the order (our expectations).

MOST COMMON REASONS FOR BREAKING OFF COOPERATION

Lack of interest - the customer gives up because not enough attention is given. If customer has already visited the company several times and each time has to introduce himself again, he perceives this as a lack of interest in his person. A service employee who greets his customer and knows what kind of coffee he is drinking positively surprises the customer.

Lack of initiative - the customer wants to make an appointment with a service worker and visit his company. However, he cannot leave his company. The employee, who should then offer to visit him or her himself, with a proposal for an offer the customer wants to know, does not respond.

Lack of help - understanding of needs - customers give up because they get the impression during conversations that the interlocutor is not thinking in similar terms, that they do not want to help the customer. Offering the customer products/services that do not meet their clearly communicated needs.

Failure to honour agreements - a customer asks for documentation on a new product. You promise to send it to him by the end of the week. However, for various reasons you have not done so. Two weeks later you find out that he has bought a similar product from your competitor.

MOST COMMON REASONS FOR BREAKING OFF COOPERATION

Lack of expertise - customers give up because mistakes are made and not corrected by the other party and because they feel that the other party does not have enough expertise.

Disregard - customers give up because they get the impression that no one takes them seriously.

Dishonesty - a customer calls to ask about the price of a certain product/service. You give him the price from memory. The next day he calls again because he has forgotten the answer. The moment you inform him of the list price, he recalls the one from the previous day, which turns out to be lower than the one listed now. While this may be a simple misunderstanding, the customer gets the feeling that he is not being treated fairly.

HOW DO YOU REGAIN THE TRUST OF A DISSATISFIED CUSTOMER?

- Show empathy: "I am very sorry."

- Allow the client to talk about his/her feelings and problem: "Please tell me everything in detail".

- Remain objective: "I understand the situation you are in".

- Remain calm: "I am sure we will find a suitable solution".

- Listen carefully: 'Yes, I understand'.

HOW DO YOU REGAIN THE TRUST OF A DISSATISFIED CUSTOMER?

- Take responsibility for solving the problem: "I will personally handle the matter".

- Ask the customer's opinion: "How do you think we should do it?".

- Suggest an alternative solution: 'We can also solve this problem in another way'.

- Present a plan of action: "I propose to do it as follows".

- Assure the client that the issue is important: "I will discuss this with the customer service manager".

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Physical attributes

- Pleasing appearance - height, weight, figure, salesman's face;

- Clothing - clean, neat and appropriate for the industry;

- non-visual factors - voice and smell

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Personality traits

- Enthusiasm and positive attitude;

- Flexibility in thought and action;

- Friendly manner;

- Self-confidence;

- Vigilance;

- Reliability;

- Personal culture

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Practical/technical skills:

- I can use the telephone and communication technology;

- I am proficient in the use of the computer as well as other technical equipment in my work;

- I can use organisational procedures and systems to best serve customers;

- If I need help with technical matters, I can find it quickly and efficiently;

- I am good at dealing with paperwork related to my own and customers' documents.

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Skills in dealing with people:

- I know how to use my attitude to make the customer honestly say that they have been served excellently;

- When I am dealing with an upset and stressed customer, I always know how to make them feel better;

- I am able to show understanding to the customer;

- I have my own style, but am able to adapt to the style of others;

- I maintain a partnership with customers and colleagues.

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Customer knowledge:

- I know what customers most often complain about and what they most often praise us for;

- I know why customers choose us and not our competitors;

- I have an adequate knowledge of my most important customers;

- I know how the service I provide affects the image of the company as a whole;

- I am constantly looking for new ways to provide excellent customer service.

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Product and service knowledge:

- I can explain how the products and services offered by my company contribute to customer success;

- I can compare our products and services with competitors;

- I have all the information I need about the latest or planned product and service offerings;

- I am fluent in technical terminology and business jargon, but can explain everything well using simple language;

- I know what questions customers ask most often and know the answers to them

THE QUALITIES AND SKILLS OF A GOOD CUSTOMER SERVICE EMPLOYEE

Personal skills:

- I cope well with stress at work;

- I look for new challenges and try to gain experience, even doing the same tasks over and over again;

- I organise my work and arrange my responsibilities hierarchically so that I always get things done in a timely manner;

- When my client is upset, I don't take it personally;

- The work I am currently doing is an important step forward for me in achieving the future goals I have set for myself.

CUSTOMER SERVICE ASSESSMENT

EFFECTIVENESS - the ability to reliably deliver exactly what has been promised,

ENHANCING - having knowledge, treating customers courteously and being able to create a climate of trust, professionalism and reliability,

PRESENTING YOURSELF - the appearance of the premises and its equipment, and your appearance and that of others in the company,

EMPATHY – attention and care shown to customers,

RESPONSE - readiness to provide rapid assistance to customers.

AFFIRMATION IN CUSTOMER SERVICE

AFIRMATIONS are (apart from anything else) a very effective method of calming the mind and convincing one's inner consciousness to act in accordance with one's will and needs.

To affirm one's self is to stimulate personal growth through self-acceptance. It usually involves repeating positive affirmations about oneself, which is supposed to lead to identification with their content.

EXAMPLE AFFIRMATIVE SENTENCES:

- Show willingness to help customers

- I smile at the customer and maintain eye contact with them

- Sit or stand up straight during a conversation

- I don't want to please the customer at all costs

- Any contact with a customer is an opportunity to show interest in them

- I keep my own judgements and prejudices to myself

- I try to show customers that I care about them

- I agree with the customer's priorities

- I take responsibility for myself. I do not say "we", but ''I''

My happy THOUGHTS *will become my* REALITY
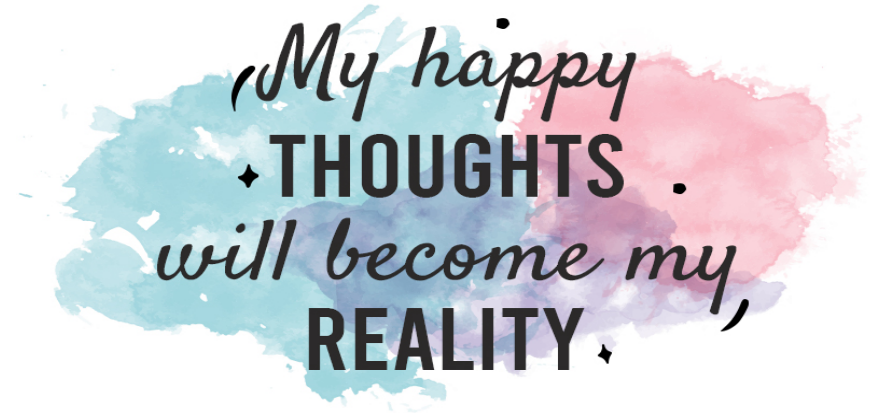
EXAMPLE AFFIRMATIVE SENTENCES:

- I manage to get to the heart of the customer

- Everyone is my teacher

- I learn from everyone I meet

- I can learn from any situation and help others to do so

- I am open towards people who are different from me

- I see the positive qualities in everyone

- I try to objectively assess the way I serve others

- I recognise that the qualities I dislike in others are usually the qualities I do not accept in myself

- I will be polite, considerate and helpful

- Today is going to be the best day of my life

- The world belongs to me

- Today the whole world will be favourable to me

- Every day I get better and better
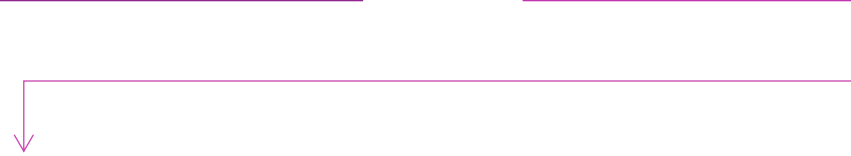
EFFECTIVE LISTENING SKILLS:

01
When the customer is talking, keep quiet.

02
Let the client be convinced that you are completely interested in them.

03
Ask; get as much information as possible before you start presenting what you have to offer; ask; be sure you understand.

04
Indicate understanding by using expressions: "I understand" or at least: 'mhh.

05
Pay attention to the various signals the customer is giving; focus on the meaning of what the customer is saying, not the way they say it.

EFFECTIVE LISTENING SKILLS:

Try to think like the customer; put yourself in the customer's shoes; close your eyes and imagine you are your own interlocutor; you will find it easier to empathise with their situation.

Don't get emotionally involved; if a customer makes a critical remark about your company, listen very carefully; otherwise, you may not fully understand them; encourage customers to talk to you about dissatisfaction, not to your competitors.

Don't think you know what the interviewee is going to say before they say it; if you interrupt them, you may never know what they wanted to say.

Take notes; if you are concerned that you may not remember an important point (name, date, numerical value, deadline) that the interviewee has mentioned, make a note of it.

Eliminate any sources of external interference; one frequently observed phenomenon is interrupting a conversation with a customer to have a word with a colleague; how often does a boss take up a conversation with an employee who happens to be on the phone; this is totally unacceptable behaviour.

QUESTIONS

Types of questions: open, closed, reflective, directing, suggestive, controlling, deferring

Basic principles of effective questioning:

1. Look the interlocutor in the eye, but avoid staring at him intensely

2. Focus all your attention on the client

3. Try not to think about anything other than the problem at hand

4. Pay attention not only to the words, but also to the gestures and posture of the interlocutor ("body language")

5. Consider whether the interlocutor's words match their "body language"

6. Do not take offence at an upset customer

WHEN ARE QUESTIONS INAPPROPRIATE?

- The question was asked at the wrong time or in the wrong order

- Customer thought you were asking something they should already know

- Customer thinks you are asking too many questions

- Question is too personal

ACKNOWLEDGEMENTS

Situations in which you should thank customers:

- Whenever they do business with you.

- When they praise you or your company.

- When they make comments or suggestions.

- When they decide to buy a new, unfamiliar product or use an unfamiliar service.

- When they recommend you to a friend.

- When they are patient… and less patient.

- When they help you provide a better service.

- When they complain about something.

- When they make you smile.

BUSINESS CALLS

When you need to switch a phone call:

1. explain to the caller who you are going to connect them with and why,

2. ask permission to switch the call,

3. use the option of connecting to two people at the same time,

4. do not let the caller wait more than two minutes,

5. do not hang up until you have found the person you are looking for,

6. show the customer your willingness to help,

7. show understanding to the customer,

8. remind the customer that they can always count on you.
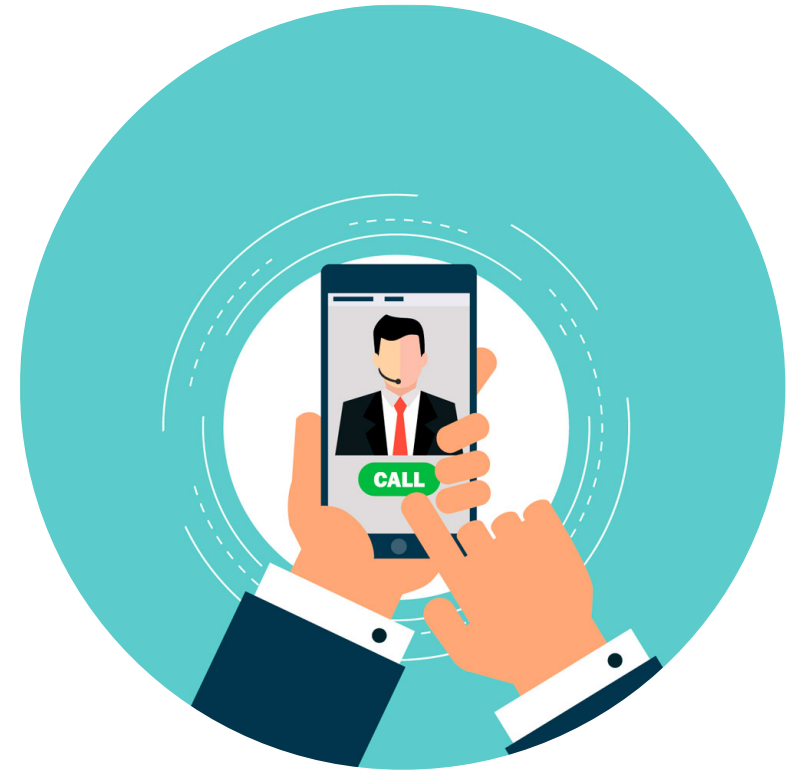
CONDUCTING A TELEPHONE CALL

Principles of telephone interviewing:

1. Pick up the phone after three rings at the latest.

2. Do not allow the caller to wait by the phone.

3. Remember the "telephone handshake".

4. Explain to the caller what information you need from them.

5. Control the conversation by asking the right questions.

6. Clarify any doubts with the caller.

7. End the call with a goodbye.

What should be kept in mind when taking the message?	What should you bear in mind when leaving a message?
Note: • The date and time the message was received. - The name, company name and position of the person leaving the message. • The telephone number, including the person's extension. • The hours that the person can be reached. • The exact content of the message. • The action to be taken on the message.	• Give the interviewer the following information: - Your name, job title and company name. • Telephone number including extension . • The hours you can be called. • The exact content of the message. • The action to be taken in relation to the message being transmitted. • The priority of the message. • Repeat all the information to check that the interviewee has understood it correctly.

CLIENT CORRESPONDENCE

Sending a letter to a customer after conversation with them is an excellent idea.

Correspondence with the client: a way of confirming what you have agreed together.

Reasons for writing to clients:

- You write to thank them for the pleasant reception.

- You write to confirm the arrangements.

- You write to create documentation.

- You write to strengthen the relationship.

- You write to announce the next meeting.

LETTER WRITING TIPS

- The letter must always be neat and legible

- The letter should be typed on a computer, on headed paper

- Use a standard A4 sheet

- Get to the point quickly; state the purpose of writing the letter as early as the first paragraph

- Write concisely; everything should fit on 1 page

- Write in the first person - better I than we - Write as if you are speaking; your letter must not be impersonal

- Write correctly, do not make mistakes, take care of style

DIFFICULT CUSTOMER

Customer	Employee
I am already tired of talking to you.	Thank you for your honesty. I can refer you to someone who will try to better meet your expectations. What would you like me to do now?
You are the third person to whom, one by one, I explain what I am coming with. Each time it turns out that it is not the right person.	Thank you for your patience. Please tell me exactly what the issue is and I will direct you to the right person.
Is there anyone with you who can explain to me what happened to the last delivery?	1. Thank you for your patience. It is my job to find an answer to any question you may have about my company's products. If I am unable to explain something, I will refer you to someone with the appropriate knowledge. Can you describe to me what happened? 2. Thank you for your patience. In order to help you, I first need to know what happened. I will start with a few questions, if you will allow me. When did you place the order? Who took it? What was your order about? It may take a while to investigate what the source of the delay is. I will deal with this personally. Before the end of the day, I will call you to let you know what I have found out. I will call you regardless of what I find out. Are you comfortable with this solution?

ABILITY TO WORK WITH THE ENVIRONMENT
TYPES OF BUSINESS ENVIRONMENT INSTITUTIONS:

Units of central administration.

Local government units.

Regional development agencies.

Research and development units (centres of excellence, high-tech centres).

Employers' and employees' organisations.

Chambers and producers' associations.

Training and consultancy institutions.

Higher education sector.

Institutions supporting entrepreneurship (business incubators, industrial parks).

Networks supporting entrepreneurship and innovation, including advisory and consulting institutions, financial institutions (banks, investment funds, loan funds, venture capital funds, credit guarantees)..

TYPES AND FORMS OF COOPERATION:

1. Degree of formalisation and type of legal empowerment:

• Non-contractual co-operation (unwritten, non-formalised cooperation);

• Contractual co-operation (formalised between participants in a relationship);

2. The scope of cooperation in question:

• in terms of acquiring production resources;

• with regard to the acquisition of new technological and innovative solutions;

• in the field of production or service activities;

• in the field of distribution and marketing;

• within the scope of joint representation of the interests of entrepreneurs;

TYPES AND FORMS OF COOPERATION:

3. Directions of cooperation:

- horizontal cooperation (between entities with a common business profile);

- vertical cooperation (so-called vertical cooperation - cooperation within the production chain, e.g. on the supplier-manufacturer line);

4. Size of entities:

- between small companies e.g. networking;

- between large and small firms e.g. licensing, franchising between large firms e.g. licensing, alliances strategic.

THE NEGOTIATOR'S CHARTER OF RIGHTS

You have the right to make a mistake.

You have the right to hesitate.

You have the right to ask what the client is not allowed to talk about.

You have the right to be intrusive.

You have the right to remain silent.

You have the right to behave like a broken record.

You have the right not to know certain things.

BUSINESS NEGOTIATIONS

Having the best and most up-to-date information regarding the other party's position.

Boldly voicing and disclosing important issues.

Ease of analytical thinking.

Firmness in presenting one's own position.

Liveliness and flexibility, frequent changes of topic, variety of arguments used, willingness to catch logical contradictions.

Calmness and composure at every level of negotiation.

When negotiating commercially, you need to have people who are familiar with the goods/services under discussion, the market situation, the range of services, specific techniques, legal issues.

How to plan a negotiation - prepare substantively and create the right mindset.

Plan	The question we ask ourselves when planning
Objectives **(clear vision of objectives)**	What do I want to achieve - now, in the future? What is the minimum sufficient for me? What are my interlocutors aiming at? Do we know enough about the issues to be discussed? Do we want to maintain a good relationship with the other party?
Positions	My-what is important to me? What is important to him/her? What will interest the other party?
Interests **(priorities set)**	For what reason, why is it important to me? For what reason, why is it important to him? Reasons: Substantive, financial, personal, emotional.
Restrictions	What limits me? What limits him? What are the constraints: time, finances, values and beliefs, personality (my advantages and disadvantages; his advantages and disadvantages)
Location	Where? At my place, at his place, on neutral ground?
Time	When am I going to negotiate and for how long? When is it best and when is it worst to start negotiations? Does the other side care about time?
Options **(ready negotiation plan and willingness to change it flexibly)**	What starting offers do I intend to make, to what level are we able to make concessions? Different variants of proposals? Which variants - good for me and satisfactory to him?
Plan B	What will be the consequences if I do not achieve the desired result? What alternative ways and solution proposal do I have?

NEGOTIATIONS

Cooperation strategy	Confrontation strategy	Analytical strategy	Defence principles
Your goal is to reach an agreement that is beneficial and fair to each party	Remember, if you don't outsmart them, they will outsmart you.	Negotiating parties do not fight each other, but solve problems	Listen carefully and ask wisely
Your slogan is: "Let everyone benefit".	Be ready to fight and keep your cards "by the orders". Don't trust anyone	Negotiation must be considered not as a game, but as a task that is solved by seeking answers to three questions: a) What are the facts? (situation) b) What do we want? (objectives) c) How do we achieve the objectives in such a way that everyone is satisfied? (options)	Ignore attempts and return to the topic of conversation
You trust the other party (reveal the minimum goal)	Your goal is to win.	Be inventive and seek alternatives together with others	Pretend to be naive
You are willing to compromise, if necessary, but it must be reciprocated	Demand concessions, push, firmly reiterate your theses. If if necessary, do not back down from threats	Refer to objective criteria when making a decision	Stripped record - repeat what you previously said
You refer to common rationales and compatibility of interests	Don't compromise on anything. Go all the way.	Be guided by reason, not emotion	Changing places - what would you do in such a situation

NEGOTIATIONS

Open - set yourself up for a win/win strategy. -We want to find common ground and come to an agreement that is mutually beneficial. -Our vision is ..... -Prepare an agenda - clarify your areas of interest and ask your partner about them. -Start with the easy stuff.	**Empathy** -Place yourself in the other party's shoes. -Imagine how they think about things. -Ask them what they are thinking and feeling. -Find out their key points. -Find out what they want to hear
Concessions -Plan for possible concessions sooner; -Let the other party give way first; -Pull out concessions; -Make rather than simply give way. -Always ask for more.	**Price:** -Never simply lower the price. -If ...then... -Make price changes on condition. -Don't let price be the key thing; -Simplify savings over cost. -Start again.

NEGOTIATIONS

Agreement	Expert
-Always be the one to close the negotiation. -Don't make a commitment until the very end. -If...then...come to an agreement on condition. -Yes...but... -Always say "but..." -Yes? Yes, on condition that....	-Who will be there. -Take your expert. -Less owlish experts 'in the back'. -Make a list of questions to answer later.
Language -Avoid jargon phrases. Avoid typically specialized phrases if you know that the other party may not know the specific terms.	Take control: -Select a place, -Select time -Control the space. - I will come here. -Request a swipe. -Set a different date.

NEGOTIATIONS

Situation with no way out

- What do you suggest.

- This is all we can give.

- Change the attitude

- Enter an option

- Take it or leave it.

- Ultimatum.

Conditional concession

- Please ask for a break.

- Change the point of disagreement.

- As a last resort, walk out

- Escalation

- Remand analysis

- Request analysis;

- New request

- I am surprised

- Interject new matters

- This has not been established

- Start again.

NEGOTIATIONS

Bluff

- Take it seriously.

- or else...

- Question

- We had a better offer.

- Why are you talking to us.

- Ignore.

- We'll go elsewhere.

- If it's better for you.

Time pressure -Question.

- We have limited time.

- We have a lot of it.

- Time is passing.

- Ignore.

- Don't let yourself be rushed.

NEGOTIATIONS

- **Numbers-blind -Set aside for consideration.**

- Record.

- New data.

- Request them in writing. -This report indicates -Question.

- Please ask for a repeat.

Lack of power

- Company policy.

- Who sets policy.

- Never any exceptions.

- Beyond my authority.

- Prefer to postpone the conversation.

- Let me know when you can.

- There's no money in the budget for that.

- When there is a new one.

MANIPULATION STRATEGIES

Some negotiators are not gentle, and you need to know how to deal with them and defend yourself against manipulation.

Blocking:

- Insistence on one's own; refusal to explain; evasions; failure to answer questions; distraction; feigning incomprehension; pseudo-arguments

Deadly to the point:

- Threat , blackmail; personal attacks; haste; apparent concessions; non-negotiable issue; flattery; exploitation of vanity; authority; pseudo-argumentation.

Sabotage during conversation:

- "doesn't understand"; provocation; showing reluctance; lying; forcing a rush.

Sabotage after the conversation:

- arbitrary interpretation of arrangements; failure to honour agreements; multiplication of difficulties.

DEFEND AGAINST UNDERHAND TACTICS:

Refrain from reacting immediately. Get time to think logically.

Name your own experiences and emotions. Only then give a substantive response. The following decisions help with the above:

1. Ignoring the attack - if the other party wants to force the interlocutor to make concessions, you can treat their demands as a kind of unrealistic dream.

2. Taking the attack at face value and turning it into the start of a discussion on the problem.

3. Interpreting a personal attack as a compliment - when the other party undermines competence with the words, for example: "It takes knowledge to seriously discuss this problem", one can respond e.g. "It is nice to hear that we are competent to negotiate with you".

4. Changing the reference point - when a negotiation is taking place in a conflictual atmosphere, it can be effective to change the way you respond to what the other side is saying.

5. Revealing tactics - this involves signalling to the other side that their game has been discovered and allowing the opponent to back out of the ruse without them losing face.
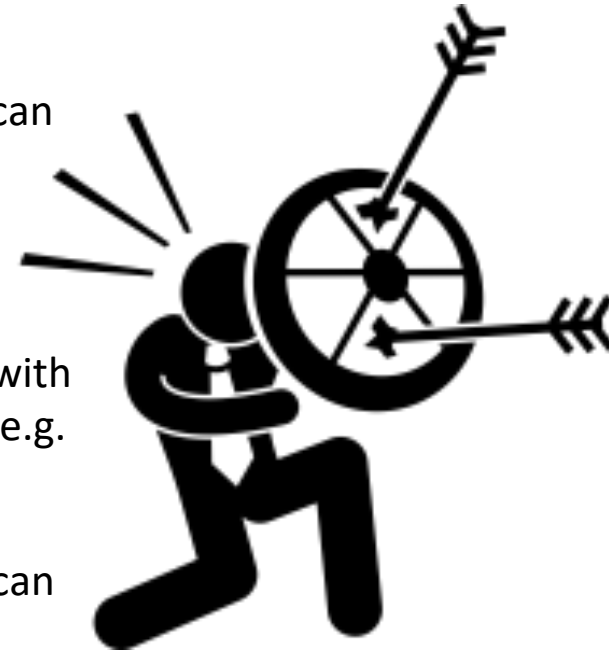
NEGOTIATION TRICKS

Face the fact - the delivery of the goods is greater than the actual order. The customer may accept for peace of mind, but e.g. if it is overdue, send it back without discussion with you and not pay for the delivery to balance the loss.

Standard practice - this is where the documents, customs you refer to when setting conditions play a key role. This is how bank contracts work, for example - you either accept them or you have to look for another bank.

Door-to-door - (a.k.a. refusal-withdrawal) involves making an unrealistically large request (demand) that the other party is sure to refuse. Instead, you will put the smaller one you are seeking to fulfil behind it.

Salami - involves achieving something piece by piece until you get the whole thing.

Split the difference - a solution tactic. If two parties are stuck at two prices, they can reach a solution by splitting the difference. The offer is risky because it exposes our willingness to give way by 50% between the parties.

NEGOTIATION TRICKS:

Good/Bad - the tactic that works best on fearful negotiators. It involves two negotiators splitting a hard (competitive) style and a soft (cooperative) style between them. The aim is to force you to make concessions.

Distraction - you give in on an issue that is not of special importance to you. Give the impression then that you are making a concession on an issue that is extremely important to you.

Lieutenant Colombo technique - experienced negotiators who use this technique create the impression of a sluggish, slightly inhibited character from a well-known TV series. This tactic is designed to 'disarm, reduce the other party's caution, preparing a good ground for concessions. In order to overcome this tactic, it is necessary to concentrate on one's own goals, not to get carried away by emotions and overconfidence.

NEGOTIATION TECHNIQUES

Empty wallet technique - one party expresses a desire to purchase a particular product, but at the time of finalisation it is discovered that the counterparty does not have sufficient funds. Sometimes the desire to finalise the deal is so great that the cost is forgotten.

If we want to counter this it is necessary to: verify the veracity of your partner's words, consider whether the concessions are acceptable and whether there are objective reasons for not honouring the other party's commitment.

'Sell cheap - get a reputation' techniques - negotiators using this are based on a desire for prestige or to gain new contacts of the other party. Overcoming this tactic, especially when starting out in any business, is extremely difficult. Thorough preparation for the negotiation and a thorough knowledge of other alternatives can be very useful.

Lethal question technique - demands are formulated here that are unacceptable to the other party. A firm NO answer can end the negotiation. A YES answer can open up a new perspective to the negotiation, but be sure to verbalise your doubts and consistently try to explain your point.

BATNA - BEST ALTERNATIVE TO NEGOTIATED AGREEMENT

The more attractive your alternatives are in relation to the proposed agreement, the greater your power. The fewer alternatives you have to offer and the less attractive they are in relation to the outcome of the negotiation, the lower your power is.

Tips for working out your BATNA:

- Think about all the possibilities that come to mind and write down in bullet points what you will be able to do if an acceptable agreement cannot be reached.

- Translate the most promising alternatives for agreement into the language of practical options.

- Choose the single best option. This is your BATNA.

- Evaluate all the proposals in relation to your just BATNA.

- If the offer is better than your BATNA, seriously consider accepting it.

- If the offer is worse than your BATNA, try to negotiate a better offer.

- If the other party does not change the offer, use your BATNA.
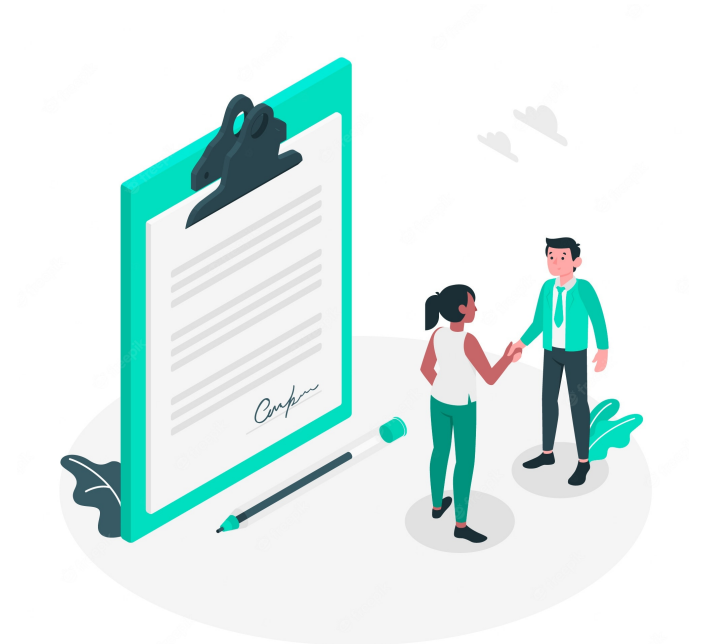
CONFLICT IN NEGOTIATIONS

Conflict is 'unhealthy' when it is avoided altogether or approached on a win/lose basis.

Conflict is 'creative' when it causes partners to develop new ideas, revise existing attitudes and values.

Dealing with conflict:

- Control your emotions. Avoid excessive attacks.

- Don't complain - complaining about someone's behaviour will lead to nothing.

- Make sure you control your voice, facial expression and body posture.

- Explain what you want to talk about.

- Don't lecture or give a lecture. Nothing bores people like a long lecture.

- Try to respond to other people's anger with empathy.

- Listen, listen, listen.

- If necessary, refer to the "third party".

IMPASSE IN NEGOTIATIONS

The attempt to resolve the impasse starts with a summary of the issues that were raised by the other side that caused the division. Further, paraphrase what was said by the other party. It is also necessary to allow the interlocutor to correct the statements that led to the disagreement. If the impasse is real and deep.

One can resort to the following moves:

- referring to common interests, especially those of mutual benefit,

- point out the negative consequences for the other party, in case of disagreement (I try not to sound threatening),

- consider with the other party the consequences of accepting an unacceptable solution,

- address another issue that is within the scope of the negotiation,

- Attempt to elicit sympathy from the interlocutor (show that the doubts plaguing him/her are well understood and he/she can count on help to overcome them), - temporarily suspend the talks.

ETHICS IN NEGOTIATION

Universal principles of an ethical nature in negotiations.:

1. Agreements must be honoured.

2. Talks should be conducted in good faith, seeking to reach an agreement that satisfies both parties.

3. At the outset of the talks, the opportunity to include in the negotiations those issues that the other side will propose should not be denied.

4. One should not tell untruths, however, not revealing everything is not a lie.

5. Without important issues, the agreed issues should not be changed.

6. One should not interfere in the internal affairs of the other party in order to weaken its position in the negotiations. Reasons to follow ethical principles in negotiations:

• you have to be honest in your negotiations, because you can't do otherwise in life,

• ethics pay - unethical practices only bring short-term benefits. In the long run, the negotiator risks losing credibility.

• If each party knows that the other will cheat, then cheating ceases to be unethical.

EVALUATION OF NEGOTIATIONS

Assessment of negotiations allows:

- checking whether you have achieved your goal;

- finding out, in case of failure, what went wrong and how to avoid similar mistakes in the future;

- identifying, in the event of success, to what factors you owe it and how to consolidate it.

BUSINESS PRESENTATION

Preparation for presentation:

- helps to manage stress;

- boosts confidence and awareness of what you want to communicate;

- helps you to focus on the essentials;

- allows you to get your speech across in the right way to your audience;

The most common mistakes:

- lack of adequate preparation for the speech;

- lack of knowledge of the audience; - lack of a precise and well-defined objective;

- insufficient time devoted to preparation.

BUSINESS PRESENTATION

1. **To what end are you speaking? What do you want to achieve?**

2. **To whom are you speaking? Who should listen to you and why?**

3. **How do you want to do this? Presentation plan.**

How do you define the objective of your presentation? - Use the SMART method.

S	**M**	**A**	**R**	**T**
SPECIFIC	**MEASURABLE**	**ATTAINABLE**	**RELEVANT**	**TIME-BASED**
Make goals clear and **specific**.	Define **measureable** assets.	Confirm your goals are **attainable**.	Verify your goals are **relevant**.	Set up a **time-based** plan.
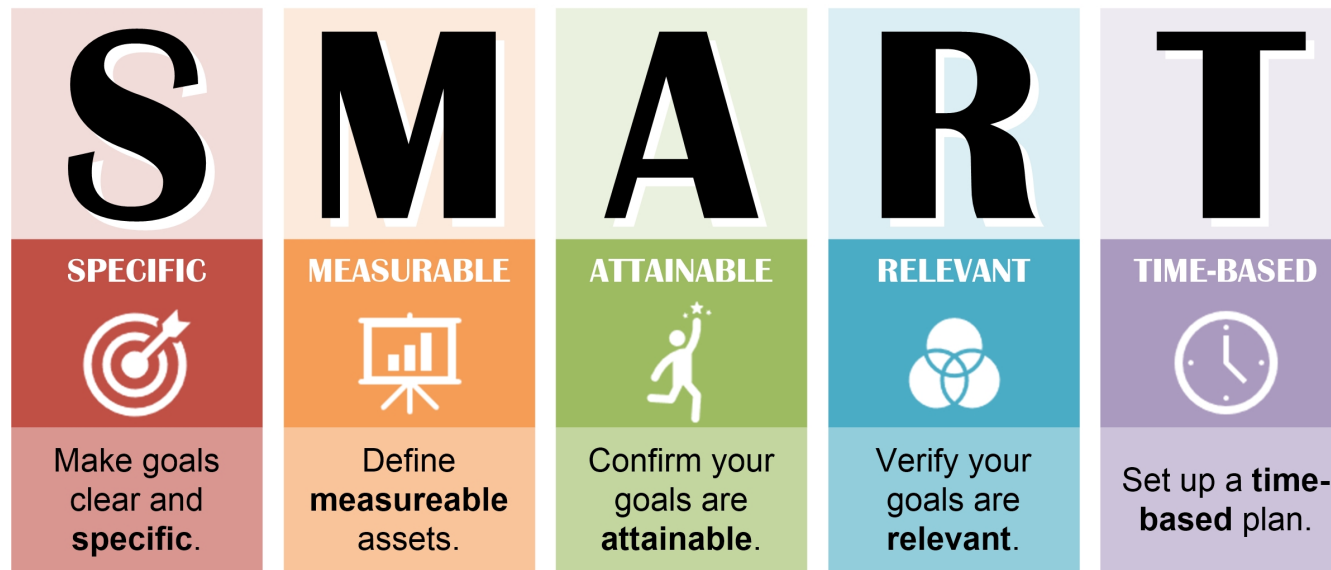
BUSINESS PRESENTATION

Audience - Who is it? How well does he/she know the subject/topic? For what purpose does he/she listen to you? Is it sympathetic to you?

Speech plan:

1. Opening

2. Filling

3. Summary

4. Closing

BUSINESS PRESENTATION

The 3S principle

1. Say what you want to Say.

2. Just Say it.

3. Say what you have said.

The 3S rule allows us to guide the listener and give them the feeling that the speaker is taking care of them at all times.

It also allows us to keep the audience focused , thus ensuring that the listener remembers what we have said.

Opening	Introduction
1. friendly comment	1. introduce the topic
- Introduce yourself	• Fluent
- Welcome: In general	• With commitment
Personally distinguished	• Interestingly
2. BANG	2. Provide a plan and time for the presentation
Break the ice	• Main thesis (audience conclusions)
Anecdote, ditty, joke, photograph, film excerpt, interesting statistics, rhetorical question and many other possibilities;	• Specify the time of your presentation 3. Specify the form of audience participation
Be creative but not eccentric	• Questions and discussion - when and how?
Keep moderation and culture	4. Examples of "expression-bridges"
Be 'on topic'.	• Jyou are certainly curious ...
	• As you can guess...
	• Now let's take a look...
	• So proceeding to...
	• Another interesting problem is...
	• And now let us look at
	• Moving on to the next issue...
	• The topic presented also brings us to the thought of....
	• And so we come to...

Filling	Summary
• **The basis of the filling is the plan given**	• Recall the topic
• **The plan is based on theses**	• Return to plan
• **The basis of the conclusion is the evidence of the thesis**	• Get agreement from the audience that you have proved the thesis
• **Stating the point of the plan (thesis)**	• Decision-making stage in the mind of the client/contractor
• **Proving it**	
• **Return to thesis with proven conclusion**	
• **Encouraging questions**	
• **Linking to the next point in the plan**	
• **Reminding what we are talking about**	
• **Waking up with questions**	
• **Giving the opportunity to ask questions**	

Completion
1BANG but not a nuclear bomb
• **Thought, anecdote, sentence, film, poem, quote, etc.**
• **Be creative and speak on topic**

COMPUTER PRESENTATION

1. preparing the slides:

- Remember the principle: "less is more". Avoid 'bling', excessive animation and technical tricks. Minimalism allows you to understand what you want to communicate.

- Think about what you will use on your slides and what elements you will use. You can use slides with text, with images, with charts, with infographics, with icons, with quotes. Also think about colours, fonts, animations, the use of video, other materials to support your message.

2. slide composition:

- -Good composition helps to make the message more attractive. It is common to place the most important elements in the centre of the slide.

- The centred graphic is signed with text, which is also aligned to the centre. Such a slide is static and calm, although it lacks dynamics. It is a good idea to use simple rules of image composition and the so-called strong points of the image.

DIVIDE THE SLIDE INTO THREE EQUAL PARTS:

	1/3	1/3	1/3
1/3			
1/3			
1/3			

PLACING AN OBJECT IN ONE OF THESE PLACES WILL ENHANCE THE DYNAMICS OF THE SLIDE
AND FOCUS VIEWERS ON THAT PARTICULAR OBJECT.
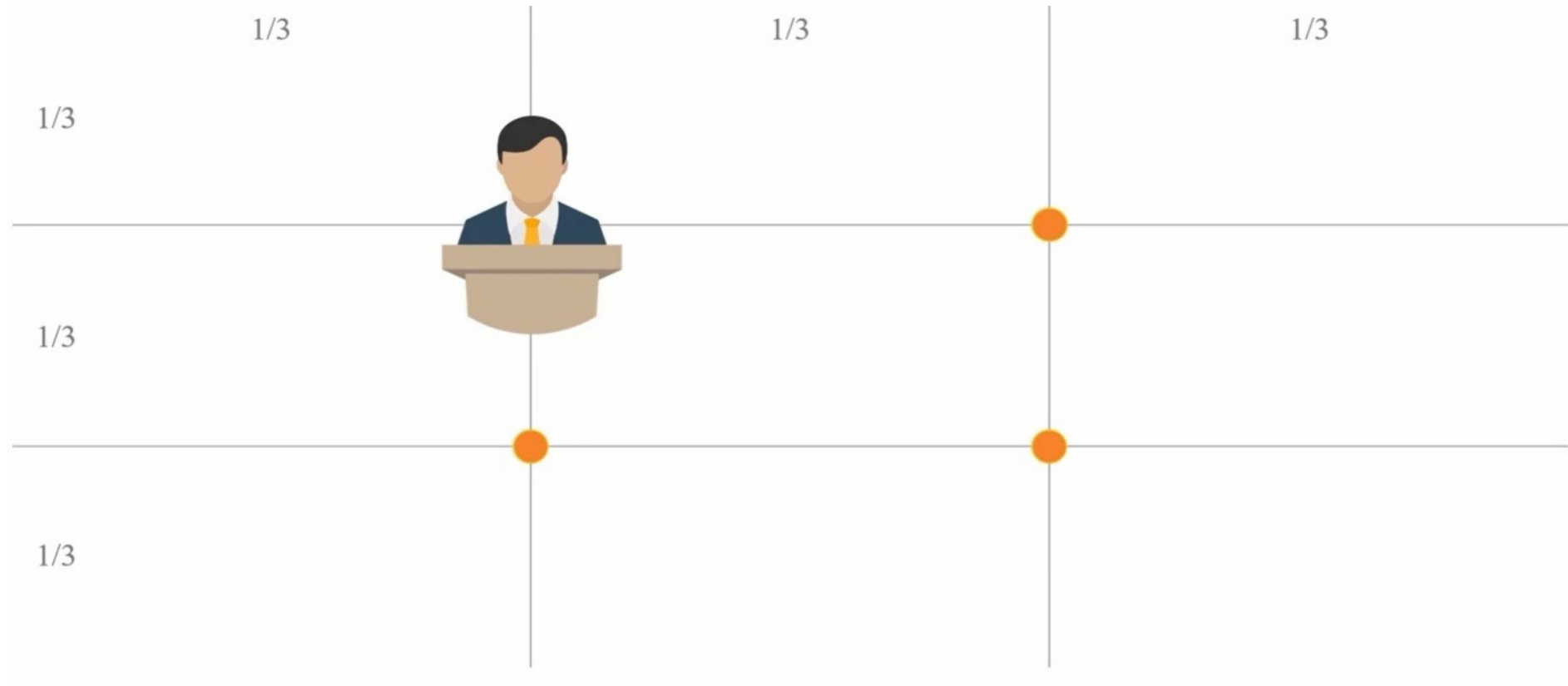
COMPUTER PRESENTATION

3. Text on the slide.

- there should be as little text on the slide as possible (a slide is not a reading comprehension slide, a slide should be for viewing, not reading);

- a lot of text means reducing the font size, making the text unreadable (less text means a large, readable, understandable font). The font size should not be smaller than 24 pt.

- use slogans, keywords (the text on the slide is the announcement and what you say is the development of that announcement);

- use a maximum of two types of font similar to each other;

- choose simple fonts without unnecessary embellishments. In headings it is good to use sans serif fonts (without embellishments, more modern) e.g. Arial.

- For the remainder of the text, serif fonts, i.e. fonts in which the endings of the letters give them a distinctive appearance, e.g. Times New Roma, will be good.

COMPUTER PRESENTATION

4 . Colours

- create the mood and character of the presentation;

- do not overdo it with colours;

- If you specify a colour on the first slide, then consistently stick to your choice until the end;

- use the ready-made sets that your presentation software has;

- use warm colours (e.g. yellow, red, orange) if you want to draw attention to something;

- use cold colours (e.g. green, navy blue, black) for the rest of the text;

- it is a good idea to use colours that identify with your company, e.g. look at your company logo and use the colours there;

- remember good contrast (e.g. dark fonts on light backgrounds);

- choose colours by association (alarm-red; rest-blue; problem-black; solution-yellow/orange);
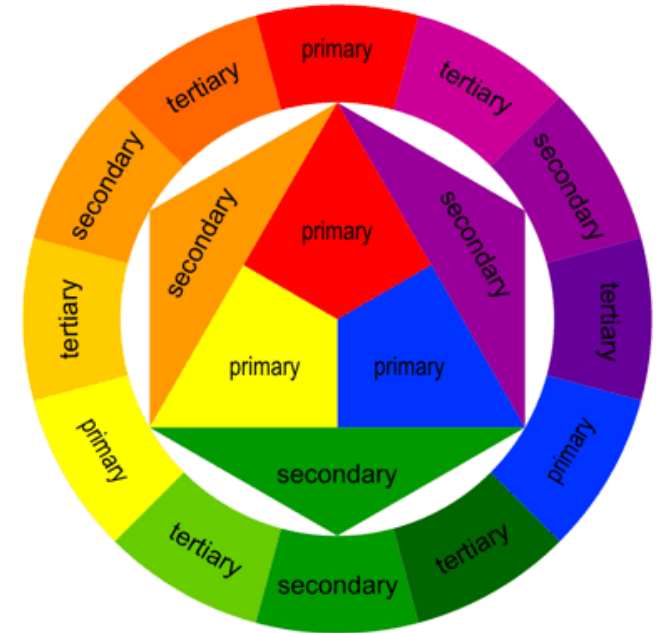
COMPUTER PRESENTATION

4. Colours

- Each colour has its own symbolism,

- e.g., blue is the colour of professionalism, knowledge, trust, calmness, relaxation, stability - using it will have a good effect and show that you are an expert in your field;

- yellow is the colour of youth, newness, security, wealth, joy, carefreeness

- in your field; yellow is the colour of youth, novelty, safety, wealth, joy, carefreeness - but it is not recommended for serious and business presentations, it can cause a distraction; green is nature, health, ecology, positive action - it is associated with reason and everything environmentally friendly and will work well for the presentation of natural products, medicines, healthy lifestyle; red is energy, power, fight, call to action, warning - it distinguishes the elements of our presentation, but should be used in moderation as it is tiring and irritating to the audience;

- use colours sparingly - choose 2, maximum 4 colours; the colour wheel will help you choose colours to match your theme colour.
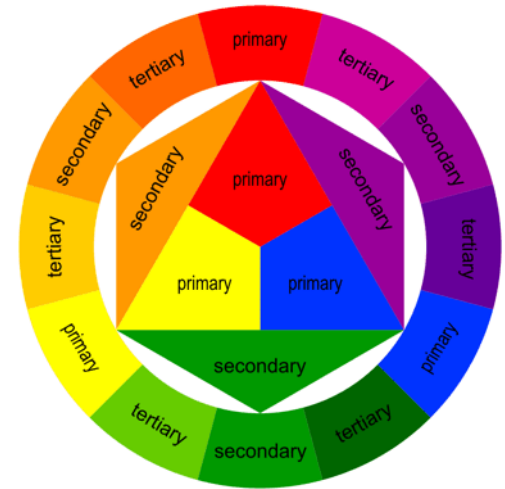
COMPUTER PRESENTATION

5. Graphic elements in the presentation

- try to illustrate your thoughts and content in an interesting and attractive way - graphic elements, infographics, drawings will make your presentation more attractive;

- a good picture will say more than words - photography aids memory and arouses certain emotions in the audience;

- the image has to match the issue you are describing at the moment;

- use different image placement options (in the centre of the screen, on the main points of the image);

- place the more important elements of your slide on the left-hand side (this can be either images or text - whichever you think presents the issue you are describing better) - this is because in our culture we read from left to right;

COMPUTER PRESENTATION

6. figures in the presentation

- they help to impress our audience, illustrate an issue, evoke admiration or awe;

- they need to be properly prepared and presented - shown well in the context of something or compared to something.

7. tables and graphs

- they help to present certain information more easily and quickly; care should be taken to ensure that they are easy to read and not overloaded with information; - they are useful for presenting information that is difficult to describe in words (numerical, statistical, financial, structure, hierarchies, processes, cycles, relationships, etc.);

- they should be as simple as possible - stick to the rule that one chart covers one data and place them on separate slides;

- if there is a need to present complex data, it is better to prepare hard copies and distribute them to the audience at the time when the data will be discussed and not before.
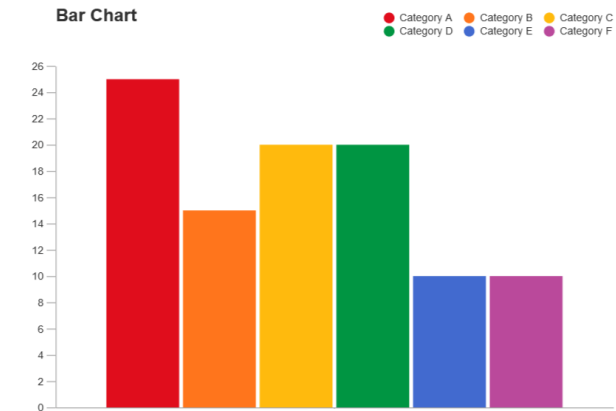
COMPUTER PRESENTATION

8. Infographics

• reinforce our message and present the facts and their meaning to the recipient in a new way;

• they create a "WOW" effect and make our information more memorable;

• they can be created using free online creators such as Canva.

9. Diagrams

• they are used to show a process, structure or relationships, comparisons;

• lay out what you want to show and list all the data;

• minimise text and data so that the diagram is clear and understandable. Visit www.slideshare.com. This is a site where you can see the work of others and their presentations. Look at them and learn from others.

COMPUTER PRESENTATION

10. order of slides

- title slide (title of the presentation, information about you, name of the institution, when the presentation was made). First impression rule - the title slide should be visually appealing - use a photo to illustrate what you will be talking about. Think well about fonts, colour and text placement;

- a speech plan slide - no details; a short presentation of what is about to happen. The plan should encourage people to listen to our speech. The plan can be presented graphically;

- the following slides are a development of the presentation, which should be prepared according to the rules indicated earlier;

- a concluding slide - a reminder of the most important points;

- closing slide - with a thank you for your time and attention - leave a good impression and try to make this slide an attractive ending;

- use as few slide transition effects as possible.

COMPUTER PRESENTATION

11. Clear message

- Your slide should be prepared in such a way that the viewer can quickly understand what you want to convey. Your slide should be like an advertising billboard that needs to quickly grab the attention of the passing motorist;

- you can test your presentation on friends, family. Present it to them using the 3 second/slide rule. After this time, check what they remember from your message, whether they were interested in what you showed. If the audience needs more time to 'read' your intentions shown on the slide, it means that during the presentation they will focus on understanding what they see instead of listening to what you say.

COMPUTER PRESENTATION

12. Language

- symbols, pictures, graphics should be clear and understandable;

- do not overuse professional language - use short sentences, understandable words and slogans;

- be careful with spelling and punctuation - remember that even the best-prepared presentation can be spoiled by one "spelling mistake". The audience is bound to focus on your mistake, point it out, and you will be remembered not as a great speaker, but the one who had spelling errors.

- use the same nomenclature on all your slides;

- check your slides to see if there are any unnecessary or repetitive words.

USING A PAPER BOARD (FLIPCHART)

- write in capital letters approx. 4 cm high.

- make spaces of approx. 5 cm between lines;

- use no more than the top 2/3 of the board (below this, the text is invisible);

- use few words per line;

- differentiate the text with colours;

- use pencil notes in the corner, visible only to you, on what you want to write;

- use coloured sticky notes to mark the different sections of your presentation;

- you can glue coloured pieces of paper on the board with an illustration.

USING A PAPER BOARD (FLIPCHART)

Operating principles:

- always turn over a blank page if you are talking about something else;

- never position yourself with your back to the audience, even if you are writing (stand sideways);

- - never speak to the board;

- don't speak while writing;

- use the pointer only to show things that are important;

- practice "bridging phrases" between sections of your presentation;

- use them when turning the boards.
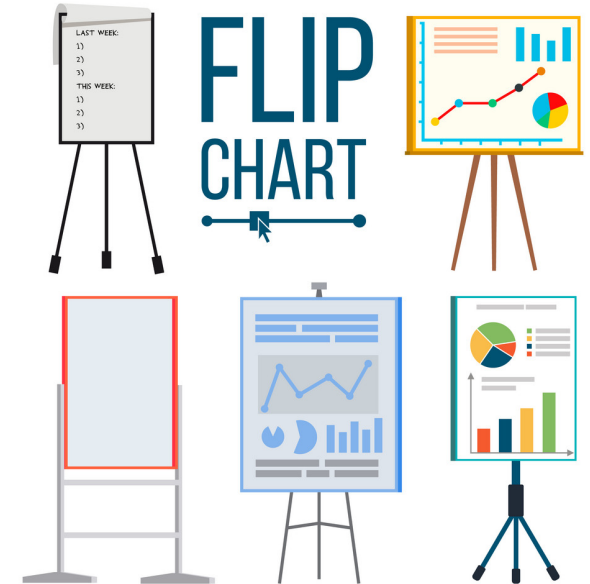
BUSINESS PRESENTATION: MESSAGE

- **Language -** use the right words; avoid jargon; short logical tasks; avoid interjections and generalisations; uncensored words are not acceptable; speak clearly and to the point; do not swallow endings; speak flowingly and slowly.

- **Rhythm and pace -** vary tone of voice; intone sentences correctly; be expressive and engaged.

- **Tone -** friendly; assured; varied; sincere; respectful; avoid mentoring.

- **Accent -** accent syllables correctly; accent important words; use pauses.

- Projection - speak to the last row;

BUSINESS PRESENTATION: MESSAGE

- **Articulation** - speak clearly;

- **Modulation** - vary tone, rhythm, tempo);

- **Correct pronunciation** - accent, avoid difficult words;

- **Elegance** - use literary language, but no quirks;

- **Repetition** - sometimes repeat phrases in different tones;

- **Speed** - speak slowly but with a variable pace.

BUSINESS PRESENTATION: MESSAGE

1. The body (posture, movement, face, appearance).

• **Posture -** stand casually; raise head slightly; shoulders straight; posture straight; abdomen drawn in; legs straight feet slightly apart; arms lowered lengthways; hands free; do not stand with your back to the audience; avoid crossing your arms; avoid exaggerated gesticulation; do not cover your mouth with your hands when speaking; avoid closed positions);

• **Movement -** don't move too fast; don't stand like a stone; walk towards the screen and stand next to it; walk towards the audience; Face - smile; control your facial expression; don't frown too often; avoid a puzzled expression; don't roll your eyes; don't bite your lips;

2. Sight

• Direct your gaze to different people; hold your gaze for more than 2-3 seconds;

• don't speak to one person; look at your audience confidently;

• look at your audience when you ask a question or they speak to you; don't look at the wall, floor, ceiling.

BUSINESS PRESENTATION: MESSAGE

3. Non-verbal communication with the audience

- Your face should show what you want to see on your listeners' faces.

- Nod your head affirmatively.

- Avoid contradicting your head, even when you disagree.
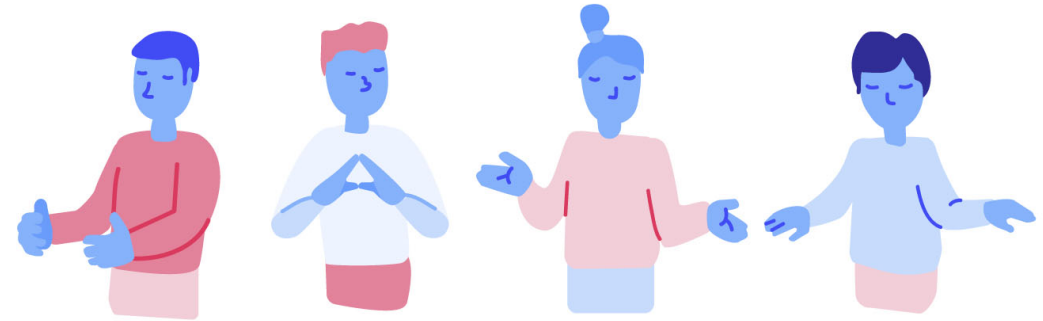
4. Read your listeners' signals:

- disapproving posture (indifferent facial expression; gaze directed into space; constant whispering of remarks to neighbour);

- Listening posture (furrowed brow; body leaning forward; chin supported by clasped hands);

- neutral posture (indifferent facial expression; posture slightly leaning forward; chin supported; legs assumed);

- posture of interest (torso clearly leaning forward; chin supported; face smiling; gaze friendly; both legs resting on the floor).

RULES FOR ANSWERING QUESTIONS:

- Good preparation;

- Bet on confidence;

- Sequence of questions under control;

- Question analysis;

- Time to think - think before you answer;

- Be honest;

- Identify whether you are presenting a fact or your view;

- Do not start an argument with the questioner;

- Be concise and to the point; do not give evasive answers; - Show a sense of humour in critical situations

RULES FOR ANSWERING QUESTIONS:

- Don't be afraid to say 'I don't know' to difficult questions;

- Avoid retorting;

- Praise the question; - Repeat the question;

- Move the question to the rest of the audience;

- When studying the material in detail, most questions can be anticipated;

- Most audience questions are general in nature;

- Answer each question separately;

STRESS PREVENTION

Good preparation:

- Have a good understanding of your audience - if they are strangers, try to talk to them, introduce yourself and get to know them.

- Preparing your speech - plan what you want to say and how you want to say it.

- Practising your speech - saying it out loud, in front of family, friends, recording it in front of the camera.

- Try to calm your emotions and get your therma under control by doing various breathing exercises, for example;

STRESS PREVENTION

Changing attitudes:

- Start thinking positively;

- Don't imagine how badly you will perform, what bad things could happen.

- Repeat that you are well prepared, you know the subject, and nothing will surprise you.

PART 2

Social skills of MICE employees Emotional bonding with the company, adaptation to changing conditions, improving skills, professional integration, motivating self and others

I. Building an emotional bond with the company

1. Emotional intelligence - definition, models.

2. Key areas of emotional competence according to Daniel Goleman's model.

3. Factors determining the creation and stabilisation of good relations in the company.

4. Communication clarity and transparency of organisational rules versus emotional bonding with the company.

5. Impact of conflict resolution methods on organisational bonding.

6. Work-life balance, work-life integration.

7. The importance of building an emotional bond for the functioning of a MICE company.

Learning outcomes - participant:

Knowledge:

- Defines the term 'emotional intelligence', discusses selected models of emotional intelligence.

- Lists the key areas of emotional competence according to Daniel Goleman's model.

- Lists the factors determining the creation and stabilisation of good relationships in a company.

- Creates clear rules for communication in the company.

Skills:

- Develops transparent organisational policies affecting emotional bonding in the company.

- Assesses the ways in which conflicts are resolved in the company and their impact on emotional bonding.

- Analyses the impact of the concepts of work-life balance and work-life integration on emotional bonds with the company.

Social competences:

- Is prepared to build an emotional bond with a company in the MICE industry.

- Is aware of the importance of emotional bonding within a company for branding in the MICE industry.

II. Ability to adapt to changing conditions

1. Change as an opportunity, a necessity, a threat.
2. Roles and tasks of employees in the change process in a MICE company.
3. Factors influencing the successes and failures of change in the company.
4. Ways of responding to changing conditions.
5. Dealing with one's own emotions and internal resistance to change.
6. Factors building a proactive attitude towards change.

Learning outcomes - participant:

Knowledge:

- Discusses the positive and negative effects of implementing change in the company.

- Understands the importance of selected roles and tasks in the change process in a MICE company.

- Lists factors influencing the successes and failures of change in the company and building a proactive attitude.

- Discusses ways of responding to changing conditions and dealing with own emotions.

Skills:

- Analyses internal and external risks in the process of change.
- Recognises styles of response to changing conditions.
- Develops leadership roles in change management.

Social competences:

- Is aware of the importance of adapting to changing conditions in a MICE company.

- Is prepared to deal with his/her own emotions under changing conditions.

III. Improving qualifications

1. Lifelong learning as a key element in building one's value in the labour market and the workplace.
2. Identification of learning and qualification needs, opportunities and priorities.
3. Forms and methods of up-skilling and sources of funding.
4. Upgrading digital qualifications and language skills in the MICE industry.
5. Importance of qualification upgrading in the MICE industry.

Learning outcomes - participant:

Knowledge:
- Identifies his/her needs, opportunities and priorities for education and up-skilling.
- Discusses forms and methods of upgrading skills and sources of funding.
- Discusses ways of improving digital and language skills in the MICE industry.

Skills:
- Analyses own needs, opportunities and priorities for improving own qualifications.
- Develops a plan for upgrading skills in a selected MICE industry position.

- Social competences:
- Is aware of the crucial importance of improving qualifications to build self-worth in the MICE industry labour market.
- Is prepared for lifelong learning.

IV. Professional integration

- Team building.
- Principles of professional integration.
- Forms of professional integration in the workplace.

- Forms of employee integration outside the workplace taking into account their lifestyles and cultural differences.
- Employee volunteering.

V. Motivating oneself and others

- Motivation versus motivation - definition, types. Positive and negative examples of motivation.
- Employee needs and their recognition. Individual and group identification of key motivators.
- Financial and non-financial tools for motivating MICE employees.
- The importance of self-motivation in building commitment from others.
- Motivating a team - the role of the leader, building a team culture and collaborative atmosphere.
- The role of communication and feedback in inspiring and motivating others.
- Motivational training - how to motivate yourself and others to work.

Learning outcomes - participant:

Knowledge:

- Distinguishes, defines and classifies the terms motivation, motivation.
- Lists positive and negative examples of motivating oneself and others.
- Characterises the different needs of employees.
- Lists financial and non-financial tools for motivating employees in the MICE industry.

Skills:

- Identifies the most important motivators in the company.
- Develops the tasks of the leader in building a team culture and an atmosphere of cooperation.
- Analyses team members' commitment to the task.

Social competences:

- Is aware of the key importance of self-motivation in building the commitment of others.

- Is aware of the role of communication and feedback in inspiring and motivating others.
- Is prepared to motivate self and others.

Learning outcomes - participant:

Knowledge:

- Discusses the importance of team building and the principles of professional integration.
- Lists forms of professional integration in the workplace.
- Lists forms of employee integration outside the workplace taking into account their lifestyles and cultural differences.
- Understands the nature and importance of employee volunteering for work integration.

Skills:

- Plans different forms of professional integration in the workplace.
- Plans various forms of professional integration outside the workplace, taking into account the lifestyle and cultural differences of employees.
- Develops principles for organising employee volunteering.

Social competences:

- Is aware of the key importance of team building for professional integration in the MICE industry.
- Is prepared to participate in various forms of professional integration.

TRAINING PROGRAM

Schedule - 4 training days, 28 teaching hours

Class time	Modules/Curriculum content	Forms, methods
Day 1		
9.00-14.30	**I. Building an emotional bond with the company (7 hrs)**	
9.00-10.30	• **Emotional intelligence - definition, models.** • **Key areas of emotional competence according to Daniel Goleman's model.**	Interactive lecture, discussion
10.30-12.00	• **Determinants of creating and stabilising good relationships within the company.** • **Communication clarity and transparency of organisational rules versus emotional bonding with the company.**	Interactive lecture, discussion.
12.00-12.15	**COFFEE BREAK**	
12.15-14.30	5. **The impact of conflict resolution methods on organisational bonding.** 6. **Work-life balance, work-life integration.** 7. **The importance of building an emotional bond for the functioning of a MICE company.**	Interactive lecture, discussion, brainstorming.
Day 2		
9.00-14.00	**II. Ability to adapt to changing conditions (6 hrs)**	
9.00-10.30	• **Change as an opportunity, a necessity, a threat.** • **Roles and tasks of employees in the change process in a MICE company.**	Mini-lecture, discussion, brainstorming.
10.30-12.00	• **Factors influencing the successes and failures of corporate change.** • **Ways of responding to changing conditions.**	Discussion, role play.

DIALOG of Transformation

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12.00-12.15	COFFEE BREAK	
12.15-13.45	5. Dealing with own emotions and internal resistance to change. 6. Factors building a proactive attitude towards change.	Discussion, role play.
Day 3		
9.00-12.00	III. Upgrading skills (4 hours)	
9.00-10.30	• Lifelong learning as a key element in building one's value in the labour market and the workplace. • Identifying learning needs, opportunities and priorities for learning and up-skilling.	Mini-lecture, discussion, individual exercises.
10.30-12.00	• Forms and methods of up-skilling and sources of funding. • Upgrading digital qualifications and language skills in the MICE industry. Importance of up-skilling in the MICE industry.	Interactive lecture, discussion.
12.00-13.00	LUNCH BREAK	
13.00-16.00	IV. Professional integration (4 hrs)	
13.00-14.30	• Team building. Principles of professional integration. • Forms of professional integration in the workplace.	Interactive lecture, discussion.
14.30-16.00	• Forms of integration of employees outside the workplace taking into account their lifestyles and cultural differences. • Employee volunteering.	Mini-lecture, discussion.
Day 4		
9.00-14.30	V. Motivating yourself and others (7 hrs)	

9.00-10.30	• **Motivation versus motivation - definition, types. Positive and negative examples of motivation.** • **Employee needs and their recognition. Individual and group identification of key motivators.**	**Interactive lecture, individual and group exercises.**
10.30-12.00	• **Financial and non-financial tools for motivating MICE employees.** • **The importance of self-motivation in building commitment from others.**	**Interactive lecture, discussion.**
12.00-12.15	**LUNCH BREAK**	
12.15-14.30	• **Motivating the team - the role of the leader, building a team culture and collaborative atmosphere.** • **The role of communication and feedback in inspiring and motivating others.** • **Motivational training - how to motivate yourself and others to work.**	**Interactive lecture, discussion, workshop.**

PRESENTATION

APPENDIX 2

WORKSHEEETS

Adaptation to changing conditions - worksheets

Exercise 1

Imagine that a change in your company's way of working to remote working is coming.
Out of the 5 stages of implementing such a change, choose one stage that you think is a key factor in the success of the change:

      a. The need for change
      b. Vision
      c. Action
      d. Commitment
      e. Fixing

      Justify your answer:

Based on the above task, complete the following text with the success factors given:

90% of changes fail if the human factor is neglected. Without .... employees into the change, it has no chance of being implemented. Therefore, the key to success is to explain .... in such a way that the people around, us feel it too. ....
and the .... presented must be clear and well understood. And let's not forget to celebrate and .... the change once it has been successfully implemented.

The response to change takes different forms over time. Complete the curve:

1. Gradual acceptance
2. satisfaction
3. anxiety
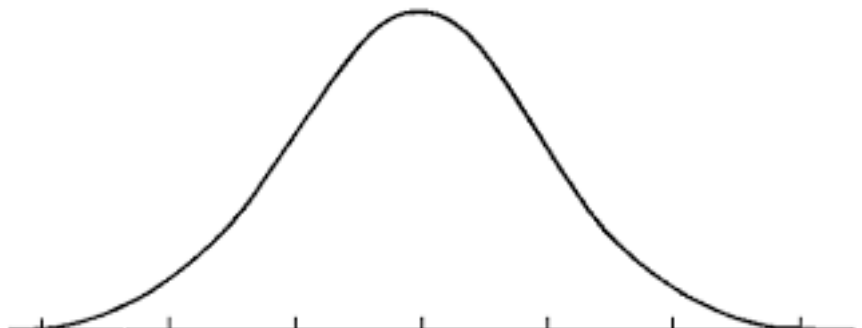
a) 3,1,2,
b) 2,1, 3

c) 2,3, 1
d) 3,2,1
e) 1,3,2

Based on the above task, complete the following text with your reactions to change:

In the first place, change makes us .... feel what it will bring. Then we feel ....
that the existing routine will be broken, but this does not last long because we slowly feel apprehension
and .... Without being fully informed about the extent to which the change will affect our lives we
feel ...., ... and total .... as all the negative feelings build
up. This moment is critical to the success of the change. But if we gather enough strength within ourselves,
we will start the change .... and with courage ....

Answer key:
1) d
2) commitment, need for change, vision, action, consolidation
3) c
4) anxiety, contentment, fear, threat, guilt, breakdown, gradual acceptance, moving forward

Exercise 2

If you are the initiator of change in your company, which of the following 5 attitudes to change do you see as the greatest threat to the success of the change project?

    a. indifference
    b. antagonism
    c. passive resistance
    d. leadership
    e. acceptance

Justify your choice:

"It can't be done. We've tried it before", "We've been through some changes", "It won't work for us". - Such and similar phrases can be heard from employees very often.

Complete the following sentences to create a recipe for building acceptance for change.

Mutual respect generates:

Good relationships provide:

A sense of security builds:

Mutual trust enables:

Mutual openness brings:

Choose appropriate ways to deal with an antagonist who loudly expresses a negative opinion about the change to completely abandon remote working and do all work in the office. The antagonist openly disagrees with the change and wants the so-called paperwork to be able to be done outside the office. He convinces others of his opinion and builds a resistance group.

Choose the 5 best ways in your opinion to deal with an antagonist:

- **a)** seek to compromise
- **b)** appreciate that he/she is sincere
- **c)** avoid or reduce disagreement
- **d)** fight to get your point across
- **e)** do not try to convince
- **f)** listen carefully
- **g)** agree on a change of behaviour
- **h)** work with him/her individually
- **i)** do not enter into any discussion
- **j)** wait for his/her resistance

Justify your choice:

Choose appropriate ways to deal with passive resistance from an employee who appears dissatisfied but does not express an opinion, does not complete change-related tasks, talks negatively about the change but behind the scenes.

Choose the 5 best ways in your opinion to deal with passive employee resistance:

a) tell him directly about your observations

b) wait for his passive attitude

c) Constantly review his opinion on the change

d) Tell him that if he doesn't change his attitude, the company will have to say goodbye to him.

e) Ask again when he or she answers in a casual or perfunctory manner.

f) ignore him

g) Agree on a behavioural change

h) offer the previous job description before the change

i) be vigilant even if he seems to accept the change

j) Listen and show understanding

Justify your choice:

Exercise 1

Create a list of 10 personal qualities that you consider essential to building an emotional bond with your company. Then rank them from most important to less important.

Personal characteristics	Level of importance
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

What would you like to know about your colleagues to deepen the emotional bond within the company?

Make a list and rank the information from most important to less important:

Information	Level of importance
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Indicate which of the following characteristics are associated with empathy. Add your own suggestion for empathic behaviour:

giving advice, solving problems, analysing	
explaining, denying, judging	
questioning, agreeing, disagreeing	
focusing on the other person, readiness to help, taking the other person's perspective	
saying: "I understand you perfectly", saying "I know how you feel", comparing with your stories	

What would you like your co-workers to know about you (which will help build relationships within the company)? Make a list and rank the information from most important to less important:

Information	Degree of importance
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Exercise 2

Describe situations where the following barriers to building an emotional bond within the company may occur:

1	Disloyalty	
2	Differences in temperaments	
3	Cultural differences	
4	No tolerance for errors	
5	Failure to respect borders	
6	Inadequate form of communication	
7	Failure to respect the rules of savoir-vivre	

-

Which of the following characteristics do you find to be the strongest block to building relationships with others?

Arrange in order of importance by writing numbers from 1 to 10:

1	Moralising	
2	Reminding	
3	Commanding	
4	Making reproaches	
5	Dictating your own solutions	
6	Teaching	
7	Underestimating needs	
8	Mocking	
9	Downgrading	
10	Threatening	

Justify your choice of the 3 strongest blockers.

Write down your reaction - your response to the two situations below, without thinking too much about it:

1) *You are the boss of a small company. An employee comes to you and says: "Boss, a co-worker is talking down to me behind my back to others, they are looking at me crookedly, laughing at me. And on top of that he is constantly late. Do something."*

2) *A colleague comes to you and says: "You know, I've been feeling bad lately. I can't sleep. I wake up during the night and don't get to sleep again until morning. I often have a headache; I get tired quickly. Something is wrong with me."*

Based on the previous exercise and your own experience, answer the following questions:

1. **What do we expect from others when talking about our problem, difficulty?**

2. **How do we let someone know that we are interested in their problem?**

3. **How can barriers to building good relationships be overcome?**

4. **What is good contact with another person?**

Exercise 1

Recall groups you were/are in - at school, "in the yard", at work - in which the atmosphere and functioning were not cool and sometimes completely failed. In such a group you did not succeed in completing tasks as you should have done. Based on these experiences, fill in the table below:

No	A sign of lack of integration	Causes	Counteracting	Basic Rule

Based on the rules of conduct developed above for integration, answer the following questions:

1. In what situations can these rules be applied?

2. Why is it sometimes difficult to follow the rules?

3. Are the above rules being followed in your current work?

4. If not (or not all), try to find the reason for this situation:

Describe the benefits of applying the following rules affecting professional integration:

Listening to each other:

Encouraging others, especially the small-minded, to present their views:

No judging of others (criticism of statements, not of the person):

No unhealthy rivalry:

Exercise 2

People in a group, a team, a community can be like a jigsaw puzzle - they can have different qualities, characteristics, specificities, such as fitting or not fitting together. Each puzzle contributes something important to the whole.

Based on the questions below, describe what you can contribute to the community in your workplace:

1. **Are you similar to the other ,puzzles'?**

2. **what makes you different?**

3. **What are your strengths and weaknesses?**

4. **Do you fit in easily with others?**

5. **Why do other 'puzzles' need you?**

6. **What happens if you are missing?**

7. **Are you a central or peripheral 'puzzle'?**

8. **How many connections do you have with other 'puzzles'?**

9. **Is it easy or difficult to connect with you?**
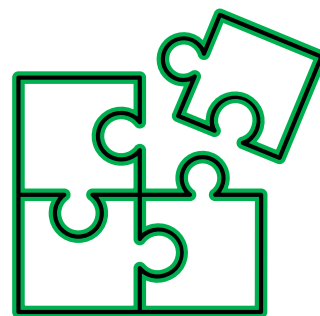
Think of a colleague / workmate with whom you have an immediate collegiate relationship. Do you know her likes, needs, etc?

Answer the following questions:

Her/his favourite film genre:

Her/his favourite performer:

Her/his favourite author:

Her/his favourite sport:

Her/his hobbies:

Leisure activities:

Exercise 3

Mark which statements signify an appropriate response to criticism:

1.	When we hear criticism from others, we usually stop listening because we find it difficult to bear.	
2.	Although critical comments are unpleasant, there is no need to defend against them at all costs or to fend them off.	
3.	Criticism is generally paralysing, anxiety-inducing and one should try not to be exposed to it when trying to live up to the expectations of others.	
4.	When you hear criticism, most often you have to accept it calmly, even when you disagree with it.	
5.	We tend to go back many times to each critical communication to reflect on what is wrong with us, why we cannot be better.	
6.	Others should not criticise us - if they don't like something about you, they have to accept it because you are who you are	
7.	In a situation where someone criticises us, we do not assume in advance that they are wrong. We want to reflect on their words to see if there is something in them that we believe to be true.	
8.	There is always a truth in critical commentary that must be agreed with and embraced.	
9.	After hearing critical remarks, it is always important to give yourself time to consider a a balanced response.	
10.	You should never rule out changing your behaviour under the influence of criticism, because good things can come out of it.	
11.	When someone criticises us, we think that by doing so they are showing us that they do not like us, do not value, disrespect, etc.	
12.	When someone criticises us, we feel a strong pressure within ourselves to explain ourselves to them and justify ourselves.	
13.	Even the most harassing criticism should be seen as a source of information about oneself and/or the other person.	

Which of the marked statements are your reactions to criticism?

Which adverse reactions to your criticism have you encountered in your professional life?

Exercise 1

Think of an activity from your personal or professional life that you do on a fairly regular basis that you particularly **DISLIKE**, or that you see as a big challenge to yourself. *For example: "Washing your car regularly" or "Reporting work activities daily".*

Write down your activity here:

Your task is now to say this activity in turn, using each of the words in the table below.

That is, referring to the example above about the car wash: "I have to wash my car regularly", "I can wash my car regularly", "I deserve to have my car washed regularly", etc.

As you utter a version of each successive motivational word, observe how the subsequent messages affect you and how your perception of these sentences' changes.

Identify and enter in the table below your level of **MOTIVATION** and **SATISFACTION** to act in each version of the sentence, expressing this level in points, on a scale of 1 to 10, where 1 is the least and 10 is the most (motivation, satisfaction).

Now complete the table:

Word	My level of MOTIVATION to act (indicate on a scale of 1 to 10 how likely you are to do so)	My level of SATISFACTION (indicate on a scale of 1 to 10 how much you will be HAPPY if you take this action)
I have to		
I can		
I deserve to		
I will try		
I have		
I should		
I can afford to		
I intend to		
I am able		
It is expected that		
It is possible to		
I dare		
It is essential that		
I decide		
I need		
I wish		
It is necessary to		
I allow myself		
I accept that		
I am ready		
I want		
I prefer		
I choose		
I do		
I'll do		
......(I would)		

- Once you have finished filling in the table with points, choose your 10 strongest words, guided by both rankings (i.e. both motivation and satisfaction).
- Now, ONLY for these selected 10 words, repeat the scoring on a scale of 1-10. Again, specify in points your perceived motivation and satisfaction in each successive expression.
- Now narrow the list down to the 5 words that **are most powerful** for you (if, for example, when I say **"I can** go to the car wash regularly" I imagine myself doing it and it is not a big effort, it means that the word **CAN** has a motivating **POWER** for me).
- At the final stage of the exercise, arrange your RANKINGS:

My RANKING of the most motivating 3-5 words:

My RANKING of the 3-5 words that DEMOTIVE me the most:

Exercise 1

"Man is bored with everything except learning" (Virgil) , "You have all your life to learn to live", (Seneca the Younger).

Suggest 2 slogans to promote the idea of lifelong learning (LLL) / the need to improve one's qualifications:

Describe the impact on the employee and the company of developing staff competencies:

Willingness to develop is one of the key soft skills. Show off the qualifications you have gained and the courses and training you have taken.

Describe your plans for upskilling, professional development, personal development.

Exercise 2

Fill in the table below, starting with indicating the business objective of the MICE company to selecting the appropriate form(s) and thematic scope of in-service training for employees.

Determining the way and methods of improving employees' qualifications
Definition of the business objective
⇩
Determining what staff qualifications will be required to achieve the chosen business objective
⇩
Choosing the right tools to achieve the goal, e.g.

⇩	⇩	⇩	⇩	⇩
training	postgraduate studies	conferences	Symposiums	courses

Teamwork, communication, relationship building, risk management, service and product knowledge, project management - to which of the following positions would you assign the indicated competence profile:

  (a) Administrative Agent
  (b) managing director
  (c) middle manager
  (d) member of the technical department

What additional competencies can you assign to the position indicated?

SELF

ASSESSMENT

TOOLS
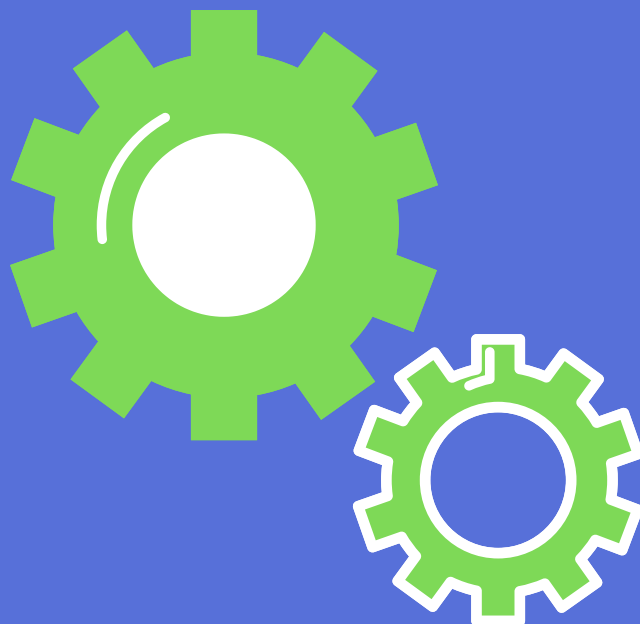
Self-assessment tools
Adaptation to changing conditions - self-diagnosis

No.	Statement	Yes	No
1	I don't like any change, I appreciate certainty and stability.		
2.	Stability is stagnation; I like change because it motivates me to be active.		
3.	I see change at work as an opportunity for growth.		
4.	What is new is potentially dangerous; I see change as a threat.		
5.	Change in itself is neither good nor bad. It is a process that occurs and produces certain effects.		
6.	I don't like to be surprised, but I can find myself in a new situation.		
7.	I am prepared for constant change in the company; I believe it is necessary.		
8.	Change is not something sporadic and disruptive, but the essence of a well-functioning company.		
9.	When new technologies are introduced in the company, I ask myself: can I cope with the new demands?		
10.	When new people are hired, I immediately establish a working relationship with them.		
11.	If I am downsized and given new responsibilities, I feel fear and uncertainty and feel like resigning.		
12.	I adapt quickly to the new conditions of the company's premises and new infrastructure.		
13.	Obtaining a new contract and working with a new client cause me increased stress levels.		

14.	Changes related to the company's adaptation to new legal requirements do not disrupt my work rhythm.		
15.	When there is a change of management, I feel stressed because I don't know how the mode of work will change and how cooperation will now work.		
16.	If a new person is hired for my department, I have concerns about whether I will lose my existing position.		
17.	I think that in a crisis situation in a company there is really not much that can be done.		
18.	Changes should always be introduced gradually.		
19.	Anxiety and pessimism is a normal reaction to change in a company.		
20.	It sometimes takes a very long time to see the first successes after changes have been made.		

Results

You can award yourself points if your answers were as follows:

No.	Yes	No	Pt
		x	1
	x		1
	x		1
		x	1
	x		1
	x		1

	x		1
	x		1
	x		1
	x		1
		x	1
	x		1
		x	1
	x		1
		x	1
		x	1
			1
		x	1
		x	1
	x		1

Scoring:
20 pt = 100%, 19 pt = 95%, 18 pt =90%, 17 pt = 85%, 16 pt = 80%, 15 pt = 75%,
14 pt = 70%, 13 pt = 65%, 12 pt = 60%, 11 pt = 55%, 10 pt = 50%, 9 pt = 45%, 8 pt = 40%,
7 pt = 35%, 6 pt 30%, 5 pt = 25%, 4 pt = 20%, 3 pt = 15%, 2 pt = 10%, 1 pt = 5%

Your level of competence (%):
Area for development (%):

Relationship building - self-diagnosis

No.	Statement	Yes	No
1	A pleasant working atmosphere is one important reason why I enjoy coming to the company.		
2.	Company relationships and organisational culture do not influence my decisions and choices to take up or change jobs.		
3.	I am ready to support colleagues in difficult situations.		
4.	I primarily take care of those contacts that benefit me.		
5.	Building respectful and trusting relationships at work is just as important as completing professional tasks.		
6.	Teamwork enables me to achieve goals that are difficult to achieve alone.		
7.	I prioritise relationships based on a pleasant atmosphere over demands on colleagues.		
8.	I always show forbearance towards colleagues who make mistakes.		
9.	I don't have full confidence in my colleagues and nothing will change that.		
10.	I recognise the differences in temperaments, aptitudes and tastes among colleagues in the company.		
11.	Understanding the character differences among colleagues does not affect the way I communicate.		
12.	I am happy to socialise with work colleagues.		
13.	I am always punctual at work and expect this from others.		

14.	I draw attention to people who use uncultured vocabulary at work.		
15.	I am happy to meet up with colleagues from the company after work (joint outings, trips, events, etc.).		
16.	Celebrating private celebrations at work (name days, anniversaries, etc.) I think is a bad idea.		
17.	Leniency and covering up a colleague's notorious mistakes has its limits.		
18.	As a boss, I would offer 2 weekly breakfasts together in the company.		
19.	I am prepared to change private plans if a colleague asks me to help.		
20.	I find private conversations during working hours unacceptable.		

Results

You can award yourself points if your answers were as follows:

No.	Yes	No	Pt
	x		1
		x	1
	x		1
		x	1
	x		1
	x		1

		x	1
		x	1
		x	1
	x		1
		x	1
		x	1
	x		1
	x		1
	x		1
		x	1
	x		1
	x		1
	x		1
		x	1

Scoring:
20 pt = 100%, 19 pt = 95%, 18 pt =90%, 17 pt = 85%, 16 pt = 80%, 15 pt = 75%,
14 pt = 70%, 13 pt = 65%, 12 pt = 60%, 11 pt = 55%, 10 pt = 50%, 9 pt = 45%, 8 pt = 40%,
7 pt = 35%, 6 pt 30%, 5 pt = 25%, 4 pt = 20%, 3 pt = 15%, 2 pt = 10%, 1 pt = 5%

Your level of competence (%):
Area for development (%):

Professional integration - self-diagnosis

No.	Statement	Yes	No
1	I am reluctant to participate in integration meetings.		
2.	I can get along with work colleagues without having to attend team-building events.		
3.	I believe that integration is a kind of variety in the work.		
4.	Integration improves the atmosphere and relationships within the company.		
5.	To get to know colleagues better, it is a good idea to organise joint events.		
6.	Integration does not translate into increased team productivity.		
7.	Inclusive meetings contribute to building camaraderie.		
8.	Serious conflicts within the company will not be resolved even by the best joint play.		
9.	The best way to de-stress at work is to cut yourself off from your colleagues.		
10.	A team-building trip can divide rather than unite a company's crew.		
11.	Building a strong team from a group of unknown people makes no sense.		
12.	I dislike interactive tasks, experiments, workshops, team games and all other activities that involve professional integration.		
13.	The best way to deal with crises or conflicts in work groups is through integration workshops.		
14.	Professional integration does not have to build new values; it is enough that it is good entertainment.		

15.	Combining work-useful skills workshops with relaxation and fun is a great form of professional integration.		
16.	Non-office (company) conditions give employees the opportunity to get to know each other better and learn to work as a team.		
17.	I would be happy to take part in company games with team building elements.		
18.	Employee volunteering is not a form of integration that I identify with		
19.	As an employer, I would be happy to support employee volunteering for my company.		
20.	Working together in a company for the benefit of others is a beautiful idea, but I don't have time for it.		

Results:

You can award yourself points if your answers were as follows:

No	Yes	No	Pt
		x	1
	x		1
	x		1
	x		1
	x		1
		x	1
	x		1
	x		1
		x	1

		x	1
		x	1
		x	1
	x		1
		x	1
	x		1
	x		1
	x		1
		x	1
	x		1
		x	1

Scoring:
20 pt = 100%, 19 pt = 95%, 18 pt =90%, 17 pt = 85%, 16 pt = 80%, 15 pt = 75%,
14 pt = 70%, 13 pt = 65%, 12 pt = 60%, 11 pt = 55%, 10 pt = 50%, 9 pt = 45%, 8 pt = 40%,
7 pt = 35%, 6 pt 30%, 5 pt = 25%, 4 pt = 20%, 3 pt = 15%, 2 pt = 10%, 1 pt = 5%

Your level of competence (%):
Area for development (%):

DIALOG
of Transformation

EURECYS

WSTiE

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From the given pairs of statements, select one and mark it with the letter on the right.

1.	It is important to me to have a well-paid job, even if I don't get recognition for what I do.	A
	It is important to me that my work gets recognition and praise, even if it means that I I earn less.	B
2.	I prefer to have a good relationship with my supervisor, even if it means diminished responsibility.	D
	I prefer to have more responsibility, even if it means a slightly more difficult relationship with the supervisor.	C
3.	Relationships with my supervisor are important to me, even if it means doing less interesting work.	D
	It is important to me to have an interesting job, even if it means that my relations with my superiors is not the best.	G
4.	I prefer to be promoted, even if it means reducing the chance of getting a raise	E
	I prefer to occupy a highly paid position, even if it means reducing the chance of of being promoted.	A
5.	It is important for me to get recognition for doing a relatively less important task than performing an important but unappreciated task.	B
	It is more important for me to perform an important task than to perform an unimportant task that will gain me recognition and praise.	G
6.	I would prefer to do an uninteresting job, on condition that my relations with my colleagues.	H
	I would prefer to do the job, even if it meant my unpopularity among colleagues.	G
7.	The most important condition for enabling me to fulfil my responsibilities is to having the responsibility and authority to make decisions.	C

	The most important condition for me to perform my duties properly is to guaranteeing good pay.	A
8.	I prefer to have a job characterised by good relations with superiors, even if this means lower pay.	D
	It is essential for me to have a well-paid job, even if it means difficulties in cooperating with my superiors.	A
9.	I prefer to be burdened with responsibility when doing a job, even if it means it is less appreciated and brings less praise.	C
	I prefer to have a less responsible job, on condition that what I do provides me with recognition and reasons for praise from others.	B
10.	I feel highly motivated to work when I am appreciated and praised as I I deserve.	B
	I feel highly motivated when working with my supervisor if our working relationship relationship is a good one and the cooperation is successful.	D
11.	I would rather have a sense of achievement after doing a difficult job than the the knowledge that I had an easier but well-paid job.	F
	I would rather have a well-paid job than one that would create the problems I I would have to overcome.	A
12.	I feel more satisfaction at work when I know that I have the support of my colleagues	H

	I feel more satisfaction from recognition and praise for a job well done than from support from colleagues.	B
13.	Knowing that other people are happy for me to be their colleague stimulates me more than responsibility.	H
	The awareness of having a responsible job stimulates me more than the fact that I am liked by my colleagues.	C
14.	I find it more interesting to take a job that involves more responsibility - even if it doesn't offer any chance of promotion.	C
	I find it more interesting to receive a promotion, even if the job has less responsibility.	E
	I consider it more important to get an evaluation of the performance of my work than to receive praise and recognition for the results achieved.	F

15.	I consider it more important to gain recognition and praise than power whether - and if so, to what extent I am successfully doing my job.	B
16.	It is more important for me to have the support of my colleagues than to have good relations with superiors.	H
	It is more important for me to have a good relationship with my superiors than to be aware of the support from colleagues.	D
17.	I would prefer to have a more responsible job, even if it was less interesting.	C
	I would prefer to have a more interesting job, even if it involved less responsibility.	G
18.	For me to obtain full job satisfaction, it is essential to know that my pay corresponds to the effort I put into my work.	A
	For full satisfaction, it is necessary to know that the work being done is relevant and purposeful even if it is lower paid.	G
19.	If I were to change jobs, it would be for lack of promotion opportunities.	E
	If I were to change jobs, it would be because I didn't feel I could achieve my intended goals in the position I currently hold.	F
20.	More important to me than having a good relationship with my superiors is having an adequate system for communicating how I am achieving my objective.	F
	More important than having an information system to show my positive contribution to the of meeting targets, is a good relationship with my superiors.	D
21.	It is more important for me to have a relationship with my superiors than to risk damaging it by as a result of accepting a promotion.	D
	I would prefer to accept the promotion, even if it meant a deterioration in my relationship with my superiors.	E
22.	The nature of my work will almost certainly result in me continuing to work for this company, even if it meant no possibility of promotion.	G
	Even if the work was routine, I would prefer to be promoted.	E
23.	It is more important to work in a team that shows support and cooperation than to work alone, even if it would provide a higher salary.	H
	The important thing is to know that you are being paid well, even if this would mean working 'alone'.	A

24.	Accountability creates a positive feeling, even if it does not always succeed in achieve the goal and meet expectations.	C
	Being able to deliver what is expected of me is more important than having more responsibility.	F
25.	It is better to feel recognition for the work I have than to receive a promotion.	B
	It is better to be promoted, even if it means not being able to be recognised or appreciated in the future	E

26.	It is more important for me to have the support and cooperation of my colleagues than to receive a promotion and being isolated from them.	H
	It is better to be promoted, even if it means being isolated from colleagues.	E
27.	I would rather do my job successfully than have a more interesting occupation, at which I would quite often encounter setbacks.	F
	I'd rather have an interesting task, even if I quite often don't manage it, than have a simple and boring job.	G
28.	I would rather fail at work once in a while than know that I did not have the support of my colleagues.	H
	I prefer to know that I am succeeding at work, even if it means I don't have the support of my colleagues.	F

WHAT MOTIVATES YOU TO WORK?

A / financial motivation tool/

- 0-2 pt. – You are not motivated by financial incentives.

- 3- 4 pt. – You see the need for financial incentives, but this does not determine your activity.

- Over 5 pt. – You are motivated by raises, bonuses, commissions…, this is the main driver of your activity.

B / non-financial motivation tools/

- 0-2 pt. – You are not motivated by recognition of your work or praise from the group.

- 3- 4 pt. – You recognise the need for recognition from superiors, but this does not determine your activity.

- Over 5 pt. – You are motivated by praise and recognition. You attach importance to appreciation of your contribution to tasks.

C / responsibility/

- 0-2 pt. – You are characterised by a high level of responsibility, you precede decisions with analysis, your opinions are well thought out; a very low score indicates difficulties in decision-making.

- 3-4 pt. – This sphere is indifferent to your motivation.

- Over 5 pt.. – You easily make decisions without necessarily analysing all aspects of the issue, and even tend to take ill-considered steps.

D / relations with superiors/

- 0-2 pt. – You are not motivated by trying to establish a positive relationship with your superiors.
- 3-4 pt. – You recognise the need for a positive relationship with your superiors, but this does not determine your activity.

- Over 5 pt. – Arranging a positive relationship with your superiors is the main factor motivating your activity; high scores indicate a high level of compromise, sometimes turning into conformity.

E / opportunity for promotion/

- 0-2 pt. – You are not motivated by a desire for promotion, you have no aspirations to exercise formal leadership.
- 3-4 pt. – You recognise the importance of promotions, but this does not determine your activity.
- Over 5 pt. – The possibility of promotion determines your activity.

F / ability to achieve targets/

- **0-2 pt. – You are not motivated by the will to achieve the goals you set, you do not have the determination to prove to yourself that you can complete a task.**

- **3-4 pt. – You recognise the importance and role of completing set tasks, but this does not determine your activity.**

- **Over 5 pt. – You are motivated by the possibility of completing the tasks you set, you can be set ambitious goals, because it is a stimulus for you to develop as a person.**

G / the type of work you do/

- **0-2 pt. – You are a versatile person and have no problem changing the nature of your work.**
- **3-4 pt. – You have no problem changing the nature of your work if necessary, but recognise the need and importance of specialisation.**

- **Over 5 pt. – You tend to specialise, excel in your work, you see your value and professionalism, changing the nature of your work is a problem for you.**

H / group work/

- **0-2 pt. – You don't have an aptitude for teamwork, interpersonal contacts make it difficult for you.**

- **3-4 pt. – You recognise the importance of teamwork and do not find it difficult, but you do not overestimate its importance.**

- **Over 5 pt.– You show a preference for teamwork, good interpersonal relations are of key importance to you, you easily give up individual goals for the sake of group achievement.**

Readiness to upgrade skills - self-diagnosis

No.	Statement	Yes	No
1	Employees with long seniority and experience do not need further training.		
2.	I am happy with my current job and do not plan to change, so I am not thinking about upgrading my qualifications.		
3.	Mastering new skills will affect my professional standing.		
4.	Gaining a new professional qualification does not necessarily translate into my salary.		
5.	A willingness to continuously learn is an essential competence today, regardless of where you work.		
6.	Upgrading my qualifications increases my competitiveness in the labour market.		
7.	I can see myself in the same job in a few years' time.		
8.	There are many things I don't like about my job, but I can't change that.		
9.	I do not have a long-term plan for my professional development.		
10.	I can learn something new from junior and less qualified staff.		
11.	I want to upskill in my current profession because I want to grow.		
12.	I am waiting for my boss's initiative on my professional development.		
13.	I believe that at the age of 60+, learning new information technology makes no sense.		
14.	I could undertake postgraduate studies if it would result in career advancement.		

No.			
15.	I am interested in training platforms offering online learning services.		
16.	I like to watch popular science films and documentaries or reports.		
17.	Learning a foreign language is only effective up to a certain age.		
18.	I enjoy learning and exploring new things and phenomena.		
19.	I think online training and courses are superficial and won't do me any good.		
20.	I don't dare ask my employer to subsidise a course to improve my professional skills.		

Results:

You can award yourself points if your answers were as follows:

No	Yes	No	Pt
		x	1
		x	1
	x		1
	x		1
	x		1
	x		1
		x	1

		x	1
		x	1
	x		1
	x		1
		x	1
		x	1
		x	1
	x		1
	x		1
		x	1
	x		1
		x	1
		x	1

Scoring:
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Your level of competence (%):
Area for development (%):

CASE STUDIES

Case studies

Case study - adapting to changing conditions

With the outbreak of the COVID-19 pandemic, the opportunity to organise events in the traditional format disappeared. The event agency XY had seven major conferences contracted, five of which were international in nature. The agency's permanent staff team had experience in online broadcasting. However, it had not previously been exposed to a situation where the entire event would be delivered online. As the deadlines for the various events were approaching, there was a need to make urgent changes to the company's operations. This was a major challenge in terms of staff management and event planning. In order not to lose contracts (which would have involved paying customers compensation for failing to meet the conditions of the contract), a number of preparatory activities were undertaken in connection with staff training and the reconstruction of the individual event programmes.

Some of the key challenges faced by agency XY are identified below.

Suggest solutions to each issue.

Train staff with a view to changing the format of the event delivery.

Indicate in which areas they should be trained:

What elements of preparation for the change in the form of the event should be given special attention by the manager in charge of event implementation in contact with the client?

What elements of event preparation should the manager in charge of event delivery pay particular attention to when liaising with the team:

In what situations should you prepare contingency procedures to keep your event online?
Hint: e.g., problems with the quality of the internet connection of one of the key speakers.

Propose staffing solutions related to the situation, taking into account that some of the team may not be able to acquire the necessary knowledge and skills to carry out all the planned events.
Take into account the impossibility of withdrawing all staff from their daily duties in order to participate in the training events taking place at the same time.

With the relaxation of restrictions resulting from the COVID-19 pandemic, the possibility of delivering events partly face-to-face has re-emerged. Based on the experience gained from online events, the event industry has shifted to the implementation of hybrid events. The dynamically changing epidemiological situation had a major impact on event logistics and the need to quickly acquire new competences. A very important issue became the need for the team to continuously improve their skills in many different areas - also those that were previously not directly related to the event industry, such as sanitary-epidemiological safety.

Below are some possible situations related to the education and qualification of the event agency team.

 Suggest possible solutions for each situation.

The team consists of 25 people. Propose how to stagger the training of the whole team in sanitary-epidemiological safety, bearing in mind that knowledge of procedures in this area is essential for them to work on online and hybrid events.
Please note that full training with instruction lasts for 3 training days of 8 hours each and can be carried out from Monday to Thursday.
 A minimum of 15 people must be in their positions at all times to ensure continuity within the agency.
A temporarily hired sanitary-epidemiological safety specialist will only be available for 16 days during the month scheduled for training.

IMPORTANT: the team must be trained in February, a month that has only 28 days.

Suggest how best to obtain information on the competency gaps of the staff team - give at least 3 solutions
List at least 2 advantages and 2 disadvantages of the solutions proposed in the above exercise.

In your opinion, should employees be rewarded for their willingness to further improve their skills?

Justify your answer.

You have probably heard more than once about the so-called carrot-and-stick method. Very often, when there is a specific task to be accomplished that challenges the team as a whole, you as a team leader and your employees focus on the negative consequences of something going wrong during a specific stage and you even face disaster. By approaching individual challenges in this way, you focus on the stick. To increase the level of motivation and ensure that the team runs smoothly, focus on the positive consequences of getting things done, i.e. the carrot. During the realisation of an outdoor painting opening, there was a breakdown in the weather. The agency had prepared the necessary materials to protect the artworks and tents under which not only the artists with their artworks but also the visitors could take shelter. However, the forecasts did not predict that a very strong wind would break, so the tents and plastic sheeting protecting the paintings were not secured in advance. In the pouring rain and wind, the whole team scrambled to get everything in place and secured, ending up with all the staff soaked and exhausted. After the event, the manager, who was also soaked, asked the team what they had been thinking about as they carried out this undoubtedly unpleasant task. The whole team was unanimous in stating that there was a risk of participants losing their health or damaging any of the artwork, which would have had large financial implications. The manager had exactly the same conviction. The whole operation was therefore driven by a stick.

The following are solutions that can be used to ensure that the team is positively motivated, and that the implementation of the activity provides them with job satisfaction.

Suggest how the following solutions could have been used during the implementation of the outdoor event described.

- **Planning**
Getting the various activities organised and planned increases the confidence of the manager and the whole team and gives them all a drive to act - the chaos resulting from the lack of a plan burns through the energy of the whole team to act in a disorderly manner. Propose a plan of action for the outdoor event, taking into account the weather forecast indicating the risk of rain and high winds.

- **Setting objectives**

Once you have adequately planned the activities in step 1, be specific about what they aim to achieve. Achieving individual objectives will be the proverbial carrot for the team if they are aware that properly formulated objectives make their work easier and more efficient.

- **Always take care of yourself and your team**

Remember that the correct psycho-physical state of the whole team and the manager is key to keeping everyone's morale high and positive in the implementation of the various activities. Suggest what should be taken care of first and foremost in terms of the wellbeing of the whole team for the implementation of the event described.

Hint: remember that all ideas, even the seemingly most trivial ones, are effective as long as they help the team, e.g. plush thermofors that, when filled with hot water, can keep people warm while working in a downpour.

KNOWLEDGE

TEST

1. Factors determining the creation and stabilisation of good relationships within the company include:

    a) consideration of character differences, respecting boundaries, building distance

    b) honesty, loyalty, savoir vivre

    c) mutual assistance, kind gestures, relaxed atmosphere

2. **Mark the correct answer regarding communication clarity within the company:**

    a) **A lack of information always leads to frustration and increases the level of employee dissatisfaction**

    b) Informal channels within the company are not necessary.

    c) The path of the message should also be as long as possible so that as many employees as possible get to know the information.

3. Work-life balance is:

    a) integration of the professional and private spheres

    b) constantly balancing private and professional life

    c) a state of balance in which professional and personal life form a coherent whole

4. Relationship building within the company is important because:

    a) enables the implementation of a work-life integration model

    b) influences the commitment and motivation of employees

    c) involves rewarding employees

5. Which of the following statements about effective change management is true:

    a) Employees affected by the change do not have to accept it.

    b) The manager's attitude has a significant impact on subordinates, whether it is a supportive or a negative attitude towards the change.

    c) TOP-managers in the change process do not have to communicate directly with employees.

6. The most common response to changing working conditions is:

a) passivity, apathy, inactivity, frowning

b) denial, resistance, depression, bargaining

c) satisfaction, joy, euphoria, commitment

7. Resilience is:

a) failure to adapt behaviour to a changing environment

b) resistance to change

c) adaptation to the environment

8. To reduce employee resistance to change,:

a) convince them of the need for change at all costs

b) seek a compromise on the changes

c) give them time to get used to the situation

9.Which of the following statements about Lifelong Learning (LLL) is true:

a) Horizontal learning is a low impact, individualised human learning activity.

b) Deep learning is expressed in the motivation to learn and in self-education skills.

c) Vertical learning encompasses successive career levels.

10. Which of the following statements is true:

a) The improvement of professional qualifications should be closely related to the type of work performed by the employee and be directly related to the type of position held.

b) The employer cannot oblige the employee to upgrade his professional qualifications.

c) The employee's upgrading of knowledge and skills implies retraining.

11. Forms of upskilling do not include:

a) internships, apprenticeships and postgraduate studie

b) integration trips and questing

c) external and internal training and e-learning courses

12. An employee who is improving his or her qualifications can apply to the employer for:

a) 18 days paid holiday

b) **unpaid leave of a mutually acceptable amount**

c) exemption from all or part of the working day with pay.

13. Which of the following statements relates to motivation:

a) **Jest is an internal process in the mind of a person that regulates his or her behaviour, influencing a certain outcome.**

b) It is one of the functions of management, regulating the behaviour of people so that by their actions they contribute to the achievement of specific objectives.

c) It is a mechanism that triggers the behaviour of others.

14. Motivational factors are divided into intrinsic and extrinsic. The former include:

a) recognition, prestige, promotion

b) development and position in the hierarchy

c) **independence, sense of empowerment**

15. Non-wage motivational factors include:

a) promotion and verbal praise

b) reduction in the working day and business trips

c) **courses and training**

16. Ways to motivate yourself include.

a) a change of attitude from "I want" to "I have to"

b) **setting small goals for yourself and rewarding yourself for achieving them**

c) postponing the performance of particular duties until a time of greater personal effectiveness

PRESENTATION

APPENDIX 2

BUILDING AN EMOTIONAL BOND
WITH THE COMPANY

Emotional intelligence (EQ) - Definition

EQ (emotional quotient) - a person's personal competence in terms of the ability to recognise one's own emotional states and those of others, as well as the ability to use one's own emotions and deal with the emotional states of others.

Competences included in emotional intelligence are complementary to general intelligence, understood as purely intellectual, analytical and abstract abilities, measured by the intelligence quotient and expressed by the IQ (Intelligence Quotient).

Emotional intelligence (EQ) - models

3 main models of emotional intelligence:

- According to Daniel Goleman, emotional intelligence includes the ability to understand oneself and one's emotions, to manage and control them, the ability to self-motivate, empathy and skills of a social nature.

- According to John Mayer and Peter Salovey, emotional intelligence is made up of four areas: perceiving emotions, supporting thinking with emotions, understanding emotions and managing emotions.

- According to Reuven Bar-On, emotional intelligence consists of 5 main components: intrapersonal intelligence, interpersonal intelligence, coping with stress, adaptability and general mood

Emotional intelligence (EQ) - Reuven Bar-On's model

1. Intrapersonal competences (opportunities for self-knowledge and self-awareness)

- emotional self-awareness,

- assertiveness

- self-acceptance, - self-respect,

- Personal Independence.

2. Interpersonal competence:

- empathy, i.e., the ability to 'read' emotions in others, - the ability to maintain interpersonal links,

- social responsibility.

Emotional intelligence (EQ) - Reuven Bar-On's model
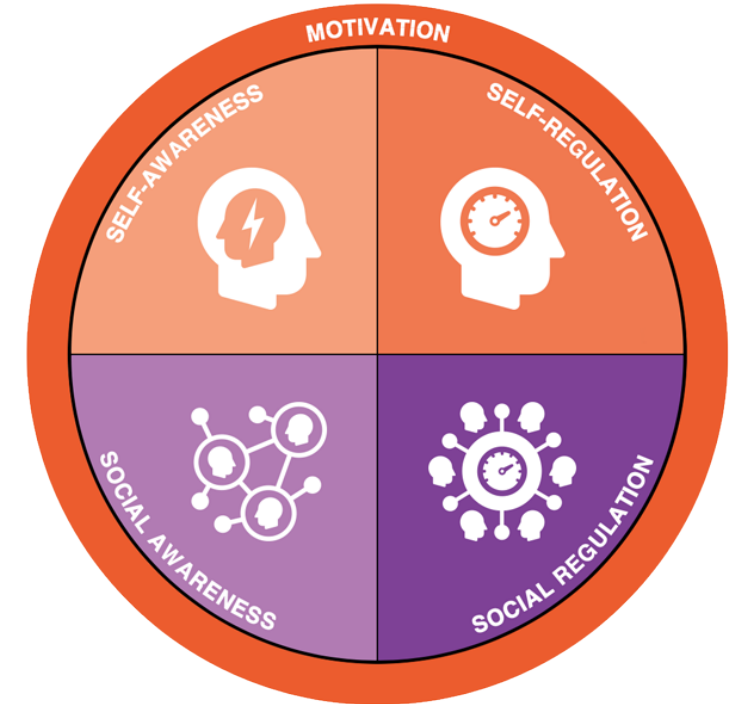
3. Adaptive competences

- Ability to solve (emotional) problems

- Ability to confront personal experiences with the real world

- Adaptability

4. Coping with stress

- Stress tolerance

- Impulse control

5. Overall mood:

- Sense of happiness and fulfilment

- An optimistic approach to life, work or other people.

The 5-core emotional and social competencies according to Goleman:

Self-awareness - objective assessment of one's own situation, inner states, preferences, abilities; correct self-assessment, self-confidence, i.e. strong self-esteem and awareness of one's abilities and skills;

self-regulation - control over one's internal states, impulses and abilities, i.e. self-control, ability to manage emotions, maintenance of norms of honesty and integrity, conscientiousness, flexibility in adapting to changes,

motivation - emotional inclinations that lead to new goals or facilitate their achievement, i.e. striving for achievement, commitment, initiative, optimism, the art of subordinating emotions to chosen goals,

empathy - becoming aware of the feelings, needs and anxieties of others, i.e. understanding others, improving others, service attitude, political awareness, ability to empathise with the feelings and needs of others,

social skills - the ability to elicit expected responses from others, i.e. influencing others, agreement, conflict mitigation, leadership, bonding, cooperation and collaboration, team skills, ease of making and maintaining connections with the world

Determinants of creating and stabilising good relationships within the company

Integrity
- Deception leads to a loss of trust. It is difficult to feel comfortable in the company of a person who has let us down. In order to enjoy a pleasant atmosphere, it is advisable to act honestly, without lying and openly resolving conflicts.

Loyalty
- A willingness to support colleagues in difficult situations is also an important aspect. Caring only for those contacts that benefit us in the short term is an example of a lack of loyalty. It is difficult to build respectful and trusting relationships in this way.

Mutual assistance
- Teamwork makes it possible to achieve goals that are difficult to achieve alone. It is also worth helping out selflessly. Relationships based on kindness bring satisfaction and well-being.

Fault tolerance
- Everyone makes mistakes, so it is worth showing forbearance towards those with whom you work. Tolerance has limits - indulging and covering up a colleague's notorious mistakes, for example due to negligence, does not work in his favour.

Determinants of the creation and stabilisation of good relations within the company

The right form of communication

- Noticing the differences that exist between ourselves and those with whom we interact enables us to develop an effective way of communicating. This makes it possible to avoid misunderstandings that hinder and delay work.

Respect for boundaries

- Conflict with the supervisor, nosiness and lack of tact have a negative impact on the relationship. Boundaries arising from the nature of the acquaintance should be recognised.

Savoir vivre

- Personal culture is one of the pillars on which professional relationships are based. Being well-mannered is evidenced, for example, by punctuality, vocabulary, the ability to behave in different situations or the way we dress.

Nice gestures

- Small, kind expressions of kindness, such as a smile or, for example, bringing hot tea to a colleague with a cold, also help to build relationships.

Clarity of communication and transparency of organisational rules

- Communication in the company runs in three directions: top-down, bottom-up and horizontally.

- It is necessary to allow all channels and all directions to function in the company.

- An excess of information communicated in the company through official channels does not necessarily lead to employee dissatisfaction. A shortage of information always leads to frustration and increases the level of employee dissatisfaction.

- 3 principles: talk and ask, verify the content communicated, inform about potentially important issues for the company.

- Informal channels are also important and necessary - they are used, for example, to communicate personal or particularly complex issues.
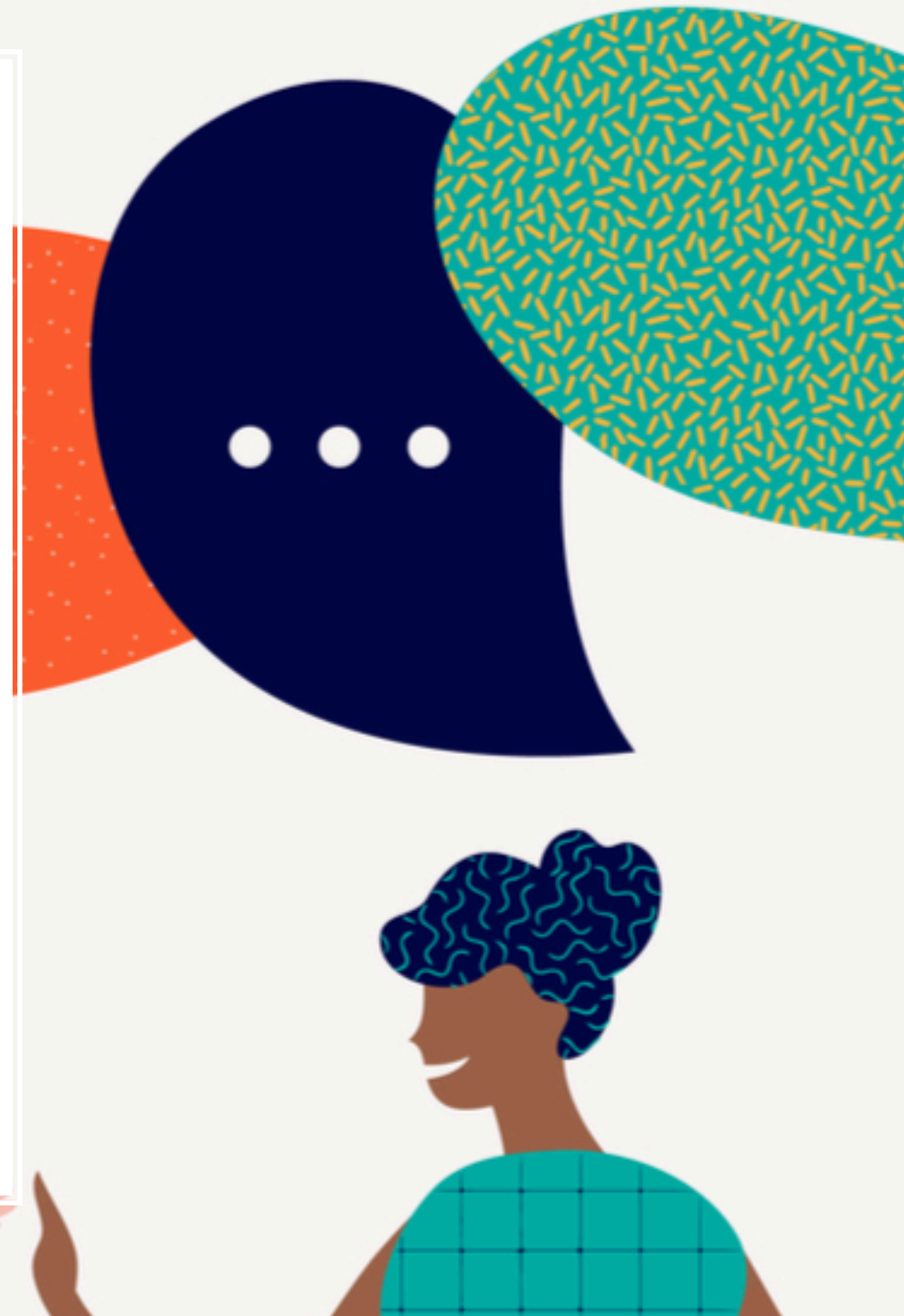
Clarity of communication and transparency of organisational rules

- The content of the message must be clear and lucid, both grammatically and logically. It should be thoroughly reviewed before being communicated to staff to ensure that the message is understood by all.

- Incorrectly received content can compound destabilisation and misunderstanding within the team, and therefore create organisational chaos.

- The message should be as condensed as possible.

- The path of the message should also be as short as possible.

- Communication is an art - it is first created in the mind of the sender of the message, then encoded and transmitted through the chosen communication channel, and finally decoded by the receiver.

- The ability to communicate is also the ability to listen.

- The skill of active listening - paraphrasing, verbalising, clarifying.

Clarity of communication and transparency of organisational rules

- Rewarding and recognising employees who are able to comprehensively diagnose the company's problems and make a positive contribution to improving the working environment. Small successes, noticed by the employer, are a dose of refreshing energy and motivation for further efforts.

- Every voice of those involved and committed to the company is important.

- Creativity, ingenuity and potential can become a source of valuable advice and opportunities for the company.

- Applying an open-door policy to the boss's office - in order to respond to individual and team problems in a timely manner and consequently nip difficulties in the bud.

- Organising regular staff briefings - what should the ideal boardmeeting be like?

- Transparency, dialogue and day-to-day collaboration on clear principles can give a company its greatest advantage in the market.

Impact of conflict resolution methods on organisational bonding

Most conflicts in an organisation are due to two reasons: poor communication (lack of information, insufficient information, misinformation, misinformation, lack of information strategy) or the inability to control one's emotions.

Main causes of conflict in the organisation:

- Conflicts arising from interdependence

- Leadership conflicts

- Conflicts caused by different work styles

- Personal conflicts

- Conflicts related to the implementation of ideas

Impact of conflict resolution methods on organisational bonding

**Conflicts in an organisation are natural.
When different motivations, processes and goals collide, conflicts arise.**

How do you resolve them?

- Conflicts due to interdependence - everyone should feel like a team
- Leadership conflicts - emphasis should be placed on respecting each other's differences
- Conflicts due to different working styles - mutual respect and understanding is fundamental.
- Personal conflicts - more empathy and understanding is needed.
- Conflicts over the implementation of ideas - finding a common solution or seeking a compromise

Main causes of conflict in the organisation:

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Work-life balance

- a way for the company to have effective, non-frustrated, motivated, quality-delivering employees,

- a way to be effective in all areas of life, understanding one's own goals, needs and conscious management of oneself in a professional and nonprofessional context,

- increased effectiveness of functioning in the workplace,

- improved well-being and health,

- greater job satisfaction,

Work-life integration

Work-life integration as the reconciliation of different life roles - work-life integration focuses on the belief that there is no distinction between the two and that the two must co-exist in harmony.

Work-life integration is becoming a new way of life and an alternative for those who find it difficult or impossible to make a clear separation.

Both work-life integration and work-life balance are the right means to achieve a balance between personal and professional responsibilities.

Work-life integration is a huge change for organisations - it is important that all employees know what boundaries they need to set.

The importance of building an emotional connection for the operation of a MICE company

Relationship building in a MICE company, based on trust, respect, inclusion and open communication, means:

Increasing employee engagement and motivation through:

- expressing one's own opinions and sharing ideas
- enabling effective change
- creating and implementing innovations
- increasing work efficiency

High staff morale resulting in:

- the risk of losing a talented MICE employee decreases - retaining an existing employee is cheaper than training a new one
- Through a sense of belonging they build a positive image, so important in the MICE industry

Change as threat, necessity, opportunity

Reasons for change:

Hiring of new employees, downsizing, change of management, introduction of new technologies and infrastructure, legal changes, new location of the company (increase or reduction of space), increase in the number and variety of tasks performed, new policies, etc.

Examples of staff concerns:

- will it all work out? will I lose my position?
- will I be able to cope with the new demands?
- Is it worth getting involved? Maybe it's better to give up straight away?
- What do we gain? What do we lose?
- How will the working process change? What will cooperation look like now?
- What will my performance depend on?
- Will I learn something new?

Ability to adapt to changing conditions

Guidance for company change management:

- Think about what the purpose of the change is. Outline what will be achieved by implementing the change.

- Discuss the consequences of not implementing the change. Make it clear that it is necessary.

- Outline what awaits employees after the change. Discuss both positive and negative consequences. Have a frank discussion.

- Explain what the change process will look like, the time frame, the people responsible.

- Set out your expectations of employees. Indicate that their support is integral to the success of the organisation.

The 5 key elements needed to successfully navigate the change:

1. **Awareness** of the need for change management

2. **Willingness** to participate in and support the application of change management

3. **Knowledge** of how to manage change

4. **Ability t**o implement the necessary competencies and behaviours for a given change management role

5. **Embedding** behaviours to ensure sustainable application of change management.

Tasks of change management practitioners

Using a structured change management methodology Instead of acting in an ad hoc manner, they should have a structured and purposeful approach.

Strategy development : They make an assessment of how big the change is and who will have a say in developing a strategy to manage the human side of the change.

Development of plans : They create a customised set of plans to guide employees through change (communication plan, sponsor action plan, manager action plan, training plan and resistance management plan.

Supporting other roles: Change management resources are the coaches and people who are responsible for enabling success together with the other necessary roles for change management.

Roles and tasks of employees in the change process in a MICE company

Sponsors (TOP Managers) are tasked with:

- Actively and visibly participate in the project
- Build a coalition of sponsors (leaders and people who can impact change) and manage resistance
- Communicate directly with employees who want to learn the business reasons for change from business leaders.

Roles and tasks of employees in the change process in a MICE company

Tasks of the project manager.	• Development of actual changes • The project manager creates a solution that will ultimately affect the way people do their work.
Managing the "technical side" of change	• With tools such as the project charter, business case, schedule, resources, work breakdown structure, budget, etc., the project manager realises the technical side of the change.
Involvement of change management practitioners	• Working with change management practitioners, the project manager ensures that the technical side and the people side are properly addressed.
Integration of change management plans into project plans	• By starting change management at the beginning of the project and integrating the change management strategy and plans with those on the technical side, the project manager creates one coherent project plan.

Roles and tasks of employees in the change process in a MICE company

What are the tasks of the employees affected by the change?

Engaging in change

Embracing change

Accepting change as if it were your own initiative

Application of the change

Delivering change in line with expectations

Conditions for success in the change process

LEADERSHIP: Designation of person taking the initiative and leading the change

IDENTIFICATION OF COMMON NEED: Ensuring that individuals understand the need for change and that the need is greater than the reluctance to implement change

SHAPING THE VISION: Defining the desired outcome of the change

STIMULATING INVOLVEMENT: Identifying the individuals or groups who stand to gain as a result of the change and engaging and committing them to be part of the transformation process

MODIFYING ORGANISATIONAL SYSTEMS AND STRUCTURES : Using human resource management tools to make changes to the structure of the company or organisational unit

MONITORING PROGRESS : Setting benchmarks, targets and surveys to measure and highlight progress

ENSURE CONTINUITY : Ensuring that the implementation of change is carried out as planned and supported by supporting actions, and that it is continuously monitored

Factors influencing the successes and failures of corporate change

Reasons for resistance to change:

- employees' lack of perception of the sense of change,
- uncertainty about the effects and/or causes of change,
- fear of losing valued values,
- awareness of the weaknesses of the proposed changes,
- feeling that change is being imposed,
- a decrease in employees' adaptability and creativity,
- inaction on habits
- decreased sensitivity to stimulation
- lack of sense of self-interest

Ways of responding to changing conditions

- Denial
- Resistance
- Anger
- Negotiation
- Depression
- Acceptance
- Commitment

Dealing with one's own emotions and inner resistance to change

Managing oneself in change and being able to adapt quickly to change is one of the most important and valued soft competences in modern people.

Rapid adaptation to change is related to the key competence of the future - agility - adapting one's behaviour to new information or changing circumstances; taking specific actions leading to a goal under changing circumstances or, in the face of new information, even changing the goal.

Resilience and adaptation - the key ability to cope with change

Accountability, commitment and focus in change

Upgrading qualifications : Lifelong learning (LLL)

Lifelong learning (LLL) - the idea of lifelong learning, undertaking continuous learning and adapting to rapid change.

3 DIMENTIONS

- **Vertical education** covers the successive levels of formal education (from nursery/pre-school through school, university, postgraduate education, MBA, etc.).
- **Horizontal education** is intended to ensure the development of interests through individual human activity, by exploring different areas of life, science, culture independently of vertical studies.
- **Deep learning,** on the other hand, is closely linked to the quality of the development processes undertaken and is expressed in a rich motivation to learn, self-education skills, intellectual interests, a lifestyle in line with the idea of LLL and the cultural use of leisure time.

Identify learning and skills needs, opportunities and priorities.

- Are you happy with your current job and not planning to change?

- Are you planning a job change or worried about your current position?

- Do you want to retrain and change industry altogether?

- Do you want to upskill in your current job?

- What do you like about your current job and what would you like to change for the better?

- How will mastering new skills or knowledge affect your professional (and private) life? What will change for the better?

- What is your long-term plan, where do you see yourself in a few years - in the same position, in the same company but in a higher position?

- What motivates you to upgrade your skills, apart from a higher salary?

- How does your current job fit into this vision?

Identify learning and skills needs, opportunities and priorities

Upgrading of professional qualifications is understood as the acquisition or supplementation of knowledge and skills by the employee, either at the initiative of the employer or with the employer's consent.

The improvement of professional qualifications should be closely related to the type of work performed by the employee and be directly related to the type of position held

The employer is obliged to facilitate the improvement of professional qualifications for employees, but this does not mean agreeing to all courses and training in which the employee would like to participate. It is up to the employer to decide how it will facilitate employees' professional qualification.
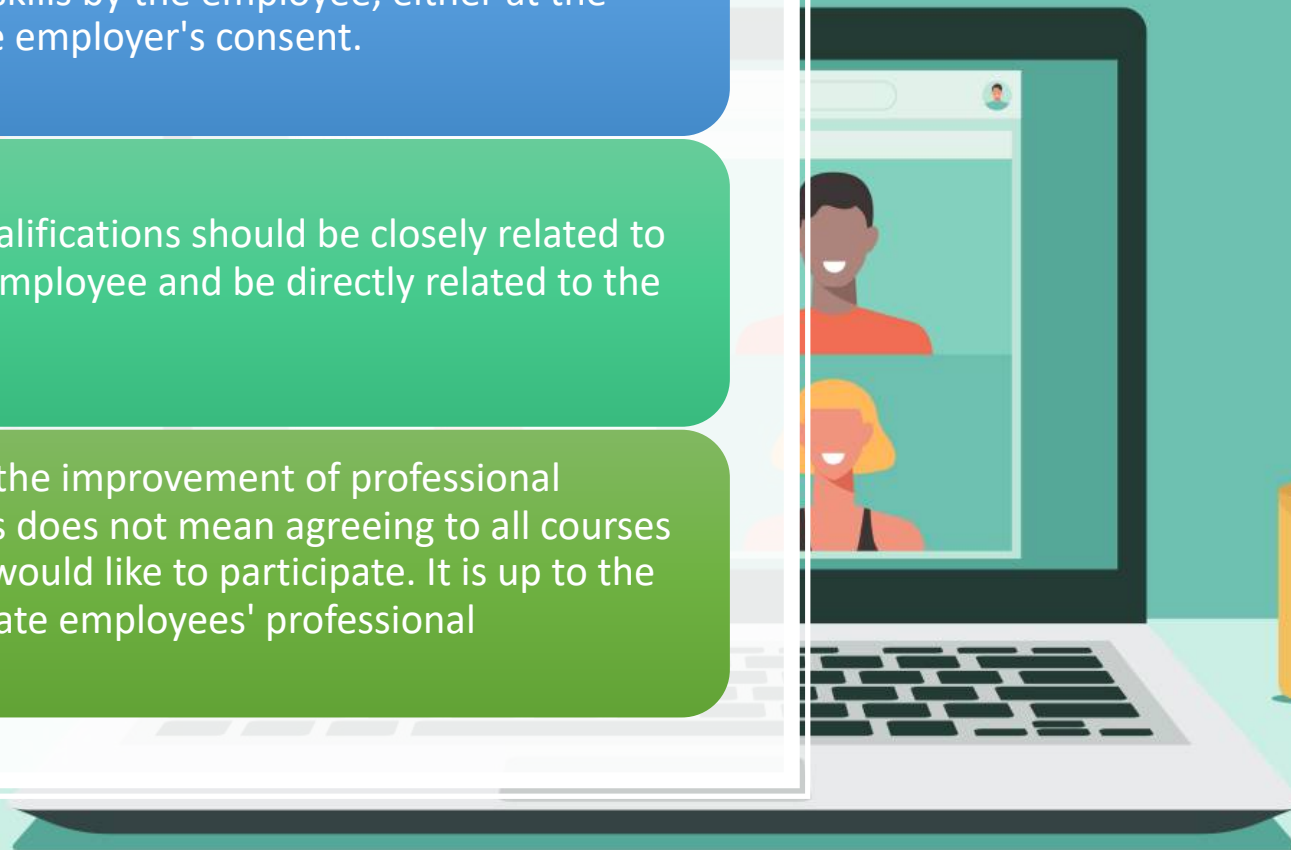
Forms and methods of improving qualifications and their sources of funding

Upgrading is understood as the acquisition or supplementation of knowledge and skills by an employee, either at the employer's initiative or with the employer's consent.

Acquisition means the acquisition of new knowledge or skills.

Upgrading should be combined with the deepening of existing knowledge and skills or their adaptation to new conditions or requirements.

Employees undergoing further training are entitled to training leave and time off from work, in whole or in part, for the time necessary to attend the training.

Forms and methods of improving qualifications and their sources of funding

Training agreement - a study or training funding agreement for the payment of an employee's education costs by the employer (postgraduate studies, MBA, training).

In return for the subsidy, the employee undertakes to attend and complete a specific form of qualification improvement.

Internships and apprenticeships

Postgraduate studies

External training

In-house training

E-learning courses and webinars

Forms and methods of improving qualifications and their sources of funding

Training holidays paid for by the employer:

- 6 days - employees taking an extramural examination, matriculation examination or examination confirming professional qualifications

- 21 days - employees who are in their final year of study and preparing to write a thesis or diploma exam

An employee improving qualifications may also apply for:

- the granting of an unpaid leave of absence in an amount accepted by both parties: the employee and the employer;

- exemption from all or part of the working day, but without retaining the right to remuneration.

- Information on training and funding under EU programmes can be found on the European Funds Portal: https://www.funduszeeuropejskie.gov.pl/.

Improving digital skills and language skills in the MICE industry.

01

A digital qualification is about gaining direct experience (practice) with new tools, machines and digital software. It is also a theoretical understanding of how new technology can be used effectively in working life.

02

The automation and digitisation of workplaces and changes in technology and working methodologies are an inevitable part of the MICE industry - new technologies, software, equipment, data analytics, etc.

03

All digital upskilling programmes will be very important for the future of the MICE industry.

Improving digital skills and language skills in the MICE industry.

The use of a foreign language in the MICE industry is standard in everyday communication. The English-speaking environment is very common in both larger and smaller MICE companies with an international reach.

A business English course - Business English - is based on specialised material, industry-specific vocabulary and professional phrases, sample letters and emails that are standard in professional relationships.

Language schools offer business English courses that are general in nature and those that prepare for international examinations: Cambridge English Business Certificate (BCE) or the London Chamber of Commerce and Industry exam (LCCI English for Business), at B1, B2 and C1 levels.

The importance of upskilling in the MICE industry

Increasing the competitiveness of MICE- competent employees are an important organisational resource.

Development of the MICE company- learning about the latest trends and technologies creates new opportunities for growth (purchasing new equipment, new software or making changes to company procedures and processes).

Better company image, also in terms of employer branding.

Increased employee satisfaction, which directly affects their productivity and efficiency in the workplace.

Upskilling of long-serving employees - crucial for managing the company's resources and maintaining continuity of knowledge and experience within the company.

Motivating yourself and others

Motivation is the readiness to take a specific action, aroused by a need. It is an internal process running in the mind of a person that regulates his or her behaviour, influencing the achievement of a specific outcome.

Motivation is a process and one of the functions of management, regulating people's behaviour so that they contribute to the achievement of specific goals with their actions. It is the mechanism that regulates and activates a person's behaviour.

Extrinsic motivation - involves encouraging action through the use of penalties and rewards. A person does not feel the need to do something themselves, it is induced by the desire to receive a reward or avoid punishment.

Intrinsic motivation - when a person seeks to satisfy their own needs that they feel themselves. Completing a task then provides an intrinsic reward, satisfaction, and increases self-esteem.

Classification of motivational factors

Breakdown by scope of impact:

- intrinsic (recognition, prestige, development, autonomy, sense of achievement) having a long-lasting and profound effect on employee behaviour,
- external (pay, promotion, position in the chain of command, sense of security) having an immediate impact on the employee's behaviour, the effects of which are not always long-lasting.

Division from the point of view of form:

- Salary (wages, rewards, bonuses) - generally having the greatest impact on employee behaviour, motivating effective work performance,
- non-salary (verbal praise, good working conditions, courses, training, ownership of a company phone/car, leisure trips) having a lesser impact on employee behaviour.

Classification of motivational factors

Division by direction of impact

- positive (rewards) - reinforcing desirable behaviour
- negative (punishments) - motivating the avoidance of behaviour considered undesirable

Division by mode of impact:

- Sindividual,
- team.

Breakdown from the point of view of the needs met

- factors satisfying basic stimuli (the body's vital needs),
- factors satisfying higher-order stimuli (social, aesthetic and moral needs).

Positive and negative examples of motivation.

Negative motivation:

- is based on fear, apprehension
- is intended to stimulate work by creating a sense of threat (e.g. loss of part of one's salary, reprimand or reassignment to a less well-paid position.
- It has short-term effects and, in the broader perspective, has a bad impact on the entire working environment and even on the reputation of the company itself.

Positive motivation:

- creating perspectives, making goals a reality
- activation, increasing commitment and exploiting opportunities
- opportunity for higher earnings, promotion, benefits
- its effectiveness depends on the reality of the chances of achieving the goals (SMART principle) and the promises made (rewards).

Employees' needs and their recognition

3 key psychological needs of employees:

- Need for stimulation - the desire to 'make things happen'
- Need for recognition - the hunger to be noticed
- Need for order - the desire to make the best use of time

5 key phenomena/trends affecting employee needs:

VUCA - Volatility, Uncertainty, Complexity, Ambiguity

Digitalisation - making everything digital and technological development

Co-creation - networking, design thinking, servitisation, Agile and self-managing teams

Personalisation - individualisation, uniqueness, customisation

Welfare society - growing awareness, but also expectations

5 needs based on 5 key phenomena

The need to make sense

- An employee who sees meaning in his or her work is an engaged employee, and engagement is more than just a positive job evaluation and meeting the employee's personal expectations.

Need for continuous development

- Today, it is important not only to acquire knowledge, but also to experience and live it, to mentor and to share knowledge and experiences.

The need to stand out

- An employee's development path should respond to his or her individual vision and capabilities, emphasise his or her uniqueness, and not fit into the usual patterns.

The need for influence and agency

- The employee wants to be part of the organisation and have the opportunity to co-create solutions and wants to see the results of actions here and now.

The need for quality and self-fulfilment

- The employee attaches importance to his/her own well-being and that of the surrounding reality - society, environment, family.

Financial and non-financial tools for motivating MICE employees

Adequate salary, commensurate with experience, competence and level of commitment to work, as well as bonus, raise, promotion

Tailored non-wage benefits: private medical care, sports cards, company equipment for private use (telephone, computer, car), co-funding of training, foreign language courses, discounts and shopping vouchers,

The opportunity to acquire new competencies

Showing understanding, trust and respect

Increased autonomy and responsibility

Efficient communication and conflict resolution

Ensuring a work-life balance

The importance of self-motivation in building commitment from others

Self-motivation - the ability to stimulate oneself effectively, to set goals and achieve them.

Ways to motivate yourself:

- breaking a big task into parts - setting small goals and rewarding yourself for achieving them

- planning the working day and ticking off completed items

- being consistent with individual responsibilities

- eliminating negative attitudes - replacing: "have to" to "want to"

- looking for benefits

- taking care of active leisure and work-life balance

The role of the leader, building a team culture and a collaborative atmosphere

Impact directions:

- The supervisor motivates the team

- Individual members of the work team motivate each other

- The team motivates the supervisor

Motivating boss (attitude):

- Possesses authority built on competence, consisting of factual and managerial knowledge

- Is characterised by an attitude of honesty and openness

- Is fair and honest

- He/she is capable of taking decisions, especially difficult ones

- Is courageous, not afraid to take a stand

The role of the leader, building a team culture and a collaborative atmosphere

Motivating boss (actions):

- Initiates new projects

- Modifies tasks

- Is open to staff initiatives

- Shows trust

- Uses simple and clear communication principles

- Organises forms of qualification development for employees

- Promotes the best, while respecting those who are not

The role of the leader, building a team culture and a collaborative atmosphere

Problems of demotivation:

- Burn-out syndrome, "squeezed out lemon" - Lack of personal commitment, lack of self-motivation Unpopular theses:
- The value of individual employees' work is not the same. 'Meritocratic' principle - unequal reward of unequal merit.
- The employee's actual performance is rewarded, not their status, length of service or other formal qualities.
- Retaining employees so that they do not resign is important - but only for those who contribute to the proper functioning and development of the company.

The role of communication and feedback in inspiring and motivating others

- Opt for regular communication

- Remember to be honest

- Use examples

- Refer to benefits and consequences

- Give direct feedback

- Be concise

- Communicate in private

- Don't judge

Motivational training Exercise 1: Complete the sentences

Really important to me is

The things I don't care about, but have to do:

An obstacle I want to overcome:

Motivational training Exercise 2
Make a list of things that:

You should be doing

You must do

You can do

You choose to do

You want to do

Find out what dominates: I Should/Must or I Choose/Want?

Professional integration: Team building

Team building is any form of group integration that makes individual group members learn about each other's strengths and weaknesses, define mutual team roles or teach cooperation in their team.

Team building is used to strengthen relationships and social team bonds and improve team effectiveness through interactive tasks, experiments, exercises or team workshops oriented towards cooperation in real-life activities.

Elements of team building:

- team building
- integration
- maintaining and increasing team energy
- creating relationships and cooperation
- solving existing problems and conflicts

Professional integration:Team building

Team tasks:

- Synergy effect
- Objective view of problems and challenges
- High creativity
- Narrow specialisation
- Improved communication
- Sharing knowledge
- Shared responsibility
- Utilising human potential

Principles of professional integration

- **Team leader -** has all the competences to manage effectively has authority and is the person the group members trust; points out clear objectives, divides responsibilities and motivates, holds work accountable, rewards and points out mistakes and failures.

- Definition of clear objectives

- Specialisation

- Highly qualified

- Creativity

- Goal-oriented

- Building new value - new products, services, technological or organisational solutions.

Forms of work integration in the workplace

- training and workshops combined with integration

- quizzes, tournaments, Olympiads, discussion groups

- common morning coffee

- morning sports warm-up

- meetings to celebrate joint successes

- symbolic celebrations of employees' birthdays/nominations, retirements, etc.

- company Christmas Eve

Forms of employee integration outside the workplace

- joint outings to restaurants, bowling

- sports and recreational activities

- outdoor integration (game of place, paintball, survival race, etc.)

- training and integration trip

- outings to the cinema, theatre, museum, opera, concert

- hiking and sightseeing tours, trips to the mountains

- culinary workshops

- dance and art workshops

Employee volunteering

- Employee volunteering is the activity of initiating and supporting social activities of employees by the employer.

- Employer support can take place through:

- Time - when the employer allows such activities to be carried out as part of working time,

- Funds - when the employer places funds at the disposal of employee-volunteers which they can use to carry out their activities,

- Resources - when the employer enables the use of workplace resources for the implementation of employee-volunteer activities, e.g. company cars, office equipment, internal and external communication tools.

Employee volunteering

Forms of employee volunteering:

- Secondments

- Skills-based volunteering (including pro bono work)

- Personal volunteering

- Team volunteering

- Staff fundraising

- Mentoring

- Workplace activity - short placements (job-shadowing)

- Management teams / boards of trustees (trustee)