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MARKETING BRIEFS

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DICTIONARY OF USEFUL MARKETING TERMS

STRATEGY VARIATIONS IN ROADSIDE OUTDOOR ADVERTISING: A PSYCHOLINGUISTIC PERSPECTIVE OF CZECH, GERMAN AND BOLIVIAN CAMPAIGNS

This paper explores the role of consumer perception of self within a social setting and how it shapes marketing communication and advertisement strategy formation. The study reflects on current trends of social advertisements by examining traffic safety related messages of outdoor advertisement practices. Utilizing an alternative cross-disciplinary approach, it adopts psycholinguistic analytical tools for interpreting marketing communication strategies with respect to the consumer behavioral patterns. Samples of roadside outdoor advertisements from both the commercial and non-commercial sectors were collected within three different countries – Czech Republic, Germany and Bolivia. Traffic related messages and their conversational functions were analyzed to demonstrate the variation of the communication strategies used. The concept of "face" described by Brown & Levinson (1978) in their Politeness Theory, further developed by Ting-Toomey (1999) as the Conflict-Face-Negotiation Theory, was used for the interpretation of the advertising techniques. It is to argue that despite overt similarities of the message content and aim, significant differences in the utilization of strategies are adopted according to the type of the advertised subject, campaign objectives, related target market segments as well as the socio-cultural context. It is demonstrated that using an alternative approach to marketing communication can contribute to unfold a set of new techniques which can help to better understand the psychology of the consumer and develop relevant, customer targeted, modern advertising solutions.

1. Current trends in advertising ——— The development of free market and global business brings along an increasing public pressure for promoting democratic principles and empowering civic societies. This trend is easily notable in the current advertising practices. Originally pursuing a single goal – to help increase the profit of a business – current time advertising, stepping far beyond raising preference for a brand, has been saturating its messages with educating content (Kotler 2007, p. 606).

To improve company image, numerous social issues as human rights, health, inequality, environment or public safety, to name a few, no longer become the domain of the non-profit sector, but also an inseparable component of a modern business communication.

This paper focuses on outdoor advertisement. It builds on the fact that despite the prone to the "blasé" effect (Cronin 2006) – a contemporary consumer attitude of inattention – outdoor advertisement is currently being of a greater importance to practitioners than printed or audio-visual media "due to its ability to reach consumers who are very mobile and exposed less frequently to traditional forms of media" (Francese 2003, p. 911). The purpose of this study is to pursue strategies used in message formulations and their impact related to the advertising subject and its targeted audience. It bases upon Wilson & Till's research showing that unlike magazines, newspapers and television (Tipps et al. 2006; Goldberg and Gorn 1987), the effectiveness of outdoor advertising seems not to be influenced by where it is placed, but by the degree of consumer engagement that the messages succeed to invoke (Wilson and Brian 2011, p. 925). Rather than the background environment then, it seems that what matters is how creatively the message is formulated as to draw the consumer in.

A detailed analysis of contemporary outdoor advertising is difficult to find, though. A few studies focus on space while emphasizing the resident location or identity (Burrows and Gane 2006; Goss 1995), aesthetics or mobility of advertisement design (Cronin 2008) or the effects on driver attention and safety (Young et al. 2009; Taylor 1997; Taylor and Taylor 1994). Missing is the insight into the psychology of the consumer and related analysis of communication strategies with respect to further factors, such as the type of the campaigning subject, its targeted audience and the chosen communication strategy itself.

This article works with a selection of samples from profit and non-profit subjects while distinguishing between three types of advertisement: commercial, non-commercial and hybrid. Commercial advertisement is translated as a profit oriented marketing communication act promoting products, services or events. It is pursued as an activity of most frequently, but not exclusively, commercial subjects. Non-commercial advertisement, originally associated with the non-profit sector, state institutions or professional non-profit business associations, is known under a variety of terms, such as "social" advertisement, "philanthropic" advertisement, "protest" advertisement or "other" advertisements (Kaderka 2006 and Hajn 1998). A typical aim of this type of advertisement is "to stimulate donations, to persuade people to vote one way or another or to bring attention to social issues" (Bovée and Arens 1992, p. 662).

Advertisements and their objectives, however, often intersect; to draw a clear line between commercial and non-commercial content becomes practically impossible nowadays (Kaderka 2006, p. 383). While non-profit organizations pursue direct or indirect commercial objectives and needs (Bovée and Arens 1992, p. 666), for instance as fundraising practices, it is not unusual that modern, professional business subjects express an overt interest in issues of public affairs. Such advertising practices are defined as "transitional" or "hybrid" advertisement (Hajn 2002).

The hypothesis of this study builds on Hajn's (2002) definition of non-commercial advertisement. He defines it as a convincing process aimed toward influencing other forms of human behavior than those related to consumption or material values, by adopting the same methods and techniques of impact that are used in advertising goods and services (Hajn 2002, p. 258). This article claims that while commercial and non-commercial subjects currently pursue both profit and non-profit objectives in advertisement, they do not use the same methods and techniques as they still differ in the nature of their aims and motivations as well as their target market segment consumers differ in their perceptions and values.

2. Communication strategies and the notion of face ——— This paper focuses on visual forms of roadside outdoor advertisement that communicate traffic-related messages. As static in nature, visual advertisement defines as an indirect, non-personal way of promoting products, services or ideas. Since verbal reactions to these forms are rather rare, they are traditionally treated as a one-way communication for reading and visual perception (Kaderka 2006, p. 384). However, based on the general aim of advertising to invoke a reaction of a consumer that responds to the message the advert sends in various types of preferably desired behaviors, this study treats advertisement as a standard two-way communication process. To get an insight into the psychology of the consumer, a psycho-linguistic approach based on face related theories is adopted for analysis.

Assuming a simple fact that "people in all cultures try to negotiate face in all communication situations" (Ting-Toomey 2004, p. 218), the notion of face or self-image as a universal phenomenon was originally described by Brown and Levinson (1978) in the Politeness Theory further elaborated by Ting-Toomey (2004) into the Conflict Face Negotiation Theory. Both theories recognize positive (we-face) and negative (I-face) oriented sentiments. The positive face reflects how the participants see themselves as part of a social group based on their desire to be approved and included as a reliable, competent, intelligent, responsible or moral participant of the social interaction. The negative face, on the other hand, reflects the participants' natural desire for autonomy, that is, the right to protect their time, energy, space and property. The authors claim that all participants in the communication process, to a certain degree, employ both, their positive and negative face feelings at all times.

From the perspective of the face negotiation theory (Brown and Levinson 1978; Ting-Toomey 2014), each communication act is potentially face-threatening. By offering or non-offering, we interfere with the recipient's either positive face (e.g., people generally like to get offers) or negative face (e.g., people do not want unsolicited offers). Similarly, by criticizing, we violate the recipient's perception of either positive face (e.g., people do not like negative evaluations) or negative face (e.g., people tend not to like to change their behavioral patterns or habits). Likewise, we do and do not want to get invited, do and do not like to get advice, or do and do not want to get requests, all based on the immediate context.

To mitigate the impact of a potential face threatening act (FTA), communication strategies are used. According to Brown & Levinson (1978), one has a choice between fully direct non-mitigated messages, through those that, still being explicit, use various techniques to mitigate the impact, up to the very indirect ones, avoiding interference with the recipient's face (Figure 1). The first, most direct on-record messages are classified as bald with no redressive action (1) (Brown and Levinson 1978, p. 99). These are constructed as a basic performance of the speech act with a minimum of language elements necessary for intelligibility of the encoded message. Verbs tend to be in the form of "directives" (Austin 1962; Searle 1967), that is, in 2nd person singular or plural that guide, instruct, govern, direct (e.g., 'help me', 'slow down,' 'drive carefully,' etc.). In their simple form, they are void of face mitigating communication techniques, and thus, represent the heaviest imposition on the target's perception of face. On record, formulations tend to occur either in situations between subjects with very close relationships and a great knowledge of context, or in situations of unequal distribution of power as a tool to exercise this power based on personality traits or social, economic or political status.

Another on-record category is described as strategies with redressive action which are defined as positive or negative politeness. Positive politeness (2) fosters the addressee's perception of positive face through a variety of techniques, such as compliments, praising, in-group identity markers (e.g., we, let's, together) and the like. These either preface (e.g., 'it is a nice product, but I do not need it anymore') or are embedded (e.g., "we need to decide") into the formulation. Likewise, negative politeness (3) orients on minimizing imposition on the negative face by acknowledging the addressee's autonomy feelings. Techniques include conventional phrases, apologies, hedge words, conditionals, impersonal statements, etc. (e.g., 'it would be quite nice if you/someone could help me a little bit'). Both positive and negative techniques frequently use "assertives" (Austin 1962; Searle 1967), verbs that state, claim or enunciate facts and beliefs by using other voices than 2nd person singular or plural linked to other contextual subjects (e.g., 'we are responsible', 'it is important', 'the guide said', etc.). Positive and negative politeness strategies express face respect, and can be widely traced in every day practices seeking positive outcome or mutual agreement.

Finally, at the other end of the directness scale are strategies categorized as off-record (4) (Grice 1975; Brown and Levinson 1978). These include messages with their meaning encoded into indirect formulations that, without a specific knowledge of social, cultural or other context or wit, become difficult to decode to the addressee or even unintelligible. These include various encoding techniques such as hints, metaphors, language quizzes, equivocations, exaggerations, hyperboles, jokes, etc. (e.g., 'early birds gets the worm' mentioned by a boss in a reaction for a late arrival to work). Most verbs used in off-record formulations tend to be in the form of assertives, those that shift attention from the direct address. Off-record strategies are usually adopted as a face avoiding technique in situations with a perceived high risk of a potential addressee face loss and are also typical for practices with a positive end intention.

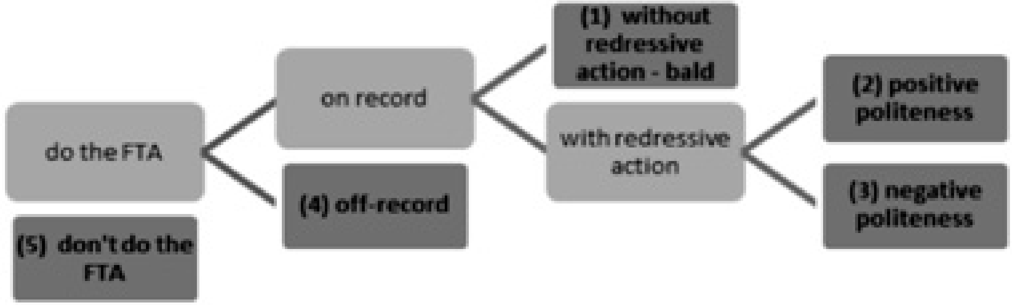

FIGURE 1: POSSIBLE STRATEGIES FOR DOING FTA. SOURCE: BROWN AND LEVINSON (1978, P. 77)

This study shows that understanding the processes behind the consumers' perceptions of self-image can contribute to understanding and development of current marketing practices as it yields valuable information about the psychology of the consumers within various market sectors and segments. The face oriented psycholinguistic approach analyzing marketing messages from the perspective of their potential impact on the consumers' face sentiments or concerns, represents a unique methodological approach for differentiating, as well as projecting strategies between the commercial and non-commercial advertisement practices.

3. Traffic related messages: forms and characteristics ——— People spend considerable amounts of time driving. Traffic brings along risks of accidents, therefore, traffic related messages addressing safety issues frequently appear within the public space. Actors of the traffic become targets of a wide range of convincing strategies of both commercial and non-commercial subjects. Roadsides, bridges, street illumination poles or public transportation stops are used for signs, billboards or posters communicating varied interests, aims and purposes. Frequently used forms of traffic related messages are warnings and reminders about possible risks or advice for a safer driving.

All forms of socially oriented messages, including the traffic related, pose a potential face threat to the recipient. As Banyte, Paskeviciute and Rutelione put it, such messages "cannot be used as a means to moralize", and if done so, the threatening content "should be as delicate as possible so as not to evoke hostile, unwanted response from the audience"(2014, p. 42). Seen through the lens of the politeness theory, warning, reminder and advice represent a potential positive as well as negative FTA to the recipients. They violate the addressees' perception of self as being a safe, responsible, capable and skillful driver. In a transferred meaning, they imply that one may not be flawless. At the same time, by being warned, reminded or advised, the drivers are urged to adapt their behavior, that is, step out of their usual practices by slowing down, watching out, passing less frequently, or paying more attention, which however all mean to risk a late arrival, longer drive, missed or postponed activities (such as a telephone call), monotonous drive, etc. In sum, traffic related messages pose a positive face threat through their moralizing or lecturing character as well as a negative face threat by limiting driver autonomy through implied amendments to driving habits or behavior. When used in marketing communication, a suitable strategy needs to be adopted accordingly.

The objectives of traffic related messages vary. They can aim toward addressing a social issue, traffic safety in our case, by various non-commercial subjects, such as non-profit organizations or state. They can, however, be a public relation strategy adopted by a commercial body aiming toward gaining a customer favor. The following analysis demonstrates that based on the character and objective of the campaigning subject, as well as its targeted market segment characteristics, strategies aimed toward the recipient's face vary accordingly.

4 The subjects and analysis ——— The analysis investigates the variation in strategies used in three types of advertisement – commercial and non-commercial and hybrid. Traffic-related messages used are varied samples of roadside billboards and bridge commercials collected from three different countries – Czech Republic, Germany and Bolivia. The campaigning subjects vary in their ownership status representing a business (CZ), state (GE) and a state-owned business (BO).

The first subject of analysis is the Kooperativa "Mosty" (Bridges) campaign, a part of an outdoor marketing series initiated in the Czech Republic in the fall of 2011 and continuing until today in several variations. Through moralizing messages on bridges of the frequented roads and highways, it prompts for a better driving behavior. Each bridge commercial contains a slogan and the Kooperativa logo behind the text (Figure 2). The text creation was executed through the Kaspen/Jung von Matt agency; after a year from its successful realization, the general public was invited into a competition for selected location adaptations (such as the bridge on Highway 1 at Prague Chodov and Anděl). A follow-up campaign Bridges in Press ran through printed and social media. 19 samples out of 55 collected slogans were used for the analysis.

FIGURE 2: SAMPLES OF THE KOOPERATIVA "BRIDGES" CAMPAIGN IN THE CZECH REPUBLIC. SOURCE: MEDIAGURU.CZ (2012)

The second set of samples is the "Runter vom Gas" (Throttle back) campaign realized through the German Ministry of Traffic (Bundesministerium für Verkehr, Bau und Stadtentwocklung (BMVBS) and the German Traffic Safety Council (Deutsche Berkehrssicherheitsrat (DVR)). The campaign was launched in 2008 as a long-term project aimed toward addressing a high occurrence of deadly accidents on roads in Germany. Around 800 billboards were distributed across the country. The present campaign consisting of three samples of roadside billboards from the 2013 and 2014 series run under the motto "Scheinbar schöne Welt" (Glamorously nice world). Each one of the three solutions contains a visual part showing happy carefree scenes of friends, families or partners which are contrasted with textual messages pointing to the imminent death reality (Figure 3). They are to remind of the high risk of potential accidents in order to promote traffic safety measures, special attention is aimed at young beginner drivers. Logos of the funding organizations are presented in the lower right corner of the billboards.

FIGURE 3: SAMPLES OF THE GERMAN MINISTRY OF TRASPORT "RUNTER VOM GAS" KOOPERATIVA "BRIDGES" CAMPAIGN. SOURCE: DVR.DE (2013)

The third set of samples are two Entel company bridge commercials from the city of La Paz in Bolivia taken in the fall of 2014. Entel is the major Bolivian telecommunications company who has held a dominant position in the market with 100% coverage of the national territory since its nationalization in 2008. Since 2010, the company has been allocating high budget for various solidarity campaigns, traffic safety being one of the target issues. Each sample contains a textual traffic related message and the Entel company and its products logos (Figure 4).

The following analysis of the variation in advertising strategies of varied campaigns is grounded in the theoretical framework of "face". The analyzing criteria is the degree of directness embedded in the verbal and visual message formulations: 1/ on-record without redressive action, 2/ on record with redressive action (positive or negative politeness) and 3/ off-record, including the identification of the face locus (positive or negative face oriented messages). The degree of directness is measured by the corresponding techniques used: 1/ bald formulations (on record – without redressive action), 2/ mitigated formulations using positive or negative politeness techniques (on record – with redressive action) or 3/ indirect face avoiding formulations (off record), all described above. To assess the degree of directness then, the shape of the verb, being either directives (typical for more direct formulations) or assertive (typical in more face-aware or face-avoiding formulations) is analyzed.

FIGURE 4: SAMPLES OF THE STATE-OWNED ENTEL COMPANY BRIDGE COMMERCIALS IN BOLIVIA. SOURCE: AUTHOR

5 Kooperativa bridges campaign: Czech Republic ——— Most of the Kooperativa Bridges slogans across the Czech highways and speedways communicate a warning, reminder or advice. The first observable pattern in their formulations is the tendency to avoid language formulations containing directives. Rather, slogans adopting assertives can be observed, such as "D1 is here probably to get as little Praguers to Brno as possible" instead of saying "Drive carefully, highway D1 is dangerous", "When cars appear in the left lane, you are not on the highway anymore" instead of instructing "Make sure you keep in the right lane", or "Even the king of the roads can get a check mate" instead of saying "Beware, even you may end up in an accident", to name a few.

Avoiding directives translates into a tendency to avoid the recipients' negative face violation. And indeed, all the formulations seem to appeal on positive face sentiments predominantly as they tend to apply strategies that claim a variety of in-group memberships, such as local community specifics. One such example is in the slogan "D1 is here probably to get as little Praguers to Brno as possible" placed on a bridge next the Chodov shopping center in the direction to Brno which draws upon the widespread general frustration with the dismal state of the D1 highway as well as popular jokes reflecting regional tensions between Brno and Prague. Another example is a slogan placed in one of the Prague neighborhoods Anděl ('Angel' in English) stating "Even in the Angel neighborhood, you may end up in hell". Similarly, the series "Tea – rum – crack" also links with the local consumers' traditional sentiment as it not only refers to a traditional child singsong, but also refers to an alcoholic drink (punch) traditionally consumed during cold winter days among the Czechs. The reference to traditional sentiments is accentuated by the fact that to understand all these messages, one needs to be cognizant of the local specifics and/or claim a certain degree of local identification.

Another positive politeness strategy in-group membership technique is the focus on various interest groups or professions. Slogans such as "On D1, even the king of the roads can get the checkmate" or "The pirates of the roads frequently wreck" as well as "Micro sleep usually has mega consequences" link the recipient with various specific interest identities, such as chess players, individuals enticed by pirate stories, technically oriented people, etc.

The avoidance of direct face violations is apparent from the tendency to go off record, that is, to adapt various indirect techniques. These are numerous adaptations of quizzes, metaphors, equivocations, jokes, proverbs, and the like. Among those are the sequences "D1 – km/h – BLB – ABS – ARO – JIP – RIP", or "140 – 150 – 160 – 158 – 155 – 150". First, in the form of a quiz, they carry a pregnant positive face locus. To be decoded, they require a certain amount of knowledge and wit, but if not decoded at once, they still appear playful. Upon decoding, the consumer perception of self gets bolstered and entertained. Second, the end message leads to dissociate with the negative content referring to fatal consequences of irresponsible driving (e.g. dumb people end at the cemetery as in the sequence from BLB (a check equivalent of a dope), JIP (ICU – intensive care unit) to RIP (rest in peace), or fast drivers end in an ambulance car as in the rising sequence from 140 to 160 referring to a high speed and dropping subsequently through local emergency numbers 158 (police), 155 (fire department) to 150 (ambulance). Thus, these quizzes appeal on the consumer capability, reliability, moral face or other positive face sentiments at the same time.

Other off-record strategies include various humorous or joking slogans constructed as local adaptations on proverbs or language anagrams, such as "Out of sight, out of road", "Not using the safety belt is a dangerous game", "You will not frame your photo from a radar", "With slick (worn) tires, one can just slide", "God's radars grind slowly but surely", "Do not let your ego drive", "It is better to have a smile on your face at the destination than an airbag" or "It sucks to stick on someone's butt". By referring to the local proverbs, these samples carry an overt positive face in-group force.

The strategies identified in the samples above indicate the campaign objectives. The tendency to target positive face sentiments (social inclusion, competence, responsibility) through indirect techniques (hints, quizzes, language anagrams, etc.) seem to aim at gaining selected the recipient favor. In sum, the slogans resonate with those identifying themselves as smart (those who decode the quizzes), responsible (disassociating from being BLB, driving 160, being ego-centric, etc.), or as chess players, Praguers, Brno inhabitants, Anděl neighborhood residents, 'pirates', parents, traditional Czechs, etc. What's more, being placed in areas of the most frequented highways, they seem to address those who likely own a car or possess a job that provides a car and who commute within longer distances in the country. Therefore, rather than aspiring a widespread behavior change toward safer driving, the company communication strategies appear to seek affirmation of a selected market segment. In other words, the slogans do not provoke but please and entertain. A pro-consumer, commercial motive is also evident from the campaign timing, as it is regularly released in the autumn months, a time when new contract drafting is launched (Flema Media Awards, 2013).

Similar conclusions can be drawn from professional as well as public reflections of the campaign. Within the professional evaluations, the campaign won prizes mainly for its 'creativity' rather than impact. Indeed, it received a Nutcracker award (Louskáček) in 2012, a traditional review of Czech creativity in advertising run by the Czech Art directors club and AKA, the Creative Copywriters Award (Zlaté pero) in 2013 as well as the best outdoor creating act in 2012 in stylistic and argumentation quality.

Its commercial objective was further confirmed by Flema Media Awards agency (2013) pointing out that the distinctive advertising style of the campaign helped Kooperativa become well recognized among drivers. According to this agency, the campaign built Kooperativa a clear differentiation within the market, since most of the respondents recognized the slogans and associated them with the company.

A generally positive acceptance of the slogans can be followed within public discourse. Although no formal data is available, prevailing positive reactions can be traced within social media. They indicate the positive face force and corroborate the amusing character and popularity (e.g., "funny – I like them", "I enjoy them", "Kooperativa is playful, it is a go", "this really is success"), confirm argumentative creativity (e.g., "we can see that advertisement can be creative as well as to the point", "philosophical, wise, fun" or "I like advertisements that have whit and transmit an interesting idea", "Kooperativa is creative and to the point, and thus, attacks the drivers' ego and pushes them to think about their behavior" or "amuses and maybe makes you think"), as well as revealing the social identity sentiments (e.g., "these [slogans] proof how creative we are in the Czech Republic as well as how targeted and honest advertisement can be"). In contrast, a lack of impact was mentioned in some of the reactions, e.g., "I admit some of the slogans are super, but why do we use bridges for advertisement only? Why do we not use them for teaching drivers how to behave in traffic jams, react to accidents or ambulance as they do in Austria?"

6. Runter vom gas campaign: Germany ——— The Runter von Gas campaign adopts a wider range of techniques. First, a combination of verbal and visual communication tools is used. The verbal part takes upon the form of warnings in a cause and effect format ("One drives aggressively, two die", "One pushes through, three die" and "One gets distracted, four die") to remind the traffic part-takers how close the risk of accidents with fatal consequences in case of irresponsible driving is. The direct reference to death embedded in the messages, a rather taboo and socially avoided topic in most of the western cultures, poses a strong imposition on a negative face of the recipients by triggering their emotions and comfort zone. Correspondingly, a redressive action taking the form of a negative politeness technique called impersonalization (Brown and Levinson 1978, p. 196) can be traced in the verbal formulations to mitigate the impact of the FTA. In particular, it is the implementation of the neutral, 3rd person singular through a milder "one rushes" and "two die" while avoiding the direct 2nd person "you" or imperatives, e.g., "if you rush, you kill two people," "slow down or you kill two people."

The textual messages contrast with the visual solutions. While the verbal part triggers the negative face sentiments and adopts negative politeness techniques, the visuals carry a strong positive face content. Depicting scenes with family and friends, in particular, two relaxed partners, or a family of three with a hero father, a partner and a baby child as well as a party of four happy friends, they all appeal on the positive face in-group identity emotions, e.g., love or bond. The texts also accentuate the positive face locus of the pictures. Through the impersonalization, the messages create ambiguity about whom they are referring to, and thus, blur the responsibility among the depicted actors. And indeed, upon a closer examination of the images, it is never the driver alone depicted as responsible of the undesired behavior, but the whole party in the car – a lady with a pensive diverted look appearing indifferent to her partner's way of driving, a smiling mother giving her driving partner an admiring look as well as the other girlfriends' entertained face expressions. It is the sense of responsibility, reciprocity or care, further positive face sentiments that are embedded in the images.

Although most of the techniques described above represent an on-record communication with positive or negative politeness, redressive techniques, an indirect, off-record strategy can be identified, as well. As it is unlikely that every irresponsible drive could result in fatal accidents, the slogans represent a hyperbole not reflecting an accurate reality. By overstating, the message is losing its relevance, if taken from the linguistic point of view.

In sum, the Runter vom Gas campaign adopts multiple strategies in the form of on-record strategies with redressive negative and positive politeness action, as well as off-record indirect techniques avoiding direct FTAs which indicates that the campaigning subject is also exercising a high interest to build the relationship with the end consumer.

The range of the adopted strategies, including the negative face locus differentiate the German from the Czech campaign. While the Kooperativa messages adopt a careful positive face oriented communication clearly avoiding direct face attacks, the Runter vom Gas campaign seems to work toward a wider impact. Besides the positive face locus hidden in the visual solutions, the slogans carry direct negative face sentiment triggers that challenge the recipient's emotions and autonomy feelings. Both, the Czech and German campaigns work with a rather taboo notion of death, but one avoiding its direct implications for saving the recipients' negative face, whereas the other uses techniques to trigger the negative face sentiments. In other words, rather than to please or entertain, as seen in the Kooperativa samples, the Rutner vom Gas messages seem to provoke toward an influence to reach a broader social coverage rather than a selected market segment.

The reactions of the professional and public scene, again, mirror the character of the strategies used. The Runter vom Gas campaign, while using a wider range of strategies than Kooperativa, including the negative face triggers, relatedly receives a more varied range of reactions. First, a year after its launch, the campaign received a number of awards apprising 'efficiency' such Golden Social Effie award in 2009 for efficiency and significance in the category of social projects. The accent on effect is also apparent from the main prize won at the International Festival For Road Safety Campaigns 2009 in Tunis or from the Silver Otto Car-Trophäe at the international Auto Vision Festival in Frankfurt in 2009. The statistical data collected by local public opinion research institutions (Institute für Demoskopie Allensbach, Bundesanstalt für Strassenwesen, Universität Mainz) confirm the efficiency value reporting that, in 2013, the number of deadly accidents in Germany decreased by 10%.

Varied public reactions to the campaign can be found corresponding to the wider range of strategies applied. According to a public opinion survey from 2013 (Instituts für Demoskopie Allensbach in Zusammenarbeit, Bundesanstalt für Straßenwesen, and the Institut für Publizistik der Universität Mainz), 92% of the respondents evaluated the billboards as one of the most important and influential contact medium. Over 70% knew the campaign and evaluated it as very valuable. 20% claimed that the campaign became a topic of their family and friend discussions. And finally, 71% believed that the campaign has led to more responsible driving (runtervomgas.de, 2016).

The survey noted a number of critical reactions as well. Some of the recipients argued that the billboards' exaggerated and rather fictive reference to death did not reflect the reality, mislead the drivers and even made them more unsure and afraid. Godeon Böss from the Die Welt journal described the placards as a "perverse Autobahn-Kunst". Such reactions point out the somewhat emotionally intrusive, shocking character derived from the negative face locus.

7. Entel bridge commercials: Bolivia ——— Seen from the perspective of the strategy use, the state owned Entel commercials in Bolivia stand in an overt contrast with the two campaigns above. To begin, both of the slogans "Use a safety belt every time you drive" and "Respect traffic signals, stops and traffic lights" show little implementation of face work techniques. To prompt the drivers to a desirable behavior, they adopt bare basic linguistic structures just necessary to convey the message. An off-record negative politeness technique classified as "conventional directness" (Brown and Levinson 1978, p. 137) can be considered as the slogans refer to the generally known driving rules. However, as every driver receiving a license is likely to be aware of the obligation to respect signs as well as to buckle up, the messages obviously carry no further added element. Therefore, their simple unambiguous content formulated with the use of directives (imperatives "respect", "use" instead of "it is obligatory to use" or "it is obligatory to respect") make these slogans raw, on-record formulations void of face work which positions the communication strategy at the very top of the directness scale (see Figure 1).

Compared to the Bridges or the Runter vom Gas campaigns, thus, the Entel solutions seem to lag behind from the perspective of both creativity, as well as efficiency. They do not provoke, as they do not entertain. This is further accentuated by the absence of accompanying visual forms which would be particularly suitable for Bolivia. According to the UNESCO set standards for illiteracy (unecso.org), Bolivia has been balancing at the edge of the 4 % illiteracy (3,8% in 2014). Based on this, it can be expected that some proportion of the traffic participants may not be able to read and visual guidance would be more than relevant, especially for the obligation to use the safety belt with passengers.

Although limited data is available for assessing efficiency, some justifications can be made on the basis of the socio-cultural or political context. Entel currently enjoys a state guaranteed position on the local market. Originally state owned, it was privatized in 1995 as a subsidiary of Telecom Italia, but nationalized again through a unilateral nationalization act in May 2008 by a decree issued by the government (BNamericas.com). Based on this, Entel has been enjoying a position of a confirmed political and economic power. This may substantiate for a lack of incentive to compete over the customers' favor within a free trade environment.

The low effort of more creative and efficiency driven strategies, nonetheless, seems to be in contrast with the company's corporate acts. According to local reports (telecompaper.com, boliviasc.org), the company has been investing high amounts of money in various solidarity actions and campaigns since 2010. Although conclusive interpretations cannot be made, it is the international context that may shed some light on these controversies. As reported by the Telecom Italia Group in 2010, the owner of Entel between its privatization in 1995 and the nationalization in 2008, an international arbitration against the Bolivian State was launched in 2010 claiming reparation for the expropriation, to protect their foreign investment (telecomitalia.com). Based on these circumstances and a current political climate in the country being criticized internationally for some of their autocratic leadership practices, it seems that rather than the customer or trade oriented factors, a more complicated set of objectives, beyond the conception of this paper, project into the prospective campaign.

8. Conclusion ——— Three types of roadside advertisement series with seemingly identical objectives – to address traffic safety issues – were analyzed. Seen through the lens of psycholinguistic tools, the study unfolded significant differences in each of the presented campaigns depending on the subjects' commercial status, related target groups, objectives as well as wider context. Commercial advertisement strategies shown in the Kooperativa Bridges campaign unfolded an obvious tendency to avoid face threatening situations. They tend to utilize indirect off-record techniques with a positive face locus. Their center of marketing attention seems to be the customers and their favor which is being nurtured through a very careful, indirect, and playful communication aimed to satisfy the desire to be liked, entertained, praised or complimented. The targeted consumer seems to be not everyone, but a selected market segment, who is treated as rather frail in their face related sentiments.

Non-commercial advertisement illustrated in the case of the state Runter vom Gas campaign, on the other hand, adopts a wider scale of strategies with an evident audacity to be less face indirect. In its prevailing on-record approach, a positive face content embedded in the visuals accentuates the negative face locus of the textual part. A combination of positive and negative face mitigating techniques then, triggers the recipients' comfort zone and emotions which extends the impact at a wider range of recipients and respectively social coverage.

The state-owned Entel company samples accentuate the significance of the campaigning subject's legal status. From the perspective of communication strategies, their traffic oriented bridge commercials stand in a striking contrast to the two previous examples. A direct on-record approach with an absence of a face oriented redressive action indicates a low desire to gain consumers or affect their behavior. Enjoying a politically confirmed monopoly position on the market, thus, seems not to

yield a need to fight over consumers, and from the perspective of advertising impact, poses a question of aim and effect.

9. Discussion ——— It is also important to discuss the limitations of the study which, at the same time, may open topics for further investigation. To shed more light at the difference between commercial and non-commercial marketing communication practices, first and most significantly, more samples need to be analyzed. Beyond the visual outdoor communication techniques, campaigns run through varied channels and media, such as press, audio-visual or social media, each contributing with distinctive approaches and techniques.

Secondly, the interpretative value of the analysis may be impaired considering that the analyses were presented through English translations from languages representing three different language groups – Slavic, Germanic and Romance. The current study nonetheless, builds on the fact that all three languages come from the Indo-European group using comparable grammar structures. They all conjugate verbs in both singular and plural forms while distinguishing between gender (male, female, neutral). They all differentiate between directives and imperatives, as well as work with other forms of verb aspects (passive voice, modals and conditional, etc.). All of them also adopt techniques for indirect language such as hedge words (quite, like, rather, more, less, etc.), conventional phrases (please, thank you, sorry), use proverbs, metaphors, jokes, and the like. From this perspective, all three samples allow for a general face work strategy comparison, although less is known about the pragmatics and local variations. This opens space for a more profound research.

Thirdly, as the culture and national values certainly play a significant role, the current study adopts a global perspective. The world is interrelated through globally shared practices, the relationship between the Czech Republic and Germany in particular, has recurrently shared past as well as modern history. Similarly, even the Bolivian practices, considering the global dimension of Entel's current history, allow for a global perspective. Nonetheless, socio-cultural practices vary locally and, undoubtedly, are a potential for a deeper analysis.

Finally, the limitations of the politeness theory need to be mentioned. Originally, the notion of face was long accounted for being a "universal" phenomenon, that is, a definite variable which can help predict the recipients' perceptions and their prospective reactions in planning their speech across "quite unrelated languages" (Brown and Levinson 1987, p. 55). Its universality, however, has been disputed in later studies. Some scholars (Goldsmith 2006) claim that other variables such as personal, geographic, religious or contextual impair the cross-cultural validity of the theory. Other studies (Dunn 2011), in contrast, demonstrate a practical value of the theory for developing general communication skills of individuals across cultures. This view promotes a rather psychological than culturally derived value of the face theory. The similar applies to the practical use of the theory for marketers from both commercial and non-commercial sectors when they strive to communicate their needs and desires within the public space. Understanding the psychological processes that guide the consumer perceptions of self, the psycholinguistic perspective can not only contribute to analysis, but also enhance efficiency if incorporated into the efforts toward a marketing communication strategy creation.

Poznámky | *Notes* ——— Appendix: Traffic-related message in their original languages

1 Kooperativa Bridges – Czech: Účelem D1 zřejmě je, aby se do Brna dostalo co nejméně Pražáků | Když v levém pruhu jezdí auta, už nejste na dálnici | král silnic může dostat mat | Účelem D1 zřejmě je, aby se do Brna dostalo co nejméně Pražáků | Také na Andělu můžete skončit v pekle | Čaj – rum – bum! | I král silnic může na D1 dostat mat | Piráti silnic často ztroskotají | Mikrospánek mívá meganásledky | D1 – km/h – BLB – ABS – ARO – JIP – RIP | 140 – 150 – 160 – 158 – 155 – 150 | Sejde z očí, sjede z cesty | Nezapnutý pás, nebezpečný špás | Fotku z radaru si za rámeček nedáte) | Se sjetými pneumatikami se můžete akorát klouzat | Boží radary melou pomalu ale jistě | Své ego za volant nepouštějte | Je lepší mít po skončení jízdy na tváři úsměv než airbag | Lepit se někomu na zadek smrdí.

2 Runter vom Gas – German: Einer rast, zwei sterben | Einer ist abgelenkt, vier sterben | Einer drängelt, drei sterben

3 Entel bridge commercials – Spanish: Cada vez que conduzcas utiliza el cinturón de seguridad. | • Respeta las señales de tránsito, las paradas y los semáforos.

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Résumé ——— ***Komunikační strategie venkovní silniční reklamy: Psycholingvistická analýza sloganů české, německé a bolivijské kampaně***

Předložená studie reaguje na současné trendy sociální reklamy a prostřednictvím psycholingvistických metod analýzy komunikačních strategií přispívá k hlubšímu porozumění zákonitostí marketingové komunikace ve veřejném prostoru. V práci jsou předloženy ukázky z vybraných kampaní venkovní silniční reklamy realizovaných jak nekomerčními, tak komerčními subjekty, a to s cílem identifikovat zákonitosti v aplikaci konkrétních technik reklamních sdělení. Příklady sloganů zaměřených na dopravní bezpečnost byly lokalizovány ve třech zemích – České republice, Německu a Bolívii. Analýza vybraných vzorků sleduje jednotlivé komunikační strategie s ohledem na psychologii a vnímání konzumentů. Za účelem identifikace konkrétních technik obsažených v uvedených vzorcích je aplikován koncept tzv. 'tváře' popsaný nejprve v teorii zdvořilosti Brownové a Levinsona (Politeness Theory, 1978) a později rozšířené o Ting-Toomeyové teorii vyjednávání tváře (Face-Negotiation Theory, 1999). Autorka argumentuje, že navzdory zdánlivým podobnostem v obsahu a cílech sdělení jednotlivých kampaní jsou analyzované vzorky názornou ukázkou rozdílnosti využitých komunikačních strategií. Tyto strategie jsou aplikovány v souladu a na míru charakteru realizujících subjektů, jež jsou nejen ovlivněny socio-kulturním kontextem, ale především sledují rozdílné cíle a míří na rozdílný segment trhu. Navržený přístup k analýze reklamních technik tak demonstruje, že využitím alternativních přístupů napříč vědeckých disciplín lze přispět k širšímu pochopení psychologie zákazníka a rozšířit tím moderní marketingovou komunikaci o nová řešení.

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TRAINING CONCEPTS FOR INDUSTRIAL SERVICE STAFF IN AN INTERCULTURAL CONTEXT

Industrial services have always been an important part of companies' value chains and thus subject to many strategic decisions. They are also one of the differentiation possibilities now when markets are saturated and customers base their decisions mainly on intangible aspects of what companies offer. Carefully designed trainings are a basis not only for outstanding service delivery but also for keeping employees' motivational levels and experiencing perks on both micro (organizational) and macro (economy) levels.

After successful growth in the domestic markets, expanding the customer base and generating more revenue is only possible if companies shift their business to other markets, which triggers a need for a new skill set – intercultural competence. Intercultural sensitivity facilitates communication and interactions with people from diverse cultural backgrounds and represents an incremental part of any training concept and its delivery.

According to the ESIC (European Service Innovation Centre) report, the Upper Austrian region is characterized by a strong manufacturing sector where service innovation driven transformation represents an inevitable step forward and is thus used as a large-scale demonstrator for the dynamic and broad impact of service innovation. As the Austrian region with the highest export rates and a broad international business presence, this paper focuses on companies in Upper Austria when elaborating on different trainings necessary for industrial service staff. Moreover, the paper emphasizes competences that should be acquired by trainings and intercultural differences that need to be taken into account when setting up trainings. The research is based on a literature meta-analysis.

1. Introduction ——— Upper Austria is the best export region in Austria with more than one quarter of its all export. Its most fruitful products come from the production sector (machines, mechanical devices, steel and iron, engines and automotive products), while Germany, USA, Italy and CEE markets act as the biggest export markets (Land Upper Austria, n.d.). Due to globalization and corporate mobility many manufacturing companies are "going downstream" (following products to after-sale markets and offering additional services so the whole solution is provided instead of only core product) and thus providing highly-integrated systems (Davies 2003). Industry representatives in Upper Austria are looking towards services as one of the ways of sustaining competitive advantage and regional economic growth. The required service innovation on both business and economy levels requires united efforts that finally lead to fertile ground for successful transformation and development (European Commission 2016).

Industrial services do not only have higher margins than products (Anderson et al. 1997) and are a more reliable source of revenue due to their invulnerability to economic cycles (Quinn 1992), but they are also seen as a way of strengthening relationships with customers by making a customer a central focus of an organization (Bowen et al. 1989). Services are a great opportunity to fight against the accelerating global competition, shorter product cycles and rapid growth of imitators since they are much more difficult to imitate (Visnjic et al. 2013). All of this implies the importance of services as an integral part of any product offering. However, in order to motivate a customer to participate in its co-production, all parties need to understand the concept of one offering, including the company's employees (Braxx 2005).

Many foreign companies are well off due to service centres in Upper Austria that offer support and training facilities for their international employees (Land Upper Austria 2016), which cannot be said for Austrian companies operating abroad. Therefore trainings for international service staff working in Upper Austrian subsidiaries abroad are the responsibility of their Austrian headquarters and their design has to be carefully constructed.

2. Training benefits ——— In a global economy companies are competing on the basis of the skills and knowledge of their employees more than ever before. Training as a systematic approach emerged as a necessity in the competitive world when it comes to both the learning of new employees and the development of the already existing ones. Training benefits lie not only on organizational level, but also on macro level where countries around the world introduce national policies aimed to enhance human capital by supporting development and delivery of training programs (Aguinis and Kraiger 2009). The United Kingdom, for instance, supports employers, trade unions and other bodies that provide frameworks for achieving success through people (Lee 2004).

Trainings have also proved to have a positive impact on organizational performance measures, such as productivity, sales and revenue and overall profitability (Aguinis and Kraiger 2009). Although there is a big gap in literature examining impact of trainings on companies' performance, research done by Aragon-Sanchez et al. (2003) and Ubeda Garcia (2005) show a positive relationship between on-the-job training and trainings carried by internal trainers on the one side and effectiveness of employees, stakeholder satisfaction and key performance indicators on the other.

Not only have relationships between companies and customers changed dramatically, but so too have employer-employee ones, where employees' loyalty to a single company lies in the opportunities one company offers them – namely the ones that increase their ability to keep up with growing knowledge and skills requirements (Garger, 1999). Besides enhancing employees' commitment, trainings can improve career satisfaction and interdepartmental collaboration (Geet and Deshpande 2008, cited in Martin et al. 2013).

Arthur et al. (2003) ascertained that when compared to no-training, training has a positive impact on job performance and job-related behaviour. Although trainings positively influence the performance of employees and organizations (Arthur et al. 2013; Aguinis and Kraiger 2009; Aragon-Sanchez et al. 2003; Ubeda Garcia 2005), their effectiveness is dependent on the training delivery method and the skill being trained (Arthur et al 2003). The most effective training programs proved to be the ones that include both cognitive and interpersonal skills (Aguinis and Kraiger 2009).

While on-the job trainings lead to improved tacit skills and greater innovativeness (Barber 2004), behaviour modelling trainings are proven to be fundamental for improving technical skills (David and Yi 2004). Tacit skills are acquired through informal learning and represent an intuitive feel when preforming a complex set of actions (Barber 2004). Behaviour modelling trainings change trainees' knowledge structures by improving their declarative knowledge (David and Yi 2004) and task performance, or procedural knowledge (Taylor et al. 2005). While declarative knowledge deal with "what", procedural knowledge is the knowledge that deals with "how" something is done (Aguinis 2009).

In very stressful situations with a high level of novelty, stress training helps to maintain performance consistency (Frayne and Geringer 2000) where trainees are developing theirstrategic knowledge, a skill of knowing when to apply a specific knowledge (Kraiger et al. 1993). Frayner and Geringer (2000) administrated self-management training using a field experiment in the life insurance industry. Sales people who participated in the training demonstrated higher objective (number of new policies sold) and subjective outcome (self-efficacy, outcome expectancy, subjective job performance). In a global economy cross-cultural trainings are gaining more importance, where expatriation assignments tend to boost not only the market performance of one company, but also the networks with stakeholders. While some authors argue that traditional trainings serve as a way of acquiring information whereas cross-cultural trainings focus on changes in attitudes and thus acceptance of cultural differences (Bhagat and Prien 1996), there is no doubt cross-cultural trainings are a necessity when preparing an individual psychologically for the life in another country (Bhawuk and Brislin 2000). Research has also proved the effectiveness of cross-cultural trainings when it comes to expatriate's success on assignments abroad (Littrell et al. 2006).

Trainings can also positively influence variables that act as antecedents to job performance. Such trainings are for instance leadership trainings that improve motivation, morality and empowerment (Dvir et al. 2002) and team-based trainings which improve team performance (Edkins 2002) and declarative knowledge (Ellis et al. 2005), and are especially important for fields such as medical care and aviation where errors are often the result of poor team coordination (Morey et al. 2002).

3. Training methods ——— Many people when thinking about trainings think of something reactive that is created as a response to a market need. This approach, however, is not enough in today´s knowledge-based economy. Organizations are shifting their focus towards providing an environment in which employees can acquire and apply certain knowledge and skill instead of simply providing them with information packs. They are focusing their attention on creating learners, by distinguishing between having information, knowledge and wisdom (Garger 1999).

In order to do so, special attention is given to training design and delivery methods. Not only do methods matter when it comes to retention levels of participants (Linou and Kontogiannis 2004), but they also influence employees' performance (Heimbeck et al. 2003) and the quality of decision making (DeRouin et al. 2004).

The training method is a set of systematic procedures designed to convey knowledge, abilities, skills or attitudes to the participants in order to enhance their job performance (Martin et al. 2013, p. 2). There is no single method to deliver training due to ever-changing technologies and advances in learning theory, but one has to keep in mind that trainings have to go hand-in hand with their goals. Based on seven criteria: learning modality (seeing, hearing or doing), training environment (natural or real work environment or contrived), trainer presence (training delivery through a trainer or other source, such as computer), proximity (face-to-face or remote), interaction level, costs (low, moderate, high), time demands (time commitment required of the trainees), Martin et al. (2013, p. 5) identify 13 core training methods: case studies, games-based training, internship, job rotation, job shadowing, lecture, mentoring and apprenticeship, programme instruction, role-modelling, role play, simulation, stimulus-based training and team-training.

Case studies, as one of the training methods, develop skills by presenting a problem with a solution as an example of how to solve the problem, or without it so the participants can solve it themselves (Bruner et al. 1999). As a low-cost training method applicable to a large number of participants, the method is suited for the situations where participants have some knowledge, but benefit from the applied nature of the training (Martin et al. 2013) by enhancing decision-making, analytical, communication and interpersonal skills (Shivakumar 2012).

Games-based trainings are trainings in which trainees compete in a decision-making task, allowing them to explore a variety of strategic alternatives and explore consequences without the risk of anyone being harmed (Martin et al. 2013)

Internships, as a learning by doing method, are suitable for situations in which learners have extensive knowledge enabling them to overcome the unsupportive and inconsistent nature of this training method and where the employer has limited financial resources at his or her disposal (Martin et al. 2013).

Job rotation is a training method that widens employees' horizons by allowing them to work on different positions at time frames dependent on their already existing knowledge, skills and capabilities (Gomez et al. 2004). Research has shown the positive relationship between job rotation and job satisfaction, which increases commitment to organizational goals and enhances job performance (Saravani and Abbasi 2013). By boosting knowledge transfer, employees acquire various skills and enhance their flexibility making them more valuable for the company (Tyler 2008).
Job shadowing authorizes trainees to observe someone performing a specific job supporting them in learning first hand about the challenges associated with the job, without the risk and costs associated with job rotation (Tyler 2008; Martin et al. 2013).

Lectures are very well suited for simple training content with desired standardized learning (Martin et al. 2013). Many can argue for and against this training method, however, classroom-style training has always been an inevitable part of any learning. It provides interpersonal contact and it brings the most effect when combined with other training techniques (Garger 1999). Failure to acquire the target knowledge is a downside of this method (Martin et al. 2013).

Mentoring and apprenticeship involve a partnership between a novice and a senior employee by which a new employee gets support and guidance in job skills acquisition (Martin et al. 2013).

Programmed instruction is a training method that involves an electronic device with the help of which trainee gets feedback. Participants' learning depends on the feedback type ("correct/wrong", knowledge of correct response, elaboration feedback, delayed feedback) (Jaehnig and Miller 2007). One of its method variations is distance learning. Distance learning enables trainings to highly mobile the workforce. Not only has video conferencing enabled discussion with employees all over the world, but it also supports the conducting of interactive quizzes and online availability of learning materials. Advantages of distance learning are numerous – costs savings, eliminated traveling time, consistency and increased productivity due to self-organized time of learners, just to name a few. Nonetheless, one has to keep in mind all the pitfalls distance learning brings with itself such as high dependency on technology, reduced group interactions as well as the possibility to build on ideas, which is likely when meeting colleagues in person (Garger 1999).

Role-modelling consists of live presentations of a certain skill to trainees, without an ongoing interaction. Very similar to job shadowing, training participants are learning by seeing from the others (Martin et al. 2013).

Role plays are a very popular training method which allows participants to apply the content of the training to a simulated situation by using various scenarios and thus decreases the chances of failure on the job (Martin et al. 2013).

In situations where trainings conducted in real-life environments are dangerous and / or costly, simulations provide effective practice opportunities that are safe, engaging and structured (Rosen et al. 2012). Simulations are becoming more affordable and thus used in a wider range of industries, but are a necessity in those where failure at work has major consequences (Martinet al. 2013). Thanks to video streaming and realistic, highly active computer based simulations, computer-based trainings offer a solid basis for acquiring soft-skills, which was not possible before. Those realistic conversational pathways bring it down to learning by doing, which many think is the most effective learning method (Garger 1999). Moreover, virtual reality is a three dimensional computer based simulation allowing human interaction in real time and is equivalent to work activity by granting a detailed exploration of virtual objects. Augmented reality, on the other hand, is the augmentation of the real world by a virtual one. Both realities have proved to outperform the 2D drawings offered by conventional approaches of studying. When it comes to manufacturing, virtual reality has indicated better outcomes due to free object manipulation and is more flexible than augmented reality (Boud, et al. 1999). Technology-based learning provides an environment in which participants both acquire and practice certain skillsets before entering a classroom, which sets up a basis for a more efficient and effective classroom learning (Garger 1999).

Trainings that use a certain stimuli (music, narratives, works of art) by eliciting certain emotions in the participants and thus inducing a state of being in order to achieve learning (Martin et al. 2013) have proved to be effective, although negative emotions that are easily triggered should not be neglected.

When employees need to work together on some tasks or projects, developing their skills and knowledge in a team has certain benefits. Not only do those trained together in team trainings recall more from the training and make fewer on-job errors (Liang, Moreland and Argote 1995), but they also develop a certain set of social skills influenced by the group dynamics (Moreland and Myaskovsky 2000).

4. Training concept ——— Before any development of a training concept, evaluation measures have to be defined. Although many different models and approaches to training evaluation have been developed over time, it seems that Kirkpatric's (1976) four-level model of training evaluation still has the widest use (Arthur et al. 2003). The model examines training effectiveness from four points of view – the reaction of participants measured by self-reports, learning criteria measurable through different tests, behavioral criteria that are very closely related to on-the-job performance and results criteria measured on a more macro level such as different profitability indicators.

Once the evaluation criteria have been determined, a company proceeds with the needs assessment, process of determining whether and to which extent one training can contribute to the organization's needs, problems and objectives. Within this context, this is a process that consists of three analyses – organizational (company's goals), task (skills needed for certain job position) and person (individuals needing training) (Arthur et al. 2003). Since the needs assessment specifies skills and tasks to be learned, practitioners have control only over the choice of training delivery method. This is especially to be considered in an intercultural setting, where not only the delivery method plays a role in effectiveness of skills and task acquisition (Wexley and Latham 2002), but group dynamics and rapport building could also be hindered. Therefore, the following chapter will focus mostly on training methods when dealing with intercultural adaptation of the training concept.

5. Intercultural adaptation of the training concept ——— Research has shown that customers in different cultures evaluate offered services differently and are thus differ in their sensitivity towards to compensations and apologies from the companies whose services did not match customer's expectations. Moreover, it has also been proved that cultural dimensions defined by Hofstede influence reshaping customers' repurchase decision. Having stated this, compensation as one service recovery action seems to have a greater influence on low power distance and highly individualistic cultures, while collectivistic Asian cultures prefer cultivating trust over compensation in customer retention (Wong 2004). That would mean that services provided by the same company worldwide have to match standards of different national cultures rather than the organizational ones and training methods have to be adjusted accordingly due to different approaches and attitudes to learning.

One widely used framework in understanding cultural differences is developed by Hofstede's study of 53 cultures in 72 countries. He identified power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance and long versus short term orientation as dimensions where cultures are likely to differ.

High power distance deals with an unequal power distribution in one society, such as Malaysia, Indonesia, Singapore (Hofstede 2001), where senior-level people make decisions on their own and junior-level people do not intervene at all and neither do they contribute with their own ideas. Furthermore, subordinates are expected to do what they have been told to (Hofstede 2005). Since lectures provide a high amount of one-way information for training participants (Martin et al. 2013; Garger 1999), high-power distance cultures feel most comfortable with this training method, where participants could learn from their superiors the best (Haller 2013).

Individualistic cultures embrace values such as personal achievement, freedom and self-reliance while collectivistic countries nourish integration into strong cohesive in-groups, harmony (which is maintained by avoiding direct confrontation) and use high-context communication style. One culture which is highly-contextual, as for instance Japan (Hofstede 2005), brings many challenges in trainings where participants' feedback reshapes their direction. The Japanese language is full of ambiguity and thus when a Japanese person says "Yes", it does not mean a person agrees, but that he or she in the best case understood what a trainer wanted to say (Haller 2013). On the other side individualistic cultures prefer vivid and rough discussions and competition (Haller 2013) with which games and case studies seem to be a suitable choice for training methods.

Masculinity and femininity deal with different values in a society – competition, status and achievement on the one hand in masculine cultures and relationships, consensus and equality on the other hand in feminine cultures (Hofstede 2005). Having in mind the fact that in some cultures women are not expected to be in leading positions (such as Arabic countries) (Hofstede 2005), the gender of a trainer can be a big issue – female trainers could have difficulties in establishing trust among participants (Haller 2013).

Uncertainty avoidance deals with society's tolerance for ambiguity and uncertainty, indicating to what extent members of one culture feel (un)comfortable in unstructured situations. Uncertainty avoiding cultures would place a strong focus on laws and rules that would minimize the possibility of such novel, unknown or surprising situations; they believe in experts and technical solutions and are rather xenophobic (Hofstede 2005), which leads to the necessity of having a patient trainer – someone who would invest a lot of time in being trusted and accepted in one group (Haller 2013). If anxiety in uncertainty avoiding cultures is successfully managed, its members can feel comfortable being in a different environment in the event of training taking place somewhere else than at the places they are used to (Gudykunst 1998). Uncertainty avoiding cultures are also rather sceptical towards new technologies (Hofstede 2005) which means virtual reality and its advances should be carefully considered. In cultures characterized by low risk avoidance, trainers are not expected to know everything (Hofstede 2005), rendering role plays and case studies appropriate training methods as these are training methods with a not strictly defined solution.

Short-term oriented cultures respect traditions and believe that efforts should produce quick results (focus is on bottom line), whereas long-term oriented cultures think on a long-term basis (investments, savings) and perseverance. Members of long-term oriented cultures are allegedly good in applied and concrete sciences, preferring also teaching modes that would make them think rather than providing them with a huge flow of information. Short-term oriented cultures, on the other hand, get along better with abstract and theoretical sciences and are thus prefer lectures as one of the previously defined training methods (Hofstede 2005; Haller 2013).

Differences in values previously described by power distance, individualism, masculinity, uncertainty avoidance and time orientation often affect relationships among training participants or between trainers and participants in intercultural setting (Hofstede 2015).

Furthermore, the language of instruction plays a significant role. Trainers have more power over the learning if they teach in the student's language than the other way around, and training participants are very often more prone to participate in intellectual discussion when speaking in their native language (Hofstede 2015). Cultures with pictorial languages such as Korea, Japan and China are used to pictures and prefer graphical presentations of ideas rather than simple lists and written descriptions (Haller 2013). Pattern recognition by children is developed through the nature of the script, which imposes an urge for rote learning (Hofstede 2005). Besides different expectations concerning the educational process and the roles of various bodies in it, some countries praise teachers/trainers (China, Germany and Japan), while in other the status of teachers is rather low (Britain) (Hofstede 2015).

When it comes to training evaluation, it is important to note that different cultures place an emphasis on different aspects of training. Bearing this in mind, French people favour design over real substance. The Swiss, as an environmental friendly culture, stress optimal resource allocation. Germans care for final results and usability of trainings. The Japanese want to see increased performance and functionality as a result of training (Haller 2013).

6. Conclusion ——— It is more than evident that globalization alongside many advantages and opportunities, brings many challenges that may hinder international business. When dealing with people from other cultures it is important to understand their cultural "backpack" in order to grasp their way of thinking and acting. Having intercultural competence opens an entirely new world where country borders become just meaningless lines on a world map and world population a potential customer base.

Trainings as a way of developing people's skills will always be subject of discussion. New training methods arise with every technological advancement as well as necessary skill sets to compete in a highly competitive environment. How companies will approach new challenges that come along is yet to be seen. After all, to see effects on a macro level, government and organizations have to start with individuals and their ever-changing needs and desires rooted in various cultures they belong to.

7 Limitation and further research ——— This paper has dealt with one part of the training concept and its intercultural adaptation for companies that need to train their service staff coming from other cultures, mainly training methods. It did not, however, examine the learning process as such and method implications on cognitive, associative and autonomous phases and thus provides room for further research (Fitts and Posner 1967). Individual differences in skill learning, changes in behavior, reactions or results do not have to be taken into account, neither do the personality types that may affect any of the evaluation levels (Kirkpatrick 1976). Furthermore, the paper focused only on one set of cultural dimensions, examining them separately. This implies the need for a more comprehensive overview of intercultural models and a more detailed analysis of the necessary adaptation of training methods.

The Delphi method, conducted with nine Upper Austrian manufacturing companies in 2014 and 2015, clearly demonstrated the need for educating service staff working on different locations around the globe in stress prevention, product and sales training with the focus on cross-cultural aspects. Having stated this it is clear that employees working in service departments lack both hard and soft skills that may hinder the success of companies and negatively influence the Austrian export rates, which are already weakened by many internal and external factors (CIA 2016). Having carried out the needs analysis, it is clear that different training methods can be manipulated in order to achieve the desired level of skill acquisition. Whether intercultural aspect would prevail over defined skills that need to be trained is something requiring further examination.

New technologies have shaped the world of training and it looks as if HR managers will focus their attention on areas such as self-directed learning, distance learning and strategic classroom learning, making the ever-growing variety of training methods reflect the technological progress. A question that arises lies in the extent to which technology can be suited to develop any needed skill and if so, what is the effectiveness of those trainings on both macro and micro levels?

Poznámky | *Notes* ——— Appendix: Table 1: An overview of training methods, based on the seven criteria

method	learning modality	training environment	trainer presence	proximity	interaction level	cost consideration	time demands
case study	doing	contrived	yes	face-to-face, or distance	variable	low	moderate
games	doing	contrived	yes	face-to-face or distance	interactive	moderate	high
internship	doing	natural	yes	face-to-face	somewhat interactive	low	high
job rotation	doing	natural	n/a	face-to-face	not interactive	n/a	n/a
job shadowing	seeing	natural	yes	face-to-face	not interactive	low	low
lecture	hearing	contrived	yes	face-to-face or distance	not interactive	moderate	low
mentorship	doing	natural	yes	face-to-face or distance	somewhat interactive	low	moderate
programmed instruction	seeing	contrived	no	distance	not interactive	moderate	low
role-modeling	seeing	simulated	yes	face-to-face or distance	not interactive	moderate	low
role play	doing	simulated	yes	face-to-face	interactive	low	low
simulations	doing	simulated	no	face-to-face	not interactive	high	moderate
stimulus-based	variable	simulated	yes	face-to-face	somewhat interactive	moderate	low
team	doing	contrived	yes	face-to-face or distance	interactive	moderate	low
stimulus-based	variable	simulated	yes	face-to-face	somewhat interactive	moderate	low
team	doing	contrived	yes	face-to-face or distance	interactive	moderate	low

SOURCE: MARTIN ET AL. (2013, P. 8)

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Kľúčové slová | Key Words ——— industrial service, training concept, service staff, competences | *priemyselná služba, koncept školenia, obslužný personál, kompetencie*

JEL klasifikácia | *JEL classification* ——— M31, M54

Résumé ——— ***Školiace koncepty pre obslužný personál v priemysle v medzikultúrnom kontexte***

Priemyselné služby boli vždy dôležitou súčasťou hodnotového reťazca podnikov a teda na nich závisia aj mnohé zo strategických rozhodnutí. Sú tiež jednou z možností diferenciácie, hlavne teraz, keď sú trhy nasýtené a zákazníci sa rozhodujú predovšetkým na základe nehmotných aspektov toho, čo ponúkajú firmy. Starostlivo konštruované tréningy sú základom nielen pre vynikajúce poskytovanie služieb, ale aj pre udržanie motivačnej úrovne zamestnancov a aplikovanie výhod ako na mikroúrovni (organizačnej), tak aj makroúrovni (ekonomickej).

Po úspešnom raste na domácich trhoch je možné rozšíriť zákaznícku základňu a generovať viac príjmov len vtedy, ak spoločnosti presunú svoju činnosť na iné trhy, čo vyvoláva potrebu nových zručností - interkultúrne kompetencie. Interkultúrna citlivosť uľahčuje komunikáciu a interakcie s ľuďmi z rôznych kultúrnych prostredí a predstavuje súčasti akéhokoľvek vzdelávacieho konceptu a jeho aplikácie.

Podľa správy ESIC (European Service Innovation Centre), sa Hornorakúsky región vyznačuje silnou výrobou, kde transformácia riadená inovačnými službami predstavuje nevyhnutný krok vpred a je preto používaná vo veľkom meradle ako demonštrátor pre dynamický a široký dopad inovácie služieb. Ako rakúsky región s najvyššou hodnotou vývozu a širokou medzinárodnou obchodnou pôsobnosťou, sa tento článok zameriava na spoločnosti v Hornom Rakúsku vypracúvajúce rôzne školenia potrebné pre obslužný personál v priemysle. Okrem toho, článok zdôrazňuje kompetencie, ktoré by mali byť nadobudnuté školeniami a interkultúrne rozdiely, ktoré je potrebné vziať do úvahy pri nastavovaní tréningov. Výskum je založený na základe meta analýzy literatúry.

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MANAGING YOUR CUSTOMER CENTRIC INITIATIVES

As organizations around the world confront new economic realities, many find organizing an effective response in this highly complex, highly uncertain environment to be uniquely challenging. Their sense of heightened uncertainty and risk reflects a business landscape. The rapid advance of communication technology and electronic commerce has eroded customer loyalty by creating more convenient access to product information, purchase options and services. In mature economies, market saturation has slowed growth in many categories. In emerging markets, greater consumer spending power has drawn the attention of providers searching for fresh growth, spurring further cross-border competition.

Judging by the size of these investments there is a risk of Customer centricity being just another passing fad (think reengineering, six sigma, and the myriad of other buzzword programs that were sent to an early grave) looms large.

What we are hinting about here is a lack of basic controls and check mechanism. The ratio of the types of measures and tracking systems necessary to efficiently manage and deliver on their Customer centric commitments is far less than the number of new Customer centric investments and initiatives that are announced everyday globally. The brighter side is that effective Customer centric governance is fairly easy and inexpensive to put in place, but it does require that you make it a focus and priority, and assign to it an importance commensurate with all its other critical activities.

Organizations that truly deliver for customers know how they must evolve to meet customers' priorities. It starts with understanding the role of culture and its impact; secondly articulating Your Line of Sight; thirdly describing (holistically) what success looks like; Fourthly Integrating your goals with your program's initiatives; Fifth how do you review and manage your "pipeline" of improvements. Lastly, how do we measure progress periodically both at the program and activity level?

1. Introduction ——— Organization and nations since historical times are in the eternal quest of the Holy Grail to get the competitive advantage and build capabilities to sustain profits and growth. Gold and silver discovered in Americas and building of marine supremacy was a logical step in the direction during the 15 & 16 century. The birth of industrial powers and the capabilities to maintain colonial power to sustain market for the mass produced goods was the next step in the direction for adaptability and sustenance of profits & growth.

In the recent times, the Blue Ocean Strategy created by Kim and Mauborgne (2005) introduced a new way of thinking, a new strategic mind-set that charts a bold new path to winning the future. Customer centricity is an initiative in creating the Blue Ocean strategy for an organization during the turbulent times. Being customer centric as championed by Fader (2012) means looking at customer's lifetime value and focusing marketing efforts squarely on real world high time value. However to reduce it from being just a lexicon let's see how do we align the intent and the process to make customer centricity a living organism thriving and evolving instead of becoming an extinct species. Listed below are some of the initiatives which are central to creating a corporate customer centric journey into a reality.

2 Role of the culture ——— Wal-Mart's foray into China, Monsanto's initial struggle in India and Huawei's spectacular performance in Europe are examples of impact of culture so many times considered a softer issue till it becomes too late to make course correction. Putting customers at the center of your business would be initiated only through being aware of the impact of the culture.

2.1.1 Culture of collaboration ——— A customer-centric organization demands a new culture of collaboration. The product-oriented sales culture of old was, by definition, territorial with little sharing across organizational silos. Not so in the customer-centric organization. Tailoring solutions to customers' ever-changing needs requires a level of cooperation across functions, across product and service lines, and across company boundaries that is unprecedented and not a little uncomfortable.

2.1.2 Align strategy with culture ——— Executives may underestimate how much a strategy's effectiveness depends on cultural alignment. A company's culture can begin with words, but those words need to represent a decision—something you actually stand for, a decision then expressed in the clearest, and ideally fewest, words. Find a central operating principle. Think of the Ritz-Carlton "We are Ladies and Gentlemen serving Ladies and Gentlemen," or Mayo Clinic's "The needs of the patient come first." Mayo clinic promotes unusually high levels of collaboration and teamwork, reinforcing those traits through formal and informal mechanisms.

2.1.3 Maintaining a composite culture with massive growth: employee retention ——— At current rates of attrition, Indian Banking industry will need to hire over 400000 more people. Attrition leads to a direct wastage of time and resources invested in hiring and training the person who has left the organization. It has more debilitating second order consequences. High attrition environments find it difficult to maintain culture and value system. It also affects employee morale and hence engagement levels. A culture of engagement is a natural progression in sustaining customer centricity.

2.1.4 Impact of local/ national culture ——— The research results (2013) show that national culture have an impact on organizations' activities, procedures, and management in change implementation. As Miroshnik (2002) concludes, there are elements such as values and social structures that emerge from national culture and directly influence organizations' activities and procedures through their employees. In this case, the influence of national culture on the organization's activities also became evident. Local people represent values of the national culture that also creates their philosophy of life in the workplace. This partly explains why the same activities are carried out differently depending on the country and national culture.

Huawei success story is a further proof to our testimony on the role of culture. Here are some interesting details.

The Shenzhen-based firm also highlighted research from (2014) IPSOS a marketing research firm that ranked it in first place in brand awareness growth. Mark Skilton, professor of practice in the Information Systems & Management Group at Warwick Business School, said Huawei's headway was attributable to a "new way of thinking" at the vendor, which is banned from selling its networking equipment into the US and some other countries. "Samsung's global mobile phone market share is 25 per cent, but that has been falling, while Apple has 11 per centfollowed by Huawei at seven per cent in third, but it is catching up," he said." This has been due to a cultural shift made by the company towards what the CEO described last year in its European conference in Zurich as a new way of thinking. No longer is Huawei a telecoms network 'pipe', delivering in the main broadband. It sees itself as a digital business focused on customer service.

2.2 Line of sight ——— Line of Sight is initiated by defining the vision and awakening the organization to the challenges of current reality of profits, growth, competitiveness, etc. facing the ecosystem. Thereby creating strategic insights for Customer facing positions as well as operating managers. Detailed are some process which evolve the role of line of sight in customer centricity.

2.2.1 Define vision and implementation mechanism ——— Leaders need to create an explicit vision of the customer centricity & its relevance in the current scenario and then walk the talk, backing up their commitment with action and investment to propel the organization into a momentum. To enable the vision see the light of the day, management should install measures to ensure the vision guides employee mindset – for example, by implementing a code of behavior. Ideally, this code will be translated into a balanced scorecard and a go-to-market model. Since, employees want to know whether their company has—and their leaders collectively support—a vision and a strategy. An outstanding customer experience creates promoters, and promoters are more valuable to a company than other customers.

2.2.2 Create insights for customer facing positions ——— Those in customer facing position should have both a clear idea of their own responsibilities and the tools and authority to achieve them. The front line must learn how to take responsibility for the customer experience. Bonus payments should be tied to the level of customer loyalty. This ensures that the vision is not just a promise to the external world, but provides a framework for activities within the organization and gives employees a purpose they can identify with. Staff may even develop a sense of being proud to work for their employer. Such positive energy leads to better performance. When Bain surveyed marketing and sales executives on how their companies performed in 60 areas, the largest gap between high and low performers (as measured by Net Promoter Scores and market share growth) occurred in "a front line that understands and passionately executes the strategy."

2.2.3 Have an "outside-in" outlook ——— The outside-in approach should not only look into the customer segmentation but the entire value chain. This involves clearly not only defining strategy and desired outcomes, but also knowing your ecosystem & the underlying culture, aligning stakeholders, defining accountabilities, and establishing internal commitments. Customers see that series of interactions from the outside in, colored by their expectations and their alternatives. Customer centric leaders embrace the customer, local culture and employee perspective, rising above internal complexity to see and manage the whole picture from the customer's point of view. Becoming customer-centric means looking at an enterprise through the lens of the customer and his ecosystem rather than the producer or the organization. It's about understanding what problems customers face in their lives and then providing mutually advantageous solutions. Silos must be bridged, not necessarily busted. Delivering the differentiated experience includes a cultural shift from an inside out to outside in which translates into customer centricity from product centricity and finally the role of clear-cut vision. The illustration in Figure 1. Details the mindset shift from product centricity to customer centricity another instance of mind set evolution.

2.3 Defining (holistically) what success looks like ——— **2.3.1 Evolving organizational aspiration by focusing on long-term relationship** ——— Techies love their product, but it's the user who needs to love it more to make your business venture successful. Few minutes per day on Customer experience review can take your venture long way. And it means focusing less on driving customer transactions for short-term gain, and more on fostering trust-based relationships over the long term. This customer-centric initiative can, and often does, lead to fewer service interactions, channel transfers, and process rework, however declaring & communicating these benefits to customer interfacing segments soon is vital. Define Customer centricity by articulating the differentiation/distinct value proposition and monitoring its actual delivery to customer. Clearly define your organizational goals as well as the customers you are prepared to serve now and those you would like to serve in the future. "In turbulent times, your strategy matters more than ever. The world's greatest companies weather adversity and uncertainty much more adeptly by operating from their core strengths. A strategy built on these differentiating capabilities helps you outpace the competition, achieve faster growth, and earn the right to win"-(PwC).

2.3.2 Companies need to recognize, develop and manage more than one kind of customer loyalty ——— The new complexities of knowing and reaching customers ultimately impact the experience companies create for them. Customers tend to have distinct preferences regarding multiple factors that shape their perceptions of and satisfaction with the experience: product functionality, price and service terms, the variety and availability of service channels, to name a few. Understanding and addressing all these preferences is indeed challenging—particularly for companies that serve a large, demographically varied customer base, spanning geographic markets. Putting users at the center of the product universe – Apple. Apple Inc. is famed for the outstanding usability and customer-centric design of its products. The IT Corporation transports the feeling that it can intuit customers' needs, promptly materializing them in new products. It is constantly evolving. But one anchor of Apple's success is surprisingly low tech: its chain of bricks-and-mortar retail stores where they excite their customers with truly needs-based products and services. Apart from the unique but always recognizable (branded) look and feel of the stores, their checkout system is also innovative. Instead of having staff stand behind the counter, they move around the store talking to customers in an open concept. According to the statistics, the number of visitors to Apple stores over the last 10 years has exceeded the population of the US.

2.3.3 Leverage digital technology ——— Unlike branch banking, if banks want to integrate digital banking will require banks to forge new relationships by taking into consideration the entire ecosystem like telecom operators, merchants, etc. For example, they will need to develop mutually beneficial partnerships with telecom operators to fully leverage the potential of mobile banking. Banks could also look at signing up businesses and merchants (directly, or indirectly through intermediaries) to develop a robust bill-pay network for their customers. Another way for banks might be to tie up with numerous nimble non-banking organizations to bring innovative value propositions to customers. BCG survey of more than 40,000 banking employees IN INDIA in 2014 revealed that only about 50 percent of the respondents themselves use digital channels like mobile. Banks need to undertake massive internal training and sensitization programs to get their own staff on- boarded, with regard to digital channels. Only the employees who are using such platforms themselves can truly and confidently influence customers to embrace digital channels. Frontline employees' key performance indicators should have explicit weightage and targets for on-boarding existing and new customers to digital channels.

2.4 Monitor and manage your "pipeline" of improvements – test, scale up, and iterate ——— **2.4.1 Understand the needs and the cost to serve** ——— One of the characteristics of a mature Customer centricity program is a healthy "pipeline" of small and well-focused initiatives delivering ongoing improvements to customer touch points and delivery channels. It's initiated by understanding needs and economics of serving the needs. Tailoring solutions and testing out the prototypes from the users' viewpoint. Modifying wherever necessary.

Consider a list of some of the activities that banks do—data entry, filling ATMs with cash, maintaining self-service machines, delivering documents, maintaining servers, helping employees with basic computer-related issues, maintaining IT applications, securing premises, managing records, housekeeping, maintaining facilities, preparing payroll, etc. A large number of bank employees are engaged in carrying out these types of activities. Are these core activities of the bank? Should bank employees necessarily do these? Is doing this activity in-house the most productive use of relatively expensive banking talent? Would it dilute control or increase risk if some of these activities were outsourced?

Answers to these questions could vary slightly for different banks, given their starting points, cultures and organizational limitations. Banks will need to create a framework for outsourcing. To start with, they will have to develop robust capabilities for vendor relationship management in order to realize the full benefits of outsourcing. Also, banks need to choose a select number of vendors who are almost partners in the business, and are as interested in continuous improvement as the banks themselves are. One of the characteristics of a mature Customer centricity program is a healthy "pipeline" of small and well-focused initiatives delivering ongoing improvements to customer touch points and delivery channels is initiated by understanding needs and economics of serving the needs. Tailoring solutions and testing out the prototypes from the users' viewpoint. Modifying wherever necessary.

2.4.2 Switch from an "innovation funnel" to an "innovation pipeline" ——— Another logical consequence of aiming high and supporting big is that companies won't be able to support too many launches. This should encourage them to abandon the standard "innovation funnel" approach of generating and screening a flurry of ideas. That path inevitably leads to considerable yield loss and product proliferation. Instead, start by determining what new products can win with shoppers and how many can reasonably be implemented in the store—then working backward to develop those products. This puts the onus on consumer products companies to boost their shopper insights and customer management capabilities.

The example below illustrates the point. Tata Motors, which developed the Nano, the cheapest car ever produced, is now building on its strength in the Indian truck market to export more trucks to other emerging markets. In Russia, Tata sees tremendous market-growth potential and an opening to challenge local original-equipment manufacturers—if it can tailor its products and business model. Tata's Super Ace small-chassis truck, for instance, will need more torque, a larger load box, and a roomier cabin—and, of course, heated mirrors. Tata is weighing other elements of the business model as well—which brands to emphasize, whether to use company-owned service centres, and how to offer more vehicle financing. Figure 2 details the concept.

2.5 Map the connections and interplay between your goals and your program's initiatives ——— **2.5.1 Customer journey mapping** ——— The principle is to remember that 'journey mapping must involve the customer' and should always be underpinned by facts and accurate data, not personal viewpoints or assumptions of the team. Where feasible, actual customers should be directly involved in mapping workshops. This will help paint a clearer and more unbiased picture of the customers' actual experience and expectations. After all, how effective can a customer journey map be without real customer insight? Some companies have used technology to tailor their approach, Amazon.com perhaps most visibly, it uses a customer's past purchases and browsing behavior, as well as the purchases of similar customers, to tailor recommendations to the customer's distinct preferences.

2.5.2 Interlinkages of KPI ——— To develop the necessary esprit de corps, companies must build linkages across their organizations. Key financial and operating metrics will change. For most firms today, customer-centricity is a necessity for survival — the only sure way to ensure the organizational resilience that will keep a company out of the jaws of commodity hell. Instead, organizations need simpler KPIs that cut across organizational boundaries, rationalization of organizational structure to reduce boundaries, and lean processes to reduce hand-offs. Targets, objectives and role mandates of people will have to change; new dashboards and metrics will have to be created; cooperation mechanisms will have to be fostered. However, co- operation cannot be decreed. It is not a matter of structure, processes or systems alone. Cooperation happens only when the work context makes it individually useful for people to cooperate.

2.5.3 Design, deliver and DNA ——— Frame the process of customer centric-change (see Figure 4). Every company's journey is different, because each one starts from a different place and has its own unique strengths and weaknesses. But the essential elements of each truly customer-centric company take a different, wide- angle view. In case of banking for instance it's moving beyond event-oriented marketing, they have developed a holistic and continuous view of each customer's evolving life-cycle needs as he or she moves through marriage, home ownership, parenthood, and other transforming life experiences. View the entire value chain to be consistent, e.g. Third-party channels and routes to market also affect customer loyalty—and can destroy unless they are managed effectively. Analysis and decisions concerning such factors as offers, sales incentives, pricing, service delivery—all dimensions of the customer experience—should include all the trading partners who contribute to the customer experience. In most retail banks, traditional channels (branches, ATMs, online banking, contact centers) are not yet fully integrated.

Cutting costs indiscriminately, without understanding customer impact, can damage trust, leave customers more receptive to competing offers and make them harder to win back later. Involve distributors and, together, build stronger partnerships. Once say an FMCG company identified its highest-priority categories, cities, and outlets, it will be able to allocate resources more effectively and make decisions relating to distribution, sales-force effectiveness, and change management more easily. Executives will have window into how all those seemingly random initiatives translated into things they were directly accountable for and cared deeply about, and had no problem investing accordingly. Customer Journey mapping will deliver its promise.

2.6 Periodic review/feedback on the progress ——— **2.6.1 Review mechanism** ——— Most of the work done in the above areas will go for naught unless one establishes some ongoing reporting of progress at both the program and activity levels. Since ROI for customer centricity can only be proven through such measurements. The number of reports, content and frequency of distribution will be unique to the needs of your program. The strongest Customer centric programs are those that make measuring processes a top priority. What's important is that reporting against your goals and standards occur on a regular basis and with a high degree of transparency. Create an initial customer satisfaction scorecard and begin to define key customer key result areas (KRAS). They help you to evaluate your achievement in the process and the lead factors KPI-key performance areas. They help you to guide & influence achievement your process.

Other mechanism include designing a basic (but formal) voice of the customer (VOC) program and pilot it in a business unit. Using actionable segmentation and analysis to know their customers deeply. This knowledge helps them understand changing behaviors, predict future needs and preferences and make more profitable decisions about offerings, pricing, channel strategies, campaigns and customer treatment. Use analytics to measure effectiveness of initiatives.

2.6.2 Simplicity of metrics ——— Over the longer term, organizations need metrics and benchmarks of the sort created for sporting events like football, basketball, so that everyone in the organization knows how they are doing & which levers to push to trigger outcome. Knowledge of Analytics could be leveraged for creating a dashboard. The user-centric approach will build ownership thus reduce escalations. This also ensures value for the business build on trust and responsiveness impacting ease for the employee to customer with organization rather than just a tool pushed down their throat Analyze the existing barriers to effective retention and cross-selling efforts. Customer insights and intelligence invariably dwell where the customers are-on the front line--so customer interfacing channels should be armed with the skills and authority to tailor solutions at the point of contact

E.g. Ritz Carlton has taken the opposite approach, delegating authority and accountability for local decisions to the customer interface in their hotels. Front line employees have great latitude in addressing and anticipating guest needs. Hotel staff fully own customer complaints and have the authority-within broad corporate guidelines--to compensate guests on the spot for any problem or inconvenience.

2.6.3 Special function dedicated for customer centricity ——— It will also be a good idea to have a small people managing the function with accountibity to the business. This will ensure ROI, innovation and customer journey mapping, audit and evolution of the initiative. This will also help to curtail monopolies and resources are made available wherever the tooth is.

2.6.4 Reward and recognition ——— To sustain momentum and commitment, organizations must have a recognition and reward system leveraging the metrics. This also builds trust in the system so very critical for sustainability. Ensure that the functions which do not cooperate to bear the cost.

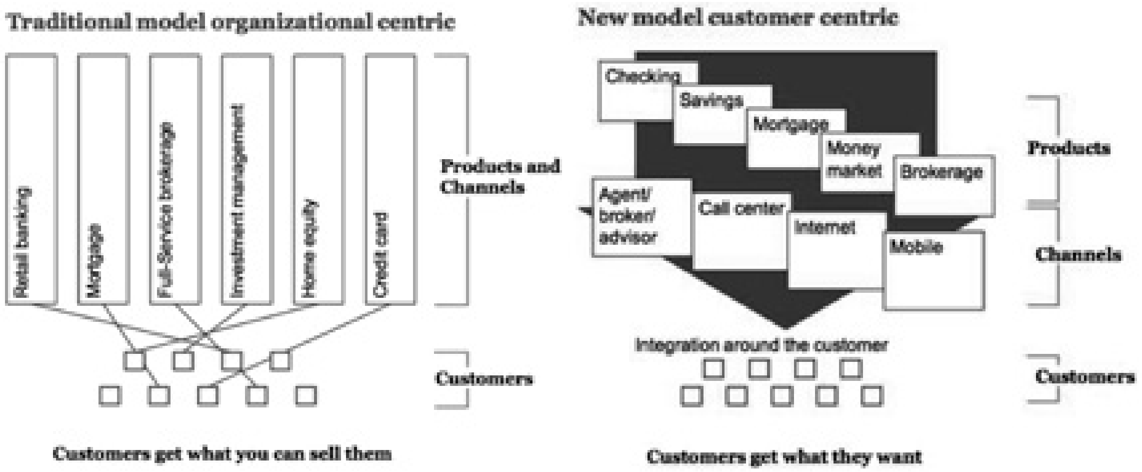


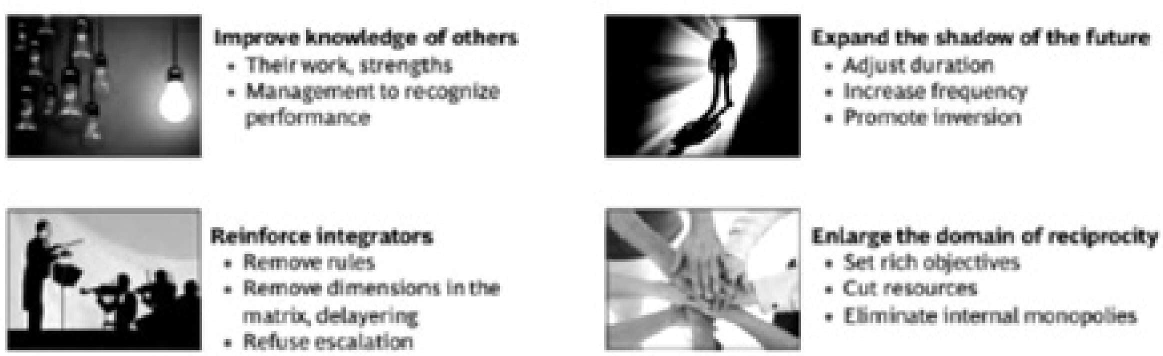
FIGURE 1: TRADITIONAL VS. NEW MODEL: ORGANIZATIONAL AND CUSTOMER CENTRIC. SOURCE: PWC.COM (2011)

Industry	Traditional Product =	Traditional Value Proposition
Truck Manufacturing	• Trucks	"We sell and service trucks"
Aerospace Components	• Aerospace fasteners	"We sell high-performance fasteners"
Utilities	• Electricity	"We provide electricity reliability"
Chemicals	• Lubricants	"We sell a wide range of lubricants"
Pharmaceuticals	• Drugs	"We sell pharmaceuticals"

+ Value-Added Services =	Customer-Centric Value Proposition
• Financing • Service	"We can help you reduce your life-cycle transportation costs"
• Application/Design support	"We can reduce your operational costs"
• Energy asset maintenance	"We can help you reduce your total energy costs"
• Usage and application design • Lubricant analysis	"We can increase your machine performance and up-time"
• Product support • Outcomes-driven information database	"We can help you better manage your patient base"

FIGURE 2: SOLUTIONS ADVANCE THE CUSTOMER VALUE PROPOSITION. SOURCE: HAMILTON, IN: MATHEW ET AL. (2003, 2004)

FIGURE 3:



SMART RULES TO ENHANCE COOPERATION, LEADERSHIP, ENGAGEMENT. SOURCE: MORIEUX (2011)

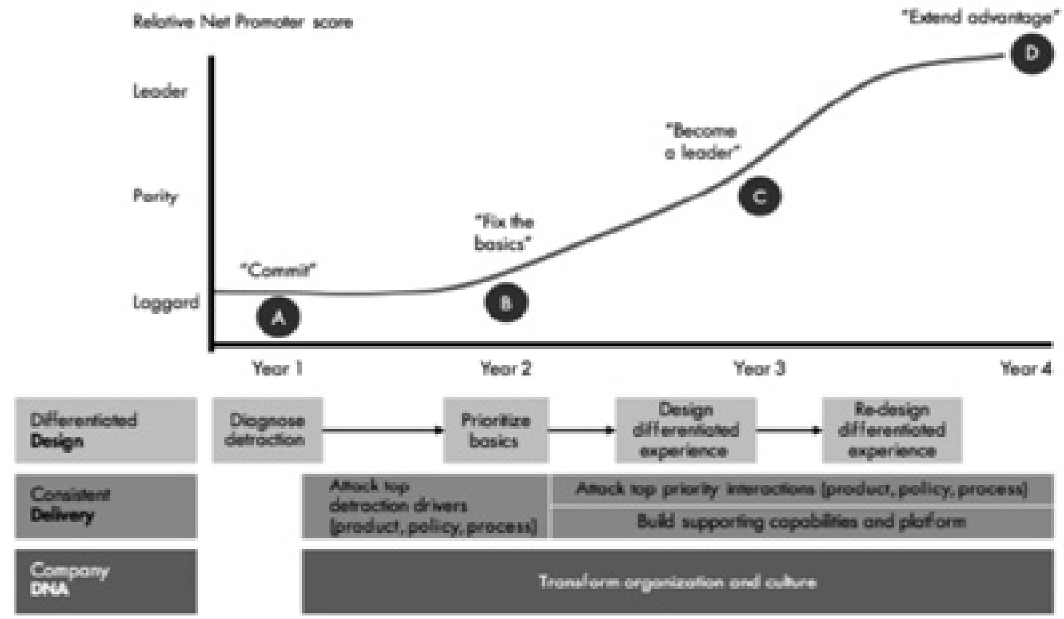


FIGURE 4: BAIN´S APPROACH TO CUSTOMER EXPERIENCE TRANSFORMATION BUILDS LEADERSHIP. SOURCE: BAIN, IN: SPRINGER ET AL. (2011)

3 Summary ——— To summarize, Customer centricity is a vehicle for the organizations to differentiate themselves from the competition. For Customer centricity to achieve sustenance, agility & resilience, it's essential to resolve the challenges of the ecosystem or the entire value chain. Hence an outside in reference frame leveraging the power of people, processes and technology is the way forward.

This will align the intent with the process making sustainable growth, above-average profitability and ultimately a competitive advantage of knowing the customer, reaching them and ultimately delivering the experience. Since both the operating managers and the customer interfacing personnel's have strategic insights. It's also critical that the processes and oversight needed to execute with measurement and accountabilities with clearly defined roles & tools available. Periodic review and progress report is the order of the day. It would be great to have a small independent function accountable to the board or CEO. Mapping the customer journey periodically ensures that all of the components of your customer-centric framework are in place and being managed. This specialized function can also provide the oversight needed for customer centric initiatives, and will often work through the leadership team (via steering teams, councils, or other vehicles) to reinforce and oversee progress and manage the ROI of the program.

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Kľúčové slová | Key Words ——— customer loyalty, customer centric commitments, consumer centricity | *lojalita zákazníka, zákaznícky orientované väzby, zameranie na zákazníka*

JEL klasifikácia | *JEL classification* ——— M31

Résumé ——— ***Riadenie vašich zákaznícky orientovaných iniciatív***

Ako organizácie po celom svete čelia novej ekonomickej realite, mnoho z nich zisťuje že organizovať účinnú reakciu v tomto vysoko komplexnom, veľmi neistom prostredí je veľmi náročné. Ich zmysel pre percepciu zvýšenej neistoty a rizika odráža ich obchodné naladenie. Rýchly rozvoj komunikačných technológií a elektronického obchodovania narušil vernosť zákazníkov tým, že vytvára pohodlnejší prístup k informáciám o produktoch, možnostiach nákupu a službách. Vo vyspelých ekonomikách nasýtením trhu došlo k spomaleniu rastu v mnohých kategóriách. Na rozvíjajúcich sa trhoch vyššia spotrebiteľská kúpna sila pritiahla pozornosť poskytovateľov, ktorí hľadajú nové možnosti rastu a zároveň urýchľujú cezhraničnú hospodársku súťaž.

Súdiac podľa veľkosti týchto investícií existuje riziko, že starostlivosť o zákazníka je len ďalší výstrelok (ako napríklad reengineering, six sigma, a nespočetné množstvo ďalších programov, ktoré boli odoslané do predčasného hrobu).

Na čo upozorňujeme je nedostatok základných ovládacích prvkov a kontrolných mechanizmov. Pomer typov opatrení a sledovacích systémov nevyhnutný pre efektívnu správu a plnenie svojich zákaznícky orientovaných záväzkov je oveľa menší ako je počet nových zákaznícky orientovaných investícií a iniciatív, ktoré sú oznámené každý deň po celom svete. Jasnou výhodou je efektívna zákaznícky orientovaná správa, ktorá je pomerne jednoduchá a lacná, ale vyžaduje si jednoznačné zameranie a definovanie priorít, ku ktorým má priamo úmerný význam aj priradenie ďalších kritických aktivít.

Organizácie, ktoré skutočne poskytujú zákazníkom to žiadané vedia, že sa musia vyvíjať, aby splnili priority zákazníkov. Začínajú pochopením úlohy kultúry a jej vplyvu; potom komunikujú svoj postoj; po tretie popisujú (holisticky) ako vyzerá úspech; za štvrté musia integrovať svoje ciele s iniciatívami programu a za piate akosi skontrolovať a spravovať na seba nadväzujúce vylepšenia. A nakoniec, ako môžeme merať pokrok pravidelne a to na úrovni programu a rovnako aj činnosti?

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HOW DO MANAGERS WORK WITH DIGITAL COMMUNICATION MEDIA IN INTERNATIONAL BUSINESS RELATIONSHIPS? FOCUS GROUP RESULTS OF MANAGERS' EXPERIENCES OF DIGITAL MEDIA USE FOR RELATIONSHIP BUILDING.

In a qualitative study about international business negotiations and personal business relationships carried out a few years ago, results showed that relationship building and maintenance was something that occupied most international negotiators' minds. It was stressed that meeting in person with due frequency was a requirement and that contact was kept in between meetings via telephone and email. However, some unexpected results were found indicating that the respondents experienced problems attached to developing and maintaining business relationships via email and video conferencing.

With this in mind, the author participated in a focus group consisting of seven managers with vast experience of international negotiation, with the purpose of finding out whether digital business communication behavior has changed over the last ten years.

The new results showed that struggling with heavy workloads, the participants welcomed communication technology that could save them a trip or two, but emphasized that for relationship initiation and building, meeting physically is still a requirement. The picture given about emailing was to some extent different compared with the older study, since it was no longer looked upon as a problem but as a part of everyday work. However, it became clear that the (in) formality used in emails was adapted to the stage of development of the business relationship, to the seniority of the counterpart and to his/her cultural background. The participants also discussed their experiences of videoconferencing, stating that after having tried new technology, they had to a large extent returned to traditional telephone conferences, only now those conferences took place via Skype.

In conclusion, the results show that traditional marketing activities and communication media prevail: personal meetings, telephone conferences and emails are the preferred ways of communicating. Digital communication media is used whenever it allows for traditional B2B behavior. All communication, regardless of which medium is used, is adapted to the cultural background and seniority of the recipient, and to the stage of development of the relationship. Most likely, the choice of medium is determined by the preferences of the buying firm.

1. Introduction ——— Within the fields of international business negotiations and B2B marketing, personal selling and personal business relationships to customers has traditionally played a vital role for company success (Cavusgil, Deligonul and Yaprak 2005; Nilsson Molnár 1997; Brosan 2012; Houtari et al. 2015). This was further examined in a study (Torsein 2010) based on 25 in-depth interviews with company owners, executives, area sales managers and export managers employed in Swedish small and medium sized firms. The results indicated that personal relationships are initiated and developed through extensive communication, preferably in person, but with time the relationship can be maintained with the help of other communications media, such as telephone, emailing and videoconferencing. Meeting regularly in person was however still considered a necessity. It was also found that initially, cultural differences may obstruct communication, but with time and maintained frequency in communications, the impact of cultural differences tend to diminish.

The qualitative approach of the study allowed for some unexpected results: Respondents spontaneously described problems associated with maintaining business relationships via email. Although emailing was used in everyday work, respondents stressed the risks for miscommunication leading to unnecessary conflict and time delay. As a tool for initializing a business relationship, email was considered a waste of time: Some respondents clearly stated that they would never consider doing business with anyone they had not first met in person. In fact, any medium available was deemed inferior to a personal meeting, the main reason being that they did not allow for the same richness in the information provided by personal interaction, where the spoken word is complemented by mimics, gestures, tone of voice, milieu, etc.

Since the study described above was carried out, digital communications media has gone through tremendous development, and international and B2B marketers now have a number of different communication media at their disposal. Along with emailing and webpages, marketers now have the opportunity to communicate with customers and consumers via social media, such as Facebook and Linked-in, and videoconferencing can be carried out via platforms such as Skype.

Recent studies within the field of digital B2B communication and marketing tend to focus on B2B use of social media for marketing and relationship building purposes (Habibi et al. 2015; Keinänen and Kuivalainen 2015; Broekemier, Chau and Seshadri 2015; Huotari et al. 2015). These studies emphasize that the interactive qualities of social media, together with the social needs of individuals and the importance of personal relationships within B2B marketing would imply that social media could substantially support relationship building. However, they come to the conclusion that B2B firms are not taking advantage of the full potential of social media, and that B2B firms still rely on traditional marketing and communication tools including personal meetings, telephone calls and emails.

Other studies focus on the role digital channels in general play in B2B marketing (Brosan 2012; Holliman and Rowley 2014; Karjaluoto, Mustonen and Ulkuniemi 2015). These studies affirm that traditional media and marketing tools prevail in the B2B sector. Although social media may be considered a useful tool for relationship development, buyers still tend to rely on websites and emails (Brosan 2012). In fact, social media may not be suitable for B2B relationships when considering company needs for confidentiality and protection of competitive advantage (Karjaluoto, Mustonen and Ulkuniemi 2015). Buyers tend to show less interest in general information available to all, but are more concerned to get information and benefits that may solve their current problems (Keinänen and Kuivalainen 2015). Consequently, any message distributed through digital media should have value for customers, i.e. help them to solve a problem or to help them do something more efficiently (Holliman and Rowley 2014).

The studies suggest several ways to make social media more applicable to B2B firms, including educating employees in social media communication, with the purpose of empowering and encouraging them to be active on social media (Houtari et al. 2015). Factors deemed to impact B2B use of social media marketing included organizational culture and company resources, knowledge and capabilities (Habibi et al. 2015) and private use of social media, colleagues' support, and perceptions of the usability of social media for B2B communication purposes (Keinänen and Kuivalainen 2015) among others.

The recent research within the field presented above show that the authors agree that B2B companies lag behind B2C companies in regards to identifying and grasping the market opportunities associated with digital media, in favor of traditional forms of communication and marketing. In respect to the development of personal relationships with the support of digital communication, whether traditional or not, there is a consistent lack of focus in the presented sources. Consequently, the aim of this paper is to contribute to the understanding of how managers work with digital communication as a means to initiate, develop, and maintain personal business relationships, and whether the advent of digital media has changed how such relationships are built.

2 Methodology ——— In consideration of the aim of this paper, an explorative approach was deemed necessary. By chance, the author was invited to a focus group organized by IUC Väst (Industry Development Centre West), an organization belonging to a nation-wide Swedish network of another 11 similar regional companies, working with development projects and innovation in collaboration with small and medium sized firms.

The focus groups consisted of seven representatives from small and medium sized Swedish companies active within the industrial sector. Their job titles and tasks were similar to those of the group of respondents who had been interviewed for the original study. The aim of the focus group was to discuss personal meetings with customers in relation to new communication technology, addressing questions about whether the conditions for building and maintaining personal business relationships have altered because of developments in communication technology, and whether there are situations where videoconferences can substitute personal meetings.

The focus group session began with the author giving a brief introduction to the topic, and discussion began spontaneously before the introduction was completed. In all, the group discussion lasted for over two hours. The participants proved to share their experiences quite openly and generously, demonstrating both interest and vast knowledge within the field. For instance, examples of communication via digital media with both Swedish and international customers and suppliers were shared.

Apart from participating in the discussion, the author simultaneously took notes, and ended up with a relatively rich material considering the intensity of the discussion. Since the author attended the focus group without the purpose of gathering primary data, IUC Väst and each participant were later asked for their permission to use the material for this paper, to which all agreed.

3. Findings ——— In the initial phase of the group discussion, the respondents spoke in positive terms of digital communication media and claimed to use it quite a lot in their daily work. All testified to have requiring work positions, and whenever time could be saved with the use of information technology, they experienced relief. However, as the discussion continued, it became clear that quite a limited set of digital media was used. In addition, different media was considered appropriate for different communication purposes, depending on the depth and nature of business relations and cultural background of customers.

In the original study, emailing was claimed to sometimes be a source of misunderstandings and time delays. This picture was not embraced by the focus group participants, who did not consider emailing to be a source of problems but as part of everyday work, and a natural medium for keeping contact and exchanging information with customers. Other media used for these purposes were text messaging via both Skype and mobile phones, and audio conferences, also carried out via Skype. Concerning text messages delivered via mobile phones, the participants stressed that this was only considered appropriate for business relationships that were characterized by a high degree of trust and informality. The use of mobile text messages was considered to be intruding on the other party's privacy, and must be handled with utmost care, the respondents concluded.

Concerning email communication and messaging via Skype, the respondents stated that communication was adapted to the seniority and cultural background of the recipient, and to the degree of trust and informality characterizing the business relationship. In contact with representatives from cultures perceived as more formal than Swedish culture, such as Germans and Chinese, the respondents adhered to a more formal way of expressing themselves. In contrast, when communicating with younger counterparts, coming from more informal cultures such as the Scandinavian cultures and the Netherlands, and when the relationship was characterized by trust and informality, communication was less formal. Under such circumstances, the general view was that the use of emoticons was increasing. In contact with counterparts form more formal cultures, use of emoticons was perceived as inappropriate.

In regards to videoconferencing and the use of Skype, the respondents stated that after trying videoconferencing, they had switched to audio conferences instead, resembling traditional telephone meetings. One respondent admitted that his organization had initially used too much technology, but had soon returned to telephone meetings. The reason mentioned for abandoning videoconferencing was that the technology was insufficient and therefore caused problems and time delays. Technology must work for both parties involved, otherwise it becomes an obstacle rather than a useful communication medium. Another advantage with telephone conferencing stated was the fact that the respondents do not have to dress up, and can participate from home if necessary.

The respondents also brought up e-procurement, which was not appreciated at all, since it does not allow for communication and relationship building. On the other hand, e-fairs or "dating-sites" were mentioned in more positive terms, as traditional fairs were considered somewhat inefficient and time consuming.

Social media was not brought up as a medium for customer communication, save its possibilities for fast image transferal. Sending or receiving a picture of a damaged product was given as an example of when communication of images was more efficient than explaining the problem in words, which could be a complicated and time consuming process regardless of which medium is used.

The respondents agreed that digital communication media were useful for some types of activities and customers, such as monitoring, coordinating activities with distributors, and for maintaining existing relationships. Digital communication media were considered inappropriate for initiating and building new relationships and for exchange of complex information. For these activities, traditional B2B communication methods including physical meetings, personal interaction and selling were considered superior, whereas for relationship initiation and building, meeting physically is still a requirement. This is in accordance with the results of the original study.

4. Discussion ——— Drawing from the results from both the original study and the focus group, along with literature findings within the area, it is clear that marketing and communication tools, media and methods used by B2B firms tend to be quite stable over time. Even though digital media are used on a daily basis, they complement traditional forms of communication in the work of maintaining existing business relationships rather than for creating and developing new ones.

Emailing, which was mentioned both as part of everyday work but also in relation to misunderstandings and time delay in the original study, was not perceived in this way by the participants of the focus group. In the literature, emailing was concluded to be one of the most commonly used digital media (Habibi et al. 2015; Keinänen and Kuivalainen 2015; Broekemier, Chau and Seshadri 2015; Huotari et al. 2015;

Brosan 2012; Holliman and Rowley 2014; Karjaluoto, Mustonen and Ulkuniemi 2015), to the extent that it is now classified as a traditional medium. The fact that the focus group participants did not experience any problems, but carefully adapted their email messages in accordance with the cultural background and seniority of the recipient, and to the depth and stage of the relationship, indicates that with extensive use and general acceptance of this communication medium for both selling and buying organizations, general etiquette rules for email behavior may have been developed and become widely used. This is an area that calls for further study.

In the original study, videoconferencing was mentioned in negative terms, and in the literature it was barely mentioned at all. The focus group participants agreed that they preferred audio conferences, which were mainly carried out via Skype. Although a digital medium is used, the communication behavior is that of a traditional telephone conference. Apparently, video transferal technology is not yet satisfactory, and thus deemed inefficient. In this case, digital media allows B2B marketers to carry on with traditional communication behavior, why the participants used Skype quite frequently.

Messaging via Skype or other media, or by mobile phones, was mentioned by the focus group participants as another communication medium used for shorter messages. This communication form was also reserved for developed business relationships with counterparts from more informal cultures, such as Scandinavians and Dutchmen. Text messaging was not mentioned at all in the literature. However, Keinänen and Kuivalainen (2015) stress that private social media use affect professional use of social media, since individuals tend to use the same behavior in both private and professional life. The use of text messaging is most probably an example of this, as the participants highlight the importance of only sending mobile text messages to business contacts where the relationship is well established and characterized by informality, which would allow for a behavior used in private life. Since text messaging as a means for B2B marketing and communication was a neglected area in the literature, it deserves to be further researched.

In line with the original study and with the literature (Brosan 2012; Holliman and Rowley 2014; Karjaluoto, Mustonen and Ulkuniemi 2015), the focus group participants agreed that meeting personally and physically is still the superior B2B marketing tool, since it is the most suitable tool available given the fact that the main objective of B2B marketing activities is to build and maintain business relationships. The participants made it clear that digital media, often used in traditional ways, should only be used for maintaining existing relationships, not for initiating and building new ones. Communication via digital media must be adapted to the stage of development of the relationship. Although many studies stress that social media characteristics should be advantageous for developing business relationships (Habibi et al. 2015; Keinänen and Kuivalainen 2015; Broekemier, Chau and Seshadri 2015; Huotari et al. 2015), they all conclude that these advantages are not fully realized by B2B firms. However, in consideration of the characteristics of industrial markets, where complex deals involving high risk and high value are negotiated over large amounts of time, the need for development of business relationships based on trust becomes obvious (Torsein 2010). In addition, in situations of fierce competition, the need for confidentiality and for the protection of competitive advantage is essential (Karjaluoto, Mustonen and Ulkuniemi 2015). Under such circumstances, traditional forms for communication are the most beneficial, whereas social media, given their characteristics of open access to information, are not. This may be the reason why buying firms tend to be quite uninterested in social media for business relationship purposes (Brosan 2012). As long as the buying firm prefers communication via traditional media and methods, the selling firm must continue to use them.

5. Conclusions ——— Traditionally, B2B marketing has relied on personal selling and development of long term business relationships. The aim of this paper is to contribute to the understanding of how managers work with digital communication as a means to initiate, develop, and maintain personal business relationships, and whether the advent of digital media has changed how such relationships are built.

The results show that traditional marketing activities and communication media prevail: personal meetings, telephone conferences and emails are the preferred ways of communicating. When initiating and developing new relations, personal meetings are deemed more appropriate, but when the purpose is to maintain an existing relationship, personal meetings can be complemented by telephone, audio conferences via Skype, and email. Well-developed relationships characterized by informality can be maintained with the help of text messaging. Digital communication media is used whenever it allows for traditional B2B behavior. All communication, regardless of which medium is used, is adapted to the cultural background and seniority of the recipient, and to the stage of development of the relationship. Most likely, the choice of medium is determined by the preferences of the buying firm.

The results of this study are based on a relatively small qualitative material. The results however suggest that B2B marketers select digital communication media that allow them to communicate most efficiently with their customers, and that they adapt their messages to the recipient. Since traditional marketing activities prevail in the B2B market, digital media that support those activities are used.

Poznámky | *Notes* ——— The author wishes to express her sincere gratitude towards IUC Väst (Industrial Development Centre West) for inviting her to participate in many interesting and rewarding focus groups, and to the focus group participants for allowing her to use their comments as a basis for the empirical findings of this research paper.

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Kľúčové slová | Key Words ——— digital communication, digital media, international business, focus group | *digitálna komunikácia, digitálne média, medzinárodný obchod, focus group*

JEL klasifikácia | *JEL classification* ——— M31

Résumé ——— ***Ako pracujú manažéri s digitálnymi komunikačnými médiami v medzinárodných obchodných vzťahoch? Výsledky focus group o skúsenostiach manažérov s používaním digitálnych médií pri budovaní vzťahov.***
V kvalitatívnej štúdii o medzinárodných obchodných rokovaniach a osobných obchodných vzťahoch vypracovanej pred niekoľkými rokmi výsledky ukázali, že budovanie a starostlivosť o vzťahy je niečo, čo zaberá pozornosť väčšiny medzinárodných vyjednávačov. Bolo dokázané, že osobné stretnutia s náležitou frekvenciou opakovania sú vyslovene požiadavkou a že kontakt medzi stretnutiami bol udržiavaný naďalej prostredníctvom telefónu a e-mailu. Avšak objavili sa aj niektoré neočakávané výsledky, ktoré naznačujú, že respondenti mali problémy s rozvíjaním a udržiavaním obchodných vzťahov prostredníctvom e-mailu a videokonferencie.

S ohľadom na túto skutočnosť sa autor zapojil do výskumu s cieľovou skupinou skladajúcou sa zo siedmich vedúcich pracovníkov s bohatými skúsenosťami z prostredia medzinárodného vyjednávania s cieľom zistiť, či sa digitálne správanie v obchodnej komunikácii zmenilo v priebehu posledných desiatich rokov.

Nové výsledky ukázali, že v boji s ťažkým pracovným vyťažením účastníci uvítali komunikačné technológie, ktoré im môžu zachrániť kúsok pracovného času, ale zdôraznili, že pre začatie a budovanie vzťahov je fyzický kontakt stále nevyhnutnosťou. V tomto kontexte je posielanie e-mailov do istej miery odlišné v porovnaní so staršou štúdiou, pretože tento druh komunikácie už nepredstavoval problém, ale bol súčasťou každodennej práce.

Avšak, bolo jasné, že (ne) formalita používaná v e-mailoch bola prispôsobená konkrétnej fázy vývoja obchodného vzťahu, napríklad sa menila v závislosti od veku náprotivku a od kultúrneho zázemia. Účastníci tiež diskutovali o svojich skúsenostiach s videokonferenciami poznamenajúc, že potom, čo si vyskúšali novú technológiu sa museli do značnej miery vrátiť k tradičnej telefónnej konferencii, až teraz sa tieto konferencie uskutočňujú cez Skype.

Záverom možno povedať, že výsledky ukazujú, že tradičné marketingové aktivity a médiá prevládajú: osobné stretnutia, telefónne konferencie a e-maily sú preferované spôsoby komunikácie. Digitálne komunikačné médiá sa používajú vždy, keď je to možné pre tradičné B2B správanie. Všetka komunikácia, bez ohľadu na používané médium, je prispôsobená kultúrnemu pozadiu a seniority príjemcu a hlavne stupňu vývoja vzťahu. S najväčšou pravdepodobnosťou je voľba média daná tým, čo preferuje nakupujúca firma.

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EXORCISING DUST — A REFLECTION ON CULTURAL DIFFERENCES IN UNDERSTANDING ADS

The paper at hand demonstrates a methodology of teaching intercultural differences, based on an exercise using the analysis of advertisements. The method was used in two MOOCs (Massive Open Online Courses) called cope 14 and cope 15 and, in slightly adapted form, in a lecture in cross-cultural management on Bachelor Level. This method aims at reflecting the own expectations on how the other side will react to different marketing messages and to learn about cultural differences by comparing these expectations with actual feedback. In the MOOCs students researched ads, which they considered worthwhile for discussion and presented them on the online platform, together with their own opinion or interpretation, asking their colleagues for theirs. The resulting media gallery and the connected discussions on different social media, demonstrate the scope and reach of this student centred teaching method. In total more than 600 media were presented, analysed and discussed. On the Bachelor level, more than 150 students from two courses in Austria and India had the task to choose ads, they believed to be understood differently by the other side and reflect on those expected differences. After the reflection was done and the expectations have been put to paper, the students had the opportunity to transmit the ads to their colleagues and ask them concrete questions about what they think about them. Example ads from both learning environments are presented, analysed and discussed concerning the differences found between the expectations of one side and the real feedback of the other side. The results clearly indicate, that cultural dimensions could be used to explain some, but not all – or even the majority of all upcoming issues and that alternative models of explanation need to be used. The use of student centred learning scenarios proved to be a powerful way for teaching intercultural management issues.

1. Introduction ——— The educational landscape in Europe is changing. Paradigm changes cause universities all over the world to rethink their teaching concepts. (European University Association, 2008; Ernst & Young 2012). Universities need to find ways to adopt to the new trends and to offer teaching, which is student-centred and output oriented. (Ernst & Young 2012; The Economist 2014).

Student cantered means to put the students, but not the teaching staff in the centre of attention. “Student-centred learning is a broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situations, ultimately holding the student responsible for his own advances in education.”(Nanney 2004, p. 1) The role of the teacher is – in this context – changing from lecturer to moderator or coach. Output oriented refers to a competence based teaching style, which is primarily setting the competence of the students, not the contents of the teaching into the centre of interest; as opposed to the input, meaning those elements which have been taught – which is often a relevant difference. The set aim is, from this point of view, to allow the students to solve actual tasks in a competent way, not just to be able to show that they know the theory by heart (compare Baumann & Benzing 2013). The term knowledge transfer has been replaced with training competences. It is not aim anymore to grade what students know, but what they can actually do with this knowledge. “In the last years the term competence has been established as new term of reference in all educational sectors and has – at least for some time – replaced qualification and education.” (Zürcher 2010, p. 2, own translation).

Curriculum and syllabus adaptation has, in this context, often been faster than creating competence based learning activities and assessments. A competence based assessment of students is still not done in all educational institutions. Erpenbeck is – in this context – even speaking of a kind of war:

“A war for the best, for those having competencies to act as high potentials, for competences and competent, which, if you like, could be called talents. Winner in this world-wide war will be those, who will command the best methods for measuring and training competences. Competence mathematics is a relevant topic for the future with enormous reach.” (Erpenbeck 2008, p. 1, own translation).

The term competence itself is, as so many other terms in the social science, not defined exactly and often discussed. The current paper follows the definition of Erpenbeck und von Rosenstiel (2007), they define competences as dispositions for self-organization, skills of persons which enable them to act in a self-organized, creative way, in situations new to them.

What we currently need are teaching activities, which fit the paradigm change discussed above, optimized for higher education and a competence based approach. The paper aims to demonstrate how learning activities can be successfully adapted to this new paradigm and to discuss advantages and disadvantages. This is done using examples from an exercise designed for teaching intercultural differences, which was used in two MOOCs and in slightly adapted form in a Bachelor level course.

2. Making cultural differences visible ——— Communication across cultural borders is difficult. It does not matter if this communication should happen between nations, institutions or simply between two people from different cultures, it can always result in unexpected perceptions and reactions. It can be interesting, challenging, funny, complex, problematic, surprising, a great experience or just boring. Intercultural communication depends strongly on how we understand our own culture and which differences we expect to find when comparing our own with other cultures. Depending on the situation we might find this differences to be positive or negative. Culture describes, how people understand the reality around them, but it is not just a product of the community, it is more personal, half-way between human nature and our own preferences and traits. “Culture hides more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants.” (Hall 1976)

While the individual perspective of the traditional concept of culture was marked “by primary collectivity and attributive congruence” (Hansen 2009b), modern concepts of culture realize that culture has, in a globalized world, grown into a much more “fuzzy” concept (Bolten 2013). Every one of us is understood to be part of growingly complex network of relations, which form a very individual “culture”. This more complex view of culture cannot easily be analysed or understood just by using simple methods, which reduce it to a number of linear dimensions (Hofstede 1991; Trompenaars 1998; House et al. 2004).

“The claim of differentiation as a characteristic of cultural customs is closely related to the developments in the field of individual collective membership. While the traditional concept of culture understood this relationship between individuals and their collectives to be one marked by primary collectivity, the accelerating increase in the number of available collectives and their mutual influence demands a fundamental revision.” (Hansen 2009b)

As Bolten (2013) points out, we still need to be cautious on to hastily adopt new approaches of how to understand and teach culture. Cultural contexts are still determined by homogeneity assumptions: generalizations and stereotyping are still often used even in cases where more differentiated perspectives should be used. One way of teaching about cultural differences is to learn about one’s own cultural baseline, reflecting on own perceptions and comparing these with the expectations and finally real reactions of “the other side”.

2.1. Teaching methodology ——— Making cultural differences visible and tangible is a central part of learning about intercultural interaction and communication. In the bachelor course for intercultural management theories about culture are presented and demonstrated using examples and case studies. To facilitate this process different media (audio, video, and printed cases) are used. The format of the course itself is a short lecture with one semester hour. About 65 students participate.

The following exercise was developed in this course: Students had the task to find specific ads, of which they believed that they would be understood differently in another culture, in case of this year’s exercise specifically in India.

The first step was to purposefully select ads and describe elements, of which the students expected, that the Indian colleagues would interpret the message differently than themselves. The students needed to document in writing, what they believed the Indian colleagues perception to be. In a second step, the expectations of the students were compared with reality. To do this, the students were asked to send the ads and a set corresponding questions to colleagues in India. While the notion that different interpretations exist is trivial, the formulation of questions to investigate their understanding is not. The answers to these questions were used to judge the real reaction of the other side and finally to compare it with the own expectations – often with surprising and spectacular results.

A variant of this exercise was also provided in scope of a MOOC. MOOCs are a global educational phenomenon, the term is an abbreviation for “Massive Open Online Courses”, which might be one of the most important factors for the digital educational revolution (The Economist 2014). “Massive” stands for a near limitless number of learners; “open” defines the content as being accessible for the public, no one is excluded; “online” describes the web-based nature and “course” finally defines it is a structured learning method for a specific topic, including learning aims. (Treeck, Himpsl-Gutermann & Robes 2013). Learners all over the world, which have an internet access, internet media competence and the respective language skills, can inscribe in MOOCs.

As a university of applied sciences FH JOANNEUM is always interested to use new learning methods and to adapt the possibility to study to the new teaching environment and to stakeholder requirements. As such FH JOANNEUM offered a MOOC with the name ″Competences for Global Collaboration – cope14“ in 2014, which was repeated 2015 as ″cope15“. This MOOC was aimed to include students and staff from FH JOANNEUM and Partner universities, but was also open for other participants from all over the world.In one module of this MOOC, the participants had the task to find advertisements, which they considered typical for their own culture and to present them to the community. The resulting media gallery and the connected discussions on the platform itself and in different social media, demonstrate the scope and quality of this student centred task.

Possibilities for learning have proven to be vastly different for students from different areas and institutions. The learning processes which have been started through this exercise, have not been the same for each person, but have been strongly depending on how much a person has been immersed in the task and how much he or she has been involved in different discussions. The variety of links and comments offered was immense and everyone had the possibility to create a very personal learning path.

In total (in both MOOCs together) more than 600 advertisements have been presented and discussed. All of these have been found, analysed and presented by the participants themselves. The content, which resulted from this enormous number of postings and comments was so large and diverse, that it can be safely assumed, that no single lecturer would have had the chance to produce a similar learning environment. Through the answers from students from different cultures and fields of study many differences in perceptions of these ads became obvious.

3 Examples ——— In one example for the Bachelor course, the students have were an advertisement (Dirt Devil 2011), which shows, in homage to the movie ″The Exorcist“ a Catholic Pater, who is called to a house, were he finds a young woman, which shows all signs of possession. She is even floating close to the ceiling. In the next scene the camera is slowly sweeping up to the next floor, were an older woman is vacuuming the carpet. It becomes obvious that the floating woman is following the movements of the vacuum cleaner. The students noted the following: “We were quite unsure, whether the concept of a devil does even exist within the Indian Culture, or within the Hindu Religion. Even if it is a well-known concept in India, we wanted to know, if fighting the Devil by exorcism was a thing that people from the Indian culture knew, and what they were thinking about it." After their own analysis, they presented the video to their Indian colleagues, who answered: "In our Indian culture the concept of devil is present but we don't use it in day to day interactions. Devil is used in a negative connotation so we generally do not link any product with the characteristics of the devil and here devil is used to refer dirt. So anything which is unclean is being pulled by the vacuum cleaner as the girl in the advertisement is also unclean (possessed) she is being pulled by the vacuum cleaner."

FIGURE 1: DIRT DEVIL SPOT.
SOURCE: DIRTDEVIL-EXORCIST.COM (2011)

Another group of students reported the following: "Finally, it needs to be mentioned that our initial second advertisement was a poster of the underwear company, Palmers, which exposed five women half naked, lying on their bellies. It was an ad about see-through tights which has been displayed for many weeks in several Austrian cities and suburbs. Our Indian colleagues refused to even comment on this ad, thus we decided to offer another commercial. This was probably the most significant cultural differences we got to experience through this valuable project.

The exercise in the MOOCs also produced interesting results. In one example the students chose an advertisement from Almdudler (2012) in which an obviously German tourist is hiking and somewhere in the alps shouts the – at least in Austria – well know slogan "If they don't have Almduddler, I will return home!", the echo surprisingly answers with "Pfiat di!", which, in Austrian dialect means – in a friendly way – bye, bye.

FIGURE 2: ALMDUDLER SPOT.
SOURCE: HORIZONT.AT (2012)

This video cannot be easily understood for persons, which are not from Austria or Germany. In the discussion about this video many different perspectives and opinions came up. Topics, which discussed were: the value of regional references in an advertisement, the relation between Austrians and Germans, the creation of simple and easy to remember messages or political correctness (and incorrectness). The discussion of the different topics happens in different platforms and media and is

not always visible for the facilitator. Interestingly, very few perceptions or opinions, which might not have been well reflected or thought through when first mentioned remain unopposed, even without the facilitator intervening.

Numerous other examples, which led to the discussion of different topics, could be mentioned here. Especially messages from advertisements, which are much more aggressive and energetic or much more philosophical and thoughtful than what is usually used in Austria or Germany have been presented. For example an advertisement from Turkey (Never say no to Panda, 2010) was discussed, which aims at advertising cheese. Should the consumer not immediately take (and enjoy) the offered cheese, a Panda appears, which is immediately, brutally and directly showing his disagreement (e.g by smashing the office).

4 Discussion ——— While in the first version of the exercise the own opinion can easily be cross-checked with the target culture, often showing that the own expectations about the reaction of a target culture are not met, the second version allows to produce a large amount of examples and opinions in a relatively short time and allows to see how different reactions can be. Both exercises lead to an immediate understanding about the problems of perception, which is mostly filtered by our own culture and how difficult it can be to try to apply schemata or typologies on a foreign, unknown culture as any application of such would also be dependent on our own cultural filter.

Using the example of "exercising dust" it can be easily understood that the underlying concepts are related to different layers of culture (Schein 2010). The Austrian students referred to the act of exorcism as a ritual and the meaning of the devil as a symbol, which are, according to Schein both situated in the first "artefact" layer of culture. The Indian students referred to the underlying basic assumption of "unclean" entities and their meaning in Indian philosophy and religion. It would be very difficult indeed to explain the differences between the Austrian student's expectations and the real Indian student's reaction, with the use of cultural dimensions as defined by Hofstede (1991) or Trompenaars (1998), which do not allow for taking these different layers into account. This is an important message for students, who just learned about cultural dimensions as one way of analysing cultural differences. While these models might provide powerful tools they should not be over interpreted.

While it is of course trivial to find if cultural differences in the understanding of the "Almdudler" spot exist, the analysis of the own expectation of how others would understand it is not. The MOOC platform made it possible to understand the sheer multitude of factors which influence the understanding of this (or essentially any other) ad. While some of the participants considered the question of the importance of political correctness in advertisements the central element for discussion for this ad, others were focussing on completely different elements like the regional impact or the formulation of short easily to remember slogans. For some persons this specific ad was offending, for some it was annoying, for some funny and for other simply weird. It is an important lesson that receiving the meaning of a message is dependent not only from the sender or the content of the message, but also from the receiver (von Thun, 2013) and that culture can add an additional layer of complexity.

The results demonstrate clearly that learning about cultural dimensions (e.g. Hofstede, Trompenaars) to understand foreign cultures cannot be sufficient and the reflecting your own cultural baseline is of utmost importance. In the current globalized world with "multicollective persons and polycollective cultures" (Hansen 2009) it is imperative to look at the topic culture in a new open minded way. Cultural dimensions, like the ones proposed by Hofstede et al.(1991) or by Trompenaars and Hampton-Turner (1998) will still serve their purpose to make fast cultural comparisons, which are easy to understand, but they cannot really mirror the fast changing, growingly complex cultural mix, that usually forms "the other side". Student centred, output oriented approaches, which aim to allow for the students to make their own experience in a secure, protected environment might be one way to go, as they at least allow to grasp the complexity of the issues involved.

4.1 Limitations ——— While the presented teaching methodology allows for comparing expectations with real reactions, and allows for making the complexity of the topic visible, it does not provide any answers for how to handle these differences or how to successfully adapt one's own view. Learning about the differences in perceptions does not automatically make a student an intercultural competent person. As such the existing methodology can only serve as an entry point for students to get deeper involved into the topic. As with any student centered methodology the teaching person needs to move from the classic position of a lecturer to one of a moderator or coach. This involves a loss of power over the teaching process and moves this power to the students or even to external persons (e.g. students in India) with all the connected advantages and disadvantages. While MOOCS might allow for powerful open learning scenarios, they also allow a student to get lost in topics and discussions, which are not aiming at the original learning content anymore. Students which are not aiming to stay focused can as such easily end up learning something completely different or even contradictory to the original learning aims formulated by the moderator, which might be an advantage or disadvantage.

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Kľúčové slová | Key Words ——— intercultural differences, advertisement, cross-cultural management, teaching method | *intrerkultúrne rozdiely, reklama, interkultúrny manažment, učebná metóda*

JEL klasifikácia | *JEL classification* ——— M31

Résumé ——— ***"Vyháňanie prachu" – úvaha o kultúrnych rozdieloch pri pochopení reklamy***

Tento článok demonštruje metodiku výučby interkultúrnych rozdielov založených na cvičení s využitím analýzy reklám. Táto metóda bola použitá v dvoch MOOCs (Massive Open Online Courses) s názvom "vyrovnať 14 a vyrovnať 15" a mierne upravenej podobe pri výučbe interkultúrneho manažmentu na bakalárskej úrovni. Táto metóda má za cieľ odrážať vlastné očakávania o tom, ako bude druhá strana reagovať na rôzne marketingové správy a dozvedieť sa o kultúrnych rozdieloch porovnaním týchto očakávaní s reálnou spätnou väzbou. V týchto kurzoch študenti skúmajú reklamy, ktoré sú považované za užitočné pre diskusiu a prezentované na on-line platforme a spolu s ich názorom alebo výkladom sa pýtajú svojich kolegov na ten ich. Výsledná vzorka médií a k tomu prislúchajúca diskusia o rôznych sociálnych médiách, ukazujú rozsah a dosah tejto na študentov orientovanej vyučovacej metódy. Celkovo bolo prezentovaných, analyzovaných a prediskutovaných viac ako 600 médií. Na úrovni bakalárskeho štúdia viac ako 150 študentov z dvoch skupín v Rakúsku a Indii malo za úlohu vybrať reklamy, pri ktorých verili, že budú pochopené rôzne a bude nutné premýšľať o týchto rozdieloch. Po tomto pohľade boli očakávania umiestnené na papier, študenti mali možnosť prezentovať reklamy svojim kolegom a pýtať sa ich konkrétne otázky o tom, čo si o nich reálne myslia. Ukážkové reklamy z oboch prostredí boli prezentované, analyzované a prediskutované s prihliadaním na rozdiely zistené medzi očakávaniami a reálnou spätnou väzbou na druhej strane. Výsledky jasne ukazujú, že kultúrne dimenzie by mohli byť použité na vysvetlenie niektorých, ale nie všetkých – ale dokonca väčšiny problémov, a že je potrebné použiť alternatívne modely vysvetľovania. Využitie scenárov učenia orientovaného na študentov sa ukázalo byť účinným spôsobom pre výučbu problematiky interkultúrneho manažmentu.

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UPGRADING SHOPPING EXPERIENCE: THE DESIRE OF BEING SOMEONE ELSE

For some, shopping is a delight. For others, walking down the alley full of groceries or trying yet another pair of jeans are a nuisance. Elevating customer experiences has become a common agenda for many retail chains. Since 1980s, upscale as well as mid-market hotels have been trying to immerse their customers in the physical environment full of luxury and distinction. Thirty years later, shops have started to create a similarly distinct environment, which is pleasant to visit and look at.

Previous academic discussion elaborating on retail experience targeted primarily the importance of various staff skillsets and characteristics, which can influence customer satisfaction. Genuinely caring, eagerly serving and engaged staff is surely one of the key factors. However, the appearance of an outlet experienced through all five senses has become a topic as well.

Five years ago, several chains attempted to reinvent themselves moving away from offering products on shelves to offering a reason to stop by. Emulating the Apple store concept, shops jumped on the idea of pretending to be a different kind of establishment – turning bookshops into cafeterias, cafeterias into children playgrounds or public office space, electronic malls into digital centers, drugstores into beauty salons, car dealerships into mobility outlets, or grocery stores into marketplaces are a few examples of that epochal shift.

Feigning that disposable fashion is not that different from designer's haute couture when it comes to retailing fulfills the longing of many consumers to be positioned among the most affluent and trendy. Arranging a grocery discounter in a way that resembles a farmer's market sheds the light away from aggressive purchasing strategies and/or purport the belongingness to local community. The ancient schizophrenic desire to become someone else is nowhere more skillfully delivered than in retail outlets, which are being masked as congregation places, in many ways emulating the medieval approaches of ostentatious church buildings, in which modesty and humility were the proclaimed virtues.

Shops have become public places in many ways. Instead of meeting a friend at a city landmark on the main square, people get together in a new age cafe, where they discuss business issues over a laptop. On the other hand, in traditional cafes customers congregate around a table, each and every one with a smartphone "talking" to a friend which is not present or chatting in written one to another.

Emphasis on distinct features and emotions has been the main component of successful positioning, sometimes to the extent of pretending what the product (or in this case a shop) is not. In the era of intense competition and relatively limited options to distinguish store brands by clear positioning arguments. Some of the common positioning propositions can be related to specific assortment or (usually modestly paid) staff. The store concept is an unchartered territory in many ways, which itself shall give a reason to stop by.

Résumé ——— **O zlepšování zážitků z nakupování aneb touha stát se někým jiným**
Před více než třiceti lety hotely prošly výraznou změnou – z míst k přespání se stala místa, která často stojí za to navštívit, protože nabízejí neobvyklou míru luxusu a elegance, které dávají návštěvníkům pocit, že jsou někým jiným, někým, kým by vlastně chtěli být. Podobnou transformací procházejí v posledních deseti letech retailové obchody, které svými často unikátními koncepty předstírají, že jsou něčím jiným a tím dávají zákazníkům důvod ke své návštěvě. Obchody s knihami se mění v kavárny, kavárny se mění ve veřejné kanceláře, obchody s elektronikou se stávají poradenskými centry pro svět technologií. Odvěká schizofrenní touha předstírat, že jsme někým jiným, dostává v retail positioningu nové rozměry.

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FESTIVAL CANNES IN PRAGUE CHCE PRISPIEŤ K ÚSPECHU ČESKEJ REKLAMY

Česká spoločnosť Lionhearted a hnutie AdHackers sa rozhodli prispieť k úspechu českej reklamy a v dňoch 9. — 11. novembra predstavia to najlepšie z tohtoročného kreatívneho festivalu Cannes Lions priamo v Prahe. Festival Cannes in Praque začne inšpiratívnou konferenciou Creativity Booster Day a bude nasledovaný dvoma dňami kreatívnych workshopov BriefFest.

Creativity Booster Day sa bude konať v stredu 9. novembra. Na ňom sa šesť porotcov z Cannes podelí o svoje skúsenosti v komunikácii značiek. Predvedú viac ako 60 najzaujímavejších kampaní z kategórií Cyber, Mobile, Direct, PR, Promo & Activation a Radio. Konferencia bude doplnená o projekciu víťazných filmových reklám a výstavu najúspešnejších tlačových inzerátov.

Kreatívny workshop BriefFest bude nasledovať 10. a 11. novembra. Ponúkne osvojenie si metód tvorby komunikačných konceptov pod vedením Yonathana Dominitza, medzinárodne uznávaného školiteľa a tvorcu kreatívnych nástrojov zo spoločnosti The Mindscapes. Účastníci môžu pracovať s reálnymi zadaniami pre vlastné značky v uzatvorených tímoch a odnesú si použiteľné návrhy konceptov.

Podrobnejšie informácie o podujatí nájdete na: www.cannesinprague.cz.

TEXT | MAGDALÉNA SAMUHELOVÁ

MICHAEL, PARKER, 2016. NENÍ DŮLEŽITÉ, CO ŘÍKATE, ALE JAK TO ŘÍKATE!

PRAHA: NAŠE VOJSKO, 2016. 152 S. ISBN 978-80-206-1614-2.

Táto knižka môže byť veľmi zaujímavá pre tých, ktorí sa uchádzajú o zamestnanie, ktorí plánujú sebaprezentáciu, ktorí plánujú vystúpiť pred jedným divákom, alebo pred tisícimi poslucháčmi, pretože je praktickou príručkou ako to úspešne uskutočniť. Napísal ju jeden z najskúsenejších britských lektorov prezentačných zručností, ktorý vyše dvadsať rokov pracoval v reklamnej agentúre Saatchi & Saatchi, zúčastnil sa na viac ako tisícoch debatách a okrem iného, bol aktívnym športovcom, účastníkom súťaží v prekážkovom behu na dvoch olympiádach...

Autor Michael Parker teda vie, čo znamená byť a konať pod tlakom. Svoje skúsenosti a poznatky ponúka čitateľovi v tejto inšpiratívnej knižke, ktorá je aj graficky originálna a je ilustrovaná umelkyňou, nominovanou za svoju prácu na cenu Britskej akadémie filmového a televízneho umenia.

Obsah knižky autor rozčlenil do piatich častí, ktorých názvy sú príznačné: Zásady, Príprava, Prezentácia, Vystúpenie, Vylepšenie. V každej z nich uvádza viaceré aktuálne myšlienky významných osobností z histórie ľudstva.

Prvou zásadou uvedenou v časti knižky Zásady je slogan: *Nie je dôležité čo hovoríte...* Je to ústredný slogan, ktorý nesie v názve aj samotná kniha. Autor v tejto časti hovorí jednoduché pravdy z vlastnej praxe, že zameranie sa na obsah toho o čom hovoríme, na úkor toho, ako to povieme, robí rozdiel medzi priemerným rečníkom a rečníkom vynikajúcim. Účinok na poslucháčov záleží predovšetkým od tónu hlasu a reči tela. Ľudia kupujú ľudí, čo znamená, že najprv sa musíme ″predať“ sami, aby sme mohli predať svoje produkty. Môžeme byť úžasní, kvalifikovaní, ale keď sa ľuďom nepáčime, nekúpia si nás. Obľúbenosť sa dá vypestovať prostredníctvom všetkých stránok nášho vzhľadu. Ľudia konajú emotívne a až následne zdôvodňujú rozumovo. ″Zabúdame, že emócie ovládajú naše konanie, zatiaľ čo rozum vedie len k záverom. Zabúdame na city.“ (s. 22) O nich presvedčí len vášeň. Ak ju máme, tak presvedčíme aj ostatných, lebo je nákazlivá, ale ak ju nemáme, tak ju nepredstierajme, pretože je to neúprimné. Ak nám vášeň chýba, motiváciou bude pre nás a pre naše publikum – nadšenie, záujem a dychtivosť, no ak sa dá, hľadajme vášeň. Ľudia si nás vyberajú podľa dychtivosti, ktorú z nás musia cítiť.

Prezentácia je ako bitka, musíme v nej viesť, aby nás ľudia nasledovali, pretože publikum nie je náš nepriateľ, ono nám prináša záujem a energiu, ktorú potom môžeme zdieľať spolu. Všetko sa zakladá na vzájomnom emocionálnom prepojení. V závere tejto časti knižky uvádza autor päť klasických rečníckych zásad, stále platných od čias starovekej rétoriky. Sú nimi: nájdenie témy, usporiadanie a štukturalizácia, nájdenie výrazu a formy, zapamätanie si reči a samotný prednes. "Keď sa Demosthéna pýtali na najdôležitejšiu súčasť rečníckeho umenia, odpovedal "Prednes". Keď sa ho pýtali, ktorý je druhý, odpovedal: "Prednes" a tretí: "Prednes". (s. 39)

Druhá časť knižky Príprava začína autorovým dôrazom na veľmi precíznu prácu s výberom informácií k téme, premýšľaním o nej, vzhľadom k poslucháčom. Je veľmi dôležité poznať publikum, vcítiť sa doň a naladiť sa na jeho vlnovú dĺžku. Počúvať, čo chcú poslucháči počuť a nesústrediť sa na to, čo chceme povedať my... Neznie to nelogicky? Autor hovorí: "Ľudia vás počúvajú, keď vy počúvate ich." (s. 48) Mali by sme vedieť vystihnúť svoj príbeh alebo prejav s čo najmenej slovami, podľa autora – päťdesiatimi slovami, uchvátiť srdce a nielen myseľ publika.

Svoje argumenty navrhuje autor usporiadať do maximálne troch tém, či oblastí, ktoré ich podporujú. Dovoláva sa antického rétorického pravidla: Omne trium perfectum – užitočné pravidlo Tri, ktoré je v knižke i graficky znázornené. Pokračuje s praktickou ukážkou štruktúry a výstavby prejavu, vrátane dôsledného uplatnenia uvedeného pravidla Tri a využitia páuz. Varuje pred prácou na prejave na poslednú chvíľu, odporúča mať prezentáciu skôr v ranných hodinách, kedy máme my, aj publikum dostatok energie. Odporúča hovoriť prirodzene, v krátkych vetách, spontánne a plynule. Vizuálne pomôcky odporúča používať veľmi premyslene. Sú, podľa neho, len čerešničkou na torte a nie tortou. Veľmi jednoznačne autor hovorí, že kto sa nepripraví, pripraví sa na neúspech. Kto už stojí v žiari reflektorov – musí hrať. A kto hrá, musí predtým nacvičovať. Pred divákom. Dá sa to naučiť. Potrebujeme k tomu nejakého poslucháča, najlepšie nie blízku osobu, aby nám bez kritiky povedala, ako pôsobíme. Publikum by si nás malo užiť a my svoje vystúpenie tiež. "Predovšetkým je to príležitosť preniknúť poslucháčom do sŕdc." (s. 70)

Knižná časť Prezentácia začína slovami – prvý dojem sa počíta. Koľko nám trvá, kým odhadneme človeka pri prvom stretnutí? Päť, až sedem sekúnd? Autor odporúča zamerať sa na to, nacvičiť si príchod na scénu viackrát za sebou, najmä keď vieme, že nikdy nedostaneme druhú šancu urobiť prvý dojem. Začiatok a záver nášho vystúpenia je dôležitý, ale úspešný začiatok podmieňuje úspešný záver. Svojim vystúpením chceme poslucháčov inšpirovať k rozhodnutiam a činom, ale predtým musíme byť sami inšpirovaní. Odporúča preto, aby sme vyrozprávali publiku – príbeh. Vždy sme predsa radi počúvali a pamätali si príbehy ľudí. Spájajú ľudí, osvetľujú a okúzľujú ich. Aj v tejto časti knižky sa autor opiera o múdrosť starých Grékov, konkrétne o Aristotela, ktorý určil tri apely, aby naša reč bola presvedčivá. Sú to Etos, (charakter rečníka) Logos (racionálny argument) a Patos (emócie publika). Používame ich aj v bežnej konverzácii, ale, ako autor uvádza: "K dosiahnutiu najpodmanivejšieho a najpresvedčivejšieho argumentu je dôležité, aby sme našli správny prístup k týmto trom apelom. (s. 87)

Je preto potrebné vytvoriť puto medzi nami a poslucháčmi, byť na ich strane. To sa pozná v prvých sekundách. Mnohí si pamätáme a pripomíname to slávne zvolanie: "Ich bin ein Berliner!" (americký president J. F. Kennedy, západný Berlín, 1963)? Je preto potrebné pri prezentácii hovoriť presne a jednoducho, využiť zdravý rozum a argumenty s príkladmi, lebo poslucháč nemá možnosť overiť si ihneď čo počuje. Je preto potrebné zdieľať s poslucháčmi rovnaké cítenie ako jadro apelu. Presvedčivé slová a myšlienky vyvolajú požadovaný efekt.

Táto časť knižky je textovo a aj graficky stručná, až minimalistická, pretože, ako sám autor píše – čím dlhšie hovoríme, tým je menší účinok. Uvádza príklad najslávnejšieho prejavu v dejinách Spojených štátov – prejav Abrahama Lincolna po bitke pri Gettysburgu. Mal 272 slov a trval menej ako 3 minúty! Prečo je to dôležité? Preto, lebo pozornosť človeka sa časom znižuje, čo je treba mať vždy na zreteli.

Vo vystúpení je potrebné dať priestor pre otázky a odpovede. Pri panelovom rozhovore, kedy vidíme publikum po prvýkrát je potrebné zostať pokojný, byť stručný, pozitívny a úprimný a asertívny. Je pravdepodobné, že si ľudia nebudú pamätať, čo sme im povedali a preto je vhodné urobiť im – show! Slová, ktoré sme ľuďom povedali, by sa mali premeniť na zážitok. Vystupujeme ako na divadelnom javisku. Pohyby, gestá, dramatičnosť príchodu, podmanivý príbeh, rekvizity, aranžmán, tón hlasu... toto všetko sa dá pripraviť a nacvičiť.

V časti knižky Vystúpenie dáva autor veľmi konkrétne a užitočné rady ako vystupovať na verejnosti. Čo je podľa neho veľmi dôležité, dal najavo aj graficky v texte – dvomi prázdnymi stranami knižky. Áno, je to – pauza. "Pre mnoho rečníkov, predovšetkým, tých menej skúsených, je zvládnutie páuz najľahšou a najrýchlejšou cestou k zlepšeniu vlastného slovného prejavu ." (s. 117) To že je pravda? Veríme však skúsenému autorovi a najmä múdremu neznámemu rímskemu autorovi, ktorý hovorí, že pauzy zosilňujú hlas, jasnejšie tiež formulujú myšlienky, oddeľujú ich a nechávajú poslucháčovi čas na premýšľanie. (s. 117)

Každé vystúpenie nesie v sebe riziká. Je možné im čeliť posilnením svojich šancí častým opakovaním vystúpenia počas jeho prípravy. Oboznámenie sa s možnými rizikami je toho súčasťou. Autor dôveryhodne radí nečítať prejav, ale držať sa na začiatku svojich schém a hovoriť od srdca, aby naše vystúpenie bolo spontánne a emocionálne. Odporúča mať tri záchytné body, vymedzené kľúčovými témami, ktoré označíme pauzami s dôrazom na začiatku a na konci každej časti. Podstatné je udržiavať očný kontakt s publikom, preto je vhodné nečítať úplne prejav a ak, tak na začiatku každého odseku vzhliadnuť k publiku. Nebude mať dojem, že prejav čítame.

Autor poukazuje na známy fakt, že pokiaľ chceme na niekoho zapôsobiť, musíme dobre vyzerať. Je jedno, či sa nám to páči, alebo nepáči, či je to spravodlivé, alebo nie... "Vzhľad ovplyvňuje rozhodovanie." (s. 127) Autor radí i s humorom narábať opatrne, je to korenie života, nie pokrm. Platí teda, nenútiť sa do humoru, ak je na mieste, mal by vyplynúť zo situácie a z nadšenia pre tému prejavu. Rečník je vždy pózerom, pretože stojí na javisku pred ľuďmi, ktorí posudzujú reč jeho tela. Uvádza sa, že existuje okolo 700 000 rôznych signálov tela, ktoré možno rozpoznať v jeho reči. Tak ako na to? Autor hovorí, že sa treba pred vystúpením rozhodnúť, akú náladu chceme mať vo svojom vnútri a potom si pripraviť reč svojho tela. Konkrétna rada autora znie: zaujať pózu sily, mať hore hlavu, pravidelne dýchať a kráčať priamo.

Funguje to, treba si to vyskúšať. Rečník ako herec na javisku je sám sebe režisérom, nikto mu nepovie ako a kde má stáť a ako sa pohybovať, len on sám a preto by mal ovládnuť javisko svojho vystúpenia. Všetky uvedené záležitosti majú jedno spoločné – uchopenie príležitosti a ukázanie sa v najlepšom svetle. Podľa autora knižky je pravdepodobne najlepší prístup ako to dosiahnuť popísaný Talianom Baldassarem Castiglionem v 16. storočí, ktorý definoval dva princípy, ktoré keď sú vyvážené, umožnia dosiahnuť skvelé výsledky.

Prvý princíp sa nazýva DECORO. Zahŕňa všetky uvedené postupy pred vystúpením. Ich kombináciou možno urobiť predstavenie inšpirujúce. Druhý princíp má názov SPREZZATURA. Je to slovo, ktoré vytvoril jeho autor a možno ho popísať ako: iskru života, záblesk, umenie nonšalancie, nacvičenú nenútenosť, užívanie si improvizácie. Dramatický dôkaz fungovania oboch princípov sa udial na najväčšom javisku – na olympijských hrách. V Londýne v roku 2012 závodilo vo finále behu na sto metrov osem najrýchlejších mužov sveta. Dokonalá príprava, odhodlanie a tréning – bolo to decoro. Jeden z týchto mužov sa chopil príležitosti a jeho vystúpenie bolo najlepšie – bola to sprezzatura a ten muž sa volal Usain Bolt. Pamätáme si na to nádherné divadlo? Poslednou radou autora knižky pre rečníkov je táto: buďte sami sebou, buďte lepší. Dobre mienená rada je na mieste, ale je dosť ťažké dosiahnuť to. V závere knižky autor prehľadne uvádza veľmi konkrétne a užitočné rady rečníkom a nazýva ich – spoľahlivými trikmi.

Knižku uzatvára autorov zaujímavý výklad: Ako sa Londýn usiloval a dosiahol usporiadanie olympiády. Bol to práve spôsob, akým to Londýn v roku 2012 dosiahol. Musel byť lepší ako ostatní kandidáti na usporiadanie hier. Rozhodujúcim bol vstup lorda Sebastiana Coeho na scénu, lebo s nim prišiel étos veľkého atléta minulosti. Aj všetky ostatné mestá si plnili svoje povinnosti a kritéria v tejto veci, ale Londýn sa rozhodol presvedčiť voličov – emocionálne. Odpoveď ako to urobiť mala menej ako 50 slov. Vyjadrovali túžbu Londýna a jeho nadšenie uskutočniť olympijské hry. Pri predstavení vytvoril Londýn naozajstné divadlo s emocionálnym dosahom na porotcov. Toto divadlo najmenej desaťkrát nacvičoval. Mesiace práce – decoro – vyvrcholili nádherným predstavením – sprezzaturou. Najdôležitejším momentom však bolo – rozprávanie príbehu, ktorý ukázal podstatu londýnskej ponuky. Keď sa neskoršie pýtali lorda Coeho, čo cítil vo svojom srdci potom, čo Londýn vyhral možnosť usporiadať olympijské hry v roku 2012 odpovedal: "Všetko bolo o emocionálnom prepojení."

Knižku odporúčam všetkým záujemcom o prezentáciu seba, o prezentáciu svojich myšlienok v osobnom a profesionálnom živote, najmä, keď jej autor vie, ako sa prezentovať a ako prezentovať.

DICTIONARY OF USEFUL MARKETING TERMS G

green marketing | ***zelený marketing*** ——— Using green marketing, the company appealed to the young environmentalists in the town. | *Využitím green marketingu apelovala spoločnosť na mladých ochrancov životného prostredia v meste.*

gross | ***hrubý*** ——— The company made a gross profit of €25m in 2015. | *Spoločnosť dosiahla hrubý zisk 25 miliónov eur v roku 2015.*

GDP = gross domestic product | ***HDP = hrubý domáci produkt*** ——— Luxembourg has the highest GDP per capita in the EU. | *Luxembursko má najvyššie HDP na obyvateľa v EÚ.*

group | ***skupina*** ——— The respondents were interviewed in groups of three. | *Respondentov sa pýtali v skupinách po troch.*

group interview | ***skupinový rozhovor*** ——— Group interviews were made with students at the faculty in order to find out reactions to the new study program. | *Realizovali sa skupinové rozhovory so študentmi fakulty za účelom zistenia reakcie na nový študijný program.*

grow | ***rásť, vyrásť, zvyšovať sa, dozrieť*** ——— It is interesting to see how Jim has grown as a person in his first college year. | *Je zaujímavé sledovať, ako Jim ako osoba dozrel v prvom roku na vysokej škole.*

growth | ***rast, nárast*** ——— Students can see their college years as an opportunity for personal growth. | *Študenti môžu vnímať svoje vysokoškolské obdobie ako príležitosť k osobnému rastu.*

guarantee | ***garancia, záruka, garantovať, zaručiť*** ——— The guarantee usually lasts for two years. | *Záruka trvá zvyčajne dva roky.*

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