

MANAGEMENT AT THE TIME DISTANCE EDUCATION–UNIVERSITY TEACHING OF STUDENTS OF SOCIAL WORK

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Abstract

The article focuses on education of social workers at extraordinary measures arranged by the Government of the Czech Republic and the prevention of the risk of covid-19 disease. Education of social work students is part of the Social Policy of the Czech Republic. Education of social work in management is taking place not only in acquiring theoretical knowledge, but also in practical competence. The interaction process is one of the elements on which the teaching of the social work is built. Due to the epidemiological situation, the management was taught through the distant form of education. The theoretical starting point of the Stati is also theoretical analysis of selected aspects of social work. The aim of the paper is to present research findings focusing on replacing classical forms of teaching, playing distance teachers of the Constitution of the Social Work of the University of Hradec Králové and selected universities in the Czech Republic and Slovakia.

Keywords

Management, Social Work, Distance Education, COVID - 19

I. Introduction

In the historical development of social work as theoretical-practical science discipline we record dynamic requirements for the preparation and education of social workers. Social work is needed to obtain a variety of competencies during higher education. Elich (2019) considers a social worker as a supercompetent hero. At the same time, there is a need and social order to ensure basic managerial skills, especially for future managers and management workers in social services and social assistance organizations.

„In organizations providing social services, often leading workers becomes a worker with the greatest experience in the art, that is, the one who is a professional authority. The second specifies for managers in the social area is their different position and load by type of organization. Social workers of state administration are unambiguously for social work within their department, department or paper. Directors of state or general facilities correspond in addition to the vocational tasks and the management and operation of the equipment, the Heads of Non-State Organizations are a need to obtain financial resources for the activities of the organization at all these load tasks“ (Matoušek and Co, 2003, 326).

According to Janigova (2008) The work of a social worker as a manager requires communication capabilities on both horizontal and vertical level. On a horizontal level, he works with various entities, departments, organizations, organizations, and foreign organizations. Managerial activity of this level assumes cooperation with different professions workers. It's not routine work, many times this is a unique, creative activity with originality elements. Managerial performance affects external and internal factors. Managers must have its features, planning, organizing, conducting and control, perform continuously in changing conditions, respecting the impact of the external and internal environment. The functioning and prosperity of organizations in 2020 defined unaffected and unpredictable virus.

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On 11th March 2020, the World Health Organisation declared COVID-19 a pandemic. The pandemic affected the whole world, inducing changes in multiple areas of life, including personal life, relationships, social life, employment, education and many more. The strategies adopted to combat COVID-19 included social distancing, lockdown and quarantine measures. The pandemic also influenced education of social workers. The present crisis caused by the disease radically changed the lives of people around the world. While its impact was massive, it also created new opportunities for innovation, creativity and research in the domain of education of social workers. The innovative methods can be analysed and subsequently used in novel approaches to work, the development of which had been triggered by the crisis. The creative strategies, procedures and methods, which are being introduced, can be useful, efficient and suitable for further use in education of social workers.

All of these factors were reflected in distance education during the first and second wave of the pandemic. The switch from face-to-face to distance education was sudden and unexpected. The external environment was considerably influenced by factors like the fear of the pandemic, fear of death and the unknown. There were no models of good practice or theoretical conceptions and public space was flooded with chaotic information – about the disease, unpopular measures, the possibilities of quarantine and the inevitability of isolation. Crisis management in our institutions dealt primarily with the necessary measures protecting the lives of the employees and clients and the quality of education was of secondary interest.

For the need to fulfill the objective of the article we will pay attention to the management of management with the accent to managerial function of people's leadership. Donnelly (1997) understands management as the ability to persuade others to try to achieve set goals with enthusiasm. Human capital is seen in the postmodern time as one of the most important resources of an organization that affects effective functioning in several spheres - professional, personal, private, public ... Managing people and human capital is often a key resource to the successful course of organization and subsequent satisfaction of client needs with various forms of disadvantage. From the point of view of social work, it is an area of acquisition of the so-called. soft skills. Thus, it is the capabilities that we have in relation to each other in relation to others and in relation to certain methods of work. Personal competence are the most interesting areas, but also the areas that can be developed for the most demand. They mean the ability to work at each other, because of Janebová (2014), social workers and workers use themselves as a work tool. We can understand the personal competence as the ability to act with second people. Personal and social competence are complemented by methodological competences that mean the ability to solve tasks.

We agree with Warren Bennis that for survival in the 21st century we will need a new generation of leaders, not managers. The terms of management and leadership are often confused, but in professional literature are ethymologically and important. The manager is a governing man who keeps the system to perform set tasks. Leader - leader is a person who can cause positive change and development. Maxwell (2017) perceives the difference between management and guidance that the manager focuses on managing and maintaining systems and processes, keeps the direction, but he cannot change it. Aptimity notes that a way to recognize the leader from the manager is asking him to try to create a positive change. And it is necessary to affect people.

Briliant (in Crainer, 2000) talks about managers as those who know the problems and maintain the functioning of the organization, but leaders have special qualities - are creative, risk, represent innovation and growth in organization growth. Leadership theory serves a look, as evolved views on leadership. Maxwell (2017) has created an approach that leadership develops in five degrees. It allows us to realize not only the degree of management of the manager as a leader, but also shows where it is possible to improve.

- 1.Position (power) - rules. People follow the leader because they must.
- 2.Acceptation - relationships. People follow the leader because they decided.
- 3.Productivity - results. People follow the leader because they know what he did for the organization.

4. Year of Interpiver Attributes. People follow the leader because they know what he did for them.
5. Moscow power - Respect. People follow the leader, so who is and what it represents.

Square level in leadership is the so-called. Charisma leader. People follow the leader because they recognize the leader. Therefore, leadership we perceive as a dynamic and evolving process in interaction with internal and external factors. There are several differences when recognizing borders between manageress and leadership. Bennis (in Crain, 2000) describes them as follows:

1. Manager manages - leader innovates.
2. Managing is a copy - leader is the original.
3. The manager maintains - the leader develops.
4. The manager focuses on the system and structure – the leader to humans.
5. Manager Relying on control – the leader encourages confidence.
6. The manager has a short-term view - the leader has a long-term perspective.
7. The manager asks as and when - the leader asks what and why.
8. The manager is a result of the results - the leader's eyesight on the horizonot.
9. The manager receives Status Quo - Leader disputes him.
10. The manager is a good soldier - leader is himself.
11. The manager makes things right - leader makes the right things.

University education has certain specific features – a high degree of abstraction, high levels of intellectual activity and independence, respect and self-respect, academic culture. Its quality depends on multiple factors, such as the willingness to share the love for the subject with the students, the ability to present the subject matter in an attractive way and to explain it, the ability to provide useful feedback and many others. Good teaching is only possible with a good teacher, who is an expert in his field and has a human approach to students, which means that s/he has a sense of originality, s/he is a conscientious lecturer and s/he can act with decorum, cordiality, tolerance, optimism and the sense of humour etc. (Vašutová, 2003). .

Educators and students abandoned their professional discourses for a while and turned their attention to the distinctive aspects of university education. Which communication channels to use to enable the exchange of information? How well are the agents of the communication process prepared for the switch from face-to-face to distance education? Synchronous and asynchronous communication tools began to be used. The synchronous tools included audio or video conferencing software, which allows the participants of the communication process to meet at the same time in a shared virtual environment. Many people can participate simultaneously and exchange various amounts of information. The main advantage is immediate feedback, which the participants provide to each other and the nature of contact between them is close to communication in person. Another form of synchronous communication is chat communication. Compared to video conferencing, the amount of information exchanged over chat is smaller, while it is still possible to react quickly, and the contact is less personal. Asynchronous communication tools are those which do not involve meeting at the same time, but the participants feel the need to exchange greater amounts of information. Examples include discussion forums, email or similar messages sent online. A disadvantage of most asynchronous tools is the limited number of participants. Moreover, as the individual participants contribute to the conversation at different times, the communication may be difficult to follow for many of them (Plamínek, Franc, 2012).

This perspective (face to face) is presented from the view of a lecturer who teaches in the field of social work because this profession is built on the importance of interpersonal interaction (Květenská, Chaloupská, Vodová, 2021).

II. Methodology

The research is focused on teaching management in social work in the period of emergency measures adopted by the Government of the Czech Republic against the propagation of the Covid-19 virus. The main goal is to find out how university educators teaching social work evaluate distance learning compared to the classical form of study. We have chosen a quantitative research strategy to meet the main research goal, specifically the technique of questionnaire survey. The questionnaire contained 19 questions, only issues related to the main objective of this Statist were used for the purposes of this Statist. The questionnaire was created in Survio, the distribution of the questionnaire was electronically in order to respond the opportunity to answer questions anonymously. The questionnaire contained both open, closed and semi-closed questions. The questionnaire was electronically sent between teachers in the field of social work. The questionnaire displayed 48 teachers, the return was 66.67%.

Table 1: Characteristics of the Research Sample

| | | |
|-------|----|-------|
| Man | 18 | 56,3% |
| Woman | 14 | 43,8% |
| Total | 32 | 100% |

Source: own

Based on the above table number 1, the research sample can be characterized in terms of sex. A total of 32 teachers in the field of social work and other helping professions (special pedagogy, social pedagogy (n = 32), of which 18 (56.3%) of men and 14 (43.8%) of women were attended. Research sample From the point of view of sex, it can be considered almost gender balanced with a slight predominance of men.

Table 2: Research Sample Characteristics - Length of Practice

| | Absolute | Relative frequency |
|---------------------|----------|--------------------|
| Less than 5 years | 3 | 9,4% |
| 5 – 10 years | 5 | 15,6% |
| 11 – 15years | 6 | 18,8% |
| 16 – 20 years | 7 | 21,9% |
| Leess than 20 years | 11 | 34,4% |
| Total | 32 | 100% |

Source: own

The research pattern can also be characterized in terms of teachers practice. Most teachers operate at the University of Visek than 20 years, specifically, it is 11 respondents. Between 16-20 years he teaches 7 respondents at college 7. The third most common answer is the teaching of helping professions in the range of 11 - 15 years, it is 6 respondents. Five teachers teach at the university between 5-10 years. The least numerous group consists of 3 teachers who are less than 5 years of age in practice.

Table 3: Research Sample Characteristics - City of Teaching

| | Absolute frequency | Relative frequency |
|--------------------------------|--------------------|--------------------|
| Banská Bystrica | 2 | 6,3% |
| Ústí nad Labem | 6 | 18,8% |
| České Budějovice | 3 | 9,4% |
| Hradec Králové | 12 | 37,5% |
| Ostrava | 4 | 12,5% |
| Praha | 4 | 12,5% |
| Bánská Bystrica/Ústí nad Labem | 1 | 3,1% |
| Total | 32 | 100% |

Source: own

The most respondent teaches in Hradec Králové, repeatedly, it is 12 teachers. Six teachers operate in Ústí nad Labem. Followed by Ostrava and Prague at 12.5%. At least teachers who have been involved in research comes from Banská Bystrica, České Budějovice and the combination of Bánský Bystrica and Ústí nad Labem.

The second questionnaire contained 29 questions. For the purposes of this Stati, only issues related to the main objective of this Statio were used. The questionnaire was created in Survio, the distribution of the questionnaire was electronically in order to respond the opportunity to answer questions anonymously. The questionnaire contained both open, closed and semi-closed questions. The questionnaire was sent out electronically among students in the field of social work. The questionnaire displayed 691 students, of which return was 51.52%.

Table 4: Research Sample Characteristics - Sex (Students)

| | Absolute frequency | Relative frequency |
|-------|--------------------|--------------------|
| Woman | 339 | 95,2% |
| Man | 17 | 4,8% |
| Total | 356 | 100% |

Source: own

Based on the above table, the number 1 can be characterized by a student's research sample. A total of 356 respondents studied social work (n = 32), of which 17 (4.8%) of men and 339 (95.2%) of women were attended by the research investigation. The research pattern can be characterized with a significant transfer of women, you can also say that it corresponds to the overall tendency of women's social work.

Table 5: Characteristics of the Research Sample - City of Studies (Students)

| | Absolute | Relative frequency |
|------------------|----------|--------------------|
| Banská Bystrica | 18 | 5,1% |
| Ústí nad Labem | 93 | 26,1% |
| Brno | 7 | 2% |
| České Budějovice | 41 | 11,5% |
| Hradec Králové | 109 | 30,6% |
| Liberec | 23 | 6,5% |
| Olomouc | 29 | 8,1% |
| Ostrava | 8 | 2,2% |
| Plzeň | 1 | 0,3% |
| Praha | 18 | 5,1% |

Source: own

Students' research sample can be characterized by study. Most students studying Social Work in Hradec Králové, specifically it is 109 students. Followed by Ústí nad Labem with 93 respondents. The third most common answers are Czech Budejovice, where it studies 41 students. Followed by Olomouc on behalf of 29 students. The research was attended by 23 students from Liberec. 18 students study in Prague. Less representation has Brno, Ostrava and Plzeň. However, the research sample of students comes from the territory of the whole Czech Republic.

III. Results of research

DC 1: Competence teachers for distance learning

Through this sub-goal, we examined how teachers of helping disciplines evaluate distance learning compared to the classical form of study. We were interested in mainly how it evaluates its competence for teaching social work in distance form, which evaluates the advantages and disadvantages of teaching and how to prepare for teaching compared to the classic form of teaching. We evaluated this sub-goal using four questions in the questionnaire.

Table 6: Assessment of teacher competencies

| | Absolute | Relative frequency |
|-------|----------|--------------------|
| 1-2 | 5 | 15,6% |
| 3-4 | 1 | 3,1% |
| 5-6 | 11 | 34,4% |
| 7-8 | 12 | 37,5% |
| 9-10 | 3 | 9,4% |
| Total | 32 | 100% |

Source: own

First, we will focus on evaluating competencies of teachers for teaching management in social work. We evaluate this part using one question in the questionnaire we processed in Table No. 6. Pedagogues had a 10-scale scale (when 1 is the worst and 10 best) to evaluate their competence for teaching management in social work. From the above table, it is clear that most educators chose Varinat from 7 to 8 points in this scale, specifically 37.5%. The second most common variant is moving on the range of 5-6, ie diameter and light above-average. 34.4% of teachers have chosen this varinat. One of the surprising answers is a rating of 1-2, which has chosen 15.6% of teachers who evaluate their competence for distance learning as very low. The following selected variants in the range of 9-10 chosen 9.4% of teachers. The least elected variant is evaluation at the level of

competence in the range of 3-4 points. This question can be evaluated that most teachers are evaluated as average or easily, in the context of competencies for teaching management in social work. However, the number of teachers who evaluate their competence is surprising as inadequate.

Subsequently, we conducted a comparison at a view of teachers in the context of the sex. We use the CHI-square test for comparison. We determined the following hypothesis: the frequency of answers to the problem is not dependent on sex. Chitest comes from 0.2559614172, the number of degrees of freedom is 9, Chin_v is published 11,29604061. This applies that 11,29604061 < 16,9189776. We do not accept an alternative hypothesis, the frequency of answers is not dependent on sex.

DC 2: Comparison of perspective and training for training for distance education compared to classical form

Table 7: Preparation for distance learning compared to classical form of teaching - view of teachers

| | Absolute | Relative |
|---------------------------------|----------|----------|
| Preparation is more challenging | 25 | 78,1% |
| Preparation is as demanding | 7 | 21,9% |
| Preparation is less challenging | 0 | 0% |
| Different | 0 | 0% |
| Total | 32 | 100% |

Source: own

Subsequently, we will focus on evaluating teachers in the context of spacer training compared to classical form of teaching. We evaluate this part using one question in the questionnaire where the teachers had a choice of 4 answers. It follows from the above Table No. that the vast majority of teachers evaluate the preparation for distance learning compared to the classical form of teaching more demanding. This variant has chosen 78.1% of teachers. The second most common answer is that the preparation for the classic form of teaching and distance form is as demanding. This opinion holds 21.9% of teachers. From the question, it is possible to evaluate that the vast majority of teachers need more time to prepare distance learning compared to the classical form of teaching. Some believe that the preparation is as demanding. The tendency of difficulty is also due to the fact that no one has elected a variant of less demands for distance learning.

We are now interested in comparison according to the city of teaching. For compaction, we use cities with the largest number of advontices. Therefore, we will compare Cities Hradec Kralove and Usti nad Labem. We use the CHI-square test for comparison. We set the following hypothesis: The frequency of answers to the problem is not dependent on the study site. Chitest comes from 0.6884997411, the number of degrees of freedom is 1, Chin_v is based 0.4066751436. Therefore, 0.4066751436 < 3,841458821 applies. We do not call alternative hypothesis, the frequency of answers not dependent on the form of study.

Table 8: Preparing for distance learning compared to classical form of teaching - view of students

| | Absolute | Relative |
|---------------------------------|----------|----------|
| Preparation is more challenging | 119 | 32,6% |
| Preparation is as demanding | 145 | 40,7% |
| Preparation is less challenging | 77 | 21,6% |
| Different | 18 | 5,1% |
| Total | 356 | 100% |

Source: own

Furthermore, the evaluation of preparing students for distance learning compared to classical form of teaching. We evaluate this part using one question in the questionnaire, when the student had to choose from 4 answers. It follows from the above Table 8 that most students evaluate the preparation

for distance education compared to the classical form of teaching as equally demanding. Specifically, 145 students chose this variant. The second most common response is the higher demands of training for distance learning compared to the classic form of teaching. This view has 32.6% of respondents. This is followed by 77 students who believe that preparation is less demanding. The least frequent responses are the answer other in which students of the first year mention that they do not have experience and therefore cannot assess the question. From this question, it can be evaluated that most students were preparing for distance education as long as the classic form of teaching, or needed more time to prepare.

We are now interested in comparison according to the city of teaching. For compaction, we use cities with the largest number of advantages. Therefore, we will compare Cities Hradec Kralove and Usti nad Labem. We use the CHI-square test for comparison. We set the following hypothesis: The frequency of answers to the problem is not dependent on the study site. Chitest comes from 0.6222460453, the number of degrees of freedom is 3, Chin_v is based 1.766526709. Therefore, $1.766526709 < 7,814727903$. We do not accept alternative hypothesis, the frequency of answers are not dependent on the form of study.

Subsequently, we will focus on the assessment of teachers in the context of training for distance learning compared to the classical form of teaching. We use the CHI-square test for comparison. We determined the following hypothesis: the frequency of answers to the problem is not dependent on the form of study. Chitest comes from 0.000005860124358, the number of degrees of freedom is 3, Chin_v is based on 27,00960405. This does not apply that $27,00960405 < 7,814727903$. We accept alternative hypothesis, the frequency of responses dependent on the form of study. From the research results, it is clear that teachers consider preparation for distance learning about a lot more demanding than a student of social work.

DC 3: Comparison of view and teachers on the benefits and disadvantages of distance learning compared to classical form of teaching

Now we evaluate disadvantageous and advantageous factors of the distance form of teaching from the perspective of teachers. We evaluate this part using two open questions. First, we set the categories that are sorted by the frequency of answers in the questionnaire. Among the often recurrent factor is the prevention of infection and avoiding the dissemination of Covid-19 disease, which is in line with the international strategy to combat the Covid-19 pandemic. Subsequently, the teacher of the distance form evaluates as flexible with possible time savings, usable at any time and more opportunity for reconciliation of work and family. Often, there is a view that distance learning has no advantage in responding. Teaching TAKE also evaluates distance learning as an opportunity to acquire new competences and training using innovative elements. The most common disadvantages of educators include the impossibility of direct interaction with students. This is related to a more complex discussion, which sometimes is not possible, harder execution of seminars, impersonality, low interaction with students. Overall, pedagogues perceive distance learning as less effective to the preparation ratio. The disadvantageous factors also include technologies that prevent interaction or in direct teaching.

Subsequently, we focus on disadvantageous and advantageous factory from students. Two open questions in the questionnaire were used to answer this question. First, we set the categories that are sorted by the frequency of answers in the questionnaire. Among the advantages, the student comforts home, time flexibility, financial savings, recording and subsequent leaving lecture, connection from anywhere, less organization complexity, no search for accommodation near school. From the above data, it can be stated that the student is most positively evaluated by flexibility and time saving associated with the absence of transport to the university. Students remaining time can devote their personal or family life. Flexibility allows them to connect anywhere and from anywhere. At the same time, the student will save financial savings due to commuting. Thanks to distance learning, it feels in greater mental well, because they can play a record of the lecture within the self-study. Among the disadvantages of distance education, the student ranks lack of interaction with teachers, less

concentration, technology problems, non-quality connection to internet, loss of motivation, less knowledge and information, limited communication, not to start teaching online. Indoor number of social work students mentions the missing interaction with the teachers, to which we can sort and slower pedagogue feedback. Interestingly, they are an answer to the loss of motivation. Students of social work mentioned that they have a sense of emptiness, loneliness. During distance learning, they are not noticeable, non-centuries and therefore are not so motivated to a higher education studio of social work.

In the comparation, we found that teachers and social work students mention similar disadvantages and benefits of distance learning. They also agree on the frequency of responses for specific categories.

IV. Conclusion

Based on the evaluation of the above findings, we can say that respondents of advances - expressed pedagogues, students the opinion that the objective management in social work helps to develop soft skills, personal competence for the performance of the social worker's profession. During distance learning, teaching in an online environment helped in the evidence of working and family life during lockdown. Students have appreciated rapid binding in pedagogues during the second wave of pandemic, in particular managing emptiness, loneliness. The results of the research confirms that the act of managing assistance to produce a positive change, has a positive effect on in the management of unplanned facts associated with COVID-19 pandemic. Respondents on-line height perceived, as an opportunity to acquire new competences and the possibility of education using innovative elements.

The crisis caused by the Pandemic Covid-19 revealed new problems, pointed out the importance of digital education for the digital transformation that Europe and the world need. In particular, the crisis stressed the increased need to use the potential of digital technologies in teaching and education along with the development of digital skills for future managers. On the other hand, it also pointed out the importance of personal development and development of the human potential of each participant of the learning process.

On-line teaching during the Covid-19 Pandemic has passed a significant change process. Pedagogues gradually reduced passive forms of communications, eg. Email and began to use synchronous tools that have reminiscent of personal contact. Progressively, visual elements, recording, videos, presentations have been introduced. The main advantage was known that, despite the emergency measures received, there is a possibility of interacting, mutual recognition, the creation of the environment and other skills that are part of the professional fidget of the social worker. Chat communication has created a space for creating group dynamics, brainstorming, which create conditions for participants to stop thinking as a summary of individuals, but they thought a synergistic effect as a group.

Based on theoretical bases and results of the research investigation, we define opportunities and threats to online teaching social workers during the pandemic Covid-19. The teacher is perceived as a leader who innovates, develops, encourages confidence. It is also a mentor and a coach offering emotional support. We perceive university education vision more comparatively, using optimum combination of online and contact teaching.

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