

How to use this document?

This document was developed by the UniLab consortium, led by the Siberian Federal University in RU. The consortium decided that these modules would be stored at the institution leading its development. Unfortunately, the war started and the materials were left on the SibFU's moodle platform. It is still possible to use these materials, but you need to access their platform. Some of the materials (word documents or ppt files) have been added at the end of this document as annexes. But still, you can enter the SibFU moodle and use all the materials available, please follow the two steps described below:

1. Follow this link: <https://online.sfu-kras.ru/login/index.php> You will see a login page in Russian language as shown in *Figure 1* below:

Figure 1 First screen, where to login as guest

Click on the grey button marked in *Figure 1* with an orange arrow. This will allow you to enter the moodle as a guest. Once you click on this button, you will be taken to another screen where you will have to enter the password (all in capitals, as shown): **UNILAB**

2. Enter the password in the box marked with a blue arrow in *Figure 2*.

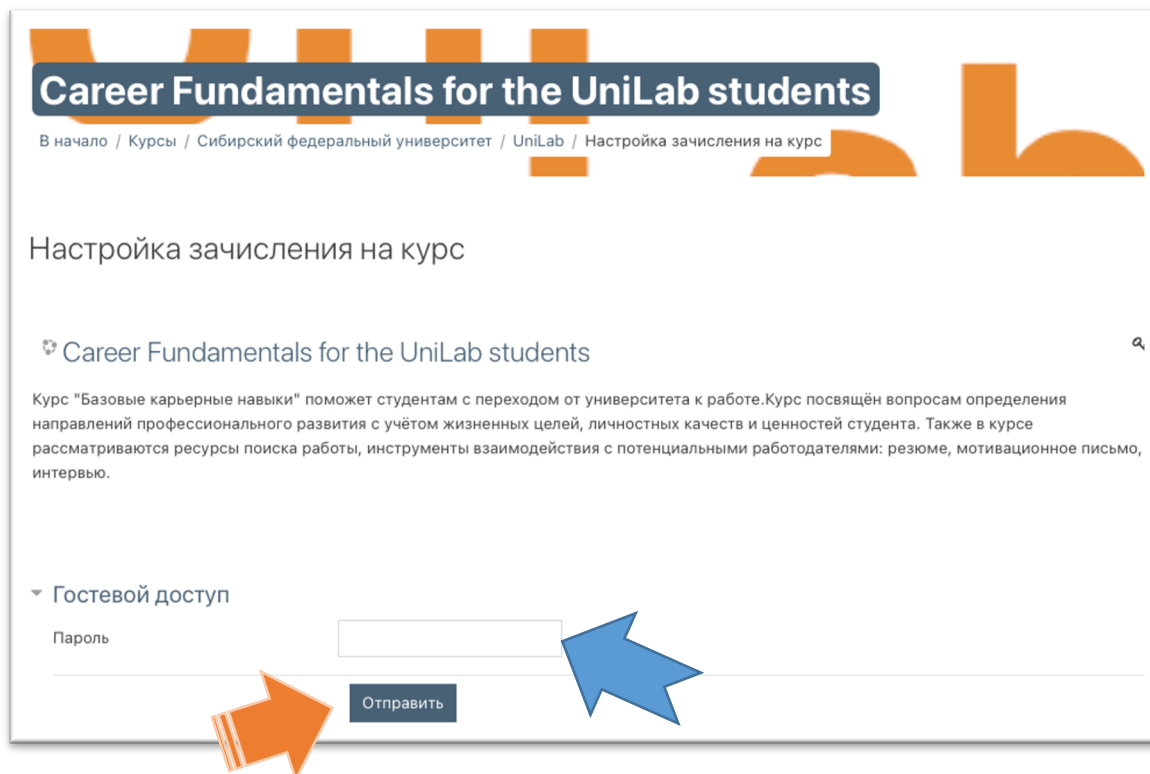


Figure 2 Second screen, where to enter the password

Once you have typed in the password, you can press the button marked with an orange arrow in *Figure 2*. You will be inside the moodle and you will be able to see and use all the modules and the materials stored there.

This document only includes the readings and the presentations used in these modules, attached as annexes. They are marked with the section number, so you can use the index to know which material you need or want to see. Opened links to YouTube videos are also included in this document.

We hope this guide is useful and that the courses inspire you to develop other similar materials for your students.



‘Career Fundamentals’ course Welcome

The course "Career Fundamentals" is designed for ambitious university students who seek to successfully find a job both during their practical placements and work-based learning (WBL) and at the end of their studies. The course can be used for different levels of study - bachelor's, specialist's, and master's programs as an elective course if this is fixed in the curriculum. The main goal of the course is to gain the knowledge and develop skills necessary to enter the labor market. The course consists of four modules, 18 hours each, from which students can choose either one, two, three or four modules of their choice. The total duration of the course is 2 credits.

The course modules:

1. Self-understanding
2. Job opportunities. Thriving at workplace
3. Entrepreneurship and self-branding
4. Managing work pressure and problem-solving

Each module is organised into four topics. Each topic contains specially selected text materials in Russian and English with interesting practical examples, relevant video materials, and concise presentations. Additional information is provided by useful links. Each topic ends with questions for self-control. At the end of each module, the student completes the final task, which is assessed by other students (peers). After successful completion of the course, the student receives a *Certificate of Completion*.

This course was developed within the framework of the UniLab international project "Internship: a step forward from the university to the labor market in the 21st century" of the ERASMUS + program. The course developers - participants of the UniLab project - considered the cases and best practices of European partners. You can find these cases and best practices in the project website:

<http://unilab.eucen.eu/language/en/resources/>



MODULE 1: SELF-UNDERSTANDING

1.1 Value system and life goals

The moodle platform has the following resources:

- a) Read: Value system and life goals
- b) STUDY: Presentation "Value system and life goals"
- c) WATCH THE VIDEO OF Value system and life goals
- d) HAVE MORE INFORMATION: Useful Related Links
- e) ANSWER THE QUESTIONS: Test on the topic "Value system and life goals"

In this document you can find the Reading (a) and the Presentation (b).

1.2 Career prospects

The moodle platform has the following resources:

- a) READ: Career prospects
- b) Study: Career prospects presentation
- c) WATCH THE VIDEO OF Career prospects
- d) More useful information: Useful related links
- e) ANSWER THE QUESTIONS: Test on the topic "Career prospects"

In this document you can find the Reading (a) and the Presentation (b)

1.3 Interaction styles

The moodle platform has the following resources:

- a) Read: Interaction style
- b) Study: Presentation Interaction style
- c) WATCH THE VIDEO OF non-verbal communication- Meaning, history, types, roles and examples (two videos – one available here)
 - [Non-Verbal Communication - Meaning, History, Types, Role and Examples - YouTube](#)
- d) More useful information: Useful related links
- e) ANSWER THE QUESTIONS: Test on the topic "Interaction Styles"

In this document you can find the Reading (a) and the Presentation (b)

1.4 Personal attributes and life goals

The moodle platform has the following resources:

- a) Read: Personal attributes and life goals
- b) Study: Presentation Personal attributes and life goals
- c) WATCH THE VIDEO OF Achieving goals (two videos – one available here)
 - [Achieving Goals - YouTube](#)
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic "Personal attributes and life goals"
- f) Summative assessment Module 1
- g) Feedback questionnaire - Module 1

In this document you can find the Reading (a) and the Presentation (b)



MODULE 2: JOB OPPORTUNITIES. THRIVING AT THE WORKPLACE

2.1 HOW to find a job for a university graduate?

The moodle platform has the following resources:

- a) Read: HOW to find a job for a university graduate
- b) Study: HOW to find a job for a university graduate
- c) WATCH THE VIDEO OF how to get a job with no experience (two videos – one available here)
 - <https://www.indeed.com/career-advice/finding-a-job/get-a-job-no-experience>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic HOW to find a job for a university graduate

In this document you can find the Reading (a)

2.2 How to prepare a CV

The moodle platform has the following resources:

- a) Read: How to write a student CV
- b) Study, Presentation How to write a student CV
- c) WATCH THE VIDEO OF how you write a CV
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic How to prepare a CV

In this document you can find the Reading (a) and (b)

2.3 HOW to write a motivation letter?

The moodle platform has the following resources:

- a) Read: How to write a motivation letter
- b) Study, Presentation How to write a motivation letter
- c) WATCH THE VIDEO OF how you write a motivation letter
 - [How to Write a Cover Letter—Writing Tips & Tutorial for 2022 - YouTube](#)
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic How to write a motivation letter

In this document you can find the Reading (a) and (b)

2.4 HOW to prepare for an interview?

The moodle platform has the following resources:

- a) Read: How to prepare an interview
- b) Study: How to prepare an interview
- c) WATCH THE VIDEO OF how to prepare an interview (two videos – one available here)
 - <https://www.youtube.com/watch?v=enD8mK9Zvwo>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic How to prepare an interview
- f) *Summative assessment Module 2*
- g) *Feedback questionnaire - Module 2*

In this document you can find the Reading (a) and the Presentation (b)

Module 3: ENTREPRENEURSHIP AND SELF-BRANDING

3.1 Entrepreneurial skills

The moodle platform has the following resources:

- a) Read Entrepreneurial skills
- b) Study: Presentation Entrepreneurial skills
- c) WATCH THE VIDEO: Business skills every Entrepreneur must have.
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Entrepreneurial skills

In this document you can find the Reading (a) and the Presentation (b)

3.2 Proactive approach

The moodle platform has the following resources:

- a) Read Proactive approach
- b) Study: Presentation Proactive approach
- c) WATCH THE VIDEO: Time Management - Proactive vs Reactive
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Proactive approach

In this document you can find the Reading (a) and the Presentation (b)

3.3 Initiative at work

The moodle platform has the following resources:

- a) Read Initiative at work
- b) Study: Presentation Initiative at work
- c) WATCH THE VIDEO: Initiative at work
 - <https://www.youtube.com/watch?v=N6vvalcc9K4>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Initiative at work

In this document you can find the Reading (a) and the Presentation (b)

3.4 Generating improvements

The moodle platform has the following resources:

- a) Read Generating improvements
- b) Study: Presentation Generating improvements
- c) WATCH THE VIDEO: Generating improvements
 - <https://www.youtube.com/watch?v=I7O8DdcGVR4>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Generating improvements

In this document you can find the Reading (a) and the Presentation (b)



MODULE 4: MANAGING WORK PRESSURE AND PROBLEM-SOLVING

4.1 Work Pressure

The moodle platform has the following resources:

- a) Read: Work Pressure
- b) Study: Presentation Work Pressure
- c) WATCH THE VIDEO: Work Pressure
 - <https://www.khanacademy.org/test-prep/mcat/processing-the-environment/stress/v/what-is-stress>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Work Pressure

In this document you can find the Reading (a) and the Presentation (b)

4.2 Occupational stress factors

The moodle platform has the following resources:

- a) Read: Occupational stress factors
- b) Study: Presentation Occupational stress factors
- c) WATCH THE VIDEO: Occupational stress factors
 - <https://www.youtube.com/watch?v=-pl6rlv7H1U>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Occupational stress factors

In this document you can find the Reading (a) and the Presentation (b)

4.3 Consequences of stress for the individual

The moodle platform has the following resources:

- a) Read: Work Pressure [Consequences of stress for the individual](#)
- b) Study: Presentation [Consequences of stress for the individual](#)
- c) WATCH THE VIDEO: [Consequences of stress for the individual](#)
 - <https://www.youtube.com/watch?v=fAWVBzc6u3g>
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic [Consequences of stress for the individual](#)

In this document you can find the Reading (a) and the Presentation (b)

4.4 Methods of preventing stress in the organization

The moodle platform has the following resources:

- a) Read: Methods of preventing stress in the organization
- b) Study: Presentation Methods of preventing stress in the organization
- c) WATCH THE VIDEO: Methods of preventing stress in the organization
 - https://www.youtube.com/watch?v=ZvsHI_OoCG0
- d) HAVE MORE INFORMATION: Useful Related links
- e) ANSWER THE QUESTIONS: Test on the topic Methods of preventing stress in the organization
- f) *Summative assessment Module 4*
- g) *Final test: Write an essay*
- h) *Feedback questionnaire - Module 4 MANAGING WORK PRESSURE AND PROBLEM-SOLVING*

In this document you can find the Reading (a) and the Presentation (b)



MATERIALS THAT FORM PART OF THE PROTOTYPE OF EXTRA-CURRICULA ACTIVITIES



1.1. Value system and life goals

The concept of “self-determination” is correlated with such newfangled concepts as self-actualization, self-realization, self-fulfillment, self-consciousness and many scientists associate self-realization, self-actualization with labor activity. For example, Abraham Maslow (American psychologist) believes that self-actualization is manifested “through a passion for meaningful work”. German philosopher Karl Theodor Jaspers connects self-realization with the work that a person does. Russian sociologist Igor Kon says that self-realization is manifested through work and communication. Petr Shchedrovitsky (philosopher) notes that “the meaning of self-determination is in a person’s ability to build oneself, one’s individual story, in the ability to rethink one’s own nature permanently.”

There are two levels of professional self-determination:

1) gnostic (restructuring of consciousness and self-consciousness); 2) practical (real changes in the social status of a person).

Self-determination implies not only “self-realization”, but also the expansion of one’s original capabilities. It also helps ones to find new meanings in a particular business and in one’s life. So the meaning determines the essence of self-determination.

Nikolai Berdyaev (Russian philosopher) notes in his work “Self-discovery” that he has been shocked when he has thought that searching for meaning of life gives the meaning of life too.

All this factors let people define the essence of professional self-determination as the search and finding of personal meaning in the chosen, mastered and already performed work activity and to find meaning in the process of self-determination.

At the same time, the paradox of self-determination is immediately revealed (as well as the paradox of happiness): if one finds the meaning of life, one loses it immediately (life becomes “empty”). That’s why the process of searching for meaning is important. Small meanings are intermediate stages of the process (the process itself becomes the main meaning - this is life, life as a process, and not as some kind of “achievement”).

If one is creative enough, one gives new meaning to one’s life. And it means that a person turns into a true subject of self-determination. One doesn’t just act as a conductor of some “higher” meanings.

In relation to professional self-determination, a generalized meaning can be distinguished: the search for work that would make it possible to receive earnings (public assessment of labor) in fairness, in accordance with the expended effort (or in accordance with the individual’s contribution to society).

There are two aspects of work: 1) “concrete labor” – as an activity, as an opportunity and as a source of wealth, and 2) “abstract labor”, expressed in value, in capitals. Due to the unfair distribution of wealth, it often happens that a worker doesn’t have money enough (just for existence), while an idler can be a rich man. In a just society, concrete labor (the activity itself, work) must be combined with abstract labor (with a monetary reward) - a person’s contribution to society must correspond to the reward. An idler can become rich because labor exists in two aspects and it (especially in the abstract part connected with capitals) can be undeservedly “alienated” from a real worker.

Labor is important, but the possibility of redistributing the benefits, the results of this labor is much more important. Devalued labor rises psychological problems associated with the attitude to work and planning one’s development as a worker or as an “enterprising” loafer-exploiter.



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Money is not only an economic category, it is a kind of accumulator of human hopes, dreams and meanings. Money let one to have free time for harmonious personal development.

Karl Marx wrote: "A harmoniously developed individual" is a person who is constantly changing his professional functions; harmony is understood as versatility in different types of labor. "If industry is developed, a worker will change his profession every five years." It is noteworthy that in many Western firms (for example, in modern Germany) it is difficult to make a career without mastering related professions.

The most terrible curse for Karl Marx is "professional cretin", i.e. a person "who knows well his profession, nothing more. One does not take part in the life of society", and it limits one's personal development. Another "curse" of Karl Marx is the "vocation" of a person, as it fixes one to a certain labor function. "If we accept vocation, we have to accept the fatality of human life, but man is the creator of his own destiny," wrote Karl Marx. He noted that "the main result of labor is not the produced goods, but the person in his social relations." Under capitalism, many people appear who have the opportunity to use their free time for their development - and this is the progressive meaning of capitalism (compared to previous formations). It happens at the expense of the exploitation of other people (who spend their time on exhausting labor to ensure their existence). It was assumed that under socialism most people would have time to develop themselves harmoniously. This is the main "sedition" of Marx.

But Karl Marx did not reveal the psychological (personal) meaning of labor. The German sociologist Erich Fromm tried to "psychologize" Marx. His term is "alienated character". One is pulling away from one's business and activity; one loses the meaning of his work. A person just sells oneself in the "market of personalities" (as in Marx' system, a person sells one's labor power). An alienated character is the "market personality" that has lost one's true meaning (meaning for such kind of person is out of labor, for example, making money). But again, it is not clear what this meaning is? For example, the question "why does a person need a lot of money?" still has no answer. As an antithesis to "alienated character", Fromm singles out "non-alienated character". This kind of person does an activity that is significant for oneself, personally "merging" with it, but the essence of this person is revealed only through a set of "beautiful" and correct words, such as "self-orientation", "active, loving and reasonable orientation", when a person "loves what one does and does what one loves", etc.

The Austrian psychologist Viktor Emil Frankl, considering different options for meanings ("three triads of meanings"), highlights the most important of them - the meaning of suffering, but "only such suffering that changes a person for the better." But Friedrich Nietzsche wrote earlier that "a person's place in society is determined by the suffering that he is ready to endure to have it." If we accept that suffering helps to improve ourselves, the question is: "what direction should we improve, what ideals should we focus on?"

John Rawls (philosopher) singles out self-esteem in his famous work "The Theory of Justice" as the "primary good". We can ask again: why does one need money? The answer is "for buying things, enjoying culture, traveling, etc". But after that there is even more interesting question: Why does one need these things? Many people usually don't know how to answer these questions, because it seems clear. Let's try to think. A typical example: one has bought an expensive thing (one has gone abroad, "has joined the culture, having run around the entire Louvre in two hours"), but often the main point for one is to tell relatives and friends about it. It is known, for example, that a person often takes more pleasure not in a trip abroad, but in the anticipation; discussing it with "friends"; or memories. So, the point is not in the trip, but out of it.



But then the question arises: why is this happening? And why do we need this trip? One of the most persuasive answers: to increase a sense of self-worth. Money (and the benefits acquired with it) becomes the main meaning: money is one of the means to increase self-esteem. It means that often, choosing a profession (the most prestigious and monetary), a person focuses on things that profession can give one to increase one's sense of self-worth. If we discard all indignations, we will mark feelings of self-esteem as the "basic" point. This will allow you to understand the "primary" and more essential ideas about values and benefits better and therefore about the meaning of your professional life.

If we try to develop the idea of the "primary good" and self-esteem, we can single out another version of the meaning - the desire for elitism. It is known that many people (teenagers and their ambitious parents) often dream of getting "from rags to riches" (including through a "successfully" chosen profession, and through a "successful" employment). This is especially important in the era of socio-economic transformations and upheavals when creative, highly qualified specialists who work effectively in more stable conditions are not as successful as ones who are called "adventurers" who have talent not to work well but to get settled (or rather to adapt to the changing conditions of the labor market). The idea of adventurism is now very popular among self-determined youth.

Valery Polyakov identifies two main goals in his well-known book "Technology of a Career". When one builds a "successful" career: the first goal is "to achieve a high position in society", and the second one is to achieve a "high income".

Of course, focusing on elitism in professional self-determination imply not only "prestige" and "high earnings", but also a truly creative construction of one's life, focusing on the highest human ideals and values. But there is one thing to figure out. Where are the real values and where are the imaginary ones. Where is the elite and where is the pseudo-elite.

Conventionally, the following main groups of tasks of professional self-determination can be distinguished:

- 1) informational and educational;
- 2) diagnostic (to help one in self-knowledge);
- 3) moral and emotional support;
- 4) help in choosing, and making a decision.

Each of these tasks can be solved at different levels of complexity:

- 1) the problem is solved not by a person (a person takes a passive position and is not yet a "subject" of choice);
- 2) the problem is solved "together" with a person through dialogue and cooperation, which still needs to be reached (a person is partial a subject of self-determination);
- 3) the gradual formation of readiness to solve problems independently (a person becomes a subject).

The main (ideal) goal of professional self-determination is to form gradually an internal readiness to plan, adjust and implement the prospects for one's development (professional life and personal one) independently and consciously.

This goal is called ideal because it is very rarely possible to achieve it, but ideals, as you know, exist not in order to achieve them, but in order to indicate the direction of one's aspirations. Gradual formation means that such complex issues are not resolved quickly; not only traditional "planning" is expected, but also timely adjustment of one's plans is needed. The realization of professional prospects implies at least moral inspiration to make first steps towards your goals, as well as initial control over the



success of these steps. Professional development must necessarily be considered in the context of all life and in the context of personal development.

The Formula for Professions

In the traditional "Formula for Professions", offered by the Soviet psychologist Yevgeny Klimov, the following generalized characteristics of professions are distinguished (they make representing different professions in a coded form possible):

1. Types of professions are distinguished according to the subject of labor: nature, technology, man, sign systems, artistic image;
2. Classes of professions are distinguished according to the goals of labor: gnostic, transformative, exploratory;
3. Departments of professions are distinguished according to means of labor: manual, mechanical, automatic, functional (the possibilities and functions of the organism) and theoretical means;
4. Groups of professions are distinguished according to working conditions: domestic microclimate; open air, moral responsibility, extreme conditions.

Types of professions.

1. "Man - nature." Representatives of this type deal with plants and animals, microorganisms and conditions of their existence (an agronomist, a zootechnician, a veterinarian, a microbiologist).
2. "Man - technology and inanimate nature." These workers deal with technical objects of labor (a fitter, a mechanical engineer, an electrical fitter, a catering technologist).
3. "Man - man." The subjects of interest, service and transformation are social systems, population groups, people of different ages (a seller, a hairdresser, a doctor, a teacher).
4. "Man - sign system". Representatives of the professions of this system are engaged in natural and artificial languages, signs, symbols, numbers, formulas (a programmer, a cartographic drafter, an editor of a publishing house, a linguist).
5. "Man - artistic image." The main objects of activity are the facts of artistic reflection of reality (a decorator, a musical instrument tuner, a concert performer, a ballet dancer, a drama theater actor).

It must be remembered that a profession can be characterized by signs of different types at the same time, but to a different extent. For example, a choir conductor is both a musician and an organizer of a group of people.

Classes of professions.

1. Gnostic professions. From the ancient Greek "Knowledge". Examples in the types: "Man - nature" – a tea taster, a fruit inspector; "Man - technology" - A Finished Goods Inspector, a pyrometrist; "Man - man" – a forensic expert, a sociologist; "Man – sign system" - a proofreader in a printing house, an accountant-auditor; "Man - artistic image" - an art critic, a theater critic.
2. Transformative professions. For example: "Man - nature" – a zoo engineer, a stockbreeder, an agronomist (plant protection); "Man - technology" – a repairman, a turner; "Man - man" – a teacher, a practicing psychologists, a guide; "Man – sign system" – a stenographer, a cartographer, an accountant; "Man - artistic image" – a graphic designer, a florist-decorator.
3. Exploratory professions. For example: "Man - nature" – a forestry pilot-observer, a biologist researcher; "Man - technology" – a design engineer; "Man - man" - an educator, an organizer of production or trade, a supply agent; "Man – sign system" – a programmer, a mathematician; "Man - artistic image" – an interior designer, a composer.



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Departments of professions.

Professions of manual labor. For example, in the Gnostic class - laboratory assistant for chemical and bacteriological analysis; in the class of transforming professions - a veterinary assistant, a locksmith; in the class of exploratory professions - in this case, manual means of labor can only be auxiliary (pencil and paper in the hands of the designer).

Professions of machine-manual labor. Typical professions - an excavator driver, a turner, a car driver, people who use manual punching machines.

Professions related to the use of automatic systems – an operator of machine tools with program control, an operator of magnetic recording.

Professions associated with the predominance of functional means of labor. In this case, a person does not use any specific means of labor, but performs as function.

Groups of professions.

Work in a microclimate close to domestic – a laboratory assistant, an accountant, a computer operator.

Work related to being outdoors in any weather – an agronomist, a traffic police inspector.

Work in unusual conditions (at height, underground) – a diver, a firefighter.

Work in conditions of increased moral responsibility for life, people's health, material values - a kindergarten teacher, a teacher, an investigator.

Profession formula.

In order to determine the profession formula, it is necessary to select options from each classification: type, class, department and group of professions, and then select such professions that corresponds to all selected characteristics (Scheme 1).

For example, with the help of the “Formula of Professions”, it would be possible to “code” the profession “cook” in this way: the subject of labor is nature and the artistic image, the goals of labor are transformative and exploratory, the means of labor are manual and functional, working conditions are unusual.

Profession formula

According to the goals of labor (Classes of professions)	According to the subject of labor (Types of professions)	According to means of labor (Departments of professions)	According to working conditions (Groups of professions)
Gnostic professions	Man - nature	manual labor	Open air
Transformative professions	Man - technology	machine-manual labor	microclimate close to domestic
Exploratory professions	Man - man	automatic systems	unusual conditions
	Man - sign system	functional means	increased moral responsibility
	Man - artistic image		



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1.1 Study Presentation Value system and life goals

VALUE SYSTEM AND LIFE GOALS



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PLAN

Self-determination

Professional self-determination

Money

Profession formula



Self-determination

self-actualization = self-realization = self-fulfillment = self-consciousness



Abraham Maslow: self-actualization is manifested “through a passion for meaningful work”



Karl Theodor Jaspers: self-realization is connected with the work that a person does



Igor Kon: self-realization is manifested through work and communication

Petr Shchedrovitsky: the meaning of self-determination is in a person's ability to build oneself, one's individual story, in the ability to rethink one's own nature permanently.





PROFESSIONAL SELF-DETERMINATION

Professional self-determination-

search and finding of personal meaning in the chosen, mastered and already performed work activity

Aspects of work:

- 1) “**concrete labor**” – as an activity, as an opportunity and as a source of wealth
- 2) “**abstract labor**”, expressed in value, in capitals



MONEY

Money is not only an economic category, it is a kind of accumulator of human hopes, dreams and meanings.

Money let one to have free time for harmonious personal development.





The Formula for Professions

Classification of professions according to Klimov					
Classification feature	Types and nature of labor				
object of labor (types of professions)	Man - technology	Man - nature	Man - man	Man - sign system	Man - artistic image
purpose of work (classes of professions)	to recognize, to study, to understand, to check		To transform, to arrange, to influence, to serve		invent, portray, find a new way to solve
means of labor (departments of professions)	manual labor	machine -manual labor	automatic systems	functional means	
working conditions (groups of professions)	increased moral responsibility		unusual conditions	microclimate close to domestic	Open air

- ✓ according to the subject of labor
- ✓ according to the goals of labor
- ✓ according to means of labor
- ✓ according to working conditions

The formula for professions is written according to the conventions of several letters. These letters correspond to the type, class, department, group of profession.

1.2 Read - Career prospects

Career – successful promotion in the field of official, social, scientific and other activities; climbing the career ladder. A successful career is fulfilling the potential, that has been accumulated during education and training activities. It is one of the most attractive goals for many university graduates today.

The current situation in the socio-economic and industrial spheres is characterized by complexity and dynamism. There are new professions and new activities focused on the search, attracting and selection of qualified specialists. It has caused necessity of professional mobility and competitiveness of workers. It has also caused new problems of a person's professional life.

There is a number of factors determining a person's professional success. The main ones are cooperation of personal life and professional activity; an adequate choice of profession, it's being successful and quality of its digesting; the content and conditions of activity; the formation of professional suitability in the labor process; professional development; fulfilling the potential; experience and overcoming crises of professional life; professional destruction and need for psychological support for professional development.

There are several types of careers.

A *corporate career* means that an employee goes through all stages of development in one company step by step (without changing organization): training, employment, professional growth, support and development of individual professional abilities, retirement.

An *Inter-organizational career* means that an employee goes through all the same stages of development (training, employment, professional growth, support and development of individual professional abilities, retirement), but having experience in different companies.

A corporate and inter-organizational types of career are divided into *specialized* and *non-specialized* ones.

A *specialized career*. An employee goes through various stages of a career (in one company or different ones – doesn't matter), but within one profession one is specialized in.

A *non-specialized career* is more typical for non-governmental organizations. This type of career involves the ability of an employee to work in any area in the organization, without having certain function. Climbing the career ladder, one should be able to approach from a number of different perspectives. One shouldn't stay in one position for more than three years. As a result, an employee has a much smaller amount of specialized knowledge (that anyway won't be relevant in five years) and at the same time, one has a holistic view of the organization, supported by personal experience. An employee is able to go through the stages of this career both in one and in different organizations.

A *vertical career* is the type of career most often associated with the concept of a career, because promotion is most visible in this type. A vertical career is understood as a rise to a higher level of the structural hierarchy (promotion, which is accompanied by improving salaries).

Horizontal career is a type of career that involves either moving to another functional area of activity, or having a certain role at a stage that does not have a rigid formal fixation in the organizational structure (for example, playing the role of the head of an interim team, etc.). A horizontal career can also include widening of responsibilities or having more difficult tasks at the previous level (as a rule, with salary increase). The concept of a horizontal career does not mean a constant movement up the organizational hierarchy.

A "*step by step*" career is a type of career that combines elements of horizontal and vertical types of career. The promotion of an employee can be carried out by mixing vertical growth with horizontal one. It gives a significant impact. This type of career is quite common and can be both a corporate one and Inter-organizational one.

A *hidden career* is the type of career that is the least obvious to others. It is available to a limited circle of employees, usually to ones who have extensive business connections outside the organization.

A *centripetal career* is a type of career when employee moves towards the center of leadership in an organization. For example, when employee is invited to meetings that other employees aren't invited to, meetings of both a formal and informal nature. This employee gets informal sources of information; confidential appeals and important assignments from management. This employee may hold an ordinary position in organization, but the level of payment for his work is higher than it must be in this position.

It is important to provide the synergy of all career types during career fulfilling that leads to the following tasks:

- achieving the relationship between the goals of the organization and the employee;
- elimination of "career dead ends", when employee has no opportunities for the development;
- forming of visible criteria for career growth used in specific career decisions;
- employee career potential exploring;
- providing a reasonable assessment of the career potential of employees in order to reduce unrealistic expectations.

There are at least eight kinds of career, that determine the organizational behavior of workers.

The traditional (linear) career is an upward mobility, sometimes skipping one step, sometimes with demotion for a short time. A traditional career allows a leader to acquire necessary knowledge and skills, to accumulate experience in communication with people enough and get the knowledge how to influence them.

The crisis-consistent career is typical for periods of various reforms, which involve constant adaptation of employees to reorganizations, liquidations and other changes. The one who is not ready to adapt, is demoted. It helps the employee to focus on the struggle to maintain the position in company.

The pragmatic (structural) kind of career. Representatives of this type prefer the simplest ways to solve career problems. They are characterized by a change in the scope of activity or organization, depending on political, socio-economic, technological and technical changes.

The evolutionary kind of career. Promotion is connected with the growth of the organization. Employees are focused on further promotion, the combination of public and personal interests.

The transformative kind of career. This type of career is characterized by a high rate of promotion (expansion of influence), which can be either gradual or abrupt. In this case, a career is built either in a new field of activity, or based on some outstanding idea.

The "outgoing" kind of career. For this group of workers, the career is over. Demotion happens unlikely, promotion is impossible. The main task of a person is to stay in one's position.

The adventurous kind of career is determined by skipping two or three job levels if promotion happens quickly enough or the field of activity changes. The increase of number of people having this type is driven by the need of leaders to recruit on the basis of personal loyalty.

A super-adventurous career implies a high rate of promotion (expansion of influence) of an employee with the skipping the number of job steps, and sometimes a change in the field of activity.

It is a widely accepted idea that in the course of one's career one goes through different but interrelated steps. The most simplified version of a career includes four steps:

- 1) preliminary step (school, college, university);
- 2) primary step (doing the same job);
- 3) "steady job" step (with the preservation of the same work);
- 4) resignation step (Termination of work).

"Early adulthood". The years between 25 and 35 are characterized by the involvement of a person in relationships not only with other people but also with groups and organizations. We can consider it successful if one realizes oneself as an adult. In terms of career steps, early maturity relates to the establishment of a career. In this case, progress can make conflicts between the requirements of a life stage and a career step.

Adulthood. This is a 30-years period between 35 and 65. People at this life stage emphasize the productive and creative use of their talents and abilities. Success depends on achieving the identifying of oneself, agreement with others and achieving the goals of the previous steps.

Maturity. People go through this stage successfully if they reach the completeness of their "Me", and they do not grow desperate of results of their lives and their choices. Maturity is not only for the benefit of others, but it also serves one's own satisfaction. This stage coincides with the retirement period.

The length of each life stage varies from person to person, but most go through all of these stages. Many employees can avoid significant frustration if they understand the content of their career stages.

Stage 1. Young specialists who have graduated from a university or have worked for a short time, come to work, having professional knowledge, but they do not often understand requirements of the organization where they are planning to work. So they have to work in low positions in close contact with more experienced workers. The relationship between young employees and their immediate supervisors has "apprenticeship" status. The consciousness of dependence can help young employees promote successfully. Some young professionals expect more freedom that is why they cannot adapt.

Stage 2. After a "dependence" stage, a young employee is ready to be independent. It can happen if only one has demonstrated one's competence. The one who gets this stage, hopes not to rely on others, but this "independence" can cause psychological problems as full responsibility is something new for one. This stage is very important if one wants to get promoted. This stage is possible for ones who are confident.

Stage 3. Now, experienced workers (specialists) hope to become mentors for employees from stage 1. They also widen their range of interests and have contacts more and more with people out of their organization. A person in stage 3 is usually responsible for the work of others. It leads to significant psychological stress. That's why ones who cannot cope with new requirements may choose to return to Stage 2. People who get satisfaction from seeing others' improve (under their guidance) and get harder and better jobs, may want to stay in Stage 3 until retirement.

Stage 4. Some employees remain at stage 3 as it is the phase of maintaining the position, which becomes their “ceiling”, while others move to stage 4. Not everyone gets this stage, because it is characterized by the ability to influence others, i.e., to lead in indirect ways. The tasks of specialists in stage 4 may be insurmountable for ones who used to rely only on direct methods of leadership.

The process of slow developing of professional self-concept and self-determination in terms of one's own abilities, talents, motives, needs, attitudes and values.

American psychologist Edgar Schein states: “In case that you get to know yourself better, it becomes obvious that you will formulate some defining point of your career or, as they say, a career anchor - an interest or value - which you will never give up if you have to make a choice”. Career key points are phase non-spatial points of curvature of the career line, where fluctuations of a person's career occur. One realizes one's existence as a result of assessing their abilities and talents, motives and needs, attitudes and values. Shane believes that career milestones are difficult to predict because they are evolutionary and the product of a discovery process. Some people fail to establish key points in their careers until they have to make major choice. For example, take a place in the management of the company or stop your business at the beginning.

Shane has identified five career moments basing on MIT research. From the point of view of E. Shane, the concept of career orientation corresponds to the term “career anchor”. The “career anchor”, or career orientation, is an important component of the professional “self-concept”. It appears in the process of socialization based on professional experience in the early years of career development. It serves to manage, stabilize and integrate an individual career. Russian psychologists Vera Chiker and Lyudmila Pochebut correlate the concept of “career orientations” with the needs of the highest level, which determine the professional life way of a person. The highest social needs correspond to the system of value orientations of the individual, which is responsible for the attitude of a person to life goals and the means to satisfy them. Accordingly, career orientations are value orientations in a career, one follows when choose and model one's professional and life way in general.

Technical and functional career anchor. People who have strong technical and functional career anchors try to avoid decisions that lead them to general management activities. They make decisions to stay and grow in their chosen technical or functional areas.

Managerial competence as a career anchor. Other people show strong motivation to become managers. Their career experience suggests that they have the skills and value that is required to reach the top level of general management. The position of a highly responsible manager is their ultimate goal. When they are asked to explain why they believe they have the necessary skills to achieve these positions, most respondents cited three types of competence: 1) analytical competence - the ability to compare, analyze and solve problems when information is not full; 2) interpersonal competence - the ability to influence people, control, lead and manage them at all levels; 3) emotional competence - the ability to find a stimulus in emotional and interpersonal crises; the ability to be responsible without fear.

Creativity and initiative as a career anchor. Some of the graduates are successful in entrepreneurship. E. Schein says, these people need to create something that completely belongs to them or holds their name, which reflects their dignity. This need is part of “self-expression” according to Maslow.

Autonomy and independence as a career anchor. The main need for some people is to be independent and free from all the ties that come with working in large organizations where promotions, transfers and salaries make them dependent on others. Many of them also have a strong technical and functional orientation. Instead of following this orientation in the organization, they choose to become consultants, working alone or in a relatively small firm. Others become professors, freelance journalists, and so on.

Safety as a career anchor. Safety is fundamental motive according to A. Maslow. Some of the university graduates are concerned about long-term reliability and job stability. They are ready to do necessary things to be sure about a decent income, and a sustainable future (good retirement benefits). E. Shein divides this anchor into geographical and organizational ones. For those who are interested in geographic safety, a stable career in a familiar environment is more important than excellent career, which would mean instability in their lives. They are not ready to change their cities even if they have an opportunity to get promoted.

There are ones who need organizational safety. They prefer finding a job in public sector. They are ready to let their leaders decide what their career should be like.

Career orientation is a system of value orientations, social attitudes and other socially determined motivations for activity. Value orientations are the most important element of the personality structure.

The combination of established value orientations forms a kind of personal coordinates system that provides the stability of a certain type of behavior and activity, expressed in the direction of human needs and interests. So value orientations are the most important factor that regulates and determines human behavior. Values are not always realized by the individual, but they influence. The system of value orientations of the individual is formed in specific socio-historical conditions. They reflect the actual values of a certain society, which are associated with the general economic and cultural level of its development.

That's why individual values should be considered only in the context of social value orientations. The hierarchy of career orientations is being formed in a person for many years. These structural changes occur gradually and depend not only on changes in the social environment, but they are also associated with individual changes in a person. Career orientation is the meaning that one wants to realize when choose and implement one's professional development, this is an individual combination and sequence of realizing professional ideas related to experience and activity in the field of work.

Planning one's professional future, one is oriented to one's own goals, plans, and a certain hierarchy of "career anchors". Career orientations do not have the certainty that goals and plans do. As a result, they are more flexible. The function of career orientation is being person's career goals, expressing the most important things for one's professional activity. The system of career orientations determines the ways for self-development and personal growth, including both their direction and methods for their implementation.



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1.2 Study Presentation Career prospects

CAREER PROSPECTS



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Plan

Glossary

Career types

Career stages

Career Anchors





Glossary

Career – successful promotion in the field of official, social, scientific and other activities; climbing the career ladder

Successful career – fulfilling the potential, that has been accumulated during education and training activities

Career planning – the process of slow developing of professional self-concept and self-determination in terms of one's own abilities, talents, motives, needs, attitudes and values

Career orientation – value orientations in career, that one follows to choose, define and model one's own professional and personal way in general



Career types

1. Corporate
2. Inter-organizational
3. Vertical
4. Horizontal
5. «Step by step»
6. Hidden
7. Centripetal career

**It is important to provide
the synergy of all career
types during career
fulfilling.**

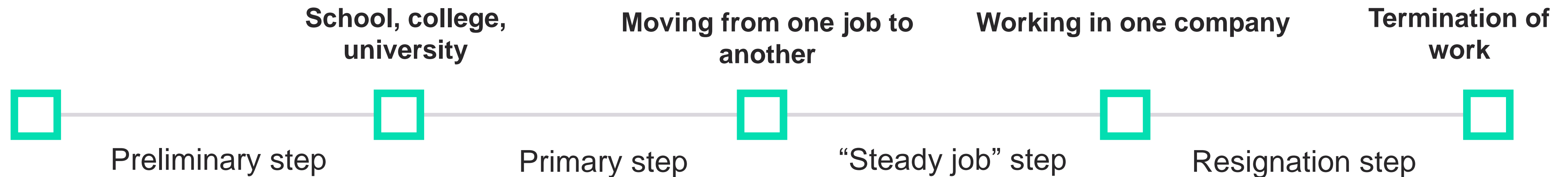


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Career steps



One must take into account the requirements, problems and opportunities of each stage during developing one's own career.



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CAREER ANCHORS

1. Technical and functional
2. Managerial Competence
3. Creativity and initiative
4. Autonomy and independence
5. Safety

**Career anchors
= career orientation**



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1.3 Means of interaction

Contact is a complex, multifaceted process of establishing and developing contacts between people, generated by the needs of joint activities. It includes the exchange of information, the development of a unified strategy for interaction, perception and understanding of other people.

A person spends a significant part of active life in various types of communication - writing, reading, speaking and listening. So, if we say that communication can be both a source of success and the cause of many life difficulties for everyone, it is not an exaggeration.

The manager spends up to 90% of his time on communication. It is not coincidence that communication is considered as one of the most difficult problems in organizations, and its inefficiency is the main obstacle for achieving successful activities. No group can exist without adequate communication that ensures the transfer of information, the exchange of ideas and the coordination of efforts.

Contact in an organizational context includes all the variety of interactions between employees. Contact is necessary for control, planning, making decision, coordination, effective leadership, learning, and many other management functions. How are communication and activity correlated? In the process of communication, interpersonal relationships of employees («subject - subject» relationship) are revealed. In the process of activity, the relations "subject – object" come to the fore, i.e. transforming human influences which are directed at the objective world. Activity includes operations, actions and movements, while communication is connected with the actions of people to each other.

Activities are organized and enriched through communication. The construction of a joint activity plan requires its participants to have an optimal understanding of the goals and specifics of the activity. The inclusion of communication in the process makes it possible to carry out "coordination" or "mismatch" of the activities of individuals. New connections and relationships between people arise in communication.

The following functions of communication in organizational behavior can be distinguished: communicative, regulatory and perceptual.

The communicative function of communication consists of the exchange of information between individuals. Before giving an analysis of the communicative function of communication, it is necessary to clarify the differences between the concepts of "contact" and "communication". Communication is information exchanged. Communication is also defined as "the use of words, letters, symbols, or similar means to obtain general or shared information about an object or event." At first glance, contact and communication seem almost synonymous. However, this is justified only if communication is considered exclusively in the context of the communicative function. But even in this sense, these concepts are close in meaning, but they are not identical.

The concept of "communication" has gained wide popularity not so long ago. It became popular with the development of communication technology and research on information processes. The schemes for analyzing information processes created by scientists referred initially only to communication mediated by technical devices. Later, they began to be used in the study of direct communication between people. However, the assessment of the information characteristics of technical devices is not important without communication between people. The definition of information flows transmitted through technical communication channels, their speed, accuracy, etc. is necessary in order to ensure accurate transmission of information from person to person on time.

Each act of communication consists of several elements:



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1. Addresser - the person sending the message (subject of communication).
2. Addressee - the person who gets the message. In organizations, the sources and addressees of communication are the employees of the organization with their goals, motives, knowledge, ideas, etc.
3. Message - the content of the communicative act.
4. Code - the form of expression which is called a "message". The code may include verbal means (i.e., natural language means), mathematical symbols, diagrams, gestures, and so on.
5. Purpose - why has the message been sent.
6. Communication channel - an environment that provides communication between the addresser and his addressee. The communication channel can be voice, text, wired communication, communication over the air, information boards, etc.
7. Result – something, that is achieved as a result of communication.

From the point of view of the transmission and perception of the meaning of the message, the "addresser-message-addressee" scheme is asymmetric. For the addresser, the meaning of information precedes the coding process, since he first has a certain idea, and then embodies it in a system of signs. For the addressee, the meaning of the received message is revealed simultaneously with decoding. In this case, the significance of the situation of joint activity is especially clearly manifested: its awareness is included in the decoding process, the disclosure of the meaning of the message is impossible outside this situation.

We can understand that everything is clear for addressee when there is a change in communicative roles, i.e. when the addressee turns into the addresser and reports how one reveals the meaning of the received information. Dialogue, as a specific type of "conversation" is a successive change of communicative roles, when meaning of the speech message is revealed and information is enriched and developed.

Particular attention should be paid to the goals of communication. Each purpose may consist in telling something to the addressee, influencing one's attitude towards something or someone (for example, to follow an instruction, to provide the necessary information). As a rule, it contains of several goals at once.

The effectiveness of the message sent by the addresser can be judged by purposes of communication that have been achieved. The first condition for successful communication is attention from the addressee. If the message is transmitted, but the addressee hasn't noticed it, the value of communication is not great. The effectiveness of communication also depends on understanding the content of the message. If the addressee doesn't understand the message, it is unlikely to be achieved. And, finally, one more condition is that the message is accepted by the addressee. Even if the message has attracted the attention of the addressee and has been understood by one, one may not accept it, considering it false, unfair or uninteresting for one.

Even if attention, understanding and accepting of the message by the addressees are provided, the probability of achieving the goals of communication will be quite large.

Communication almost always has a two-way character, and the sender has the opportunity to receive information about the results of one's message. Thus, the source of communication can assess whether the addressee has paid attention to message, whether one understands its content and whether one accepts it. The most difficult thing for the source of communication is to determine the degree of acceptance of message: the addressee is not always interested in demonstrating his actual attitude to the message.



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Means of communication. The transfer of any information is possible only through sign systems. There are several sign systems that are used in the process of communication.

There are 2 types of communication: verbal (using language and speech are used) and non-verbal (non-speech sign systems are used).

Speech is universal mean of communication. When people use speech, the meaning of the message is lost less than with other means.

When two people communicate with each other, there is an exchange not only of information about ideas, but also an exchange of feelings and emotions. Emotion is given through both verbal (what one says) and non-verbal (how one says). The meaning of the words may vary depending on the intonation, pauses, volume, tempo or manner of speech. Feelings are also conveyed through a variety of non-verbal means. In face-to-face conversation, a person communicates feelings and moods through gestures, facial expressions, body movements, postures, touch, and eye contact. There are following non-verbal means of communication: optical-kinesthetic, paralinguistic, extralinguistic, proxemic, visual communication.

The optical-kinesthetic system of signs is the use of general motor skills of various parts of the body to express emotional reactions. It includes hand movements (gestures), movements of the head and facial muscles (facial expressions), and the use of various postures and body movements (pantomime), which give additional nuances to communication, which often have different meanings in different communities.

Paralinguistic and extralinguistic sign systems are also additions to verbal communication. Paralinguistic signs cover the system of vocalization, i.e. voice quality, its range, tonality. Extralinguistic signs - pauses, coughing, crying, laughter, variations in speech tempo, etc.

Proxemic systems. In the process of communication, the semantic load is often carried by the spatial and temporal characteristics of the communicative process. For example, if you stand sideways to the interlocutor, this does not contribute to the emergence of contact. This symbolizes the desire to end the conversation as soon as possible. If you are not late, it means that you respect your interlocutor.

Verbal communication should be accompanied by *visual interaction*. "Eye contact" is an attribute, first of all, of intimate communication. There was an attempt in psychology to develop a "formula of intimacy". In this context, the child's visual communication is of interest. Barely born, the baby is able to fix attention on human's face. Like all non-verbal means, "eye contact" is something additional to verbal communication.

Non-verbal signals are almost not perceived by a person, so they often turn out to be a more truthful source of information about the interlocutor. For example, when an employee avoids eye contact with an employer and pretends to work, it informs employer of employee's failures. A person is very often sensitive to the length of eye contact, the distance during a conversation, the presence or absence of a smile.

The frequency and expressiveness of non-verbal signals depends on the age of the person (children do not know how to hide their feelings), gender, nationality (compare the gestures of the southern and northern peoples), social status, level of professionalism (the higher the status and professionalism of a person, the more restrained his facial expressions and gestures).

In order not to be mistaken in the interpretation of non-verbal signals, you can follow some rules:

- 1) You should not judge by individual gestures, but by their totality.



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2) Gestures cannot be interpreted in isolation from the context of their manifestation. Crossed arms can mean stiffness, distrust; but if a person crosses his arms in the winter on the street, he may just be cold.

3) National and regional characteristics of non-verbal communication should be taken into account. The same gesture in different nations can have completely different meanings.

4) Interpreting gestures, try not to attribute your experience or emotional state to the interlocutor.

5) Remember about "masks" that everyone wears. An arrogant look and a contemptuous smile can hide insecurity.

6) It is important to take into account other factors that can distort the interpretation of gestures. For example, myopic pupils are always dilated, while farsighted pupils are narrowed. Patients with polyarthritis prefer to avoid shaking hands because of pain.

Non-verbal communication combined with verbal one ensures the exchange of the completeness of information that is necessary for the organization of joint activities.

The regulatory function of communication is expressed in the fact that in the process of communication the individual regulates (changes) both one's own behavior and the behavior of one's communication partner.

Through the regulatory function, communication "controls" the behavior of members of the organization in various ways. In organizations, there is a hierarchy, formal subordination, which employees must adhere to.

Thus, the regulatory function of communication is revealed by the concept of "interaction", when there is not only an exchange of signs, but also the process of organizing joint activities happens. In this sense, the regulatory function also includes the interactive function. Such interactions often affect not only the current organizational behavior, but also the personality of employees as a whole.

The entire set of observed interactions is described using four categories:

- Interaction associated with positive emotions (solidarity, stress relief, consent),
- Interaction associated with negative emotions (disagreement, creation of tension, demonstration of antagonism),
- Interaction in the field of posing a problem (a request for information, a request for an opinion, a request for an indication),
- Interaction in problem solving (suggestion, indication, opinion, orientation of others).

The regulatory role depends on the forms of organization of joint activities. The following forms are distinguished:

1) each participant does one's part of the common work independently of each other - "joint-individual activity" (for example, some working groups, where each has one's own task);

2) when a common task is performed sequentially by each participant - "joint-sequential activity" (an example is a conveyor);

3) when the simultaneous interaction of each participant with all the others is carried out - "jointly interacting activity" (for example, sports teams).

In the process of mutual regulation, phenomena characteristic of joint activity are formed and manifested: compatibility of people, imitation, suggestion, etc. Mutual regulation of the behavior of people in a group is an essential factor in its transformation into a subject of activity.

Communication has an impact on the mental state and behavior of the partner. The effectiveness of communication is measured by successfulness of impact. In the course of communication, the type of relationship between the participants changes.

In this context, information coming from the addressee can be of two types: incentive and ascertaining. Incentive information is expressed as advice or request. It should



stimulate some kind of action. Stimulation can be different. First of all, it can be activation, i.e. motivation to act in a given direction. This may be an interdiction, i.e. motivation that does not allow certain actions. Finally, it can be destabilization - violation of some autonomous forms of behavior or activity.

Ascertaining information appears in the form of a neutral message and does not imply a direct change in behavior, it affects behavior.

In psychology, a lot of research has been carried out to find out the conditions and ways to increase the effect of speech exposure. The set of certain measures aimed at this is called "persuasive communication", on the basis of which the so-called experimental rhetoric is being developed - the art of persuasion through speech.

There are following characteristics of the addresser that contribute to increasing the effectiveness of one's speech. There are 3 main types of position during communication:

- Open. the addresser openly declares oneself as a supporter of the stated point of view;
- Detached. the speaker is neutral and doesn't support any of the possible points of view;
- Closed. The addresser is silent about his point of view, hides it.

Each position has certain opportunities to increase the impact effect.

The regulatory function of communication is also realized in the message text itself. The methodology of content analysis is applied in this area. The technique allows analyzing some quantitative characteristics of the text.

To reveal the regulatory mechanism of communication, it is necessary to find out how the intentions, motives, attitudes of one individual are superimposed on partner.

The perceptual function is realized in the fact that communication includes mutual perception of each other by partners, which provides or hinders understanding.

The reaction of people to certain events is often determined not by objective conditions, but by subjective ones.

A person can perceive only a small part of stimuli. One interprets them in accordance with one's ideas, values and expectations. The process of perception of each other by communication partners acts as an obligatory component of communication and can conditionally be called the perceptual side of communication.

The perceptual function is interpersonal perception. The perception of social objects has such numerous specific features that the use of the word "perception" is not entirely correct. These features include the perception of not only the external characteristics of the object, but also its behavioral and psychological characteristics: goals, motives, thoughts, abilities, emotions, etc.

The specific of interpersonal perception includes the following points:

- Messages are perceived and evaluated in the light of the actual needs of the addressee;
- A distortion of the meaning of the message is always inevitable due to differences in the experience of the sender and addressee;
- Information that is not in the recipient's area of experience is perceived more slowly than information that is familiar to him;
- In an unfamiliar situation, employees tend to focus on those solutions that they have already tested in similar situations;
- It is impossible to solve the problem of message interpretation with the help of linguistic means only.

Taking into account all these circumstances seems to be especially important when the knowledge of another person is considered as an integral part of the communication



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process, as a basis not only for understanding a partner, but for establishing coordinated actions with one.

Thus, we can say that the perception of the addressee means the perception of one's external signs, correlation with personal characteristics and the interpretation of one's actions on this basis.

The impressions that arise in this case play an important regulatory role in the process of communication: knowing more about partner, the addresser changes.

However, at least two people are involved in the communication process, and each of them is an active subject. Therefore, everyone has to take into account not only their own needs, but also how the addressee understands the needs, motives, and attitudes of the addresser. Consequently, self-awareness through a communication partner has two sides: identification and reflection.

Identification is a way of understanding another person through conscious or unconscious assimilation of oneself to his characteristics. Identification is one of the easiest ways to understand another person.

This concept is closely related to empathy, i.e. emotional response to the problem of the interlocutor. Empathy is not so much a rational understanding of the problems of another person (as in the case of identification), but rather the desire to emotionally respond to his problems, to "feel" them.

Interaction also depends on such a complex phenomenon as reflection. *Reflection* is the addresser's awareness of how one is perceived by the communication partner. (It is necessary to distinguish the psychological term "reflection" from the philosophical one; in philosophy, reflection is understood as the subject's knowledge of oneself). This is not only knowledge or understanding of another person, but also a deep, consistent mutual reflection and reproduction of the inner world of partners in interaction.

The content of interpersonal perception depends on the characteristics of both the subject and the object of perception. In communication, partners evaluate each other, trying to build a certain system of interpreting the behavior of another, explain the reasons for one's actions.

The interpretation of the behavior of another person can be based on knowledge of the causes of this behavior, and then this is the task of scientific psychology. But in everyday life, people very often do not know the real reasons for the behavior of another person, or they do not know them enough. Then, in conditions of lack of information, they begin to attribute to each other the causes of behavior. Attribution is carried out either on the basis of the similarity of behavior with a model from the past, or on the basis of an analysis of one's own motives in a similar situation.

Some people fix physical traits in the process of interpersonal communication, and then the "sphere" of attribution is significantly reduced. Other people perceive the psychological characteristics of other people, and in this case a special "space" opens up for attribution.

People tend to think that a bad person has bad features, and a good person has good ones. The attribution of the causes of behavior and characteristics is carried out according to the same model: "bad" actions are always attributed to "bad" people, and good ones are always attributed to "good" ones. At the same time, the addressee often presents oneself as the bearer of the most positive traits. This demonstrates extreme subjectivity.

In assessing the reasons for success and failure, the position of the participant of communication plays an important role - whether one is the subject of the activity or observer. The subject of unsuccessful activity attributes his failure, as a rule, to objective circumstances, while the observer attributes the responsibility for the failure to the performer.



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In one study, two groups of students were shown a photograph of the same person. But one group was told that it was a photograph of a criminal, and the second - a famous scientist. After that, each group was asked to make a verbal portrait. The portraits made by both groups differed from each other. The same facial features meant good for some students, and evil for another group.

The system of organizational communication is a set of communication channels that connect the elements of the organizational structure. Such a system is designed to collect, transmit and process information. Information processing includes processes such as analysis, replication, storage and updating of information.

The formal system of communication in an organization prescribes and limits the flow of information among workers. The absence of restrictions would turn into an unmanageable process.

In the system of organizational communication, several flows are distinguished - ascending, descending and horizontal. Each of them performs a specific function in the organization.

The communicative flow moving from the upper to the lower level is descending. The most characteristic example of such a communicative flow is the communication of the boss with his direct subordinates. This flow of communication performs the functions of transmitting orders.

In addition to orders, descending communication may include information about rules, restrictions, and so on. This is a feedback channel, as subordinates receive information about their job.

Ascending information in organizations moves from lower to higher levels. The main function of the upward flow of communication is to provide management with information about the activities and moods of the staff. This stream may include: progress reports, opinions, complaints and requests. Information is filtered, acquiring a compressed form. Some organizations use surveys, meetings with staff and union representatives.

When communication occurs among members of the same group, such a communication process is called horizontal. It allows saving time and ensuring coordination of actions. In some cases, such communication is formal and mandatory, in others it happens spontaneously.

This type also includes communication between people standing at different management levels, but not connected by direct subordination (the so-called diagonal communication).

The structure of horizontal communication is closely related to the production processes within the organization.

The main function of horizontal communication is to coordinate and solve current problems. Such communication is faster and more efficient than interaction through formal hierarchical connections. Of course, direct interaction does not exclude regular informing the management about the current activities of the working group.

Horizontal communication flows in an organization, as a rule, are loaded much more than vertical ones. One reason is that people are more willing to speak freely and openly with equals than with superiors.



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1.3 Study Presentation Means of interaction

Means of interaction



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Plan

Contact

Communication

Non-verbal means of communication

Identification and reflection

Organizational communication system



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Contact

Contact is a complex, multifaceted process of establishing and developing contacts between people, generated by the needs of joint activities. It includes the exchange of information, the development of a unified strategy for interaction, perception and understanding of other people.

Communication functions: communicative, regulatory and perceptual

Contact in an organizational context includes all the variety of interactions between employees. Contact is necessary for control, planning, making decision, coordination, effective leadership, learning, and many other management functions.



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Communication

Communication is information exchanged. Communication is also defined as "the use of words, letters, symbols, or similar means to obtain general or shared information about an object or event."

There are 2 types of communication: verbal (using language and speech are used) and non-verbal (non-speech sign systems are used).

CONTACT \neq COMMUNICATION



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NON-VERBAL MEANS OF COMMUNICATION

- **Optical-kinesthetic**
- **Paralinguistic**
- **Extralinguistic**
- **Proxemic**
- **Visual.**





IDENTIFICATION AND REFLECTION



Identification is a way of understanding another person through conscious or unconscious assimilation of oneself to his characteristics. This concept is closely related to **empathy**, i.e. emotional response to the problem of the interlocutor.

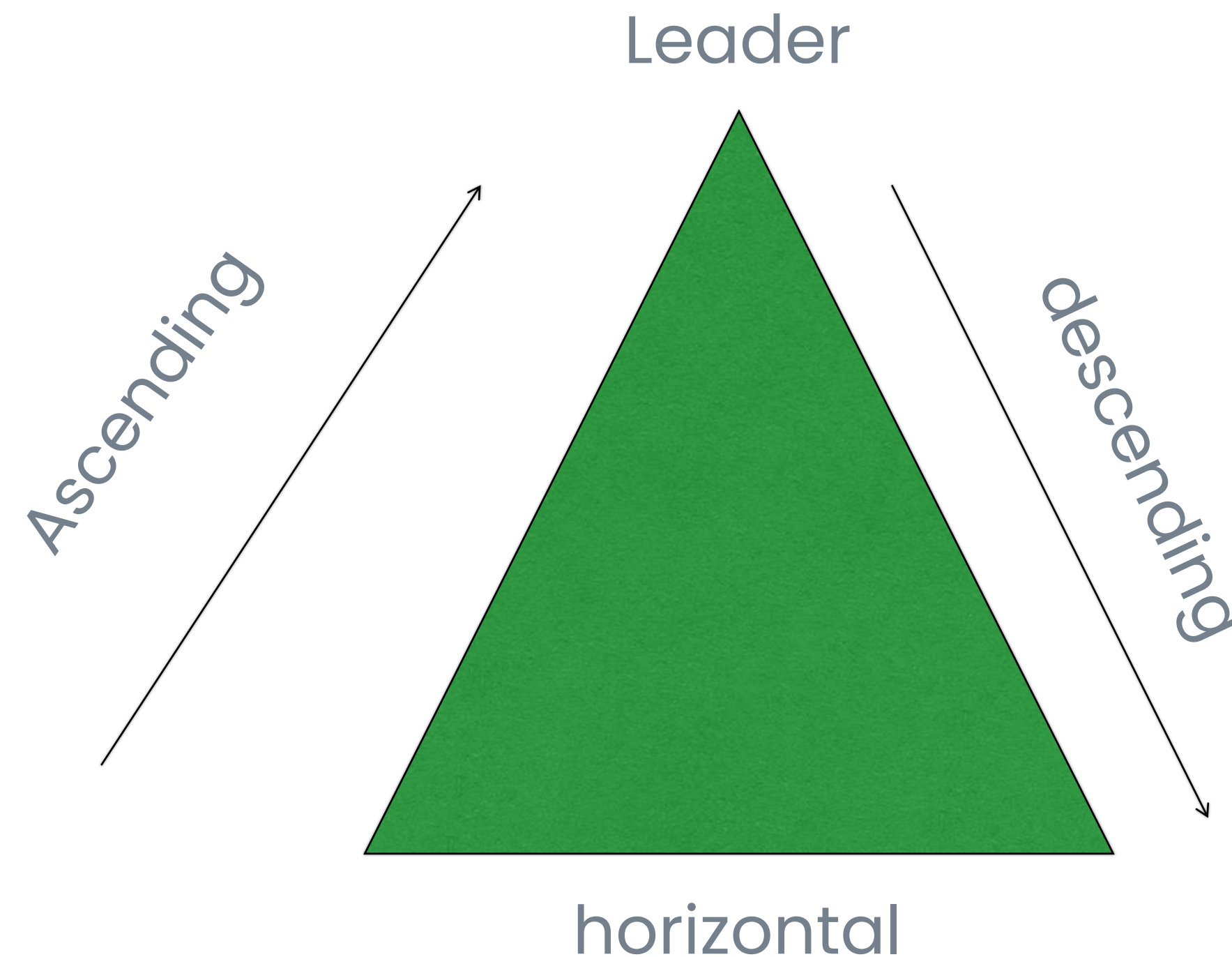
Reflection is the addresser's awareness of how one is perceived by the communication partner. This is not only knowledge or understanding of another person, but also a deep, consistent mutual reflection and reproduction of the inner world of partners in interaction.



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System of organizational communication



transmission of information

from the upper to the lower level

- A formulation of the problem
- B instruction

from lower to higher levels

- A reports of completion
- B verification reports
- C employee opinion reports

Horizontal

- A Exchange of opinions
- B Coordination of actions
- C Planning
- D Execution messages

1.4 Read Personal attributes and life goals

Person's direction (including motives, value orientations, professional position and professional self-determination) is fundamental factors of professional's personality. At the same time, at different stages of development, these components have different psychological content. It happens because of the nature of the leading activity and the level of professional development of the individual.

Following criteria of professionalism are: developing oneself as an expert; internal locus of professional control (the search of reasons for success or failure within profession or oneself); full awareness of the features and characteristics of a professional, developed professional consciousness, a holistic vision of oneself as a future professional; self-development by profession and self-compensation by necessary qualities.

The formation of an expert and professional identity is very interesting question. It happens through personal experience or through specialized education and training. It is also possible to add certain socio-cultural traditions of professionals' formation, which manifest themselves in different ways in different historical eras and among different peoples.

There is also another line of analysis of the problem of professional self-awareness. What about a certain worker, it is important to understand what the point is: correlation with representatives of a particular profession (or a specific work collective) or correlation with a given socio-professional group. The fact is that the correlation of oneself with a social group implies a vision of oneself as a bearer of certain values and a way of life, not always associated with the professional activity itself. For example, a "juiced in" person gets a job in a prestigious organization. One may not be interested in profession at all, but be interested in being a part of organization and holding a certain position. It forms the basis for one's self-awareness. And vice versa, one doing one's job, may be very dissatisfied with the organization and relationships in the organization (or dissatisfied with salaries and social status of one's profession), but at the same time one does not want to quit his job and does one's best to improve one's work, change the attitude towards work, etc. In this case, one is fully aware of oneself as a representative of this profession and is even proud of it; one has a clearly expressed and developed professional self-awareness because one develops his professionalism.

There is one more line of analysis of professional identification problem. It is important to understand what causes the development of professional self-awareness: circumstances of the previous training (in this case it is more appropriate to talk about educational and professional self-awareness) or the circumstances of the work, which is closer to professional self-awareness. In other words, it is important to identify oneself and decide if one is a graduate of some educational institution or a professional worker of an organization, performing some professional and social functions. For example, if self-awareness is determined with previous education, it can be expressed as "former student" (or "forever" student) or as "former A student" (it is known that not always "A students" become excellent professionals). So one's real professional activity is realized as something extraneous.

It is also possible to link professional self-awareness with the development of professionalism. Aelita Markova (the author of the psychological concept of professionalism) notes such conditions as "adequate self-esteem and readiness for a differentiated assessment of one's level of professionalism", "one's ideas about the profession, criteria for assessing the profession, professionalism in it, as well as the criteria for evaluating a professionalism in oneself".

Well-known psychologist Gail Sheehy identifies the main following adult crises:

The "ripping out roots" crisis (18–22 years). The position of a young person is often expressed in the motto: "I know what I want!". A young man is often in a world of illusions while testing these beliefs. One part of the young man is trying to become an individual, and the other one is trying to ensure his

safety and comfort (on this basis, the main contradiction arises). "If there is no personality crisis at this stage, then it will manifest itself later, at the transitional stage, and then it will hit harder," G. Sheehy writes.

"Search at twenty" (23 years). The matured young man tries to do what one "should". But this "should" depends on the model of the family, the influence of culture and society. A typical twenties fallacy is "the belief that they have made final choice". The two main impulses of this crisis are: 1) creating comfort and safety according to a ready-made example (these people feel like they are "locked in"); 2) the desire to experiment (but here you will "waste your twenties in a transition period"). Young people still resist the influence. Their motto is: "It's not me. I'm completely different."

An attempt to "realize one's thirty" (30 years). Here comes the opinion that the choice, that was made in 20, turned out to be unsuccessful. The desire to blame "everyone and everything" appears. The main criticism of the previous choice: there was no place for a career, choice was unrealistic at all (like "I want to become president"). There is often a desire to "start all over again". There is a serious intention to start a family, to build a house.

The mid-life crisis (35–37) is the most difficult, frontier crisis. Here happen such things as "loss of youthfulness", "fading of physical strength", "a change of usual roles", any of these moments can lead one to crisis. "Time is declining." There is a growing feeling that "there is something inside that has been suppressed, and now it is bursting out." Women face these problems earlier than men. Women feel like it is time for "the last opportunity". But later feeling of calmness and confidence increases. Men focus on external successes, so they usually do not notice the most complex internal changes that make them continue". Men worry about their health more and more; they ask themselves "Is that all?" These factors make men start a new business. Some of them need to develop the ethical aspect of personality."

"Update" or "submission" ("the problem of 45"). If one has been active and one has successfully managed previous crises, by the age of 45 one has feeling of stability and satisfaction. If one accepts the situation, one becomes obedient: a person loses support of people he had active relationships with; friends grow and leave; children become strangers; career turns into "just a job". All these events are felt like "failed" ones. A new crisis appears at about age of 50. But if one finds a new goal (meaning), this period becomes the best years of life ...

Main factors and phases of professional development crises.

Professor Ewald Zeer offers the interesting typology of life crises. He differs the nature of crises (age, professional, life, personal, neurotic). The general scheme of the correlation of different types of crises:

1) Normative crises: crises of mental development; crises of professional development. All these crises are related to age.

2) Non-normative (optional) crises: critical crises (disability, divorce, unemployment, migration, imprisonment); neurotic crises (restructuring of consciousness, instincts, irrational tendencies, i.e. internal conflicts). All these crises are related to life.

The main factors of professional development crises:

- excessive activity as a result of dissatisfaction with one's position, one's status;
- socio-economic conditions of human life (job cutbacks, liquidation of the enterprise, relocation);

- age-related psychophysiological changes (deterioration of health, decrease of working ability, “emotional burnout”);
- taking a new professional position (participation in competitions for replacement, in attestations);
- complete preoccupation with professional activities. Examples can be found in Barbara Killinger's famous book “Workaholics: The Respectable Addicts”. At the same time, contrary to popular belief, the “workaholics” as specialists are characterized by being obsessed with work to achieve success and recognition. They sometimes seriously violate professional ethics, become conflicted or show cruelty in relationships
- changes in life (change of residence, break in work, “office romance”).

Crises are often accompanied by awareness of insufficient level of competence and professional helplessness.

The main phases of professional development crises are also singled out. Lev Vygotsky (a Soviet psychologist) identified three phases of age-related crises:

- 1) precritical (exacerbation of contradictions between the subjective and objective components of the social situation of development);
- 2) critical (this contradiction begins to manifest itself in behavior);
- 3) postcritical (the problem of contradiction is solved by creating a new social situation of development).

Zeer notes that it is possible to single out and analyze the actual crises of professional development on the basis of Vygotsky's ideas.

1. The pre-critical phase is characterized by the fact that problems are not always clearly understood, but manifest themselves in psychological discomfort at work, irritability, dissatisfaction with the organization, remuneration and leaders of company.
2. Critical phase is characterized by conscious employee dissatisfaction; options for changing the situation are gradually outlined, options for further professional life are played out, mental tension becomes stronger; contradictions lead to conflicts (“conflict is the core of the crisis”). There are 3 types of professional conflicts: 1) motivational one, which is caused by loss of interest in studying, working, the loss of prospects for professional development, the disintegration of professional orientations and attitudes; 2) cognitive-active one, which is determined by dissatisfaction with the content and methods of carrying out educational and professional activities; 3) behavioral one, which is caused by contradictions in interpersonal relations in the primary team, dissatisfaction with one's socio-professional status, position in the group, salary level.
3. Postcritical phase. The ways of solving the crisis can be of a different nature.

Psychologists point out that the crises experienced by a specialist (the crisis of adaptation to the profession, the crisis of routine work, the crisis of decline) are caused by both objective and subjective patterns of one's self-realization in various spheres of life, which leads to an imbalance between the specialist and one's profession. The point of a professional crisis is the contradictions of an intrapersonal conflict affecting all aspects of the professional development of a specialist. They can be divided into motivational-value, cognitive-active, behavioral and semantic. The solving of contradictions is an essential attribute of the process of professional development. Accumulation initiates a crisis as a deeper state of the individual and brings fundamental changes in activity and consciousness. Professional development crises are natural periods of fundamental restructuring of professional

consciousness, activities and behavior of the individual; changing the direction of professional development. There crises also cause professional deformations. Crisis of professional growth is accompanied by a need for self-affirmation, caused by dissatisfaction with one's social status and self-realization. The contradiction between the level of implementation of professional activity and career opportunities is often accompanied by aggressive manifestations.

A specialist experiencing a professional crisis, being in a state of stagnation, having professional apathy or professional deformation, not only ignores making efforts to effective implementation of reforms in the field of professional activity, but also acts as a kind of ballast for the introduction of innovations. Subjectively, crisis may be experienced as a state of searching for new opportunities and solving problems, or as a disbelief in oneself and one's future, depression. The experience of a crisis, which is complicated by age-related changes, is personal. It can have a constructive, professionally neutral or destructive way of solution. Person's labor path consists of stages that have their own identity. The transition is accompanied by stages of normative crises. The transition of the individual to a higher level of professional development as a constructive way out of the crisis leads to productive new formations, the development of new forms of activity.

The development of positive personal qualities helps to achieve life goals.

Algorithm for life goals setting

1. *Positive wording.* This rule means that the "not" particle must be absent in the goal statement. In accordance with this rule, the goals "I will not drink anymore", "I will never smoke", "I will not be afraid anymore", etc., are difficult to achieve, because our subconscious can't perceive the operation of logical denial.

2. *Principal achievability.* The goals that you set must be achievable, that is, they should not contradict physical, biological and economic laws.

3. *As clear as possible.* Wording should clearly describe the expected result. The goals like "to become bolder", "to become happier", etc. are abstract, so they are unachievable. Thousands of people feel overwhelmed trying unsuccessfully to achieve goals like "to learn English". If one wants get rid of this kind of stress, goal must be specified.

4. *The goal should depend on us as much as possible.* For example, when you say: "I want my boss to raise my salary," your desire is clear but in wording it does not depend on you. Goals must be reformulated by asking oneself such questions as: "What should I become...?" or "What should I do to...?" In this case the wording complies with the indicated rule: "I want to be so useful to our company that the boss wants to keep me and raise my salary."

5. *Acceptable price.* Questions, should be asked:

- What case is appropriate for achieving this goal?
- Wouldn't the price for achieving be too high?
- How much of your time, effort and money are you ready to spend to achieve this goal?
- Are there other goals of the same or lower price that you find equally attractive but cheaper?

6. *Identifying what one needs.* You need to answer the following questions:

- Do you have the resources that are necessary to achieve the goal?
- What exactly do you need?
- How are you going to get these resources?

There are two types of resources: internal (intelligence, patience, confidence, professionalism) and external (money, time, equipment and other people). Getting external ones will make you include auxiliary goals.

Experience shows using of this algorithm for making plans and setting goals helps to reduce likelihood of stress and the movement towards the goal becomes more rational and conscious, and the intensity and frequency of negative emotions decrease.



Personal attributes and life goals





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Plan

Criteria of professionalism

Professional self-awareness

Crises of professional development

Life goals setting



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CRITERIA OF PROFESSIONALISM

- **developing oneself as an expert**
- **searching of reasons for success or failure within profession or oneself**
- **full awareness of the features and characteristics of a professional**
- **developed professional consciousness**
- **a holistic vision of oneself as a future professional**
- **self-development by profession**



PROFESSIONAL SELF-AWARENESS

- the way of natural development through purposeful labor training and education



Conditions affecting the development of a professional are «adequate self-esteem and readiness for a differentiated assessment of one's level of professionalism», «one's ideas about the profession, criteria for assessing the profession, professionalism in it, as well as the criteria for evaluating a professionalism in oneself»

Aelita Markova



PROFESSIONAL DEVELOPMENT CRISES

Adult crises (Gail Sheehy)

At 18-22 – The “ripping out roots” crisis

At 23 – "Search at twenty"

At 30 – An attempt to “realize one’s thirty”

At 35-37 – The mid-life crisis

At 45 – “Update” or “submission”

Typology of life crises (Ewald Zeer):

- Normative crises
- Non-normative (optional) crises

Phases of age-related crises (Lev Vygotsky):

1. precritical
2. critical
3. postcritical



LIFE GOALS SETTING



Positive wording



Principal achievability



As clear as possible



The goal should depend on us



Acceptable price.



Identifying what one needs

2.1 Read How to Find a Job as a New Grad

Goodbye University. Hello working life. Well, that's the plan anyway.

Making the transition from student life to full-time employment comes with mixed emotions. Beginning your career might mean sacrificing late-night drinks on a Tuesday at the campus pub, but it comes with plenty of benefits. Just picture what you'll do with that first paycheck.

Graduating from university or college and finding a job is a significant life event. And people handle it in different ways. Some new grads will take their time and go traveling to forestall the change. Others will be keen to get their professional lives started right away.

Regardless of when you plan on finding a job as a new grad, the process can be challenging. Many graduates lack familiarity with the basics of job searching, or how to sell themselves to employers when they have minimal work experience.

Not to worry, here we'll cover some of the best strategies for finding a job for those who are recent graduates. This guide includes advice on:

1. Setting expectations for your job search
2. The importance of a well-crafted resume for new grads
3. How to identify job opportunities
4. Enhancing your professionalism



1) What to Expect As a Recent Graduate

OK, time for a reality check. Unless you are extremely fortunate, you will not find your perfect job right out of school. Sorry to burst your bubble, but it's important to keep your expectations in check.

This isn't to say that you shouldn't do everything you can to land a fantastic job. But you need to remember that there are thousands of other new grads out there looking to

jumpstart their careers too. And there aren't many 'amazing' jobs on offer to people who have minimal experience.

You may find that there are limited opportunities on offer with your preferred company or in your ideal role. Be flexible in this case. Look for opportunities that vary slightly from these ideals.

By all means, stay true to your interests and background. Just don't be too narrow in your view of how you can apply your skills and experience. For example, you may want a financial analyst position with a commercial bank.

Well, maybe that commercial bank isn't hiring analysts right now but they are hiring project assistants. Chances are good that many of the skills required of a project assistant are required of financial analysts as well.

And maybe you can start off as a project assistant, prove your abilities, and make a leap to an analyst.

The point is to look for opportunities that are relevant to the career path you foresee for yourself. This may also mean pursuing unpaid internship opportunities as a potential starting point with a company or career path.

Internships often lead to full-time, paid roles; and worst-case, an internship offers you valuable experience that you can use to help secure employment elsewhere.

2) Be Ready-to-go With Your Resume

Before you start your job search, you had better make sure you have a resume or CV that you can send along to recruiters or other contacts. You won't find too many organizations that don't require you to submit one or the other as part of their hiring process.

As a new grad, if you're serious about landing a professional job, your resume or CV should look the part. So throw away that Word document you created five years ago when you applied for a job as a restaurant server, and upgrade to a modern version.

You will want to give careful attention to layout and design so that you can make a visual impact on recruiters. A resume builder can help on that front. But even more important is the content you include.

As a new grad, your best strategy for developing a resume/CV is to create an initial version that you can alter to fit the different positions you will be applying for. Don't make the mistake of using the same resume/CV over and over again for every application.

One of the basics of resume writing is to customize your resume/CV to reflect the requirements of a particular job description. In other words, you need to show recruiters that you've got what they are asking for.

In terms of content, students and recent graduates can struggle to decide what to list on their resumes, especially if they lack relevant work experience. However, there are plenty of tricks for writing a resume with little to no experience.

What's important is that you think hard about how other experiences, such as school work or extra-curricular, demonstrate the abilities you can apply to real-world work.

We'll cover resume preparation in more detail in the next topic.

Once you're equipped with a resume or CV, the battle of finding a job opportunity begins.

3) Identifying Opportunities: Offline is Key

One of the most common mistakes new grads make when searching for work is relying strictly on online search. Yes, many companies post jobs on their own websites, and these jobs get aggregated on sites like Indeed or listed on LinkedIn.

However, what you find online represents just a fraction of the jobs out there. A lot of companies choose to hire new people through referral channels or word of mouth.

Plus, the process of searching and applying for jobs through online applications can be tedious. There is a more efficient way of going about it, and it's called the "disruptive job search".

The idea here is that you research the companies or positions that interest you, and then identify a networking path that will lead you to that job. In other words, you bypass the online application process by proactively connecting with employers.

Every new grad needs to harness the power of networking as part of their job search. By building relationships you will get your name and aspirations known by people who can help you get the job you want.

Wondering how to network? Well, a good starting point is to identify people you already know who work in the industry that interests you.

If you're lucky, your personal contacts will lead you directly to a job prospect. Otherwise, you may have to push your comfort zone a little farther and approach people who don't know you already.

You can find with these people in person – for example, by attending industry events – or by doing some digging online. You're not looking for HR managers or recruiters necessarily, though you may want to still contact these people to discuss job opportunities. Instead, you're looking for people who are well-positioned to offer you information on a particular career and have their own powerful network that you can get access to. Let's call these people "connectors".

Once you've found a connector, your next step is to try to get his/her attention. This takes a bit of courage, but it's as simple as introducing yourself, explaining that you are getting started in your career and would like to learn more about the line of work. You then ask whether they would be willing to have a short 15-20 minute chat about their own experiences in a certain profession.

This is what is called an "informational interview." As the name suggests, this interview isn't about asking for a job, it's about getting information that can help lead you to job opportunities. They are best-done in-person at a time and place that is convenient for your contact, although a phone call work too if that's all they can offer you.

Be strategic with the short, precious time you have for your interview. Don't ask about where your contact went to school or about his/her job description – information that is probably readily available. Instead, ask questions that give you a real insight into what

it's like to work in that field, including the skills and experiences that are considered the most valuable.

Based on how your conversation progresses, you may be led into talking about potential job openings. But if this doesn't come up, don't force the subject. You can still express your interest in a subtle way. An excellent way to end your conversation is to ask "As someone looking to get started in this line of work, is there anyone else you think would be good for me to speak with?"

From here, you may be directed to a variety of other people that you can have further informational interviews with, or your contact may offer to refer you directly to someone who makes hiring decisions.

Regardless of the outcome of these informational interviews, you will be left with plenty of insights into how you might improve your attractiveness as a job candidate. And you will have a network of people who will keep you in mind for jobs that come up within their company or industry.

4) Build a Professional Image

Since you are no longer in university, and you want a professional job, it's time to look and play the part. That means being extra conscious of the image you project, particularly online.

You can be certain that as you go about networking and connecting with recruiters, they will be looking you up online. We've talked a lot before about how to use social media to find a job, so definitely harness its power as part of your job search. But be very careful with the content you leave open for public access.

Before you start circulating applications to organizations, do a full audit of any of your online profiles and review your privacy settings so you know what potential employers might be seeing if they search your name.

While you're at it, why not upgrade your LinkedIn profile with the content you've developed for your resume or CV? A professional headshot is a must-have for LinkedIn too.

One final point: try not to let the job search overwhelm you. It's easy to feel torn by the many potential paths you can pursue as a new grad. And watching friends around you find jobs may up the pressure on you. Just remember that this is just the start of your career, and chances are high that you will switch jobs multiple times over the course of your working life.

Think hard about the types of jobs you think are fulfilling, learn as much as possible about them, and once you're confident that you've found the right fit, follow the advice above and start working your magic. Good luck!

13 Things to Do – The expert tips

All job hunters make mistakes at some point, and even if college graduates have had some of the job search hiccups above, they can still get back on track and land the position they want. The following tips can help recent grads boost their chances of getting hired.

Network

“Tap the hidden job market and make connections through social networking. It has been reported that 80 percent of jobs are never advertised. Your challenge is to find out where those jobs exist,” says Brush.

“Networking is one of the best ways to find employment. Start with family members, friends, neighbors, coworkers and professors to inquire about opportunities and get some leads. Join and attend professional organization meetings in your field. Ask, “Who do you know that would know about finding a job in *list your field of interest*?”

Don't wait

“As a career coach, my least favorite 4-letter word is W-A-I-T. College graduates often say ‘I’m waiting to hear back’, or ‘I’ve applied to 10 jobs online and nobody is calling me back,’” says Manciangli. “It is so much more motivating to know that you have the action item in your calendar to follow up in five working days from the day you applied. Ask your college alumni on LinkedIn for their help if they work for your target company.”

Do market research

“Once the graduate has a job goal, they need to research what the hiring companies are looking for,” Manciangli says. “Find 10 job descriptions and highlight all of the key words and phrases that are most commonly repeated. Then, that graduate can highlight those skills in their resume, cover letter and during their interview.”

Spend time volunteering

Spending time on volunteer activities is not just a great way to contribute to the community. Job hunters who volunteer for causes they believe in also gain new skills and meet people -- including potential employers -- who could eventually help them find a job.

Expand your search

Sometimes job seekers may need to expand their requirements to find the right fit. In some cases, it may mean looking for positions in another city or state. Other times it may mean considering jobs outside their college major. Although making some of these decisions may not be ideal, they can be a jumping off point for entering the career world.

Get in front of employers

“Take advantage of every available opportunity to connect with employers in person, such as job fairs, campus interviews and other networking events,” says Brush. “A resume can’t tell your whole story to an employer, so an in-person meeting (no matter how brief) gives you an opportunity to provide details about your skills and experience. Employers tell us that face-to-face situations help them to confirm if a candidate will be a good fit for the job and organization.”

Use a computer, not a phone

“For any communications job-search-related, only sit down and use your computer. Why? Too many errors are made with thumbs, communications look unprofessional via

phone and the message to the recruiter or hiring manager is ‘this is not that important to them,’” Manciangli says.

“More importantly, college graduates should type their important communications in Microsoft Word first, remove all typos, then copy and paste into their communications. Formal formatting and grammar are critical.”

Create a personal website

Creating a personal website can help job seekers show off their expertise and build their brand. Recent college graduates can use a website to blog about issues related to the field they want to enter, display class projects and share their resume. This can also be a great way to stand out from other applicants who don’t have their own website.

Do an internship

Job seekers can never get too much experience, and an internship is a great way to get it. Although it can feel like taking a step backwards to do an internship after college, more and more workers are using internships as a way to sharpen their existing skills or learn new ones in order to change careers. This is an especially good idea for graduates who didn’t have an internship while they were in school.

Consider a part-time job

Although it’s not ideal to work part-time, it can help to bring in money while you actively pursue full-time options. Also, employers appreciate candidates that demonstrate a strong work ethic.

Don’t neglect LinkedIn

Most recruiters use LinkedIn to find job candidates, so it’s important for recent graduates to devote job search time to connecting with potential employers on the site. In order to get the most out of LinkedIn, completely fill out your profile, connect with other alumni from your school and participate in groups related to your field.

Get advice from campus career center

Even after graduation, you can still take advantage of the career center on campus. “Make an appointment with one of the professionals in your career center to discuss your goals and learn how they can help you prepare and, possibly, redirect your job search,” says Brush.

“Show them your resume and cover letter for feedback. Is it error free? Share with them a few job postings to which you applied and the strategies used. Did you focus on appropriate employers and jobs that need the skills you have to offer? Have you restricted your search too much geographically? Learn about the variety of resources available to you as no single job-search strategy can guarantee success.”

Take a class

Taking more classes might not sound like an exciting prospect to recent graduates. However, taking a massive open online course (MOOC) on a site like Coursera, edX or Lynda.com can help students continue to learn about topics related to their major or fill in knowledge gaps.

based on materials from: <https://www.learnhowtobecome.org/>
<https://novoresume.com/>

2.2 HOW TO WRITE A RESUME WITH NO EXPERIENCE

It's time for your first job hunt!

You need to write a resume, which can be nerve-wracking if **you don't have any real-life work experience**.

You don't know where to start, what to include, or which resume format to choose.

On top of that, most advice you find online isn't relevant because it focuses on emphasizing professional background.

Chances are, you're straight out of college with no experience to speak of.

Or maybe you're a high-school student applying for a part-time job.

Whichever the case may be, you're probably having trouble filling in the blank space on your resume that's supposed to be the work experience section.

Worry not, though. In this guide, we're going to help you create an **AMAZING** resume, no work experience is needed.

How to Format Your Resume [with No Work Experience]

A resume format is the layout of your resume.

The ideal resume format usually depends on how much work experience you have.

But what happens when you have none?

For a no-experience resume, we recommend that you use the **reverse-chronological format**.

It's the most popular format amongst applicants and a recruiter favorite.

The sections in your reverse-chronological resume will be:

1. **Header:** Contact Information and Resume Statement
2. **Education**
3. **Internships**, extracurricular activities, projects, volunteer work (These sections will replace your work experience)
4. **Skills**

In this article, we'll walk you through each of these sections, and explain how to write them in a way that you stand out from the crowd.

Start With Your Resume Header

Your resume header includes your **contact information** and your **resume statement**.

Below, we'll show you how to write both of these elements and how to include them in your header section.

Put Down Your Contact Information

Just like the name suggests, the first thing you add to your header is your **personal and contact information**.

It's the easiest part to get right, just keep it short and to the point.

In your contact information section, mention the following:

- **First and Last Name**
- **Phone Number**
- **E-mail Address**
- **A link to a professional profile (e.g. [LinkedIn](#)) or personal webpage (if you have one)**

Pro Tip

Make sure to use a professional-sounding E-mail.

I.e. something along the lines of "FirstName.LastName@gmail.com."

You're sure to leave a wrong impression if you use an email you created back in preschool ("hotshot999@hotmail.com").

Make sure to double-check, triple-check your contact information. After all, the recruiter can't contact you if you have a typo in your phone number.

(Optional) Write Your Resume Objective

A resume objective is a short heading statement in your resume, where you describe your professional goals and aspirations.

Fun fact - hiring managers look at your resume for 5-6 seconds max.

*Yep, that's right. In most cases, the hiring manager is **literally** drowning in resumes. So, they have a couple of seconds to skim each one.*

Well, this section is your chance to catch their attention (and let them know you've got what it takes).

A resume objective is usually 3-4 sentences max and includes information on:

- What your field of study is;
- What your skills and experiences are (ones that are relevant to the job);
- Why you're applying for this position and/or this company.

As with contact information, you don't need to label your resume objective with a title. Just write it underneath your contact information section.

Here's **an example** of what a resume objective looks like:

"Recent Communications graduate looking to apply for the role of Secretary at XYZ inc. Extremely organized with good writing and multitasking skills. Practical experience in management gained through several university projects, which involved coordinating tasks between different team members and ensuring that everyone was in sync with the latest information."

Emphasize Your Education

In your average resume, the first section would be work experience.

Since you don't have any, though, you'll want to omit that and replace it with the education section.

This way, you bring a lot more attention to your education, which is one of your main selling points.

What should you include in the Education section?

List the following features in this order:

- Name of the degree
- Name of the institution
- Years attended
- Location of the institution (optional)
- GPA (optional)
- Honors (optional)
- Relevant coursework (optional)
- Exchange programs (optional)

As a general rule, if you studied in a prestigious university, you can add the name of the institution before the degree. This way, you will catch the recruiter's attention faster.

Now, let's go through some **real-life examples**:

✓ **If you're a college graduate:**

BA in Computer Science

Tufts University

Medford and Somerville, Massachusetts

9/2018 - 06/2021

Magna Cum Laude

3.87 GPA

Exchange Program in Greenville, NY

- ✓ **If you're a college student:**
University of the Arts London
BA in Interior Design
10/2020 - Ongoing
- ✓ **If you're a High School graduate:**
Westwood High
Boston, Massachusetts
Class of 2018

Education Section Q&A

Still have some questions about the education section? Worry not, we're about to give you all the answers!

Do I include my GPA?

- *The answer here is a "maybe." We'd recommend including a GPA if it's higher than 3.5. Anything lower than that, and you might be underselling yourself. Keep in mind, though, that most employers don't care about your grades.*

Should I include my coursework?

- *Yep, but just as long as it's relevant. If you have no work experience, including courses can help establish your expertise in a field. Feel free to skip out on any basic courses, though. No one cares about your Maths 101 course.*

Do I mention my degree if I dropped out?

- *If you studied for more than 2-3 years, yes. A half-finished degree is still better than no degree. If you dropped out after a semester, though, that doesn't really mean much.*

Do I mention my high school degree?

- *Only if it's your only degree. If you have any higher education, your high school degree will only take up space.*

Sections to Replace Work Experience

Now that you've listed your education, it's time to fill that work experience gap in your resume.

You aren't still worried about your lack of experience, right?

Because here are four sections you can use instead:

1) Internships

Have you done an internship that is relevant to the position you are applying for?

Now's the time to mention it.

Here is how you add an internship to your resume:

First, place the Internship section right after the education section.

Title it: Internships

Second, write your **internship title and role**. Be specific.

If your internship was in the marketing department, instead of just "Intern", say "Marketing Intern".

Third, put down the **company name, location, and duration of the internship** - in that order.

Here's what you should have so far:

Marketing Intern

Full Picture

New York, NY

09/2019 - 12/2019

Easy and straightforward, right?

One more step:

Last, add a **list of responsibilities** you had as an intern in **bullet point** form.

If you have any **tangible achievements**, even better! Write those in as well.

Finally, tailor both the responsibilities and achievements to the role you're applying for.

Here's how that looks in practice:

You used to be an **Advertising Intern**.

Scenario 1

You're applying for the position of Social Media Assistant.

Here's how you would put down your internship entry:

Internships

Marketing Intern

Full Picture Company

New York, NY

09/2019 - 12/2019

- Analyzed various social media platforms for trending content
- Managed company social media accounts
- Posted interested content on company Facebook page, increasing engagement by 25%

The listed responsibilities and achievements are directly connected to the Social Media Assistant job requirements.

Scenario 2

You're applying for a Content Writer position. Take a look at the same entry now:

Internships

Marketing Intern

Full Picture Company

New York, NY

09/2019 - 12/2019

Assisted the Marketing Manager in writing **press releases** and **new blog posts**, which increased web traffic by 25%.

Notice how the internship title remains the same.

But in this case you're applying for a Content Writer position, so you are highlighting your writing experience instead.

2) Extracurricular activities

Still have a ton of empty space in your resume?

Extracurricular activities are always a great addition!

Whether they're related to the job you're applying for or not, they still show one thing:

You're hard-working and motivated.

Imagine you're the HR manager, and you can pick between these 2 candidates:

1. Josh Johnson. Studied at Massachusetts State. 4.0 GPA, but that's all he did in college - no extracurricular activities, internships, or anything else.

2. *Suzie Activeson. Also studied at Massachusetts state. 3.2 GPA. Vice-president of the business club. Served as a student government senator for 2 semesters. Organized several events as part of the marketing club.*

Sure, Josh is probably qualified, but we don't know anything about him, other than that he studied a lot.

Suzie, on the other hand, can manage a team (business club VP), organize events (marketing club), and is passionate about making a change (student government).

So, which one would you pick? Exactly!

Now, let's explain how to list extracurricular activities on your resume:

Title of the section: Extracurricular Activities

Name of the organization and/or team

Your role in the organization

Time period

Noteworthy awards or achievements

And here's what this would look like on a resume:

Extracurricular Activities

Public Speaking Club

Vice-President

09/2018 - 09/2019

- Organized 10+ public speaking lectures
- Brought in speakers from all over the state
- Conducted public speaking workshops

3) Volunteering Experience

Volunteering shows dedication and passion to apply yourself.

And there's nothing recruiters love more than a committed employee.

Whether you spend your free time in a soup kitchen, or you helped collect trash in the countryside, you can mention it in your resume!

But how do you list volunteering experience?

Well, it follows the same logic as your internship and extracurriculars:

1. **Title of the section: Volunteering Experience**
2. **Name of the organization**
3. **Location**
4. **Time period**
5. **Relevant tasks and achievements (bullet points)**

Let's check out an example:

Volunteering Experience

Grand Archive Library Volunteer

Washington, D.C

08/2017 - 02/2019

- Performed secretarial activities, such as sorting mail, filing documents, answering phone calls, and taking messages.
- Led a poetry reading event twice a month.

4) Projects

In this section, you can add any relevant projects you were part of during your time in school or at an internship.

Your **capstone project, graduation thesis, or research project** go here.

No need for work experience!

You can also mention any other type of project you've worked on in school, including:

- Business project for a real-life client
- Mock website you created in Web Design 101
- Fake magazine you created as a capstone project
- Market research you did as part of your graduation thesis
- Software you developed in Software Engineering class

...And so on!

Here's how you put them down:

1. **Title of the section:** Projects
2. **Project name**
3. **Project type**
4. **Related organization**
5. **Time period**
6. **Relevant responsibilities and achievements (optional)**

And now, for some practical examples. Here's what a journalism student project could look like:

Projects

Online Privacy and Social Media: a Journalistic Study of Facebook and Cambridge Analytica

Journalism Capstone Project

Harvard University

09/2018 - 11/2018

And here's a law school example:

Projects

U-Visa

In-House Pro Bono Project

Columbia Law School

11/2018 - 03/2019

Completed a full petition for U nonimmigrant status, interviewed legal persons and drafted affidavits.

If you have anything physical to back up your project with, feel free to include a link.

For example, if you're a developer, you could include a link to your GitHub profile.

Stand out with your Skills

There are two types of skills you can include on your no-experience resume:

Soft skills and hard skills.

What's the difference?

Soft skills are attributes or habits that describe how you work. They are not specific to a job, but indirectly help you adapt to the work environment.

Here are some of the most popular ones: teamwork, responsibility, leadership, creativity, etc.

Hard skills, on the other hand, refer to specific tools, technical knowledge and training and other work-specific skills. They apply directly to the job.

Technical writing, C++, financial accounting, etc. are all examples of hard skills.

So, which of these skills should you include?

That depends on a lot of factors, but as someone with no work experience, you should opt more for **hard skills**.

See, you could write all the cool buzzwords like “Critical Thinking” and “Leadership,” but the recruiter won’t believe you.

Fun fact - that’s what 90% of students do.

Instead, you should focus on skills that make you **stand out**, and in most cases, those are hard skills.

So, how do you decide which hard skills to mention? Easy! Just check the job ad you’re applying for.

Let’s say you’re applying for an entry-level creative internship, and you find these requirements in the job description:

Video editing experience (Premiere, After Effects)

- UI design experience
- Photo editing experience (Photoshop)
- Photography experience
- Experience with Adobe Illustrator

You’d transfer this into your skills section:

Skills

- *Premiere & After Effects - Expert*
- *Photoshop - Expert*
- *UI Design - Intermediate*
- *Adobe Illustrator - Intermediate*
- *Photography - Intermediate*

Other Sections You Could Include in a No-Experience Resume

A resume without experience does have one advantage: **extra space**.

You can use this space to create other sections that highlight how awesome you are!

Here are some sections you could include:

Hobbies and Interests. Add flair to your resume by showing your genuine passion and interest in the industry.

Languages. Do you know a second language? Or even a third? Awesome! Most companies these days are pretty international and appreciate an extra language skill or two. Be mindful not to over-exaggerate your proficiency, though. Only knowing how to ask “¿Donde está la biblioteca?” doesn’t warrant a Spanish entry on your resume.

Awards & Certifications. Do you have any fancy pieces of paper that show you’re smart? Maybe it’s an award for a terrific essay in a competition, or a certificate from an online course. Whichever the case may be, awards and certifications show that you’re a winner, so definitely include them in their own respective section.

Business Student Resume Sample

John Doe

Business Student

An independent and self-motivated business student with proven and tested business, procurement, sales, and marketing skills. Currently searching for an internship in Paris.

✉ john.doe@gmail.com

📞 22883344

📍 Paris, France

🌐 linkedin.com/in/john.doe

💰 john.doe

EDUCATION

MSc - Global Business Management

University of Paris

09/2017 – Present

Main Courses

- Operations Development and Strategy
- Innovation and Change Management
- Strategy, Organisation and Market Creation
- Global Innovation and Technology Management

BSc in International Business

London School of Economics

09/2014 – 06/2017

Main Courses

- Corporate Communication
- International Economics
- Corporate Governance

TECHNICAL SKILLS

Digital Marketing

Google Ads. Google Analytics. SendGrid. Hubspot Sales. Facebook for Business. Typeform.

Business, Research and Data Analysis

Proficient User in Microsoft Excel & Powerpoint. Mendeley. NVivo. Surveyxact.

SOFT SKILLS

Time Management

Efficiency

Customer Service

Multitasking

Teamwork

Storytelling

VOLUNTEER EXPERIENCE

Volunteer in the Student Organization

London School of Economics

03/2015 – 05/2017

Achievements

- In charge of organizing Kick-Off activities for approximately 250 international students in 2015 and 2016.
- Increased the social media presence of the student's organization by 48% in 2016.

PERSONAL PROJECTS

Co-founded "Oscar Wilde Book Club" (2015 – Present)

- A literature club which at the moment has over 150 active members

Launched a recycling program for the Business Campus (2015)

- Created materials and informed all the students on the campus to differentiate and be aware of their waste.

LANGUAGES

French



English



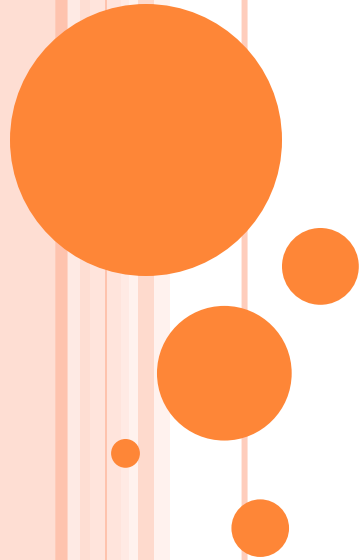
Spanish



 novoresume.com

2.2 Study Presentation How to write a student CV

HOW TO WRITE A CV



WHAT IS A CV?

- A CV (curriculum vitae) is Latin for '*course of life*', which in essence is a document that provides an overview of your skills, work experience and academic achievements. Additionally, you can sprinkle in your personality by including a personal profile and hobbies.
- However, don't be tempted to describe your entire life to the recruiter; they do not have the time or patience for that. A CV is 1-2 pages long and is a snapshot of your academic and professional life. Keep it concise and relevant (no need to mention your first high school crush).




WHAT TO INCLUDE IN A CV?

- Recruiters are pros at scanning CVs and deciding whether or not someone is suitable in a matter of seconds. Knowing what to include can help bag that next job and before you know it, you can buy all the chicken nuggets in the world.
- The basic components that make up a good CV are:
 - Contact Details
 - Personal Profile
 - Key Skills
 - Employment History
 - Education
 - Achievements
 - Hobbies
 - References



CONTACT DETAILS

- Include your full name, email address, contact number (can be mobile, home or both), and home address.
 - You are probably thinking: *'woah! That's my personal information, why should I put that on my CV?'*
 - Depending on the employer, some may require a candidate to have a permanent address or will need to know where you are located. If you are still unsure then include the city or town where you live instead.
- 

PERSONAL PROFILE

- This part is the golden introduction to your CV and yourself.
- It is important to tailor this to the job at hand. For example, if you are applying for a shop assistant role, express your passion to help customers or to develop your experience in a retail environment.
- This section should be no longer than 5-6 sentences, so no waffling!



KEY SKILLS

- Look through the job advertisement and write down all the skills they require. Afterwards, scan through and see what ones are relevant to you and include it on your CV.
- Please, no lying! If you say you are advanced with Microsoft Excel (who is?) then make sure you follow through with this statement.
- Another tip: whenever you list a skill, add a quick example of when you demonstrated this. That will really impress the employer.



EMPLOYMENT HISTORY

- Knowing what to put in your work history can help list it in a concise and informative way. Commonly, most people include their work experience in reverse chronological order, starting with the most recent first.
- How do you list all this employment information? Keep it simple for the recruiter and layout your experience in this manner:
 - Name of company (including duration i.e 2017-2019)
 - Name of role
 - List of achievements and duties covered (keep it relevant!)
- Do you not have work experience? Then fear not, further down the page we have some helpful tips to guide you with writing a **school leaver CV**.



EDUCATION

- This is the opportunity to list your grades and certifications! Again, keep it relevant and do not feel like it is necessary to include every single grade. Similarly to your work experience, list your work education in reverse chronological order.
- Are you unsure what to write because you still haven't received the grades you have listed? No need to worry, you can also put your predicted results!



ACHIEVEMENTS

- You may feel like as a student it is a little too early to list achievements on a CV, but you couldn't be more wrong.
- Think back to anything you have achieved or participated in at school...still nothing? NO!



HOBBIES

- Mentioning your interests allows your personality to shine through. As much as it is true, it's best not to put: socialising with friends or spending copious hours on Fortnite. Try and avoid clichés like 'reading' (if you are applying for a journalism role or something similar, then highlight your passion in creative writing) and if you are still struggling to decide what are the best hobbies to put on a CV then check out this list below...
 - Sports
 - Volunteering
 - Learning a new skill in your spare time (e.g. coding)
 - Blog writing
 - Travelling



REFERENCES

- Wondering what references are? They are people nominated as referees who are happy to testify about your character, attributes and anything you may have mentioned on your application.
- Wondering who can be a reference on your CV? Unfortunately, it cannot be your mother, but these below are more suitable examples to put on your CV.
 - Teacher
 - Colleague
 - Supervisor
 - Former Employee
 - Tutor

However, on your CV you can simply write 'references available upon request'.



HOW TO WRITE A CV WITH NO EXPERIENCE?

If you have recently left school or yet to acquire work experience, then you might be a little worried. Don't be! Below are some tips to help you tailor your CV to make you stand out from the crowd still.


○ **Tailor your CV to the job description**

- Carefully look through the job advert, pulling any keywords or requirements they have specified. Are they looking for someone with teamwork or attention to detail skills?
- If so, you can easily use your academic experiences too. Group projects might be a nightmare for some, but the skills you can gain are highly beneficial. Include these preferences in your personal profile and skillset list.

○ **Let your personality shine**

- By not having an employment section on your CV gives room to add more glorious information. List further achievements you've made during school or your personal interests and hobbies.
- Despite a high percentage of employers favouring candidates with work experience, they also prefer candidates who are suited for the role too. This means you can look through their values and demonstrate your similar values.

○ **Add a cover letter**

- Increase your chances by adding a cover letter to your application. This is the chance to display your passion for the job, including reasons why and how are you best suited for the role.
 - Some candidates may not bother attaching a cover letter so you can remain one step ahead of the game.
- 

WHAT KEY SKILLS TO INCLUDE IN A CV?

- A recruiter can scan through a CV in less than 6 seconds before deciding if the candidate is fit for the job. That's why placing your skills at the very top of the page is crucial for employers to know if you're the right one or not.
- Ideally, it is best to have a combination of soft and hard skills as this demonstrates your technicality and how you are as a person.



WHAT ARE SOFT SKILLS?

- Soft skills are a combination of people, social and communication skills, including character traits too. If you feel like you are lacking in technical skills, then harness your soft skills in to show the employer you are a well-rounded individual.
- **What are good examples of soft skills to put in your CV?**
 - Teamwork
 - Communication
 - Problem-solving
 - Time management
 - Positive attitude
 - Strong work ethic
 - Highly motivated
 - Interpersonal
 - Flexibility



WHAT ARE TECHNICAL SKILLS

- Technical skills are having the ability to perform a specific task at hand. This type of skill is normally taught or gained from previous experience.
- **What are good examples of technical skills to put in your CV?**
 - Data analytics
 - Social media
 - Marketing
 - Programming
 - Project management
 - Statistics



WHAT NOT TO INCLUDE ON A CV?

We have spoken enough about what to include in your CV, but it helps to know what CV mistakes to avoid.

- **Spelling errors**
Make sure you have checked the spelling on your CV!
- **Lies**
Remember, if you say you are advanced in programming, make sure you can prove it!
- **Irrelevant information**
Maybe you like to laugh at memes in the dead of night or enjoy that nice cup of coffee in the morning. However, if it is not relevant for the job, don't put it in!
- **Not too long, not too short**
If you have produced a Shakespearean play, then employers would rather spend their time reading something else! Keep it to 1-2 pages long.
- **Your first email address**
Sorry to say it, but the email address: bubbalicious47301@gmail.com does not belong on your CV, or anywhere in fact.
- **Fancy fonts**
Long gone are the days of using word art and crazy fonts to make everything fabulous. Hiring managers and recruiters want something simple to read.
 - If you are wondering what font size and font to use on a CV then best stick to:
 - Font size 12
 - Arial / Calibri
 - Black



2.3 Motivation Letter Writing Guide

Based on <https://novoresume.com/career-blog/how-to-write-a-motivation-letter>

Writing a motivational letter can be nerve-racking.

When presented with the question of *“Why would you like to be part of this organization?”* you find yourself staring at a blank page, thinking of how to correctly word *“I’m passionate about going to college so I don’t starve to death.”*

Two hours and three coffees in, you’ve scrolled through your Facebook newsfeed (twice), watched one episode of the last season of Game of Thrones, sent angry tweets to its creators, and donated for the knee surgery of two dogs. You go back to your open Word doc and you have only managed to write: *“This organization seems like fun”* or *“I’ll totally be a great fit”*.

You know you are not this generic or basic. You’re a capable guy or gal who has a lot to offer and there are genuine reasons behind your decision to apply.

It’s just hard to put it into words... And we get that!

In this guide, we’ll walk you through the process of creating a motivation letter that gets you accepted anywhere.

We're Going to Cover:

- What a Motivational Letter Is (And Why It Matters)
- How to Structure a Motivational Letter
- How to Write a Motivational Letter [+Some Helpful Tips to Get Those Ideas Out of Your Head and Into the Paper]
- How (and Why) to Create a Motivational Letter With **Novorésumé**

What is a Motivational Letter and Why it Matters?

A motivational letter is a one-page letter that’s used to describe ***why you are the perfect candidate for a certain position***. It is usually attached to your [resume](#).

You are required to write a motivational letter in these 4 specific scenarios...

1. You are applying to get admitted to an **educational program** at a college or university (undergraduate, graduate, or postgraduate).
2. You are applying to work at a **non-profit** organization.
3. You are applying as a **volunteer** in an organization.
4. You’re applying for an **internship** in a company.

The motivational letter shouldn’t be confused with a [cover letter](#), the purpose of which is to highlight how specific information on your resume matches a job opening. Think of a cover letter as the introduction to your resume for a hiring manager and your motivational letter as the powerful closing sales pitch for a university or non-profit.

So why exactly does the motivational letter matter? You're a doer more than a talker: you've listed everything there is to know about you on your resume. That should be enough, right? Wrong!

All organizations are looking for people who genuinely want to be there and are excited about what they do. The **intent should be your driving motivation!**

Writing a good motivational letter can be an absolute game-changer. It can provide a **boost for your resume**, but also make up for lacking required skills.

How to Structure a Motivational Letter

A good motivational letter is a **one-pager** where you introduce yourself, your story, and show your interest in the position or organization you are applying to.

There are two main ways to structure your motivational letter:

1. Using the classic **3 main paragraphs structure**, where your motivational letter has the introduction, the body, and the conclusion.
2. Using the **5-7 paragraph structure**, where you divide your main body paragraph into smaller 1-3 sentence paragraphs according to the main points.

Now, which one do YOU go for? The rule of thumb is if you want to be more factual and to the point, go for the 7-paragraph structure. This way, you can use each body paragraph to discuss specific achievements or points.

If, on the other hand, you're going for a more story-telling approach, you'd go for the 3 paragraph option, so as not to break the flow of the story.

VS.

Jane Doe
Ph.D. Candidate

jane.doe@novoresume.com

123-456-7891

Colorado, United States

linkedin.com/in/jane.doe

quora.com/profile/jane.doe

medium.com/@jane.doe

To

Marie Williams, Ph.D.
marie.williams@harvard.edu
Department of Political Science at
Harvard University
Cambridge, MA 02138, United States
July 11 – 2019

Dear Professor Marie Williams,

I am writing to express my interest in the doctoral program in the Department of Political Science at Harvard University, as it has always been my age-long ambition to become a political advisor to the President of the United States of America.

Thanks to the swift progress of my Bachelors and Masters degrees, it is glaring that studying and doing research are endeavors I would like to engage in even more. While studying for my BSc in Behavioural Psychology at Yale University, I developed a keen interest in the interaction between individuals and their environment and I found this very intriguing and exciting, specifically its influence in World politics today. After my Bachelors, I pursued a Master's degree in Political Communications, also at Yale University, which I completed in June 2019.

I believe that there is no better place to continue my academic career in Politics as it relates to Behavioural Psychology than the Political Science department at Harvard University. I consider it a vibrant experience to get the opportunity to meet students from all over the world and learn about their culture and values. Hence, courses like Democracy and Citizenship, Public Policy Analysis, and Management of Religious Diversity would give me more insight into how politics is affected in the world today by many other factors aside Behavioural Psychology. Considering the pedigree as well as the content of the Master's degree in Political Science at Yale University, combined with the knowledge I have garnered from my previous studies, I am confident that this Ph.D. brings me a step closer to my goal of becoming a political Advisor to the President of the United States. I believe that I am very diligent and a highly motivated student; while studying my Bachelors and my Masters, I did not fail any exam or fail to turn in any due assignment. I am certain to push through with the dedication I have always worked with to accomplish my goals and gain more knowledge and insight into political science. I developed an intense interest in politics from my experience in working with the [party name] at [party address], a political party in [country name]. Here, I attended meetings, determine political campaigning activities, designed accurate slogans and texts for campaign purposes and devoted myself offline and online political campaigning.

Studying Political Science at Harvard University is an opportunity I would love to dedicate myself too wholeheartedly, and I hope that during my stay in Boston, Massachusetts, I will be able to contribute to the community in the best way that I can. Considering my academic performance so far and my desire to enrich mine and others' knowledge in political science, I am convinced that I will be a valuable addition to the program. I hope to be given a chance, as I am confident that I am capable of meeting and even exceeding your expectations.

Thank you for considering my application.

Yours sincerely,
Jane Doe

Jane Doe
Ph.D. Candidate

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123-456-7891

Colorado, United States

linkedin.com/in/jane.doe

quora.com/profile/jane.doe

medium.com/@jane.doe

To

Marie Williams, Ph.D.
marie.williams@harvard.edu
Department of Political Science at Harvard
University
Cambridge, MA 02138, United States
July 11 – 2019

Dear Professor Marie Williams,

I am writing to express my interest in the doctoral program in the Department of Political Science at Harvard University, as it has always been my age-long ambition to become a political advisor to the President of the United States of America.

Thanks to the swift progress of my Bachelors and Masters degrees, it is glaring that studying and doing research are endeavors I would like to engage in even more. While studying for my BSc in Behavioural Psychology at Yale University, I developed a keen interest in the interaction between individuals and their environment and I found this very intriguing and exciting, specifically its influence in World politics today.

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Thank you for considering my application.

Yours sincerely,
Jane Doe

The Structure of a Motivational Letter

Structuring a Motivational Letter

1. Contact Details

2. Intro

- Personal information
- What/Where are you applying to
- Why are you applying?

3. Body

- Story behind your achievement
- Be as factual as possible
- Show off your achievements using metrics (when possible)

4. Conclusion

- Mention future plans
- Thank the reader and conclude

Melissa Bernal
Ph.D. Candidate

✉ melissab@mail.com 📞 45999323 📍 New York, US 🔗 linkedin.com/in/MelissaB

To
Marie Williams, Ph.D. marie.williams@harvard.edu Department of Political Science at Harvard University Cambridge, MA 02138, United States
15 December, 2021

Dear Professor Marie Williams,

I am writing to express my interest in the doctoral program in the Department of Political Science at Harvard University, as it has always been my age-long ambition to become a political advisor to the President of the United States of America.

Thanks to the swift progress of my Bachelors and Masters degrees, it is glaring that studying and doing research are endeavors I would like to engage in even more. While studying for my BSc in Behavioural Psychology at Yale University, I developed a keen interest in the interaction between individuals and their environment and I found this very intriguing and exciting, specifically its influence in World politics today. After my Bachelors, I pursued a Master's degree in Political Communications, also at Yale University, which I completed in June 2019.

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Thank you for considering my application.

Sincerely,
Melissa Bernal

Whichever structure you go for, it should consist of 3 main parts: the introduction, body, and conclusion. Here's what to include in each one:

Introduction: A short, engaging pitch about yourself and why you are applying. Here, you can include:

- Personal information. Who are you and what do you do?
- What are you applying for? Where?
- An intro to the bulk of your essay. Mention the general reason on why you're applying, and then deep-dive in the bulk of your motivational letter.

And of course, don't forget to mention contact information on top.

For example:

To: School/Organization Name

First Name Last Name

myemail@mail.com

Phone Number

Relevant Social Media (LinkedIn, Quora, GitHub, etc.)

Example of Introduction for Motivational Letter

Dear **[Name of The Contact Person]**,

My name is **[Your name]** and I would like to express my interest in applying for the Doctoral program in political science at **[University Name]**. I've always dreamed of becoming a politician and helping give back to my country, and I believe that a Ph.D. in politics from **[University Name]** would set me miles ahead to reaching my goal.

Body of the Motivational Letter: this is the main bulk of your motivational letter. This is where you really sell yourself, mentioning stories behind your achievements, skills, and passion for whatever you're applying for.

Try to be as factual as possible - anyone that frequently reads motivational letters can tell made-up stories from the real ones. When possible, you can also use metrics to back up your qualifications.

Things You Can Mention in Your Motivational Letter:

- My passion for _____ started when _____.
- I want to _____ because _____.
- I have been part of _____ for ____ months/years. It's the best thing for me because _____.
- I remember once when I _____, which made me realize that I _____.
- _____ resonates with me because _____.
- What distinguishes me from my peers is _____.

Here's a Practical Example:

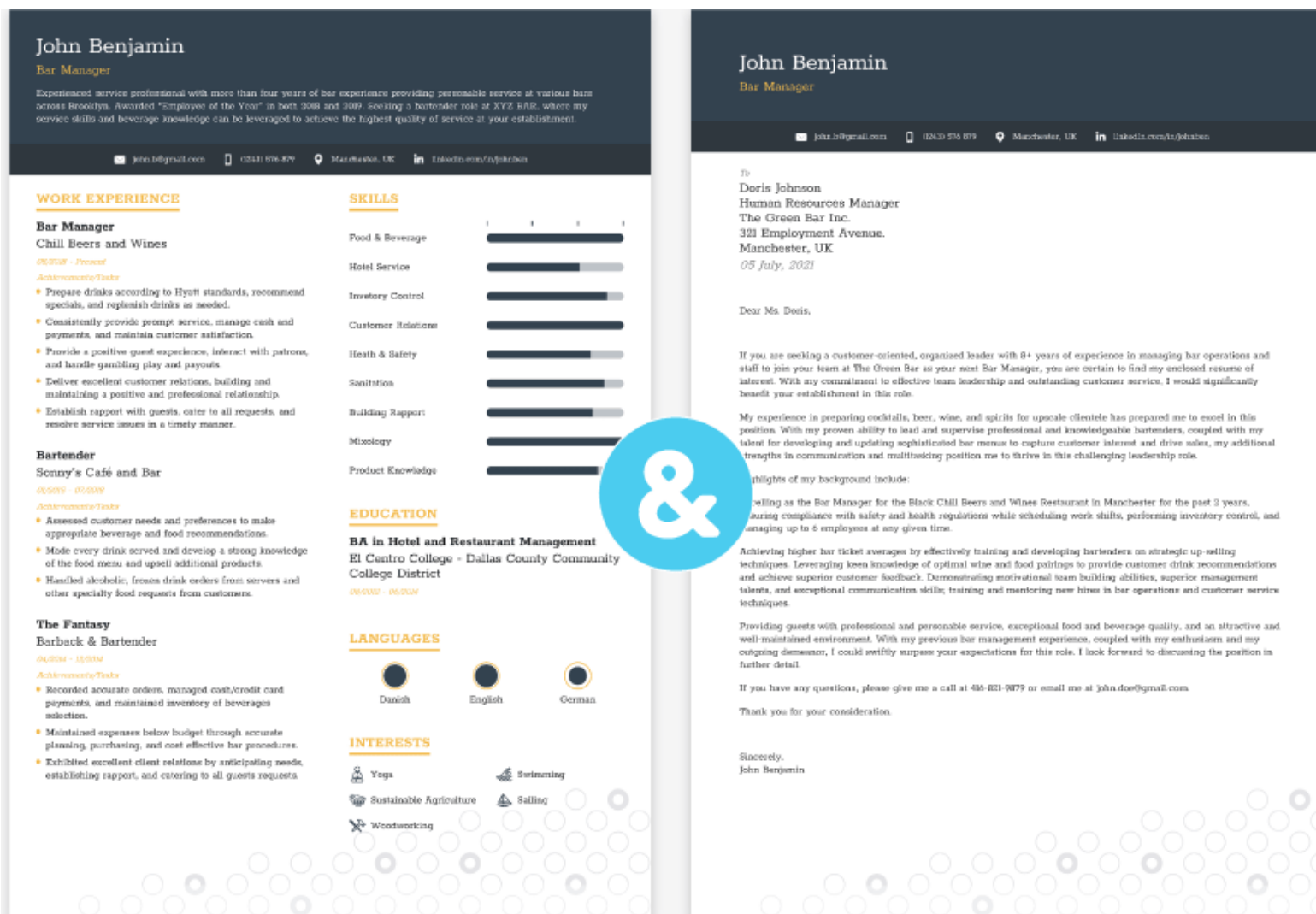
I developed my passion for Online Marketing during my internship at **[company name]**. Working in a small startup allowed me to get surface-level experience in most digital marketing channels. Now, I would like to deep-dive and gain advanced know-how by attending the **[university name]** program in Digital Marketing.

Conclusion:

Finally, you can wrap up the motivational letter and send it in. In this section, you can:

- Briefly summarize your main points - *"I believe I'd be a good fit for the program because of _____"*
- Mention your overarching goal - *"I'd love to be a part of _____, as it would allow me to _____."*
- Thank the reader and conclude the motivational letter

Now that you know how to structure a motivational letter, let's move on to the contents!



Create a Matching
Resume & Cover Letter

How to Write a Motivational Letter

So how do you write a motivational letter that stands out from the pool of applicants? The way to avoid generalizations and add depth to your motivational letter is by tailoring it to the specific organization and program/position you are applying to:

1. When writing a motivational letter, you want to make sure you know what and where you are applying to. Find out who is in charge of deciding your fate and **address them directly** in your opening remarks as **Dear Mrs. Smith.**
2. Look at the **program requirements** and the institution's website. Find out the top three requirements for the position and explain how you are the best candidate.
3. Demonstrate that you share the **organization's values** or are exceptionally qualified through a short story or personal examples. Be specific.
4. Your motivational letter should demonstrate that you really want to be there! There is a fine line between pleading and showing **intelligent interest** while also selling yourself. State specific reasons, demonstrate knowledge and express passion for applying to the institution or organization without showing off or begging.
5. **DO NOT LIE!** If you write anything remotely untrue, your reader will sense it. Unconsciously, we inflate feelings and ideas when we lie. If you tell a fake story or inflate your excitement or achievements, you will be put into the "*lying Pinocchio pile*". Consider your case rested and your application denied.

Questions to Answer in Your Motivational Letter [+Possible Answers]

What attracted you to this specific organization or program?

- *I would love to live in [location of organization], because _____.*
- *It is my dream to be part of [name of program], because _____.*

What are the values the institution is based on and how do you share them?

- The values [name of institution] is based on are: [three general values stated on their website]. I have demonstrated _____ because I have _____ especially in _____. I also practice _____ in my professional or working life by _____.

What kind of applicants are usually admitted to the program and why do you fulfill the requirements?

- **Requirement: Minimum 2 years of volunteering experience**

I volunteered in Africa for three years. It's one of my most fulfilling experiences because I am passionate about helping others and came out a better person. I would do it again in a heartbeat.

- **Requirement: Passionate about research**

I would pick a sleepless night conducting research instead of a night out anytime. I spend most of my mornings reading the last edition of the Journal of Marketing. I have worked on three separate research studies during my time at Colorado University.

- **Requirement: 3,80 GPA**

Achieving a Magna Cum Laude required a lot of hard work and dedication, but education has been my biggest passion in life, so there was more joy than pain in the process!

Answer some/all of these questions in a compelling way that's true to you and your experience, then turn them into a cohesive text.

An Example of a Great Motivational Letter

We'll demonstrate how to write an awesome and inspiring motivational letter through Jane's letter to the admissions team of Harvard University below. She is applying for a Ph.D. in the department of Political Science.

The **general requirements are**: being research inclined, a demonstrated passion for Politics, and an above average performance during undergraduate studies.

The values of the university are integrity, education, respect, and accountability.

She's using the **three paragraph** structuring method.

You can see how Jane highlights through personal stories:

- That she knows the history of the university and **shares the same values**
- That she's genuinely excited and passionate about the program and the school
- What her qualifications are and how they'll be a **great fit** for the program
- What she **hopes to achieve** if given the opportunity to study at Harvard

The same rules and spirit apply to non-university related motivational letters as well.

You can easily notice that Jane has essentially given a personal story of all his qualifications. After reading this letter, the admissions team will feel like they know Jane, and this is what you should also aim to do: communicate who you are through highlighting your story tailored to the institution and program you are applying for.

Georgia Robbie

PhD Candidate

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 Chicago, IL

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 0041 222 222

 georgia-robby.com

 @georgia.robby

To:

Maria Johnson, PhD
maria.winter@harvard.edu
Department of Political Science at
Harvard University
Cambridge, MA 02138, USA

Dear Dr. Johnson,

I am writing to express my interest in the doctoral program in the Department of Political Science at Harvard University, as it has always been my age-long ambition to become a political advisor to the President of the United States of America.

Thanks to the swift progress of my Bachelor's and Master's degrees, it is glaring that studying and doing research are endeavors I would like to engage in even more. While studying for my BSc in Behavioural Psychology at Yale University, I developed a strong interest in the interaction between individuals and their environment and I found this very intriguing and interesting, specifically its influence on World politics today. After my Bachelor's, I pursued a Master's degree in Political Communication also at Yale University, which I completed in January 2022.

I believe that there is no better place to continue my academic career in Politics as it relates to Behavioral Psychology than the Political Science department at Harvard University. I consider it a very rich experience to get the opportunity to meet students from all over the world and learn about their culture and values. Hence, courses like Democracy and Citizenship, Public Policy Analysis, and Management of Religious Diversity would give me more insight into how politics is affected in the world today by many other factors aside from Behavioral Psychology. Considering the pedigree as well as the content of the Master's degree in Political Science at Yale University, combined with the knowledge I have garnered from my previous studies, I am confident that this Ph.D. brings me a step closer to my goal of becoming a political advisor to the President of the United States.

With my strong diligence and being a highly motivated student while studying for my Bachelor's and my Master's, I did not fail any exam or fail to turn in any due assignment. I am certain to push through with the dedication I have always worked with to accomplish my goals and gain more knowledge and insight into political science. I developed a very deep interest in politics from my experience in working with the [party name] at [party address], a political party in [country name]. Here, I attend meetings, determine political campaigning activities, design accurate slogans and texts for campaign purposes and devote myself to offline and online political campaigning.

Studying Political Science at Harvard University is an opportunity I would love to dedicate myself to wholeheartedly, and I hope that during my stay in Boston, Massachusetts, I will be able to contribute to the community in the best way that I can. Considering my academic performance so far and my desire to enrich mine and others' knowledge in political science, I am convinced that I will be a valuable addition to the program. I hope to be given this chance, as I am confident that I am capable of meeting and even exceeding your expectations.

Thank you for your consideration.

Sincerely,
Georgia Robbie

Conclusion

So, let's sum up everything we've covered in this post:

- A motivational letter is a formal letter which you need to write if you're applying for university/college admissions, a non-profit, or a volunteering institution. Job applications usually require a [cover letter](#) instead.
- There are two ways to structure a motivational letter: in three paragraphs (introduction, body, conclusion) or in 5-7 paragraphs (where each paragraph highlights a different point).
- Introduce yourself and your intent in the introduction, describe and highlight your experiences in the body, and thank the reader for his/her consideration in the conclusion.
- Do your research, show genuine interest, and never, ever lie.

A motivational letter is always attached to a resume. Want to also make that stand out from the rest?

Choosing the same templates, fonts, colors will [improve your personal brand](#) and increase your chances of being called for an interview.

2.3 Study Presentation How to write a motivation letter

MOTIVATION (COVER) LETTER

According to <https://www.indeed.com/career-advice/resumes-cover-letters/motivation-letter>

WHAT IS A MOTIVATION LETTER?

- A motivation letter is a document detailing your professional skills and reasons for applying for a course of study, a scholarship or volunteer job. This letter accompanies your application and supporting documents, such as a transcript of your grades or a resume. A motivation letter is sometimes called a "statement of purpose" or a "motivational letter".
- Motivation letters are not commonly used for paid job applications, which are typically accompanied by cover letters.

HOW TO WRITE A MOTIVATION LETTER

- Writing a good motivation letter takes time, so make sure you methodically work through the steps to make yours the best possible. Allowing plenty of time to write your motivation letter ensures you include all the necessary content and follow each important step, including the following:
- Write an outline.
- Write an introduction.
- Expand your outline for your body.
- Conclude your motivation letter.
- Proofread your motivation letter.

1. WRITE AN OUTLINE

Write a point-form outline noting the content of your motivation letter and its order. Write points covering the following topics:

- Why you want to study the course or volunteer with the program
- Your skills or qualities that will benefit the school or non-profit
- Why you are interested in the school or non-profit organization
- Assess your format and structure and determine whether moving points around would create a more logical flow.
- Revise your outline until you are satisfied with it. You can reference your completed outline when writing your polished motivation letter to stay on track.

2. WRITE AN INTRODUCTION

- Write an introduction that introduces yourself to the recipient. Address your recipient by name, if possible, to give your motivation letter a personal touch. Your introduction should capture your recipient's attention and encourage them to read on, so include details about your achievements in this section.

3. EXPAND YOUR OUTLINE FOR YOUR BODY

- Expand the points in your outline to form your motivation letter's body. Take a new paragraph for every new topic. Remember, your motivation letter aims to convince your recipient of your value, so use compelling facts to be persuasive.

4. CONCLUDE YOUR MOTIVATION LETTER

- Write a conclusion to your motivation letter that summarizes your goal and leaves a positive final impression. You should also thank your recipient for considering your application and encourage them to contact you if they have any questions.

5. PROOFREAD YOUR MOTIVATION LETTER

- Proofread your motivation letter to make it more concise and professional. Correct any spelling and grammatical errors and awkward phrasing. Edit information already listed in your application form or resume to ensure your motivation letter contains only unique information.

TIPS FOR WRITING A MOTIVATION LETTER

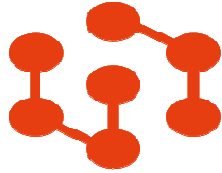
- **Follow any guidelines.** Follow any formatting, length and content guidelines provided by your prospective school or non-profit organization. If the organization does not provide any details, write approximately 1/2 to one page of text with a basic 12-point font, such as Times New Roman or Arial.
- **Write with personality.** Your interests, feelings and perspectives are unique, so writing about them is a good way to separate your letter from others. Write in a natural voice that reflects how you would speak to your recipient if they were in a room with you. Include interesting details that help your motivation letter stand out from others. Humor can be misinterpreted, so opt for a more serious tone.

TIPS FOR WRITING A MOTIVATION LETTER

- **Use accessible language.** Accessible language that readers can easily understand is best for motivation letters. Identify any unnecessarily complex terms or jargon when you are proofreading and replace them with simpler words. Write short, active sentences that cannot be misinterpreted.
- **Focus on your strengths.** Write about your personal strengths, rather than your challenges or limitations. Writing about your strengths helps the recipients of your motivation letters understand your value to their organization and keeps your letter's tone positive.

OPTIONAL MOTIVATION LETTER TEMPLATE

- Dear Mr/Ms. [recipient's surname],
- My name is [your name] and I am a [position/qualification/area of study]. I am writing to apply for a [scholarship/volunteer opportunity/place] at [name of organization].
- I would love to [study/volunteer] with you because [reasons for wanting to study course or volunteer]. I am especially interested in your [school/non-profit organization] because [reasons for choosing a particular organization].
- I feel I would be an asset to your organization because I am [list of positive qualities]. I am also skilled in [list of positive skills] which I developed through [experiences or courses that taught you skills].
- In conclusion, I hope to get the opportunity to [study/volunteer] with you at [name of organization]. Thank you for taking the time to review my application. Please contact me at [preferred contact details] if you have any questions for me. I look forward to hearing from you soon.
- Yours sincerely,
- [Your name]
- This template provides space for the basic information your motivation letter requires. However, the best motivation letters have a personal touch.



СИБИРСКИЙ
ФЕДЕРАЛЬНЫЙ
УНИВЕРСИТЕТ



UniLab

2.4 Study Presentation How to prepare for an interview

HOW TO GET AN INTERVIEW



PLAN

- What is an interview and how is it done

Step-by-step preparation for an interview:

- ✓ *How to behave during a phone call:*

- ✓ *Home preparation*

- ✓ *What to bring to your interview:*

- ✓ *In the office before the interview*

- Interview

- After the interview

- Answers to frequently asked questions 5

main mistakes that prevent you from getting a job

- If you were refused



WHAT IS AN INTERVIEW AND HOW IS IT DONE

UniLab

- Interview - negotiations between the applicant and the employer. Based on the results, it is decided whether it is worth working together or not.
- Interview types:
 - ✓ Multilevel
 - ✓ Sibling

In a group interview, interviews are conducted with several applicants at once.

An individual interview is a personal meeting between the manager and the applicant. In small firms, it's like an informal conversation.



HOW TO BEHAVE DURING A PHONE CALL:

UniLab

- Say hello.
- Briefly ask about the job and the company.
- So you will not get confused if you went to several different places to get settled.
- Find out what to take with you.
- Ask what format the interview will be in.
- Speak intelligibly and clearly. Do not use abstruse and colloquial words.



HOME PREPARATION

UniLab

- Make a plan for self-presentation
- Create a portfolio
- Think over the look.
- Decide how you will get there.

WHAT TO TAKE WITH YOUR INTERVIEW:

- ❖ A copy of your resume.
- ❖ The passport.
- ❖ Diploma of higher or secondary vocational education.
- ❖ Certificates, certificates of completion of courses.
- ❖ A notebook where you will write down the main answers, details about the company.



HOW TO BEHAVE IN ORDER TO BE HIRED:

UniLab

- Say hello.
- Sit in front of the person you are talking to. You can move the chair.
- When asked to tell you about yourself, don't turn it into an autobiography.
- Suffice it to say why you decided to become a specialist and how it happened.
- Don't hide your eyes.
- Do not cross your arms over your chest, do not spread your legs wide.
- Listen carefully, don't interrupt.
- Turn off your phone.
- Answer questions clearly and concisely. Mention professional literature, courses, life situations related to the position.



FREQUENTLY ASKED QUESTIONS

UniLab

- Who do you see yourself in the company in 5 years
- What was the reason for leaving the previous job
- Why should you choose you
- Why do you want to work with us
- Why did they look for a job for so long
- What salary are you counting on
- What mistakes did you make in your previous job?



5 MAIN MISTAKES THAT PREVENT YOU FROM GETTING A JOB

- "I will not argue with the employer, because I am afraid of dismissal" Fear or Shy Student Syndrome
- An interview should be treated like a regular business meeting.
- A trembling voice, sweating hands, a look at the floor will not make a career.
- Keep your back straight, look at the interlocutor, answer what is expected of you.
- Unpreparedness
- Improvisation will not be appreciated here. Think over words, behavior to the smallest detail, calculate different scenarios for the development of events.
- Translation of an interview into a heart-to-heart conversation
- Stick to a business theme and style of speech if you want to work in a company with a good salary.
- Depression and feeling unwell
- Vulgar behavior



IF YOU WERE REFUSED

If you still did not get the desired position, do not despair.

You have acquired a unique communication experience that will definitely come in handy in your future job search.



2.4 Read How to pass an interview

Powerful Job Interview Tips From a Recruiter: How to Pass an Interview



If you think most hiring decisions are based on your experience and qualifications, then you better keep reading. **Your resume gets you in the door, but how you interview determines whether you're offered the job.**

This article will teach you proven job interview tips to help you pass a job interview and get the job you want. Here's what we're going to cover:

- **Part I: Job Interview Preparation Tips** – everything to do *before* your interview
- **Part II: Interviewing Tips** – the best strategies to use *during* your interview to stand out
- **Part III: Tips for After Your Interview** – how to make sure you get the job offer *after* your interview is over

These are the best interview tips that I know, from close to 5 years working as a Recruiter.

After you finish this article, you'll know how to stand out from other job seekers and pass a job interview a majority of the time.

Part I: Job Interview Preparation

Each step below will prepare you for the actual interview. None of this is very time consuming but it will set you apart from everyone else applying for the job, making it easy for the company to decide who to hire (you!)

Here are the basic interview preparation steps to remember. I've put the estimated time next to each one.

1. Research the company (10 minutes)

Interviewers can tell when you've done your research, and they love seeing it. And if you haven't... it looks really bad, especially at the start of the interview when they ask things like:

- Why did you apply for this position?
- What do you know about us?
- Why do you want this particular job?

So the start of the interview is your chance to make a great first impression. Walking in with zero knowledge of their business is one of the fastest ways to shoot yourself in the foot and NOT get hired.

It could even lead to them ending the interview early. That's one of the biggest signs your interview went badly, and you definitely want to avoid that (for example if you were told it would be a one-hour interview, and you finish in 25 minutes).

So be ready to show them that you what they do, how they make money, who their typical customer or client is, etc. You're not expected to be an expert on their business, but know the basics.

You can do this company research on the company's website, on their social media pages, and by searching Google. I also recommend finding one or two recent news stories to see what the company has done recently. To learn the latest on a company, try typing the company's name plus the word "news" into your search bar.

2. Think of two reasons you're interested in the company (10 minutes)

Use the company research you've done to come up with a business-related reason you're excited about them. It could be a new business model, new clients, new partnership, etc.

Actual example: I recently had a phone interview with a tech company that was built as a review/info website. They recently started handling transactions instead of sending the buyers out to other websites to complete the transaction. I read this in the news and mentioned it as an exciting development and a really good business move. The interviewer was extremely impressed that I had read the news, and understood the implications. Total time spent researching: less than 3 minutes.

Along with one business reason, try to come up with a secondary reason too. Maybe community involvement. Or company culture. Almost every company has a blurb

about their culture on the website. Read it and mention what you read as a secondary reason for being interested.

You'll seem extremely well-prepared and well-rounded for having two very different reasons.

3. Think of an explanation for why you're job searching (5 minutes)

Companies will often choose someone less talented if they also seem less risky or if their motivations make more sense. I've seen it first-hand.

Don't lose out on a job to somebody with less skill than you. Prepare some legitimate reasons why you want to make a move (**without talking negatively about your current employer**). Here are some examples:

- You've accomplished ____ in your current role and you're ready for a new challenge
- Your company's direction has shifted and you feel it's time to join a new organization
- You're interested in a different type of product/service
- You're looking for a larger or smaller organization

You can get more specific based on your situation. These are general ideas. If you do a good job with this you can beat out applicants that have more experience than yourself, because they're not using these strategies most likely.

If you are job searching while employed, here's a [full article on interviewing when you have a job](#).

And if you're unemployed right now, here are [20 good explanations for why you chose to leave your last job](#).

4. Prepare to talk about specific accomplishments

Most people go into their interview and make general statements and talk in very general terms. To set yourself apart, you want to prepare specific examples and talk about DETAILS. Facts, numbers and real accomplishments.

Hint: this is true on [your resume](#) also. You'll get far more interviews if you cram your resume with facts, figures and statistics instead of general statements like "responsible for handling customer requests".

So when the hiring manager asks what you accomplished in your last job, or what you do each day, you should be ready to impress! This is not the time to hesitate or be unsure. Prepare ahead of time for this.

If you're looking for your first job without any work experience, then think about accomplishments in your academic career – classes you've taken, projects you've completed, etc. That's your most relevant experience!

5. Get familiar with your resume (5 minutes)

This is one of the more important interview preparation tips, and one of the easiest. Glance over your resume if you haven't in a while. Be ready to explain past job changes in a positive light. If you left a job because your manager was horrible, say that you went to an organization that had more supportive management. It's all about how you phrase it. We'll look at more examples of how to deliver this in Part II coming up.

Also think of a couple of challenges and accomplishments in your last 1-2 positions. **Interviewers love specific examples of accomplishments.**

That's it, you're done with Part I. At this point you've already done more than 80% of job applicants, and you have good answers prepared for some of the most common interview questions. Let's move on...

Part II: Job Interview Tips

So, you've mentally prepared yourself with the interviewing tips from Part I. Now let's talk about how to pass a job interview after it begins.

1. Prepare to Describe your work history BRIEFLY

Most interviewers will ask you to give a quick walkthrough of your background at the start of the interview. That's why I mentioned reviewing your resume beforehand. It's a pretty commonly overlooked but it's one of my favorite job interview tips and it's so easy to do!

If you've prepared a good, brief narrative of your career, you can impress them right off the bat. What got you interested in this field? What have you accomplished recently?

But it has to be concise. Nobody wants to hire somebody that rambles on or sounds scattered, and that's the biggest mistake people make with this relatively open-ended question.

Spend most of your time on the recent portion of your career. Go through the beginning rather quickly. 2-3 minutes total should be your target.

2. Explain why you're interested in interviewing with them

After walking them through your resume, you'll probably be asked why you're looking to make a job change, and/or why you're interested in their company in particular. This is where the research you've done pays off. You should already have two specific reasons for wanting to interview with their company.

When explaining your reason for job searching in general, I mentioned one example of how to turn a negative into a positive in Part I. Here are 2 more examples:

If your current company has no room for upward growth, say that you're looking for a job with more room for upward growth. If you don't like your coworkers, say you're

hoping to find a team that's more collaborative. See the difference? You're saying the same thing without sounding negative.

Whatever you say you're looking for, **be prepared for them to ask why you can't get that in your current company.** Just answer by saying that you don't think there's an opportunity to get this, and you considered this before starting to look externally. Simple and easy. That should end the line of questioning.

3. Answering technical questions- don't freak out

After the basic questions, you'll get into the meat of the interview. The content and questions here will vary based on the job, but here's what you need to know about how to pass the job interview:

A good interviewer will test your limits. Especially if it's a position involving some type of technical knowledge (math, science, engineering, etc). The only way they can find your limits is if they ask something you don't know. So stay calm when you get this. Here's what to do:

Try to work your way through the question as much as you can. Your thought process is often more important than answering correctly, so tell them what you're thinking. Ask questions to clarify if needed.

Seeming genuine, thoughtful and honest can go a long way. It's more important than answering any one question correctly.

Preparing yourself for how you'll handle a question you're not sure of or didn't expect is an important piece of how to pass an interview. You can prepare for questions all day, but you still might hear something you weren't ready for.

4. Ask your own questions at the end

You should ask a lot of questions after the interviewer has finished their own questions. How are you going to decide if you want the job if you don't find out any info? The best job candidates are evaluating a company, not just trying to get a job in the first company that wants them. **Once a company realizes this, they'll treat you like a top-notch candidate and try to sway you to join them.**

If you aren't sure what to ask, here's a mega-list of the [best questions to ask](#).

And here are [5 great questions to ask recruiters](#) in particular (this is for [phone interviews](#) or first conversations with any recruiter).

Use these lists to come up with questions to ask each person you'll be meeting. If you interview with 4 people, you should ask questions to all of them. It's okay to repeat a question, but don't tell the last person, "so-and-so already answered all my questions." I've done this in the past and wasn't offered the job. Lesson learned.

Some of the best questions are opinion-based questions because you can ask the exact same question to as many people as you want. Example: “What’s your favorite part about working here? What is the biggest challenge/difficulty you face here?”

5. Always act like you want the job

You have one goal in any interview: Convince them that you’re the best candidate for the job and get invited to the next round.

So you should be selling yourself in the interview, not deciding if the job is desirable.

Then you can go digest the info and make a decision once you get home. If you start using this approach you’ll have a big advantage throughout the entire interview because you’ll have one single thing to focus on. Other applicants will be juggling everything at once.

6. Don’t ask for feedback on the spot

I’ve seen people recommend that you ask for feedback or concerns at the end of the interview. Something like this: “Based on what we’ve discussed, is there any reason you wouldn’t consider me for this job?” Horrible advice. Never ask this. Ever. Or anything like it.

First of all, they just finished interviewing you. Give them time to think. You’re going to go home and decide whether you’re interested, they need time to think too. Don’t put them on the spot like this.

Also, you’re bringing the negatives to their attention. You’re literally asking them if they can think of a reason that’d stop them from hiring you. Even if they do think of something, they won’t tell you for fear of a lawsuit.

I like to say something like this instead: “If you need any more info from me or have any questions later, don’t hesitate to contact me.”

7. Be human

You don’t need to seem perfect in the interview to get hired. Don’t try. Be human.

If you seem fake, or if you try too hard to give “perfect” answers, the hiring manager might not be able to get a real sense of what your strengths and weaknesses are. And if they can’t tell, they won’t hire you.

So, don’t go in with interview answers you read from the top of Google. If you found those in 5 minutes, everyone else did too. Come up with great answers that are unique.

Remember that it’s also okay to occasionally say, “I’m not sure”, or “Sorry, I’m drawing a total blank”. (This is okay once or twice per interview. If you find yourself doing it more, it’s a sign you didn’t prepare enough).

8. Learn the interviewer’s name and use it

I'm horrible at remembering names. I always have been. So if I can do this, you can too...

When you hear someone's name, repeat it to yourself in your head once or twice IMMEDIATELY after you shake hands. This helps you remember it.

Most of the time, if you forget someone's name, it's because you never really "got" it. Immediately after you heard it, you forgot. So this is how to remember.

Then, use it in the conversation within the first 5-10 minutes of the interview. Now you'll never forget it.

There's another benefit to this too – using someone's name helps you build a bond with them and build trust. Studies have shown you seem more confident, competent and impressive when you say someone's name when talking to them.

Go talk to the CEO in your company, and I bet they'll use your name in the conversation. Leaders do this. Successful people do this.

This is a very under-rated tip for interview success that anyone can do. It just takes effort.

You will build a stronger bond/rapport with the interviewer if you do this, and they'll be more likely to remember you favorably and hire you.

9. Be upfront and use clear language

Don't use vague language and "dodge" their questions. And don't lie. They'll usually know. Hiring managers interview a lot of people and have a great sense for this.

If you lie and get caught, there is no way they're going to hire you.

And if you seem like you're trying to hide information, they won't trust you and won't hire you either.

Hiring managers aren't just evaluating your skill; they're evaluating your character. If you're going to be joining their team, they need to see what type of person you are.

And no hiring manager wants someone who is dishonest on their team.

What do they want? Someone who stands up and takes responsibility when things go wrong, who can learn from past mistakes, who is honest if there's a problem, and who isn't afraid to tell the truth.

The interview is where they test this before hiring you. So just remember that while they're judging your experience and skills, they're also judging these character traits.

10. Never badmouth

Don't badmouth former bosses, former employers, coworkers or anyone else.

Here's what happens when you do: The interviewer will immediately become curious about the other side of the story. They'll wonder if you were part of the problem (or the whole problem).

They'll want to know if you're someone who always looks to blame others. And they might worry that you have a bad attitude and won't be able to fit into their organization. And they won't hire you because of this.

So never, ever badmouth anyone from your past in your interview. Also, you never know if the interviewer knows somebody who you're bad mouthing! Many industries have pretty tight-knit communities.

11. Make everything about THEM

Here's a little secret: The interview isn't really about you.

If you want to start getting a TON of job offers from your interviews, you need to start thinking about what the company wants. Make yourself seem like a solution to their problems.

How can you help them make money, save money, save time, etc.?

How will you make the hiring manager's life easier if he or she hires you?

Figure out how to show this, start thinking about their needs and answering their questions with this mindset and you will be in the top 10% of job seekers.

Same goes for writing your resume. If you want to stand out, start thinking of your resume as being about THEM. It's a document that should be "tailored" to the employer's needs, **showing them how your qualifications and past work will help you step into *their* job and be successful in their organization.**

That's the general idea, and it's true for resumes, cover letters, and interviews.

Part III: Tips for After Your Interview

Once your interview is done and you've left the room, there are still a few things you should do to boost your chance of getting a callback.

These interview tips will help you impress the employer after the interview is over.

Always thank the interviewer

You want to thank your interviewer when you leave the room and send a thank you email the following day.

Showing appreciation for the employer's time goes a long way, and it's one of my favorite interview tips because it requires no talent; just effort.

Act interested but not desperate while waiting for feedback

Sometimes you won't hear from the employer for many days after your interview.

They might need to meet more candidates, or might need time to finalize their decision. I'd recommend wrapping up your interview by asking when you can expect to hear feedback. That way, you won't be too anxious waiting at home.

If that time passes, it's okay to follow up with the employer to get an update from them. But be patient and never sound needy/desperate. Delays happen.

If they tell you, "sorry, things are taking longer than we expected and we are still making our decision," the worst thing you can do is act frustrated or upset. This isn't going to help you get hired!

The best thing you can do is keep applying for jobs while you wait. It's never smart to wait around for one single employer because so many unexpected things can cost you the job or cause a delay in the process. (Budgets change, people get promoted inside the company and they no longer need an external candidate, etc.)

So that's another one of my favorite interview tips – when you finish one interview, try to get more lined up! Don't stop interviewing for jobs until you've signed a job offer.

Use These Tips for How to Pass an Interview and Get More Job Offers

If you've followed these job interview tips, you're in great shape to pass your next interview and get the job offer.

Don't forget: Motivation, interest, and how you explain yourself and the reason you're interviewing are just as important as your actual resume/skillset. **I can't stress this enough in terms of important job interview tips to remember!**

Reading this article won't change your professional skills. But it can change something far more powerful — how you come across in the interview room.

By using the interview tips and strategies above, you can beat out somebody with more experience and a more impressive resume because job interviewing is a separate skill... a skill that you've spent time mastering.

Biron Clark (2021). Available at: <https://careersidekick.com/interviewing-tips-how-to-pass-a-job-interview/>



3.1 Read Entrepreneurial skills

Lecture

Entrepreneurial Skills

Plan

1. Important entrepreneurial skills
2. Classification of skills
3. Essential soft-skills for an entrepreneur
4. Essential hard-skills for an entrepreneur
5. Methods for developing entrepreneurial skills

1. Important entrepreneurial skills

Entrepreneurial skills of employees are the ability to solve non-standard tasks with constantly changing inputs and be able to find the best solutions.

The top three entrepreneurial skills of employees are:

- skill to work in team;
- emotional intelligence;
- responsibility for the result.

An entrepreneur must be able to predict the activities of his company, as well as the activities of his competitors. Moreover, he must possess well-developed organizational skills to manage their workers. A businessman must be decisive and should be able to easily make decisions.

In addition to professional competencies, an entrepreneur must have the following personal qualities:

- high efficiency and diligence;
- focus on results;
- analytic skills;
- determination;
- responsibility;

- ability to adapt;
- discipline.

Skills will not help you if you do not have a prepared personality. For example, if you don't respect and love your employees, then you won't be able to develop the motivation skill until you change your attitude towards employees. You also can't learn how to sell if you don't respect your customers, people, and your product. Attitude to things is primary and skills are secondary.

An entrepreneur must look for customers' demands himself, so he needs good communication skills. There are two main entrepreneurial features: to be able to achieve results at any cost and to be able to sell yourself an idea, to see the whole picture of the project.

It is the entrepreneur who takes all the risks and makes the result for which he receives remuneration and resources: money, status, time. If an entrepreneur knows how to sell himself an idea, he sees how the project will look at the end, what benefits he will receive after its implementation, and what consequences will be if he does not fulfill his plan. Seeing the whole map, he realizes the idea and begins to believe in the idea. Such an entrepreneur can share this belief with other team members who will follow him and help him. If you look at any successful entrepreneur who has done something truly remarkable, consider the example of Elon Musk who founded a company for the production of electric vehicles and solutions for storing electrical energy.

It should be noted that entrepreneurial skills increase the efficiency of employees and the profit of the company itself. Thanks to the entrepreneurial skills, the team and each of its members can independently make the decisions necessary to close the current tasks.

To develop entrepreneurial skills, you need to give people more initiative, more opportunities for them to make decisions on their own, more different tools with which they will solve problems. These tools include agile, scrum, Kanban, lean management, extreme programming. They help people overcome problems and help each other find convenient solutions.

The leader needs to stop being a leader for people and become a mentor and coach. Stop giving ready-made instructions and patterns to follow. Learn to ask the right questions so that people who work in a team get used to finding answers on their own and acting in the right way.

For example, when there is a problem, you can ask the following questions that will help the employee come to a solution: "How do you think this problem can be

solved?”, “How can it be solved differently?”, “If we do so how much would it be on a 10-point scale?

And when a person answers the questions, he will plan for himself, decomposition, create instructions for himself. He will begin to believe that he will successfully complete this task. Next time with a similar task, he does the best he can.

2. Classification of skills

There are two types of entrepreneurial skills required in modern conditions, the so-called soft-skills and hard skills. The first are socio-psychological skills that will be useful to you in most life situations: communication, leadership, teamwork, public and others. The second is professional knowledge and skills: you will need them at work and in the implementation of business processes. In business, it is possible to teach people hard skills, but there are practically no tools to improve soft skills.

Therefore, there is a need to develop soft skills among employees. It is not difficult to teach an accountant to use 1C, but no scripts will help to teach adequate communication with clients when collecting receivables. Of course, professions will remain where hard skills will be the main ones when hiring, for example, a doctor and others.

There is the following classification of the entrepreneurial skills:

1. Basic communication skills that help you develop relationships with people, carry on a conversation, conduct yourself effectively in critical situations when communicating with others. Everyone needs these skills.
2. Self-management skills: help to effectively control their activities, condition, time, processes.
3. Effective thinking skills: managing the processes that help make life and work more organised.
4. Management skills that people need at the stage when they become leaders of any business processes and entrepreneurs.

Communication:

- the ability to listen;
- persuasion and argumentation;
- networking: building and maintaining business relationships;
- Negotiation;
- producing a presentation;

- basic sales skills;
- self-presentation;
- public performance;
- teamwork;
- focus on results;
- business letter;
- customer orientation.

Self-management:

- management of emotions;
- stress management;
- management of own development;
- planning and goal setting;
- time management;
- reflection;
- use of feedback.

Thinking:

- systems thinking;
- creative thinking;
- structural thinking;
- logical thinking;
- search and analysis of information;
- development and adoption of decisions;
- design thinking;
- tactical and strategic thinking (for managers).

Management Skills:

- planning;
- setting tasks for employees;
- motivation;
- control over the implementation of tasks;
- mentoring (mentoring, coaching);
- conducting meetings;
- giving feedback;
- project management;
- change management;
- delegation.

3. Essential soft-skills for an entrepreneur

Soft skills are a set of qualities and skills that relate directly to the personality and behavior of a person. For example, scrupulousness, accuracy, effective communication skills, time management, competent speech, leadership qualities, the ability to quickly resolve emerging issues.

Every profession involves interacting with people, whether they are colleagues or clients. Therefore, employers always pay attention to the degree of development of the applicant's communication skills, which contribute to successful communication, cooperation and effective conflict management.

Developed soft skills help to easily cope with a tense work environment and wisely manage a team to achieve the desired result, which is especially important when applying for a managerial position. The employer must be sure that the applicant has the qualities that will allow him to learn and grow up the career ladder.

Soft skills are qualities that allow you to build successful communication, they also allow you to establish a workflow as a whole. These include the following:

- 1) Basic communication skills effectively ensure a two-way exchange of information in their interests and the interests of the interlocutor.
- 2) Skills for developing and maintaining business relationships is the ability to build long-term trusting relationships with partners and customers.
- 3) The skills of persuasion and argumentation allow you to effectively achieve your goals in controversial issues, while maintaining and strengthening relationships with interlocutors.
- 4) Conflict management means controlling one's state in conflict and stressful situations, finding and implementing the most optimal solution that satisfies the solution of all parties to the conflict.
- 5) Planning and time management skills are manifested in effective planning and distribution of one's time.
- 6) Working with information and making decisions is timely and optimal decision-making based on the analytical work carried out.

7) Leadership and teamwork are manifested in the creation of an environment where differences between people are encouraged and healthy competition is encouraged, ensuring the best results for the team.

8) Basic sales and negotiation skills consist in selling products, services, ideas and solutions with an emphasis on the interests and needs of customers / interlocutors, successfully answering all questions and objections.

9) Public Speaking and Presentation - Demonstrate strong skills in preparing for public speaking, engaging the audience and keeping the attention of the participants, are able to create and conduct dynamic, effective and constructive speeches.

10) Project thinking is manifested in the meaningful use of project management tools in any activity, focusing on the balance of the quality of the result, costs and deadlines.

4. Essential hard-skills for an entrepreneur

Hard skills are technical abilities or sets of skills that are easy to quantify and that can be clearly demonstrated. As a rule, they can be learned by attending courses, seminars, reading books and gaining specific experience.

Among the most demanded professional skills today stand out:

- programming languages;
- data transfer protocols;
- principles of building networks;
- safety standards;
- knowledge of foreign language;
- data analysis;
- flexible methodologies.

It is important to know which of these skills you need to develop. If soft skills are the same for all professions, then hard skills are unique. These skills can only be acquired and developed through training and practice. Therefore, it is especially advantageous if the curriculum includes real projects or tasks that are close to market ones.

Specifics of hard-skills:

- hard skills can be taught according to a strictly defined algorithm, quantitatively;
- it is possible to check by standard examination;
- you can easily track and measure the progress of a hard-skill;
- most often these skills do not change over time or minimal adjustments are made (for example, teaching mathematical calculations and statistics is done in the same way for many decades and even hundreds of years, or driving is taught according to the same algorithm and principles);
- as a rule, there are clear gradations for hard-skills and it is possible to determine the level. For example, the level of knowledge of English or a rank in working professions.

The main differences between hard and soft skills:

1. In the overwhelming majority of cases, soft skills cannot be mastered “by the book”, remotely or independently, this requires live practice and communication, a lot of communication.
2. Hard skills remain the same regardless of the place of work of the person. But the application and rules of soft skills are most often transformed depending on the situation or company.
3. The sphere of use of these skills is not limited to the professional sphere, they are not “put on the shelf” at the end of the working day.
4. These skills are harder to master and harder to measure. Soft skills determine the choice between two candidates who are equal in other professional competencies. And the higher the position, the softer skills will be the determining factor.

5. Skill Development Methods

There are the following methods for developing entrepreneurial skills:

1. Self-learning - independent study of information about models of successful behavior. Here we can include reading literature, and independent study of various materials (articles, blogs, training manuals), listening to webinars.
2. Seeking feedback - getting feedback from peers, supervisors, mentors, and open market experts about how well you are doing in terms of a particular skill.
3. Learning from the experience of others and mentoring - identifying models of successful behavior in the work of a person with a high level of development of this competence, and working with a mentor.

4. Special tasks (background trainings) - independent exercises that develop certain competencies, bring up selected personal qualities in you or, on the contrary, utilize bad habits.

5. Development in the process of work - the search for and development of more effective models of behavior in solving problems that are part of your professional functionality.

Employees can develop entrepreneurial skills by following these simple guidelines:

- make your learning and development a continuous process: gain new experience, meet new professionals, take on more complex tasks, use new tools in life and, most importantly, do it constantly;

- learn how to effectively plan your development;

- approach your own development in a complex way: use different formats of development and training;

- curiously seek information: study the business processes around you, constantly learn about new trends, be interested in achievements in your areas of interest. Curious and inquisitive people are interesting, successful, exciting, captivating and open;

- develop skills gradually: choose exactly those areas that will really help you achieve success in your work, study or business;

- make it a habit to read literature and information resources in your field every day, constantly increasing the level of expertise. Increase it not only in professional areas, but also in the field of personal and personal effectiveness;

- develop your personal and professional skills while working, constantly taking on new tasks and projects;

- find inspiring people for you (both personally and professionally);

- learn how to effectively use the feedback you receive (the reaction of others to your actions or inaction) and determine its value;

- use every possibility of alternative education organizations in your city: attend all events that are useful and interesting for you: master classes, trainings, seminars. Determine their quality and the level of speakers in advance.

Thus, the development of entrepreneurial skills among employees is a necessary process for efficient and effective work in the company. For developing the most basic entrepreneurial skills, you should follow the methods and tips for developing soft skills and hard skills.



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3.1 Study Presentation Entrepreneurial skills

Entrepreneur skills



Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

1. The main entrepreneurial skills
2. Classification of skills
3. Soft-skills necessary for an entrepreneur
4. Hard-skills necessary for an entrepreneur
5. Methods of developing entrepreneurial skills



1. The main entrepreneurial skills

Entrepreneur skills - are the ability to solve non-standard tasks with constantly changing and to be able to find the best solutions.

Three main entrepreneurial skills:

- ability to work in a team
- emotional intelligence
- responsibility for the result



Personal skills of entrepreneur

In addition to professional competencies, an entrepreneur must have the following personal qualities:

- high efficiency and hard work
- focus on results
- analytical abilities
- determination
- responsibility
- ability to adapt
- discipline



2. Classification of skills

There are 2 types of skills of entrepreneur

Soft skills - socio-psychological skills:
communicative, leadership, team, public, thinking
skills and others.

Hard skills - professional knowledge and skills that
are needed to perform professional responsibilities
and duties, as well business processes



Soft skills

Soft skills -is a set of skills that relate directly to a personality and his behavior.

For example, thoroughness, accuracy, effective communication skills, time management, competent speech, leadership skills, the ability solve problems



Hard skills

Hard skills - technical abilities or skill sets that are easy to quantify and that can be clearly demonstrated.

As a rule, they can be studied by attending courses, seminars, reading books and getting specific experience.



3. Soft-skills necessary for entrepreneur

1. Basic communication skills
2. Networking or business relationship development, maintenance skills
3. Persuasion and argumentation skills
4. Conflict management skills
5. Planning and time management skills
6. Decision-making skills
7. Leadership and teamwork skills
8. Sales and negotiation skills
9. Public speech and presentations ability
10. Project thinking skills



4. Hard-skills necessary for entrepreneur

1. Programming languages
2. Data transfer protocols
3. Principles of building networks
4. Safety standards
5. Knowledge of foreign languages
6. Data analysis



5. Methods of entrepreneur skills development

1. Self-study - independent study of information about models of successful behavior. This is reading literature, studying various materials, listening to webinars.
2. Feedback search - receiving feedback from colleagues, managers, mentors and experts from the open market about the success of their behavior in the aspect of a particular skill.
3. Learning from the experience of others and mentoring - identifying models of successful behavior in the work of a person with a high level of development of this competence, working with a mentor.
4. Special tasks (background trainings) - independent exercises that develop certain competencies, nurture selected personal qualities or, conversely, utilize bad habits.
5. Development in the process of work - search and mastering more effective behaviors when solving tasks that are part of professional functionality.



3.2 Read Proactive approach

Lecture

The Proactive approach Plan

1. The concept and structure of a proactive approach
2. Proactivity and reactivity, comparative analysis
3. Applying a proactive approach in various areas of life
4. Benefits of a proactive approach
5. Ways to develop proactive behavior among employees of the organization

1. The concept and structure of a proactive approach

A proactive approach is the ability to take timely action with an awareness of future tasks, needs and changes in the organization, which includes activity and responsibility. Being proactive means accepting responsibility for your destiny, not shifting it onto external circumstances and those around you.

A proactive person is focused on the result and does not expect that everything will work out by itself. He understands how he can influence the outcome, and makes every effort to achieve the desired goals and results.

The concept of proactivity includes two terms: activity and responsibility. Activity implies activity in the direction of the set goals. Moreover, the activity is active. Responsibility implies awareness of responsibility for the consequences to which the actions you take lead. Anything that allows you to prevent a possible problem and cope with it faster if it occurs can be referred to as tools of proactivity. This category includes the skills of a manager for:

- Time management
- Organization management methods
- Forecasting
- Self-assessment

Reactive companies react to external influences after they occur. And the proactivity of companies lies in predicting possible influences and working to prevent them. A proactive business manages its own destiny within the maximum framework available to it. He tries to change what is possible to change, or adapts to what cannot be changed.

One of the most important tasks that companies with a proactive model of behavior are constantly solving is the analysis and forecast of the market situation. They follow new trends, identify new customer needs, and bring new products to the market.

There are some common features that proactive companies have:

- striving for growth and development of both the owner and the employees, self-training;
- availability of long-term goals and development strategy;
- formation of internal processes and corporate environment based on a system of values and principles, presence of corporate spirit and ethics;
- flexible management system, growth of the company's assets and key business indicators;
- social package, which guarantees fair wages and social protection;
- complicity of employees in drawing up and achieving profit plans, direct connection between staff salaries and the company's success.

2. Proactive and reactive approach, comparative analysis

Proactive and reactive approaches are two completely opposite types of thinking. They are based on a person's reaction to a certain external influence.

People with a reactive type of thinking react automatically, without hesitation, to the situation that has arisen. Proactive thinking between a stimulating effect and a reaction contains a free choice - how a person will react to an external stimulus. Such people take fate into their own hands, and not just "go with the flow." They are proactive, looking for solutions on their own, rather than waiting for instructions, so they are usually appreciated by employers.

The reactive type first waits for the event to occur, and only then does it take effect. Thus, all people can be divided according to the type of thinking and behavior - into proactive and reactive. Business consultant Stephen Covey explores these concepts in detail in his book *The Seven Habits of Highly Effective People*.

To explain the difference between the two, the author introduces the terms "circle of concern" and "circle of influence."

The circle of worries is about things that you cannot change: for example, climate, politics, economics. **Circle of influence** - what you can influence: for example, education, career, relationships.

A proactive person directs his efforts towards what he can control. The reactive, on the contrary, focuses on the circumstances beyond his control, and leaves his subject untouched.

If an HR specialist is faced with the task of filling a vacancy, and he posts information about an open position on a job search site. Having received no relevant responses, he will begin to explain to the management that there are no suitable candidates in the labor market. This behavior is reactive and ineffective - energy is wasted, but the result is not achieved.

A proactive HR specialist will direct his efforts towards achieving a result: he will look for an employee among his acquaintances, place ads in other channels, and begin to hunt the right employee on social networks. The reactive person is more like a crisis manager who solves existing problems, and the proactive person is more like a strategist who is engaged in goal setting. Reactive people cope worse with stress: it is more traumatic for them. They spend energy on working with events that have already happened: they try to mitigate the consequences and compensate for psycho-emotional losses. A proactive person predicts the development of difficult situations, prepares for them in advance and therefore tolerates them more easily. This is how different types of people look at the same things (Table 1).

Table 1 – the difference between the speech of proactive and reactive people.

Reactive	Proactive
There is nothing I can do	Lets' look at our alternatives
She makes me so sad	I control my feelings
I have to do that	I will choose proper response
I can't	I choose
I must	I prefer
Things are getting worse	What initiative can we use?

Reactive people in most cases refer to the impossibility of doing something. This is expressed in the form of negative sentences that are taken for granted.

Proactive people are more focused on what can be changed in the current situation. These people ask themselves the question: "What actions need to be taken?" In other words, being proactive is focusing on your ability to change reality.

For a more detailed description of the proactive approach, see Stephen Covey's *The 7 Habits of Highly Effective People*. Proactivity, according to S. Covey, is one of the 7 key skills of any successful person, not to mention managers, whose work results are the key to the achievements of any company.

A person with a proactive mindset should possess the following skills:

- he creates opportunities himself, and does not wait for a suitable opportunity;
- consciously controls the events of his life;
- always has a choice in solving any problem;
- focuses on principles and values when making decisions;
- looking for alternative solutions using creativity and creative methods;
- has a will independent of the circumstances.

4. Applying a proactive approach in various areas of life

The concept of proactivity is also used in business management. The leaders of companies, departments and departments also have one of the considered types of thinking, respectively, their management style is proactive or reactive. Proactive management is a qualitatively new approach to managing a company / department in the harsh conditions of the modern market. It involves virtually real-time leadership with lightning-fast decision making. In practice, such a leader always anticipates events, looks for favorable business opportunities, strives for change and actively innovates. Knows how to correctly prioritize work.

Proactive management can be summed up in two words - anticipate and prevent. Senior managers must be proactive to successfully manage an organization. In practice, such a leader always anticipates events, looks for favorable business opportunities, strives for change and actively innovates. Knows how to correctly prioritize work. In addition to the business sector, a proactive approach is widely used in personnel selection. Employers value proactive employees because they help them prevent

disasters. Proactive behavior increases organizational effectiveness. This is especially valued in today's ever more decentralizing work environment.

Companies with policies that encourage self-initiative usually need much less surveillance, which also reduces costs and increases results. Such companies could usually offer a very good work environment and incentives, but they will also look for the right candidate to fill the position.

Simply put, if you want to be employed by one of these companies and enjoy what they have to offer, you have to convince them that you are a proactive person through your resume.

Proactivity is also very important when you work online or in a network of small teams that are located in different places. Most managerial or creative positions as well as the jobs in the IT, medical, security, and other critical sectors require a certain degree of proactive behavior.

The advantage of proactive employees who are active and responsible has already been proven. If the same difficult task is to be solved by a reactive and a proactive worker, then their solution processes and results will be very different. The reactive one will look for reasons not to do the task and at the same time avoid responsibility. And the proactive one will self-learn, look for all possible solutions and choose the optimal one. Moreover, to predict the actions of potential customers, marketing uses a proactive approach, the task of which is to predict the hidden needs of buyers and the development of appropriate USP (offers). A proactive marketer must use not only available information, but also hidden data about user behavior and interests. This allows you to anticipate the behavioral characteristics and future preferences of the target audience.

3. Benefits of a proactive approach

A proactive lifestyle has a positive effect on all areas of a person's life:

- 1) Career growth. Those who are actively involved in solving problems and working for results are noticed and encouraged by the management. Even if it doesn't, you will end up with a rich portfolio that another employer will appreciate.

- 2) Understanding your capabilities. The more problems you try to solve, the more you realize what you are capable of. So, you identify growth zones - you understand what skills are worth pumping and what knowledge is lacking.

A person who is looking for excuses and refuses to take active actions under the pressure of external circumstances will never know where he is really strong.

3) Achievement of life goals. Knowing how to prioritize, think through risks, and use resources will make it easier for you to achieve the results you want. For example, these things form the basis of the 12 steps to achieve any goal outlined by Brian Tracy in *Achieve Any Goal*.

4) Psycho-emotional health. Self-confidence and a willingness to face challenges mitigate the effects of stress and external stimuli. At the same time, the one who sets goals and moves towards them feels happier. Researchers have found that for people with high aspirations, the risk of contracting Alzheimer's disease is 2.4 times reduced. A manager's lack of proactivity means that decisions may be belated, in the form of responses to the prevailing circumstances. A leader of this type makes decisions based on the analysis of the information received and previous experience in solving such situations, he constantly does not have enough time.

And a proactive manager adds an assessment of possible prospects to his own experience.

There are also differences in the approach to problem solving. A leader with a proactive position thinks strategically, and a reactive one always solves tactical problems. However, proactive management should not be the only concept in business management. There are many challenges that require reactive thinking. A balance needs to be struck between the two.

5. Ways to develop proactive behavior among employees of the organization

To develop proactive thinking skills, the following guidelines should be followed:

1) Become the subject of the action, not its object. Start looking for solutions instead of excuses and ask yourself the right questions. Don't ask, "Why did this happen to me?" - think: "How could such a situation be avoided?"

2) Plan and anticipate risks. Make to-do lists and anticipate what might go wrong. We decided to go to a restaurant - book a table, think over the route and choose the right

clothes in advance;

3) Keep your priorities and goals in mind. So that sudden circumstances do not lead you astray, use the Eisenhower Matrix and sort tasks by urgency and importance;

4) Look for positive examples. Problems similar to yours have probably already been solved by someone. Don't look at those who give up and lose. Find motivation by studying successful case studies;

5) Act and don't be afraid to make mistakes. Do not sit back and put in effort when you see that it can bring results. If you made a mistake, it's okay - analyze your failures to avoid them in the future;

6) Use real-time data monitoring. This will allow you to quickly respond to negative trends and reconfigure the campaign;

7) Send email newsletters should be proactive and consider the future desires of users. Use the optimal time for mailing, dynamic content and the narrowest possible target audiences;

8) Use a personal approach and knowledge of the audience for the forecast, which may further interest buyers in certain conditions;

9) Anticipate user churn in advance by segmentation into active and passive users and bring back lost customers. A well-thought-out newsletter does a great job with this;

10) Help users find the content / product / service they want before they even think about it.

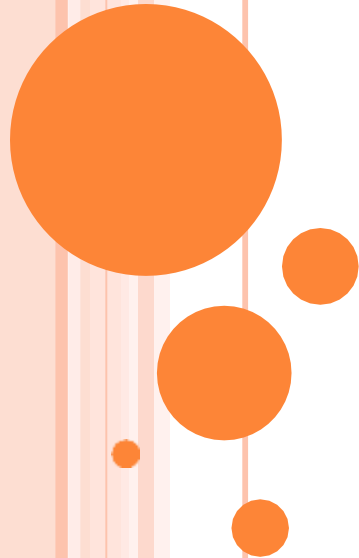
Thus, proactivity gives advantages in management, marketing, helps in predicting market situations and achieving goals. Proactive companies are much more stable during a crisis, they are several steps ahead of competitors. In addition, a proactive approach optimizes the work in the enterprise, helps to anticipate a possible problem and prevent its occurrence. Moreover, proactive thinking will help you achieve life and career goals in any field of science, as well as teach you to understand your capabilities and preserve the psycho-emotional health of each person.



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3.2 Study Presentation Proactive approach

PROACTIVE APPROACH



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Proactive Approach Definition

Proactive approach is the ability to take timely action with an awareness of future tasks, needs and changes in the organization, which includes activity and responsibility.

Activity means being active in the direction of the set goals.

Responsibility implies awareness of responsibility for the consequences to which the actions you take lead.



Tools of the Proactive Approach

- Time - management
- Organization methods
- Forecasting
- Professionalism



Features of the proactive companies

- striving for growth and development both for the owner and for employees, self-training
- long-term goals and development strategies
- the formation of internal processes and the corporate environment based on a system of values and principles, the presence of a corporate spirit and ethics
- flexible management system, growth of company assets and key business indicators
- participation of employees achieving profit plans, a direct connection between staff salaries and the company's success



Advantages of the Proactive Approach

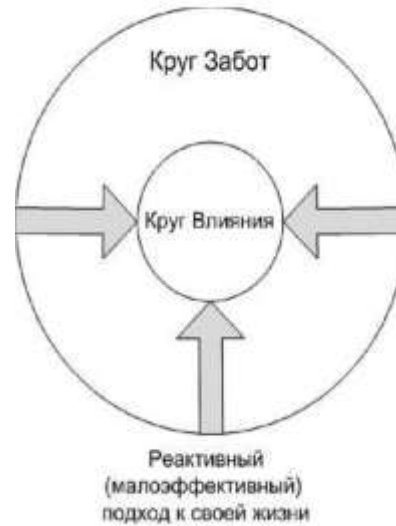
- 1) Career growth
- 2) Understanding your capabilities
- 3) Achievement of life goals
- 4) Anticipating the situation and solving problems before they appear
- 5) Psycho-emotional health



Reactive or Proactive Approach

Reactivity - the inability of a person to take initiative, the desire for negative adaptation

Proactivity - the ability of a person to act, and not be the subject of influence



Reactivity vs Proactivity

Reactive	Proactive
There is nothing I can do	Let's Look at our alternatives
She makes me so mad	I control my feelings
I have to do that.	I will choose proper response
I can't	I choose
I must	I prefer
Things are getting worse	What initiative can we use ?



Ways of Proactivity Development

- Become the subject of the action, not its object
- Plan and anticipate risks
- Keep your priorities and goals in mind
- Look for positive examples
- Take action and don't be afraid to make mistakes



Are you proactive or reactive person?

- Reactive people are driven by feelings, circumstances, conditions, and their environment.
- Proactive people are driven by values that are carefully selected and accepted.
- Proactive people are also influenced by external factors: physical, social or psychological. But their response to this stimulus is a person's choice based on their values.



Recommendations for Proactivity Development

Over the next 30 days:

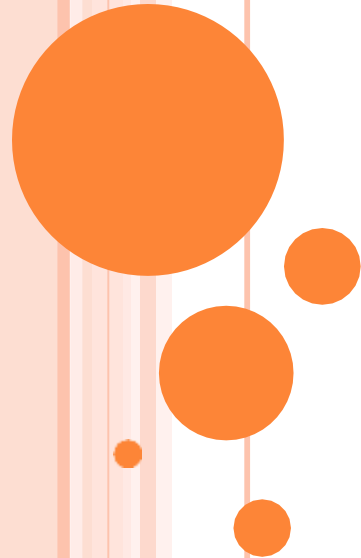
- Watch your reactive statements
- Ask yourself the question: "How can I change this situation?"
- In any situation that requires resolution, look for those aspects that you can influence.





3.3 Study Presentation Initiatives at work

Initiatives at Work



Plan

1. Initiative employee in the company
2. Necessary conditions for taking initiatives at work
3. Principles for presenting initiatives at work
4. Problems of employee initiative



1. Initiative employee in the company

Initiative is a work behavior characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal.

When you show initiative, you do things without being told; you find out what you need to know; you keep going when things get tough; and you spot and take advantage of opportunities that others pass by. You act, instead of reacting, at work.



2. Necessary conditions for taking initiatives at work

- innovation algorithm standardization;
- incentive pay system, material personal interest;
- awareness that the initiative should not be “punished”;
- division of functions and teamwork;
- employee awareness of the social benefits of the work performed and, as a result, creating a sense of his own importance;
- acquisition of knowledge and competence for initiative implementation;
- employee awareness of the company goals .



Proactivity includes the following elements:



Self - management



Considering others interests



Correspondence with company goals



Reactive and proactive reactions of employees

Reactive	Proactive
There is nothing I can do	Let's Look at our alternatives
She makes me so mad	I control my feelings
I have to do that.	I will choose proper response
I can't	I choose
I must	I prefer
Things are getting worse	What initiative can we use ?



3. Principles for presenting initiative at work

Think, observe, speak

Act within the limits of your competence

Show ideas in the proper place

Think over the sense of the initiative and its presentation

Take responsibility



4. Problems of employee initiative

«The Proactive Paradox»

- Proactivity should be used reasonably.
- Otherwise, it can cause badly on organizations, leaders, team members and individuals.





Thank You for Attention!



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3.3 Initiatives at work

Plan

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1. Initiative employee in the company

Initiative is a work behavior characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal. When you show initiative, you do things without being told; you find out what you need to know; you keep going when things get tough; and you spot and take advantage of opportunities that others pass by. You act, instead of reacting, at work.

Initiative is manifested consciously and intentionally, and not under the influence of an unaccountable spontaneous impulse. Opportunities for its manifestation appear when a person has an internal interest in changing the existing situation for the better. Enterprising employees are always valuable, and it's easy to understand the reasons. When positive change is needed, these workers should not be asked to take the initiative. Research confirms that, compared to more passive colleagues, proactive employees perform better, contribute more significantly, and offer more innovation.

Distinguishing features of proactive behavior:

- variety of behavior patterns,
- flexibility of thinking,
- the ability to quickly switch from one action to another,
- clear target orientation.

Thus, proactive employees are everywhere, the difference is only in their number and

degree of activity. And if this activity is organized correctly, it will be a great help to the business, and the head will be calmer. The difference between initiative and non-initiative people is significant.

2. Necessary conditions for taking initiatives at work

Conditions necessary for taking initiative:

- innovation algorithm standardization;
- incentive pay system, material personal interest;
- awareness that the initiative should not be “punished”;
- division of workers functions and teamwork;
- employee awareness of the social benefits of the work performed and, as a result, creating a sense of his own importance;
- acquisition of knowledge and competence for initiative implementation;
- employee awareness of the company goals.

According to the «proactive paradox» proactivity should be used reasonably, otherwise, it can cause badly on organizations, leaders, team members and individuals. Such phenomenon describes that proactivity is desirable, but only if it exactly matches the head's expectations. For example, people may initiate useless or harmful changes, which in the end will cost the organization money, or they may enthusiastically negotiate to reduce their workload, but as a result pass it on to others. These effects of proactive behavior can be frustrating to colleagues and supervisors, and their consequences is often harmful to the initiator. It means that being proactive can be right or wrong. A recent study (Sharon Parker, Australian Research Council Laureate, Professor of Management at Curtin University and Director of the Center for Transformative Work Practices; Ying Wan, Senior Lecturer at the School of Management at the Royal Melbourne University of Technology) analyzed 95 papers that consider when employee proactivity leads to positive or negative results, and interviews with 25 employees across industries revealed practical advice on how to be proactive to increase your chances of success. Based on the analysis, three components were identified that largely correspond to the theory of the balance of wisdom of the psychologist Robert Sternberg. This theory proves that the source of wisdom is the balance of self-interest

and the interests of other people, as well as society in a broader sense. The so-called reasonable, or correct, proactivity includes the following three elements: self-management, consideration of the interests of other people, correspondence with business goals.

1. Self-management.

Proactivity requires a significant investment of time and energy, so it is important to recognize that it is not possible to solve all problems. Too many initiatives or tasks that are too big can easily lead to burnout. Let's take the example of Jane, one of the survey respondents. She worked as a consultant for an IT consulting company and decided that an organization would benefit from an ISO management system certification. Jane offered to lead the initiative across the company as a whole, which is rather tough task, given the high level of resistance, including from the head of the organization. She pushed for the implementation of the system and worked hard for 12 months trying to get everyone's support. In the end, she succeeded, but she was so exhausted that she now doubts whether it is worth acting proactively in the future. "Of course, the result was good," she says, "but I don't know if it was worth the health spent."

Assignment: consider what initiatives are worth taking on, and before doing so, ask yourself: do I have enough self-interest and professional experience to lead it? Do I have time and resources for this activity? Let others lead some initiatives. Even if you decide to take on any of them yourself, optimize your working time. Plan how you can stay on schedule when challenges occur, provide yourself with support, and guard against project fail and do not be afraid to say no.

2. Considering the interests of other people.

More often the changes you make to the way you work affect other teams as well. However, many proactive employees do not fully consider how their proactivity can affect others. Take the example of Vanessa, a new HR manager in the oil and gas company. Starting to work in a new place, she was surprised to find that in the company are still manually entering data into the personal files of employees. She considered such a practice inefficient, time-consuming and irresponsible. Vanessa volunteered to lead the implementation of the new system. But the initiative required her colleagues to set aside a few work hours in addition to the already high load. No one showed

willingness and Vanessa had to abandon the initiative without getting it to the results. This story shows why it's important to consider other people's interests before taking a new idea. First ask yourself: who will be affected by my initiative? Whose support do I need to succeed? After answering these questions, think about how to tell about your idea to the most important stakeholders and what steps will be needed to prepare them. Without the support of others, you are likely to fail, no matter how proactive you are.

However, others are not only colleagues. Unreasonable proactivity can also negatively affect the relationship between employees and the head. For instance, Max, a process engineer, experienced it. At his previous job, a brick factory, he came up with an idea to increase productivity: increase the running time of burners. Max tested the idea while the production manager was on vacation, and he managed to achieve a record performance. But his manager decided that this success undermined his authority and reversed the changes suggested by Max. Max did not think how his actions would affect the head and he probably would not share ideas in the future. If leaders approve their employees' ideas, the latter desire taking initiatives at work. The urge to keep everything under control reduces the "risk" of proactivity. Organizations aspiring innovation must create a climate of trust where employees are encouraged to share ideas. If Max had taken the trouble to let the manager know about his plans in advance, his initiative could have been successful.

3. Correspondence with business goals.

If an idea doesn't align with your organization's core strategy or broader mission, it's likely to be a waste of time and resources. Consider a hypothetical scenario (quite common in many of the organizations we studied). Ivan, Head of New Product Development, attended a networking event and learned that offices are increasingly using open layout. Inspired by the idea that such a layout could promote collaboration between departments, he convinced his boss to redo an entire floor of the companies building. Significant funds were spent on repairs. But, unfortunately, many employees faced problems in the conditions of the new layout - constant noise and other distractions. Most of the employees asked to be moved to another floor. If Ivan had paid more attention to the day-to-day tasks performed by his employees—a job that required

a high level of concentration—he would have more reasonably spent time optimizing the original layout to increase productivity.

What lesson can be learned from this situation? When proposing a new idea, ask yourself if changes are necessary in your particular situation and, if so, what type of change is appropriate in that context. Don't change for the sake of change. Think about how you can use your ideas effectively, keeping in mind the goals of the organization.

Only combining the described elements together, the proactivity will be really reasonable. Any of us can give an example of a person acting proactively in their own interests, but these people rarely consider the organizational context or the needs of others. This is unwise and rarely leads to effective results. And the one who considers the interests of others, but brings himself to exhaustion, also won't succeed. Thus, reasonable proactivity requires true wisdom: managing conflicting elements and maintaining a balance of various external and internal interests. Organizations can train their employees to apply all three elements of reasonable proactivity. Such training is especially necessary for managers so that they can set an example of reasonable proactivity and teach it to their subordinates. HR professionals can help select candidates based on their ability to balance these three strategies. Behavioral interview questions should not just be directed to whether the candidate is proactive, but also to what extent it is reasonable. By encouraging intelligent proactivity, organizations can educate employees to do the right thing in the right way.

3. Principles for presenting initiative at work

The following principles for presenting initiative at work are distinguished:
1. Think, observe, speak.

In the job descriptions, the item “must take the initiative” is missing. Indeed, this is not a function and not a professional skill. It indicates that a person is able to act independently and points out the desire of the employee to improve the production process, even if he is not asked for it. When during work you encounter things that don't suit you, talk about them. If there are ideas how to do something better, spending less money (time, finances, people), - voice it. And if you sure, that your idea will promote the product, don't hesitate to offer it.

2. Act within your competence.

The relevance of the initiative is determined by the position of the initiator, his role in the company and understanding what is happening in it in general. What does the head of a bank expect from a cashier, for example? So that he accurately and quickly performs his work, without making mistakes. But for some professions, the initiative is simply a must-have. Nobody wants an inert brand manager, journalist, PR manager, engineer or sales manager becomes ineffective and must be replaced.

What can make an initiative inappropriate:

- incompetence (take on the task if you are sure, that you have enough knowledge and experience to do this);
- weak arguments (offer an idea only if you know why the company needs this or that innovation or how you will achieve the goal);
- inopportuneness (before taking the initiative, calculate the benefits that the company will receive in the present, and not in the future).

3. Show ideas in the right place, to the right people.

Managers treat initiative workers differently. The formation of attitudes is influenced by the form of ownership of the enterprise, the established corporate culture, the personal vision of the head of the company, and the characteristics of the team. For example, if you are a civil servant (we are not talking about a deputy or public politics), then it is very difficult to make even a small revolution in your field. In such organizations, there are stable internal rules, traditions, regulations, and strict subordination reigns. And the person you want to tell about your plans is separated by a receptionist, secretary or assistant, and all your ideas are at risk of getting forgotten. But no one doesn't stop trying.

As practice shows, in private companies, innovation, on the contrary, is welcomed. Young structures, especially those developing promising areas of the market (IT, Internet, sales), are implementing initiative support programs that not only enable each employee to show their involvement in the process, but also receive additional income.

4. Think over the sense of the initiative and its presentation.

Before going to the manager, prepare a detailed oral or written presentation of your ideas for developing the company or improving the operation of areas that are poorly established. Do not be too lazy to add numbers, think over the arguments proving the positive result of the innovation, and a list of steps by which the initiative will be implemented. With such an evidence base, you have a chance to be heard.

5. Take responsibility.

If your idea has been accepted by the head, be ready to take responsibility for its implementation. This will demonstrate your intelligence and the level of professional development, will increase the degree of trust in your skills and competence. Do not be afraid of mistakes. After all, a proactive person is a person with high career potential.

4. Problems of employee initiative

Research confirms that, compared to reactive colleagues, proactive employees perform better, contribute more significantly, and offer more innovation. But proactivity has the reverse effect. Evidence has emerged that if not channeled in the right direction, proactivity can backfire and negative consequences for organizations, leaders, team members and individual employees. This phenomenon has been called the "proactivity paradox": being proactive is desirable, but only if it exactly matches the manager's expectations. It should be noted that employers often allow themselves to show purely human emotions that are inappropriate in business. One such negative emotion is fear. The employer begins to fear that the employee:

- will begin to dictate their conditions to them, which will undermine their authority;
- will become independent, take away the client base and knowledge about business processes and leave to work for himself;
- will become more professional than the employer himself. To retain an enterprising employee, companies organize special social programs motivated by the increasing role of such an employee's involvement in organizational changes:

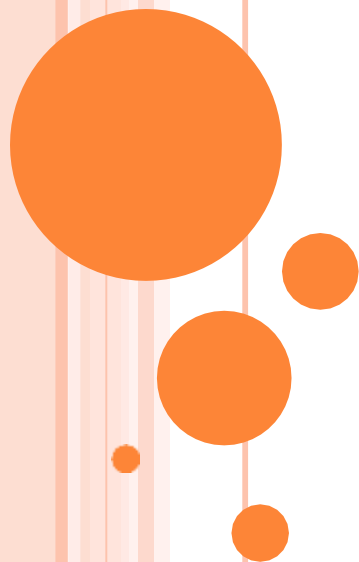
- 1) Education covering interdisciplinary areas, targeted professional development, flexible professional development.
- 2) The use of transparent motivational programs (projects) and remuneration plans that are accessible and clear to the employee.
- 3) The individual principle of making up and providing a social package.
- 4) Establishment of comfortable conditions for leisure and recreation, including the employee's family.
- 5) Creation, support and optimization of the communication system within the company, receiving feedback.
- 6) Allowing an employee to participate in making management solutions.



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3.4 Study Presentation Generating improvements

Создание улучшений



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План

- Что такое «постоянные улучшения»?
- Подходы к созданию улучшений
- Личное совершенствование
- Что можно улучшить в компании?



1. Что такое «постоянные улучшения»?

- *Постоянные улучшения* – это повторяющийся процесс совершенствования системы менеджмента организации с целью повышения общей результативности деятельности в соответствии с политикой организации.
- *Цель постоянных улучшений* – повышение удовлетворённости потребителей и рост компании.



2. Подходы к созданию улучшений

- 1. Модель качества Нориаки Кано
- 2. Реинжиниринг
- 3. Проектный подход «Шесть сигма»
- 4. Кайдзен



3. Личное совершенствование

Личное совершенствование – это сознательная и систематическая работа над собой в целях совершенствования ранее приобретённых и формирования новых качеств личности, процесс осознанного, управляемого самой личностью развития, в котором в субъективных целях и интересах самой личности целенаправленно формируются и развиваются её качества и способности.



4. Фазы личного совершенствования

- 1. Планируй
- 2. Делай
- 3. Проверяй
- 4. Действуй
- 5. Отслеживай
- 6. Создай индивидуальную сбалансированную систему показателей



5. Что можно улучшить в компании?

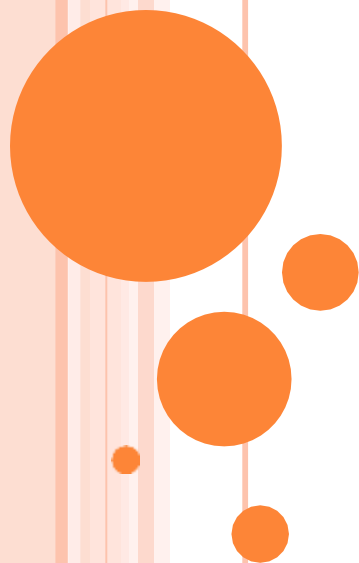
- 1. Повысить ценность компании в глазах потребителей
- 2. Улучшить взаимоотношения сотрудников различных отделов компании
- 3. Оптимально распределить все ресурсы предприятия и сократить расходы
- 4. Повысить качество выполняемой сотрудниками работы
- 5. Улучшить качество адаптации вновь пришедших на работу сотрудников
- 6. Определить и закрепить за каждым из сотрудников компании зону ответственности





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СПАСИБО ЗА ВНИМАНИЕ!



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3.4 Создание улучшений

План

1. Что такое «постоянные улучшения»?
2. Подходы к созданию улучшений
3. Личное совершенствование
4. Что можно улучшить в компании?

1. Что такое «постоянные улучшения»?

Организация, которая перестает совершенствовать свою деятельность, теряет конкурентоспособность. Непрерывное улучшение должно быть постоянной целью организации.

Постоянные улучшения – это повторяющийся процесс совершенствования системы управления с целью улучшения общей результативности в соответствии с политикой организации. Решая возникшие проблемы, объект приводится в соответствие с ожидаемой или запланированной ценностью, поскольку улучшение – это создание новой ценности.

Целью постоянного улучшения деятельности организации является повышение удовлетворенности потребителей и других заинтересованных сторон организации.

Постоянные улучшения в организации должны и распространяться на:

- продукцию;
- процессы;
- систему менеджмента качества;
- менеджмент;
- окружающую среду.

Цель улучшений процессов – это снижение изменчивости (вариабельности) характеристик качества. Улучшение системы менеджмента требует не только системных действий, но и осознанного личного участия высших менеджеров компании, которое может реализоваться путем анализа результативности и эффективности системы на основе отчетов внутреннего аудита.

Принципиальным в проведении постоянных улучшений является вовлечение

в них сотрудников организации, особенно непосредственных исполнителей. Однако, персонал часто связывает многие улучшения, например, повышение производительности, снижение брака и времени выполнения операций с повышением риска стать некомпетентным и быть уволенным. Поэтому исключительную роль играют действия руководства, связанные с разъяснением последствий для персонала и результатов улучшений в организации с теми гарантиями занятости, которые готово обеспечить руководство.

Не существует организаций, которые производили бы продукт для другой организации и это не добавляло бы ценности для конечных пользователей.

Улучшения в целом – самая важная цель любой компании. Мировое сообщество сформировало признаваемую модель совершенства, которая используется

в конкурсе Европейской премии по качеству и ряде национальных наград – Модель ИСО серии 9000:2000. Эта модель учитывает в своих критериях интересы всех заинтересованных в существовании организации сторон, а именно, потребителей, работников, собственников, поставщиков и общества.

Важно говорить о показателях улучшений, как индикаторах, связанных с фактором успеха и стратегической целью, которые позволяет оценить, как протекает тот или иной процесс улучшений в организации. Эти показатели служат нормами, с помощью которых можно оценить прогресс в достижении стратегических целей. Они необходимы при выполнении стратегических планов. Благодаря показателям деятельности видение и цели организации становятся измеримыми. Меры по улучшению – это действия, предпринимаемые для реализации миссии, видения и целей организации. В первую очередь должны осуществляться меры, оказывающие наибольшее влияние на важные факторы успеха организации.

2. Подходы к созданию улучшений

Для создания улучшений существует ряд подходов:

1. Модель качества Нориаки Кано.

Одной из самых интересных идей, связывающих понятие «качество» с постоянным улучшением, является модель Н. Кано, включающая три вида характеристик, определяющих качество, а именно:

- «должно быть» (характеристики, которые потребитель замечает, только когда они отсутствуют);
- «больше (или меньше) – значит лучше» (характеристики, приводящие к повышению удовлетворенности потребителя, когда их предоставляется больше (или меньше) например, объем оперативной памяти и быстродействие компьютера, время разгона до 100 км/ч, мощность, расход топлива для автомобиля и т. п.;
- «восхитители» (характеристики, которые потребитель не ожидал, но, получив, восхищается ими (наличие программного обеспечения в купленном обычным образом, например, ноутбук Asus).

Во многих случаях применение такой модели поможет компании правильно направить свои усилия и определить приоритеты в аспектах и методах менеджмента.

Суть применения модели Н. Кано – это осознание компанией того, что для постоянного удовлетворения потребителя для разных по отношению к нему видов характеристик качества следует использовать разные подходы в менеджменте качества. В частности, следует сделать приоритетным методом менеджмента постоянное управление качеством.

2. Реинжиниринг.

Объектом реинжиниринга являются процессы, а не сама компания. Компания проводит реинжиниринг не своих подразделений, а работу, которую выполняют люди в этих подразделениях.

По М. Хаммеру «Реинжиниринг – то фундаментальное переосмысление и радикальное перепроектирование деловых процессов для достижения резких, скачкообразных улучшений в решающих, современных показателях деятельности компании, таких, как стоимость, качество, сервис и темпы». Инжиниринг бизнеса включает реинжиниринг бизнеса и постоянное его улучшение.

При реинжиниринге именно система управления может стать объектом изменений. Для реинжиниринга характерно то, что он обычно проводится не благодаря существующей системе, а вопреки и, следовательно, обычно инициируется и проводится под управлением непосредственно высших руководителей компании. Лидерство высших руководителей – ключевой фактор успеха реинжиниринга.

К сожалению, во многих современных российских компаниях новые руководители или владельцы осуществляют лишь кадровые или структурные преобразования функционального менеджмента. Эти преобразования не затрагивают (а значит, и не улучшают) бизнес-процессы организации, в конце которых стоят потребители с деньгами.

3. Проектный подход «Шесть сигма».

Это бизнес-процесс, позволяющий компаниям улучшить показатели деятельности, проектируя постоянные изменения. Этот подход быстро стал очень популярным и уже принёс нескольким компаниям большие прибыли и успех. Факторы, определяющие эффективность подхода «Шесть сигма»:

- организация процесса достижения результатов;
- активность и лидерство высшего руководства;
- использование строгого подхода;
- ощущение неотложности, быстрое завершение проектов (три-шесть месяцев);
- чёткое определение успеха в денежном выражении;
- формирование инфраструктуры, включающей внутренних консультантов;
- применение оптимального статистического подхода и статистических методов.

4. Кайдзен.

Одной из ключевых концепций менеджмента является «Кайдзен», в основе которой лежит непрерывное улучшение всех процессов производства. Изначально это понятие возникло в Японии и означало постоянное и всестороннее развитие как человека, его общественной и частной жизни, так и трудовых процессов. Кайдзен (kaizen) – японская философия, которая

за пару десятилетий подняла из руин послевоенную экономику Японии. Слово «кайдзен» в переводе и по факту означает постоянное улучшение – себя как личности и профессионала, рабочего места, управления задачами, производства.

Принципы Кайдзен:

1. Фокус на клиентах. Для компании, использующей кайдзен, более всего важно, чтобы их продукция/услуги удовлетворяли потребности клиентов.

2. Непрерывные изменения. Принцип, характеризующий саму суть кайдзен, т.е. непрерывные малые изменения во всех сферах организации – снабжении, производстве, сбыте, личностных взаимоотношений и так далее.

3. Открытое признание проблем. Поскольку, где нет проблем, совершенствование невозможно. Жалобу следует рассматривать как подарок – так вы узнаете о проблеме и получаете шанс улучшить качество товара или услуги. Отмахиваясь от жалобы, вы теряете этот шанс.

4. Пропаганда открытости в компании.

5. Создание рабочих команд. Каждый работник становится членом рабочей команды и соответствующего кружка качества.

6. Управление проектами при помощи межфункциональных команд. Ни одна команда не будет работать эффективно, если она действует только в одной функциональной группе. С этим принципом тесно связана присущая японскому менеджменту ротация.

7. Формирование «поддерживающих взаимоотношений». Для организации важны не только финансовые результаты, сколько вовлечённость работников в её деятельность и хорошие взаимоотношения между работниками, поскольку это должно привести организацию к высоким результатам.

8. Развитие по горизонтали. Личный опыт должен становиться достоянием всей компании.

9. Развитие самодисциплины. Умение контролировать себя и уважать как самого себя, так и других работников, и организацию в целом.

10. Самосовершенствование.

11. Информирование каждого сотрудника. Весь персонал должен быть полностью информирован о деятельности своей компании.

12. Делегирование полномочий каждому сотруднику. Передача определенного объема полномочий каждому сотруднику. Обучение по многим специальностям, владению широкими навыками и умениями и т.д.).

13. Управление. Использовать все функции управления и начать с планирования и сравнить план с полученным результатом.

14. Анализ происходящего на предприятии и действие на основе фактов, когда выводы делаются на достоверных данных.

15. Устранение основной причины и предотвращение рецидивов.

16. Встраивание качества в процесс как можно раньше.

17. Стандартизация. Использование методов, позволяющих закрепить достигнутый успех.

3. Личное совершенствование

Личное совершенствование – это циклический процесс обучения, который предполагает, что, осуществив одно действие по улучшению, вы переходите к другому, наиболее приоритетному, из оставшихся показателей и начнёте работать над ним. Выполняя эту процедуру, вы будете постоянно сами получать удовлетворение от своей работы, и ею будут довольны другие, поскольку ее эффективность будет непрерывно повышаться. Поступая таким образом, вы создадите прочную основу для максимального развития своих способностей и повышения собственного благосостояния.

Выделяют следующие фазы личного совершенствования:

1. Планируй.

Разработайте свою индивидуальную сбалансированную систему показателей, соответствующую сбалансированной системе показателей организации. Выберите из этой системы важную меру по личному совершенствованию, которую вы хотите реализовать, а также соответствующие личные цели, показатели деятельности и задачи.

2. Делай.

Выберите наиболее приоритетную меру по личному совершенствованию, начните её осуществлять и узнайте мнение об этом вашего начальника, коллег,

подчиненных, потребителей или просто тех, кому вы доверяете. Попросите, чтобы они высказали вам свои замечания и соображения. Особое внимание обратите на то, в чём вы не сильны, и на привычки, которые вам мешают и приводят к печальным последствиям.

3. Проверяй.

Оцените результаты с использованием выбранных личных показателей деятельности и задач; определите, добились ли вы своих целей, и при необходимости скорректируйте свою индивидуальную сбалансированную систему показателей. Анализируя свои показатели с показателями других коллег вы будете постоянно расти над собой.

4. Действуй.

Реализуйте апробированную меру по личному совершенствованию т.е. внесите в своё поведение соответствующие изменения, оцените личные результаты, напишите отчет о полученном вами опыте, непрерывно улучшайте то, как вы действуете и мыслите, и постоянно отслеживайте этот процесс.

5. Отслеживай.

Чтобы непрерывно отслеживать существенные изменения запросов потребителей, цикл улучшения необходимо начать заново, и нужно опять выбрать процесс, подходящий для непрерывного улучшения. Снова и снова выбирая процессы для улучшения, вы сможете постоянно удовлетворять запросы потребителей, а ваша организация сумеет лучше узнать и себя, и свое внешнее окружение.

6. Создай индивидуальную сбалансированную систему показателей.

Индивидуальная сбалансированная система показателей включает личные миссию, видение, ключевые роли, критические факторы успеха, цели, показатели деятельности, задачи и меры по улучшению, сгруппированные в разрезе четырех аспектов: финансов, потребителей, внутренних процессов, знаний и обучения. Она предполагает постоянное улучшение ваших личных навыков и поведения и нацеливает вас на повышение своего благосостояния и достижение успехов. В данном случае личные миссию, видение и ключевые

роли называют личными устремлениями Главное в работе над собой – самоконтроль, самосовершенствование и самоменеджмент. Эта система предназначена, как для управляющих, так и для всех сотрудников организации.

4. Что можно улучшить в компании?

Вовлечённость сотрудников в работу очень важна. Повысить ценность компании

в глазах потребителей; улучшить взаимоотношения сотрудников различных отделов компании; оптимально распределить все ресурсы предприятия и сократить расходы; повысить качество выполняемой сотрудниками работы; улучшить качество адаптации вновь пришедших на работу сотрудников; определить и закрепить за каждым из сотрудников компании зону ответственности. Оптимизация бизнеса – это довольно длительная процедура, имеющая успех только в случае стабильной, непрерывно проводимой работы в данном направлении.

Высокая продуктивность работы сотрудников компании является главной целью руководителя, но достичь её не так просто. Необходимо в каждом конкретном случае понять, какие меры следует принять руководству для того, чтобы повысить продуктивность персонала. В первую очередь, нельзя забывать о том,

что деятельность работника приносит дивиденды, только если он:

- понимает собственную ответственность и сферы влияния;
- осознает цель собственной работы;
- знает способы и методы повышения эффективности работы персонала;
- осведомлён о том, кто отвечает за выполнение той или иной задачи;
- у него есть возможность обратиться за помощью или консультацией в

случае возникновения проблем.

Сегодня на повышение эффективность труда персонала главное влияние оказывает вовлечённость сотрудников в рабочий процесс. Недостаточная результативность персонала может иметь следующие причины:

- верное решение работником поставленных заданий не замечается ни сослуживцами, ни руководством предприятия;
- лидер ставит перед подчинёнными нечёткие цели и задачи;

- работающие в компании терпят чрезмерную нагрузку;
- для отделов, занимающихся разными проблемами, выбран единый не всегда подходящий рабочий график;
- негативный микроклимат в коллективе;
- избыточный контроль подчинённых;
- бесполезные встречи и совещания;
- постоянные бюрократические процедуры.

Таким образом, главной целью любой организации является создание улучшений, как постоянный непрерывный процесс. Постоянное улучшение – это повторяющийся процесс совершенствования системы менеджмента с целью улучшения общей результативности в соответствии с политикой организации.

Для создания улучшений существуют разные подходы. Например, модель качества Нориаки Кано, реинжиниринг, проектный подход «Шесть сигм», Кайдзен и другие. Приоритетным показателем создания улучшений является личное совершенствование сотрудников организации, цель которого – индивидуальная сбалансированная система показателей.



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4.1 Study Presentation Work pressure

1. Понятие и сущность стресса в управлении.

- 1. Проблема стресса в психологии, биологии и медицине.*
- 2. Роль исследования стресса в управлении.*
- 3. Понятие и сущность организационного стресса.*



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1. Проблема стресса в психологии, биологии и медицине.

В последние десятилетия стресс является предметом исследования в различных областях науки: биологии, медицине, психологии и социологии. Сложность и разнообразие форм стресса определяет разнообразие подходов к изучению этого состояния, однако для лучшего понимания этого явления имеет смысл обратиться к исходной концепции стресса, предложенной *Селье*.



Можно сказать, что предложенная им концепция была революционной для науки середины XX века. В то время среди биологов и врачей преобладало мнение, что реакция живого организма на факторы окружающей среды носит чисто специфический характер и задача ученых - обнаруживать и точно фиксировать различия в реакциях на различные воздействия внешних факторов, Селье пошел другим путем и начал искать общие закономерности биологических реакций, в результате чего он обнаружил единственный, неспецифический компонент биохимических изменений в организме человека и животных в ответ на различные воздействия.

Он написал: *«Бизнесмен, находящийся под постоянным давлением клиентов и сотрудников, диспетчер аэропорта, который знает, что мгновенная потеря внимания означает сотни смертей, спортсменов, безумно жаждущий победы, муж, беспомощно наблюдающий, как его жена медленно и мучительно умирает от рака, - все они переживают стресс. Их проблемы совершенно разные, но медицинские исследования показали, что организм реагирует стереотипно, с теми же биохимическими изменениями, цель которых - справиться с повышенными требованиями к человеческой машине».*



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До появления работ этого автора считалось, что реакция организма на холод и тепло, движение и длительную иммобилизацию диаметрально противоположны, однако Г. Селье удалось доказать, что во всех этих случаях кора надпочечников выделяет те же «антистрессовые» гормоны, которые помогают организму адаптироваться к любому стрессору. Он назвал явление неспецифической реакции организма в ответ на различные повреждающие воздействия синдромом адаптации или стрессом.



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Психологические проявления стресса.

Гипоталамус выполняет ряд важных функций в организме человека, которые напрямую связаны со стрессом:

- высший центр вегетативной нервной системы;
- отвечает за координацию нервной и гуморальной систем организма;
- контролирует секрецию гормонов передней доли гипофиза, в частности аденокортикотропного гормона, стимулирующего надпочечники;
- формирует эмоциональные реакции человека;
- регулирует интенсивность питания, сна и энергетический обмен.

С одной стороны, он увеличивает активность симпатической нервной системы, а с другой - вызывает секрецию антистрессовых гормонов коры надпочечников.



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Повышенная активность симпатической нервной системы.

Нервная регуляция обмена веществ в организме человека является результатом динамического баланса двух подсистем вегетативной нервной системы: ее симпатического и парасимпатического отделов. Задача симпатического отдела - помочь телу выжить в критический момент, дать ему столько ресурсов, сколько нужно для борьбы (если есть возможность победить) или побега (если враг сильнее). При активации симпатического отдела сердце бьется быстрее, зрачки расширяются, в крови появляется адреналин (при страхе) или норадреналин (при гневе), мышцы напрягаются и работают более интенсивно, но со временем запасы энергии в организме заканчиваются и нужно подумать о их пополнении. Когда запасы питательных веществ и энергии в организме истощаются, парасимпатический отдел возбуждается,

Включение гормональных механизмов.

Следует отметить, что Ганс Селье получил Нобелевскую премию за открытие именно этого аспекта стрессовых реакций - активации коры надпочечников, которая помогает организму человека и животного преодолевать различные трудности с помощью специальных антистрессовых гормонов. Эта реакция также запускается гипоталамусом, но существенно отличается от предыдущей. Кора надпочечников при стрессе увеличивает выброс двух групп гормонов: глюкокортикоидов и минералокортикоидов. Важнейшим гормоном первой группы является кортизол, который усиливает все обменные процессы, увеличивает концентрацию глюкозы в крови (которая образуется из аминокислот в печени), подавляет воспаление и снижает чувствительность к боли. Помимо глюкокортикоидов, стресс увеличивает количество минералокортикоидов, которые могут повышать кровяное давление из-за задержки натрия и воды в организме. В результате всех этих процессов степень адаптации организма к повышенным требованиям внешней среды увеличивается, однако следует помнить, что эти реакции хорошо подходили для преодоления физических факторов среды, способствующих возникновению реакций «Бей или беги», но они не помогают современному человеку с социальным стрессом.



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Роль сердечно-сосудистой системы в формировании стрессовых реакций.

Согласно результатам многочисленных клинических наблюдений и экспериментальных исследований, сердечно-сосудистая система в первую очередь реагирует на стресс, а также становится одной из первых мишеней стресса. По мнению большинства исследователей, ведущим патогенным фактором по отношению к сердечно-сосудистой системе при стрессе является нарушение проницаемости мембран сердечных клеток, приводящее к нарушению их метаболизма и гипоксии. В то же время исследователи подчеркивают двустороннюю связь между стрессом и ишемией сердечной мышцы: с одной стороны, ишемия часто возникает в результате стрессовой реакции, вызывающей спазм и тромбоз коронарных сосудов, и на С другой стороны, ишемия, вызванная любой причиной, вызывает боль, страх смерти и, как следствие, выраженное эмоциональное напряжение.



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Особенности психологического стресса.

Психологический стресс, в отличие от биологического стресса, описанного в классических работах Х. Селье, имеет ряд особенностей, среди которых можно выделить несколько важных. В частности, этот тип стресса может быть спровоцирован не только фактическими действиями, но и вероятными событиями, которые еще не произошли, но наступят вскоре. В отличие от животных человек реагирует не только на реальную физическую опасность, но и на угрозу или напоминание о ней. В результате случается, что у плохо успевающего ученика простая мысль о вероятной неудовлетворительной оценке / отметке иногда вызывает более сильные вегетативные реакции, чем получение ее на экзамене. Это определяет специфику человеческого психоэмоциональный стресс, к которому не всегда применимы закономерности его протекания, подробно описанные в опытах на лабораторных животных.



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Еще одна особенность психологического стресса - существенная важность оценки человеком степени своего участия в активном влиянии на проблемную ситуацию с целью ее нейтрализации. Было показано, что активная жизненная позиция или хотя бы осознание возможности воздействия на фактор стресса приводит к активации преимущественно симпатической части вегетативной нервной системы, а пассивная роль испытуемого в этой ситуации определяет преобладание парасимпатических реакций.



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Механизм развития психологического стресса можно продемонстрировать на примере студента, готовящегося к защите дипломного проекта. Выраженность признаков стресса будет зависеть от ряда факторов: его ожиданий, мотивации, отношения, прошлого опыта, и т. д. Ожидаемый прогноз развития событий модифицируется в соответствии с уже имеющейся информацией и установками, после чего происходит окончательная оценка ситуации. Если сознание (или подсознание) оценивает ситуацию как опасную, тогда возникает стресс. Параллельно с этим происходит эмоциональная оценка события. Первоначальный запуск эмоциональной реакции развивается на подсознательном уровне, а затем к ней добавляется эмоциональная реакция, сделанная на основе рационального анализа.

В этом примере (ожидание защиты диплома) развивающееся психологическое напряжение будет видоизменяться в сторону увеличения или уменьшения интенсивности в зависимости от следующих внутренних факторов.

4.1 Read Work pressure Workplace stress

WORKPLACE STRESS

1. The concept and essence of stress in management

1. The problem of stress in psychology, biology and medicine.

In recent decades, stress has been a subject of research in various branches of science: biology, medicine, psychology and sociology. The complexity and variety of forms of stress determines the variety of approaches to the study of this state, however, for a better understanding of this phenomenon, it makes sense to turn to the original concept of stress proposed by *Hans Selye*.

We can say that the concept he proposed was revolutionary for science in the mid-20th century. At that time, among biologists and doctors, the prevailing opinion was that the reaction of a living organism to environmental factors is of a purely specific nature and the task of scientists is to detect and record precisely the differences in reactions to various influences of the external world. H. Selye went the other way and began to look for general patterns of biological reactions, as a result of which he discovered a single, nonspecific component of biochemical changes in the human and animal body in response to a variety of influences.

He wrote: *“A businessman under constant pressure from customers and employees, an airport dispatcher who knows that a momentary loss of attention means hundreds of deaths, an athlete madly thirsty for victory, a husband helplessly watching his wife die slowly and painfully from cancer , - they all experience stress. Their problems are completely different, but medical research has shown that the body reacts stereotypically, with the same biochemical changes, the purpose of which is to cope with the increased demands on the human machine.”*

Before the appearance of the works of this author, it was believed that the body's reaction to cold and heat, movement and prolonged immobilization are diametrically opposite, however, H. Selye managed to prove that in all these cases the adrenal cortex secretes the same "anti-stress" hormones that help the body adapt to any stressor. He called the phenomenon of a nonspecific reaction of the body in response to a variety of damaging influences the adaptation syndrome, or stress.

Physiological manifestations of stress.

The hypothalamus has a number of important functions in the human body that are directly related to stress:

- is the highest center of the autonomic nervous system;
- is responsible for the coordination of the nervous and humoral systems of the body;
- controls the secretion of hormones of the anterior pituitary gland, in particular adrenocorticotrophic hormone that stimulates the adrenal glands;
- forms the emotional reactions of a person;
- regulates the intensity of food, sleep and energy metabolism.

On the one hand, it increases the activity of the sympathetic nervous system, and on the other, it induces the secretion of anti-stress hormones of the adrenal cortex.

Increased activity of the sympathetic nervous system.

Nervous regulation of metabolism in the human body is the result of the dynamic balance of two subsystems of the autonomic nervous system: its sympathetic and parasympathetic divisions. The task of the sympathetic department is to help the body survive at a critical moment, to give it as many resources as it needs to fight (if it is possible to win) or escape (if the enemy is stronger). When the sympathetic section is activated, the heart beats faster, the pupils dilate, adrenaline (with fear) or norepinephrine (with anger) appears in the blood, the muscles tense and work more intensively, but over time, the body's energy reserves run out and you need to think about replenishing them. When the reserves of nutrients and energy in the body are depleted, the parasympathetic department is excited, the task of which is to restore and preserve resources, and its activation occurs during sleep, food and rest.

The inclusion of hormonal mechanisms.

It should be noted that Hans Selye received the Nobel Prize for the discovery of this very aspect of stress reactions - the activation of the adrenal cortex, which helps the human and animal body to overcome various difficulties with the help of special anti-stress hormones. This reaction is also triggered by the hypothalamus, but differs significantly from the previous one. The adrenal cortex under stress increases the release of two groups of hormones: glucocorticoids and mineralocorticoids. The most important hormone of the first group is cortisol, which enhances all metabolic processes, increases the concentration of glucose in the blood (which is formed from amino acids in the liver), suppresses inflammation and reduces sensitivity to pain. In addition to glucocorticoids, stress increases the amount of mineralocorticoids, which can increase blood pressure due to sodium and water retention in the body. As a result of all these processes, the degree of adaptation of the organism to the increased requirements of the external environment increases, however, it should be remembered that these reactions were well suited to overcoming the physical factors of the environment, contributing to the reactions of "Fight or flight", but they do not help a modern person with social stress.

The role of the cardiovascular system in the formation of stress reactions.

According to the results of numerous clinical observations and experimental studies, the cardiovascular system primarily responds to stress, and also becomes one of the first targets of stress. According to most researchers, the leading pathogenic factor in relation to the cardiovascular system under stress is a violation of the permeability of the membranes of cardiac cells leading to disorders of their metabolism and hypoxia. At the same time, the researchers emphasize the two-way relationship between stress and ischemia of the heart muscle: on the one hand, ischemia often occurs as a result of a stress reaction that causes spasm and thrombosis of the coronary vessels, and on the other hand, ischemia caused by any cause causes pain, fear of death, and as a result, expressed emotional stress.

Features of psychological stress.

Psychological stress, in contrast to the biological stress described in the classical works of H. Selye, has a number of specific features, among which several important ones can be distinguished. In particular, this type of stress can be triggered not only by actually acting, but also by probabilistic events that have not yet occurred, but the occurrence of which will soon come. Unlike animals, a person reacts not only to a real physical danger, but also to a threat or a reminder of it. As a result, it happens that in a poorly performing student, the mere thought of a likely unsatisfactory grade/mark sometimes causes stronger autonomic reactions than receiving it on the exam. This determines the specificity of human psychoemotional stress, to which the patterns of its course, described in detail in experiments on laboratory animals, are not always applicable.

Another feature of psychological stress is the essential importance of a person's assessment of the degree of their participation in actively influencing a problem situation in order to neutralize it. It has been shown that an active life position, or at least awareness of the possibility of influencing the stress factor, leads to the activation of the predominantly sympathetic part of the autonomic nervous system, while the passive role of the subject in this situation determines the predominance of parasympathetic reactions.

The mechanism of development of psychological stress can be demonstrated by the example of a student preparing to defend a thesis project. The severity of the signs of stress will depend on a number of factors: his expectations, motivation, attitudes, past experience, *etc.* The expected forecast of the development of events is modified in accordance with the already available information and attitudes, after which the final assessment of the situation takes place. If consciousness (or subconsciousness) assesses the situation as dangerous, then stress develops. In parallel to this process, an emotional assessment of the event takes place. The initial triggering of an emotional reaction develops on a subconscious level, and then an emotional reaction is added to it, made on the basis of rational analysis.

In this example (waiting for the defense of the diploma), the developing psychological stress will be modified in the direction of increasing or decreasing intensity, depending on the following internal factors.

Subjective factors	Increased stress levels	Reduced stress levels
Memory of the past	Having failed performances in the past, failures in public speaking.	Experience of successful public speaking, presentations, reports.
Motivation	"It is very important for me to successfully defend and get high marks."	"I don't care how I perform and what grade I get."
Installations	- "It all depends on me" - "During public speaking, everyone is worried."	- "You can't escape fate." - "It's all just a diploma defense! It's a formality."
Expectations	The uncertainty of the situation, the attitude of the members of the commission is not clear.	The certainty of the situation (expectation of a friendly attitude by members)

Table 1. Subjective factors affecting stress levels.

The concept and essence of stress.

Stress is a psychological state of a person in which he feels intense tension and suffering. Stress significantly reduces the efficiency of a person's work, so it is important for a manager to create such working conditions in which his employees will feel calm and confident. Stress directly or indirectly increases the cost of achieving the goals of the enterprise.

No one manages to avoid stress, therefore they acquire danger only if they turn out to be too long.

Some management experts believe that stress can also have a positive meaning, as it can be caused by a complex new situation, which will give an impetus to the mobilization of all forces to solve it or open a new stage in human development.

There are several signs of stress that are common to most people:

- inability to concentrate on work;
- frequent mistakes;
- weakening of memory;
- constant fatigue;
- unnaturally fast or slow speech;
- frequent headaches, cramps in the stomach that have no organic cause;
- increased irritability and sensitivity;
- abuse of bad habits;
- loss of a sense of humor;
- a constant feeling of hunger or lack thereof.

The duration of stress and the consequences for the body are different for each person. In general, it is believed that small and short-term stress can even be beneficial for the performance of work and harmless to humans, while long-term and significant stress can lead to various undesirable consequences. According to research by physiologists, if stress lasts a month, a year and has already become the cause of any disease, it is almost impossible to return the physiological functions of the body to normal. In general, stress is a fairly common phenomenon. Minor stress is inevitable and harmless, but excessive stress creates problems for both the individual and the organization in performing the assigned tasks.

Experts identify five types of stress:

Physiological stress - arises from physical fatigue caused by heavy exertion, lack of sleep or malnutrition. Methods to eliminate this stress are the most simple, but if measures are not taken in a timely manner, it can worsen;

Psychological stress - caused by unfavorable relationships with others, uncertainty about the future;

Emotional stress - happens due to excessively strong feelings (fear, joy), that is, this type of stress occurs when a person is in danger of death or loss of a loved one. A person can get stress as a result of very great and unexpected joy;

Information stress - occurs in a person who has too much or too little information. So, an unnecessarily large amount of negative information about the real state of affairs makes a person worry. The lack of complete information makes a person speculate about the possible outcome of the case of interest to him and constantly keeps him in suspense;

Managerial stress - occurs when the responsibility for actions or the risk of decisions made is too great and does not correspond to the person's position or moral stability.

2. The role of the study of stress in management.

Minor stress is inevitable and harmless; excessive stress creates big problems for the person with disabilities and the organization.

The causes of stress are associated with two groups of factors.

Organizational factors:

- overload of the employee during the working day
- too little workload of the employee during the working day
- uninteresting work
- making conflicting claims
- Uncertainty of roles with fuzzy formulation of tasks and powers for the use of resources.

Personal factors accompanying any change:

- positive events
- negative events

The negative effects of stress are manifested in:

- physiological reaction of the body (development of various diseases)
- psychological reaction (irritability, insomnia, depression)

Stress can be categorized into:

- emotionally positive and emotionally negative;
- short-term and long-term, or, in other words, acute and chronic;
- physiological and psychological. The latter, in turn, are subdivided into informational and emotional
- emotionally negative and emotionally positive

Joyful events such as a wedding or winning your favorite team are also stressors, causing a storm of emotions and an adrenaline rush. In the case of emotionally positive stress, the stressful situation is short-lived and controlled, usually in these cases there is nothing to fear

Short-term (acute) and long-term (chronic) stress.

They affect health in different ways. Long-term has more serious consequences. Acute stress is characterized by the speed and surprise with which it occurs. The extreme degree of acute stress is shock. There were shocking situations in the life of every person. Shock, acute stress almost always turn into chronic, long-term stress. The shock situation has passed, you seem to have recovered from the shock, but the memories of the experience come back again and again.

Long-term stress is not necessarily a consequence of acute, it often arises due to seemingly insignificant factors, but constantly acting and numerous (for example, dissatisfaction with work, tensions with colleagues and relatives, *etc.*).

Physiological stress occurs as a result of the direct impact on the body of various negative factors (pain, cold, heat, hunger, thirst, physical overload, *etc.*)

Psychological stress is caused by factors that act with their signal value: deception, resentment, threat, danger, information overload, *etc.*

Emotional stress - occurs in situations that threaten human security (crimes, accidents, wars, serious illnesses, *etc.*), his social status, economic well-being, interpersonal relationships (job loss, family problems, *etc.*).

Information stress - arises during information overload, when a person who bears great responsibility for the consequences of his actions does not have time to make the right decisions. Information stresses are very frequent in the work of dispatchers, operators of technical control systems.

There are several ways to manage stress. You can change the objective reality to remove the stressor, or change the psychological environment in which a person is. In other cases, stress symptoms can be altered so that they do not have a long-term effect. Highlight organizational and individual stress management methods. Organizational methods include: employee wellness programs; changing the working environment, *etc.* Individual methods include: psychological (changing the environment in which stress exists; changing the cognitive assessment of the environment; changing behavior to change the environment) and physiological methods (improving a person's physical condition in order to increase the effectiveness of dealing with stress).

Creating a favorable organizational climate is a painstaking task, in which there are no trifles. To solve this problem in practice, such forms are used:

- organization of a feedback system through the corporate press or website;

- attracting personnel to participate in decision-making related to the reorganization of the structure or technological process;
- the use of project and team forms of labor organization.

Nowadays many people rely on corporate trips and holidays, which unite the organization and strengthen the corporate spirit. However, I would like to warn those who like a schematic approach: using standard approaches and solutions in the field of creating favorable relationships, you can run into a number of troubles.

Personalized stress management measures

Individual measures to prevent, mitigate and prevent the negative effects of stress can be learned in special training courses organized in enterprises, as well as individually. These measures include primarily the ability to relax (relaxation) and behavior modification. Maintaining physical health and physical activity is also critical. Those organizations that run gyms, rent gyms for outdoor games or buy their employees a subscription to the pool, provide them with the acquisition of greater physical endurance, increase their vitality and energy, and reduce the risk of cardiovascular disease.

The ability of relaxation techniques to reduce stress has been proven as early as the 1930s. Patients were taught to consistently concentrate on different parts of the body, alternately relaxing and contracting muscles. By focusing their attention on the sensations that arise during relaxation, they gradually achieve more and more complete relaxation. Over time, these basic techniques have been improved. Relaxation in a modern interpretation combines two approaches - auto-training and meditation.

The second way of the anti-stress program at the individual level is behavior modification, this applies especially to people of type "A", whose characteristics include excessive assertiveness, a constant feeling of time pressure and increased activity. Modification includes the formation of a positive emotional response to stressful circumstances and new forms of behavior. It should be emphasized that the solution of specific development problems in the organization of anti-stress programs must be taken after a thorough study of stress factors and the level of stress in the organization. There are many questionnaires for this.

3. The concept and essence of organizational stress.

The concept of "organizational stress" can be defined as follows - it is mental stress associated with overcoming the imperfection of organizational working conditions, with high loads in the performance of professional duties in the workplace in a specific organizational structure (in an organization or in its division, a firm, corporations), as well as with the search for new extraordinary solutions in case of force majeure.

Organizational stress is caused by intra-organizational factors of three levels:

- 1) individual characteristics of personnel,
- 2) group interaction,
- 3) organizational environment, as well as external (macroenvironmental) stress factors.

Cooper and Marshall investigated the sources of stress in white collar workers and identified the following groups:

1. Factors of occupational stress associated with work:

- too much work (overload);
- poor physical working conditions;
- lack of time (when all the time you do not have time for something);
- the need for independent decision-making.

2. Stress factors associated with the employee's role in the organization:

- role uncertainty, for example, lack of awareness of professional responsibilities and related expectations on the part of colleagues and superiors;
- role conflict, when the subject believes that he is doing what he should not, or what he does not want to do;
- responsibility for other people and for some things (equipment, budget, etc.), while responsibility for people is more stressful;
- too low responsibility (painfully hitting on pride and very discouraging at work);
- a small degree of participation in decision-making in the organization.

3. Stress Factors Associated with Relationships at Work:

- relationships with management, with subordinates, with colleagues. Interestingly, for leaders with a scientific and technical orientation, relationships with other people are less important than for leaders with a human contact;
- Difficulties in delegating authority (for example, refusal of subordinates to follow the orders of the head).

4. Factors associated with a business career:

- two main stress factors: professional "failure", fear of early resignation; inadequacy status, slow or too fast progress, frustration at reaching the "limit" of your career;
- lack of guaranteed work (constant expectation of some changes);
- inconsistency of the level of claims to this professional status.

5. Factors related to organizational structure and psychological climate:

- ineffective counseling (inability to receive timely qualified assistance on a number of important issues);
- restriction of freedom of behavior, intrigue, etc.

Organizational stresses also include role conflicts, high professional requirements, extreme conditions of activity for certain professions (pilots, cosmonauts, NPP dispatchers, etc.).

A common feature and the main cause of organizational stress is the existence of an internal conflict between the requirements of the organization, the attractiveness of work in it, the expectations and real capabilities of the employee.

Stressor concept

Stressor - a factor that causes a state of stress - (synonym for stress factor, stress situation) - an extreme or pathological stimulus, significant in strength and duration, adverse effects that cause stress. An irritant becomes a stressor either by virtue of the value attributed to it by a person (cognitive interpretation), or through the lower cerebral sensory mechanisms, through the mechanisms of digestion and metabolism. There are various classifications of stressors. In the most general form, physiological stressors are distinguished (excessive pain and noise, exposure to extreme temperatures, taking a number of medications, for example, caffeine or amphetamines) and psychological (information overload, competition, threat to social status, self-esteem, the immediate environment, etc.).

The concept of stress resistance

“It’s not stress itself that kills us, but our reaction to it” (Selye Hans). This quote perfectly describes the concept of stress resistance.

Resistance to stress is the ability of an individual to actively resist problems, difficulties, shock and unpleasant situations. This is the quality that allows you to carry significant emotional and volitional loads without harming your health and those around you.

In psychology, stress resistance is a component concept and includes the following indicators:

The volitional component - shows how a person is capable of self-regulation, control over thoughts and emotions.

Psychophysiological element - covers the features of the psyche, temperament, the state of the nervous system.

Intelligence - is responsible for the ability to analyze situations, make the right decisions.

The emotional component is characterized by the volume of personal experience of previous experiences.

Stress-resistant behavior levels:

High level of stress resistance. A person remains calm under any circumstances, even those in which most of us panic or, at the very least, experience mental confusion. This does not mean that a person is made of iron, he also has feelings and emotions. Through experience and self-improvement, such a person has learned to cope with stress in any form.

The main signs of a person with a high level of stress resistance:

Ability to navigate and make instant decisions in critical situations. Ability not to be led to provocative actions of others, adequate (not painful) perception of criticism. Control of emerging emotions, their rationalization, submission to reason. Ability to abstract from unnecessary, unnecessary external factors (information about disasters, rising prices, complaints of neurotic individuals, etc.). Maintaining the ability to act in an irritating environment (people criticize, shout, distract).

It is much easier for such people to minimize the consequences of shocking or unpleasant events. It is known that panic blocks the mind; in a state of panic, a person makes mistakes that do not solve the situation, but only exacerbate its negative impact. Maintaining self-control is the path to success.

Average level of stress resistance. A person with an average level of stress resistance is able to withstand problems and troubles, albeit after a certain time, but lets go of critical situations: job loss, breakdown of relationships. He is not heroic, but he also does not panic, is able to soberly assess the problem, looking for ways to overcome difficulties.

Low degree of stress resistance. The considered level is typical for anxious individuals with an increased emotional background. Such people perceive most stressful situations as posing a threat to their safety and comfort. Outside, such reactions are manifested in the form of anxiety, mental and physical stress, nervousness. Reactive anxiety is accompanied by impaired ability to analyze and reflect, a low degree of concentration. A person may behave inappropriately: start crying, screaming, conflict: emotions get out of control. Experiences occur for the most insignificant reasons for other people. The person does not see a way out of the situation, it is difficult to take action to minimize the consequences of stress. This level of resistance to stress is dangerous by the occurrence of various psychosomatic diseases.

4.1 Read Occupational stress factors

2. Individual causes of stress. Occupational stress factors

1. Model of stress development.

The history of the modern stage of the study of stress is associated with the name of the Canadian physiologist and endocrinologist Hans Selye. In 1936, H. Selye introduced the concept and defined stress as “a nonspecific response of the body to any demand presented to it,” a state of mental stress caused by the performance of activities in especially difficult conditions. The founder of the theory of stress, H. Selye, came to the conclusion that stress is everything that surrounds us. Stress bursts into our life from the very morning, along with the sound of the alarm clock, and then ... traffic jams, work, problems with children, quarrels with loved ones, bad sleep. Stress is caused by all serious life events: weddings and divorces, the birth of a child and the death of a relative, moving and changing jobs ... They also contribute to the little things, which, it seemed, should not be given much importance: argued with a colleague, a favorite team lost, a bus stop moved further from home ...

H. Selye differentiated the understanding of stress by introducing the concepts of "eustress" and "distress". **Eustress** - positive emotional reactions of the body to the demands placed on it, corresponding to its resources; **distress** - emotional and stressful states characterized by negative experiences due to the lack of available resources for the implementation of the requirements. But in both cases, no matter how stress is - positive or negative, it will always be a state of loss of balance. Thus, it can be noted that stress is inherent in our very life, it is an integral component of existence.

In psychology, **stress** is a psycho-physiological pressure that arises in a person as a reaction to the phenomena of the surrounding reality (to certain factors - “stressors”), which leads to a state of a high degree of emotional discomfort.

Stressors - conditions for stress; factors that cause stress. Stressors are usually divided into: physiological (pain, hunger, thirst, excessive physical activity, high and low temperatures, etc.) and psychological (danger, threat, loss, deception, resentment, information overload, etc.)).

Stress model

Hans Selye identified three main phases in the process of stress, through which an individual goes through, being in a stressful situation:

1. Anxiety phase. Tension and adrenaline rush. Increased blood pressure, increased heart rate. Breathing becomes rapid and intermittent. There is an increase in the concentration of sugar in the blood (hyperglycemia), a decrease in immunity.

2. The phase of resistance. In the phase of resistance (phase of stability), the reactions from the first phase gradually decrease, the body exhibits increased resistance (adapts) to the action of the stressor.

3. Phase of exhaustion. It is accompanied by a sharp decrease in the body's resistance, a deterioration in its condition, and the occurrence of various diseases.

Types of stress

- Single or multiple (superimposed on each other).

- Periodic (rush jobs at work) or constant (state of poverty or illness).
- Physiological (painful effects, cold, high temperature, etc.) and psychological (state of anxiety for life, health, success, resentment, the need to solve a complex problem, etc.).
- Information stress arises in situations of information overload. Emotional stress appears in situations that threaten a person's physical safety (wars, crimes, accidents, disasters, serious illnesses), his economic well-being, social status, interpersonal relationships (loss of work, livelihood, family problems).
- Acute stress (from several minutes to several hours) and chronic stress (can last for years).
- Work stress (related to production factors). Personal stress (related to personal relationships)
- Constructive and destructive (eustress and distress). Constructive stress is characterized by a certain intensity (low to moderate) and positive consequences for the person and / or organization. Eustress mobilizes a person, improves his attention, reaction, mental activity and increases the adaptive capacity of the body.

2. Subjective and objective causes of psychological stress.

Objective causes of psychological stress:

1. Living and working conditions;
2. People with whom a person interacts;
3. Political, economic, social factors of the environment;
4. Extraordinary circumstances.

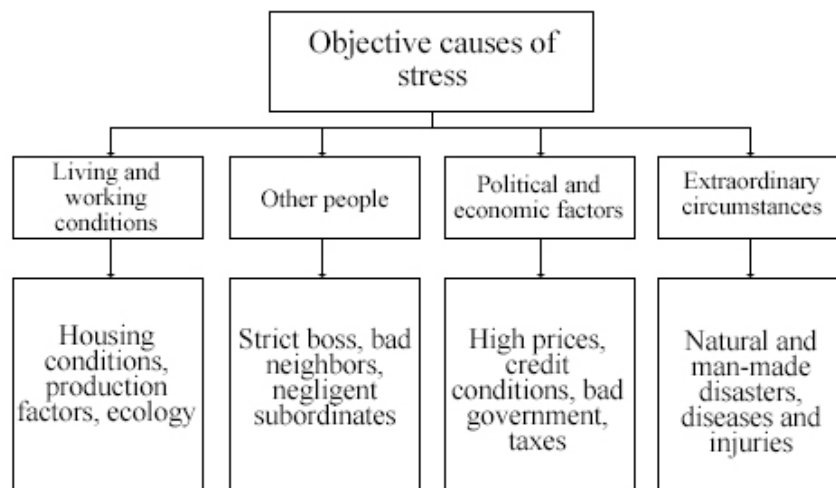


Figure 1. Objective causes of psychological stress

Subjective causes of psychological stress

There are two groups of subjective causes of stress. The first group is associated with a relatively constant component of a person's personality, while the second group of stress causes is dynamic and depends more on external circumstances. In both cases, stress can be caused by a mismatch between expected events and reality, although a person's behavior programs can be long or short term, rigid or dynamic.

1. Inconsistency of genetic programs with modern conditions. Many of our stresses and problems will be clearer if we remember the evolution of man and his historical path from wilderness to civilization. Scientists have now firmly established that most of the responses to biological and physical influences are reflexive and genetically programmed at the DNA level. The problem is that nature has prepared a person for vital activity in conditions of increased physical exertion, periodic starvation and temperature changes, while a modern person lives in conditions of physical inactivity, overeating and temperature comfort.

2. The stress of implementing negative parenting programs. Some of the behavioral programs are embedded in the child's head by his parents, teachers or other persons, while his consciousness is still distinguished by increased suggestibility. These programs are called "unconscious attitudes", "life principles" or "parental scenarios", and they can play a very significant role in the later life of the individual.

3. Stress caused by cognitive dissonance and psychological defense mechanisms. The source of many stresses is a person's emotions, which provoke him to spontaneous reactions in spite of the voice of reason, trying to calmly and rationally evaluate a particular situation.

4. Stress associated with inappropriate attitudes and beliefs of the individual. Optimism and pessimism. One of the fairly general attitudes of consciousness is optimism and pessimism - that is, the tendency to see good or bad moments in the phenomena of the surrounding world.

Political and religious attitudes. Quite often, a person's ideological attitudes - political or religious - are a source of stress. Such stresses take on a mass character in the era of socio-economic changes (which include various revolutions, reformation and "perestroika"), however, even in relatively stable periods of society's existence, these stresses are encountered quite often.

5. The impossibility of realizing an urgent need. Currently, the most famous and at the same time simple scheme describing the organization of human needs is the "pyramid" of Abraham Maslow. According to this scheme, as the "lower" biological needs are realized, a person tries to satisfy social and then spiritual needs, and, according to A. Maslow, the highest human need is his desire for self-realization of his unique essence.

6. The stress associated with poor communication. There are many reasons for stressful communication. One of the most important sources of communicative stress is conflicts, i.e. the interaction of two or more people whose needs in a given situation seem incompatible to the participants in the interaction.

7. Stress from inadequate realization of conditioned reflexes (conditioned reflexes discovered by I. P. Pavlov). While mastering the habitat, our brain learns to recognize signals that indicate the onset of events important for the body. So, the clink of dishes before dinner causes the secretion of gastric juice, and the sight of the door to the waiting room of a stern boss makes the heart beat faster. These can be useful reactions that help prepare in advance for future events, sometimes conditioned reflexes prevent people from living.

8. Inability to handle time (stress and time). The famous American psychologist A. Elkin says that you should learn to manage your time, otherwise time will control you. A. Elkin identifies the following signs that a person experiences stress precisely from ineffective use of time:

- feeling of constant haste;
- Lack of time for favorite things and communication with family;
- constant delays;
- lack of a clear time plan;
- inability to delegate authority to other people;
- inability to refuse people who take up your time;
- a recurring feeling of wasting time.

3. General patterns of professional stress.

Causes of stress in the organization: individual causes of stress.

Individual causes of stress are related primarily to:

1. With family (bad relations between spouses, parents, problems of discipline of children, etc.);
2. Personal economic instability (material difficulties, uncertainty about the future from an economic point of view);
3. With character: moral maturity, dedication and discipline, personality traits (emotional instability, inadequate self-esteem, anxiety, aggressiveness), mental state features (fatigue);
4. With a physiological state: the presence of acute and chronic diseases, biological rhythms, bad habits, age-related changes, pathological hereditary factors.

Fear as a cause of personal stress

Every day, the vast majority of the world's population is in fear. Fear can be of different kinds: fear for your life, physical safety, peace of mind and well-being. A healthy, physiological fear helps to avoid many dangers, makes us refrain from unnecessary risks and reckless actions. However, when fear is serious, we can talk about the presence of phobias leading to stress.

Causes of stress in an organization: Organizational causes of stress. Warr's work stressors

All organizational stressors fall into two groups:

1. Causes of the external environment.
2. Causes of the internal environment.

1. The causes of stress, determined by the external environment, include factors such as:

- the economic situation in the country and the industry;
- high competition in business and in the labor market;
- the emergence of new technologies, which poses problems of survival for representatives of most professions and specialties;
- political changes (in an unstable political situation, the tension of workers increases, since economic conditions may also change).

2. Internal environment (or organizational factors):

- Overload or too little work load. (Underworking in the workplace can also cause stress. An employee who does not get a job that matches his ability is often stressed.)

- Role conflict (when there are conflicting demands on the employee). For example, a sales manager is tasked with communicating with a client, but when he tries to fulfill this assignment, he is reproached for spending a lot of time "on empty talk."

- Uncertainty of roles (arises when the employee is not sure what is expected of him). People need to have a correct understanding of what they should do, how they should do it, and how they will then be judged.

- Uninteresting jobs (workers with more interesting jobs show fewer signs of stress than those doing uninteresting jobs).

- Interpersonal conflicts. Conflicts in the workplace are believed to be among the top causes of organizational stress.

- Factors related to the workplace. Stress can result from poor physical conditions (fluctuations in room temperature, poor lighting, or excessive noise).

Warr's 9 work stress factors

1. Little independence in work.
2. Low demand for skills (lack of demand for existing skills on the part of the company).
3. Low or high demands on the worker.
4. Small variety in work.
5. Great uncertainty.
6. Low pay.
7. Poor working conditions.
8. Weak mutual support.
9. Low prestige of work in society.

Stress in the activities of the leader.

For the analysis of stressors of occupational stress and stress of managers, one should focus on a slightly different classification. From this point of view, two groups of stressors can be distinguished:

1. Stressors of performance;
2. Stressors of off-duty activities.

Performance stressors are classified into general and specific.

Common stressors.

1. Poor organization of performance (delays, irresponsibility, irregularity), that is, the lack of a system in work.

2. Lack of employees, forcing to fulfill, in addition to their duties, also the duties of others. This reduces the amount of time required to carry out immediate duties. Under these conditions, either the work is performed poorly, since its volume has been dramatically increased, or it is performed with high quality, but this quality is provided at too high a price - by extreme exertion of forces.

3. The work of a leader requires overtime. It is difficult to squeeze it into the strict framework of the work schedule. In addition, the activity of any leader is associated with the solution of sudden crisis problems.

4. Status problems (low status, low salary, insufficient career prospects).

6. Uncertainty and unpredictable development of events in the organization. Uncertainty pulls the leader out of his familiar environment, in which he is well oriented and feels stable. Within an organization, uncertainty can take the form of frequent changes in local politics without an understandable need. As a result, the manager never knows exactly what is happening and what will happen.

Specific stressors in the activities of the leader.

1. Unclear role responsibilities. Sometimes a leader does not have clear office instructions about what he should do and where the boundaries of his responsibility are.

2. Role conflict arising in conditions when two aspects of the leader's activities are incompatible.

3. Unrealistically high aspirations, striving for excellence. The manager can constantly expect too much of himself, forcing himself to work at full strength, nevertheless, remain dissatisfied with the results.

4. Peculiarities of interaction with senior managers, their ignorance of the manager's opinion. Top managers can cause stress because they can affect the life and work of the leader financially and morally (higher or lower salary, opportunities for career advancement, etc.).

5. Peculiarities of interaction with colleagues horizontally. The leader is often bound only by vertical relationships, to the detriment of horizontal interaction. In these conditions, he is limited in the opportunity to discuss professional problems, to get not only approval, support, but also feedback.

6. Features of interaction with clients and subordinates. In the first case, the leader expects a pleasant (neutral) relationship, but comes across coldness and verbal aggression. In the second case, the head is presented with claims and accusations, which in their essence relate to the system and the general situation, and not to the specific head of this system.

7. Features of managerial work. From the point of view of stressfulness, managerial work has a number of features. First, any manager from time to time is seized by a sense of professional failure. In turn, the impossibility or inability to be at the height of their professional duty entails the appearance of a feeling of personal defeat, especially among specialists with a high sense of professional responsibility.

The so-called off-duty stressors successfully compete with stress at work. This usually includes stress caused by spouse, children, parents and relatives, home environment, etc. Thus, the psychological and emotional state of the leader is influenced by both the stressors of service activities and the stressors of off-duty activities.

The consequence of constant problems and stress among managers is a whole bunch of neurotic and psychosomatic diseases:

- 1) increased irritability;
- 2) insomnia, hypertension or vascular dystonia;
- 3) dysfunction of the gastrointestinal tract (constipation, stomach ulcer, pancreatic dysfunction);

4) headache, muscle pain of various etiologies, etc.

The consequences of these chronic diseases are heart attacks, strokes and reduced life expectancy of today's leaders, despite their seemingly unlimited opportunities to receive high-quality treatment. This situation is due to the lack of skills for reflection and self-regulation among many leaders.



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4.2 Study Presentation Occupational Stress Factor

Lecture 2. Individual causes of stress.

Occupational stress factors

- 1. Model of stress development.*
- 2. Subjective and objective causes of psychological stress.*
- 3. General patterns of professional stress.*



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1. Model of stress development.

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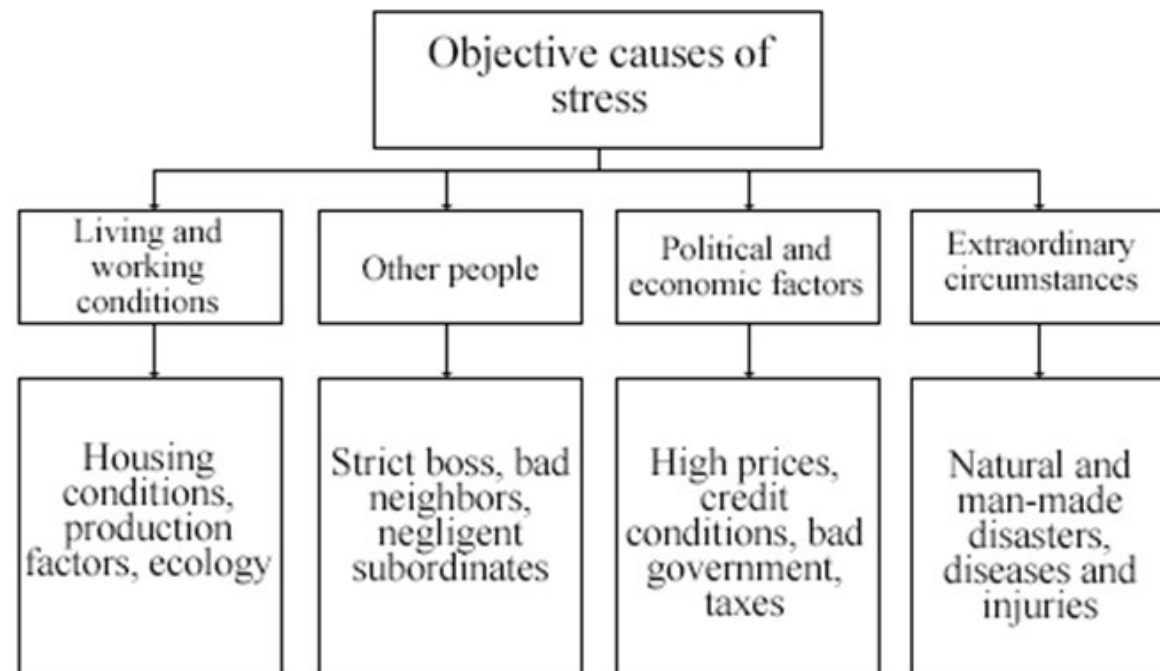
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2. Subjective and objective causes of psychological stress.

Objective causes of psychological stress:

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2. The stress of implementing negative parenting programs. Some of the behavioral programs are embedded in the child's head by his parents, teachers or other persons, while his consciousness is still distinguished by increased suggestibility. These programs are called "unconscious attitudes", "life principles" or "parental scenarios", and they can play a very significant role in the later life of the individual.

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5. The impossibility of realizing an urgent need. Currently, the most famous and at the same time simple scheme describing the organization of human needs is the "pyramid" of Abraham Maslow. According to this scheme, as the "lower" biological needs are realized, a person tries to satisfy social and then spiritual needs, and, according to A. Maslow, the highest human need is his desire for self-realization of his unique essence.

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8. Inability to handle time (stress and time). The famous American psychologist A. Elkin says that you should learn to manage your time, otherwise time will control you. A. Elkin identifies the following signs that a person experiences stress precisely from ineffective use of time:

- feeling of constant haste;
- Lack of time for favorite things and communication with family;
- constant delays;
- lack of a clear time plan;
- inability to delegate authority to other people;
- inability to refuse people who take up your time;
- a recurring feeling of wasting time.

4.3 Read Consequences of stress for the individuals

3. Consequences of stress for the individual, organization and methods for diagnosing stress

1. Positive and negative consequences of stress for the individual and the organization.

Hans Selye called the phenomenon of a nonspecific reaction of the body in response to various damaging influences an adaptation syndrome, or **stress**. The effect of stress on the body can be considered as a single process. H. Selye identified three stages of this process:

- anxiety stage;
- stage of resistance (adaptation);
- stage of exhaustion.

It should be noted that Hans Selye received the Nobel Prize for the discovery of stress reactions - the activation of the adrenal cortex, which helps the human and animal body to overcome various difficulties with the help of special anti-stress hormones. Further development of events depends on how quickly the body will be able to cope with stress, which consistently passes through the above stages of *anxiety, adaptation and exhaustion*.

In the first stage, the body tries to adapt to or overcome stress. If the stress factor continues to affect the body, then *adaptation* occurs - the stage of balance between the stressor and protective mechanisms, at which the body manages to more or less compensate for the damage from the negative impact. This stage can be experienced by an athlete in the middle of a long distance, the head of a company during the execution of a responsible project, a student in the first half of the examination session.

However, being in a state of stress cannot last indefinitely, since the reserves of adaptive energy, according to Selye's teachings, are limited. Therefore, if the stress factor continues to affect the body, physiological stress changes to pathological, in other words, the person gets sick.

Proceeding from this, the founder of the doctrine himself identified two forms of stress: useful stress - eustress and harmful - distress. However, more often stress is understood as the body's reaction to the negative effects of the external environment, which is reflected in the definitions that various researchers give to this phenomenon.

Nevertheless, according to the opinion of Hans Selye himself, stress can also be beneficial, in which case it "tones up" the body's work and helps to mobilize the defenses (including the immune system).

Eustress is always short-term, motivates and improves performance, is relatively easily tolerated both physically and psychologically, ends with relaxation and positive emotions.

Examples of eustress: having a child, wedding day or promotion, going to university, etc.

For stress to take on the character of eustress, certain conditions must be present.

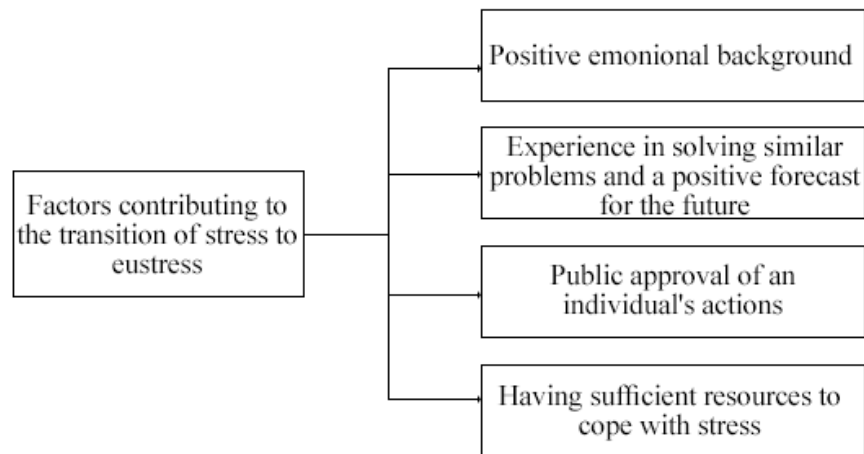


Figure 1. Factors contributing to the transition of stress to eustress

At the same time, in the absence of these conditions or with a significant negative impact on the body, the primary stress transforms into its damaging form - distress. Its features are completely different: both chronic and acute forms of the course; suppression, decrease in labor productivity; loss of the ability to adapt to the surrounding world; physiological malaise against the background of negative emotions; the development of somatic and mental illnesses.

Factors contributing to the transition of primary stress to distress are:

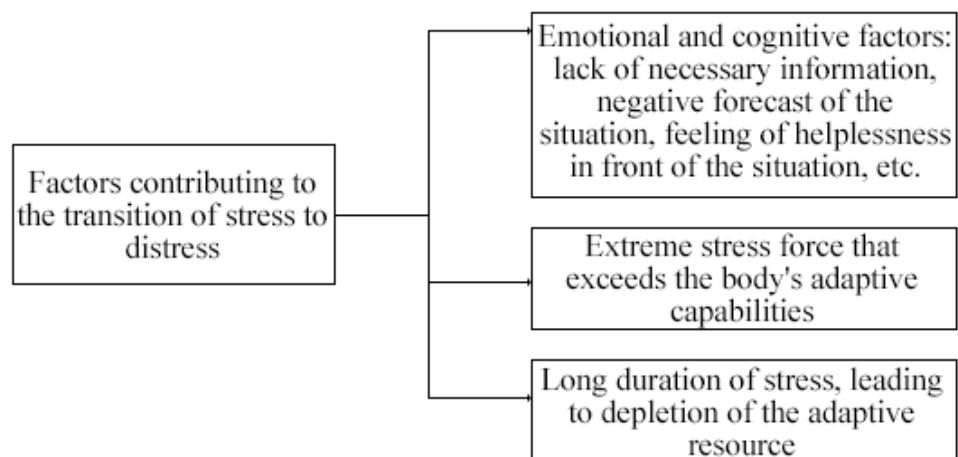


Figure 2. Factors contributing to the transition of primary stress to distress

Thus, the stress caused by positive emotions or "light stress mobilizing the body" has a positive effect on a person, mobilizes him, improves attention, reactions, mental activity, and increases the capabilities of the body. Distress has a negative effect on the body. It destroys human health and can lead to serious illness.

The negative effects of stress affect all aspects of a person's life: emotions, behavior, thinking ability and physical health. Because people deal with stress differently, the symptoms and severity of stress may differ. However, the signs of stress in different people have a lot in common, these are:

- vegetative-vascular symptoms - headache, tremors, sweating, cold extremities, fatigue;
- tachycardia and chest pain, tension of other muscles, bruxism;
- gastrointestinal disorders - colic, diarrhea, constipation, nausea;
- eating disorders leading to weight gain or loss; colds and infectious diseases arising from a decrease in immunity;
- emotional problems - feelings of depression, anxiety, isolation, inability to relax, pessimism, decreased libido;
- cognitive impairment - forgetfulness, low concentration of attention; sleep problems.

2. Unfavorable socio-psychological climate because of organizational stress.

A prolonged state of stress can easily aggravate many health problems or cause the development of new ones, including: hypertension, arrhythmias, heart attacks - people with existing diseases of this group are at a special risk group, since stress, as studies show, significantly worsens their course ; acquired immunodeficiency - increased activity of stress hormones, which are secreted by the adrenal cortex, inhibits the work of cells of the immune system; irritable bowel syndrome, ulcerative colitis, gastritis; psoriasis, acne, hair loss; metabolic syndrome - long-term hormonal imbalance can reach such proportions that weight cannot be controlled independently even with the help of diets; depression, neurosis, cognitive and behavioral disorders - activity hormones suppress stem cells in the hippocampus, there is a violation of connections between neurons, as well as the process of formation of new nerve cells and the work of nerve circuits; alcohol and drug addiction - studies have shown that there is a link between constant stress and substance abuse.

These physiological manifestations of stress lead not only to serious physiological disorders (diseases), but also to a decrease in social activity, the effectiveness of professional activity, and because of the work of organizations.

Today stress is one of the major management problems for organizations around the world. It is precisely because of stress that there is a decrease in labor productivity, the quality of products, an increase in staff turnover rates, an increase in the number of disciplinary violations, industrial injuries, employees are more likely to get sick. Eliminating the consequences of organizational stress is costly. For example, in the United States alone, companies annually spend more than \$ 60 billion on measures to deal with the consequences of stress (paying for sick leave, creating psychological support services for staff, etc.).

Group stressors include a lack of group cohesion and the presence of intrapersonal, interpersonal and group conflicts. Organizational causes of stress include factors such as overload or too little workload, uncertainty about roles, interpersonal conflicts, uninteresting work, unsatisfactory working conditions, lack of independence in work, low pay, etc. Psychosocial factors are due to a specific combination of work, organizational and social characteristics of the workplace. Stressors associated with the work environment are: lack of confidence in the future, the nature of the work performed, the inability to influence the content of one's work, specific organizational structure, stressful management style, and busy work schedule and role conflict.

Behavioral signs of organizational stress include changes in productivity, increased conflict, absenteeism, an increase in the number of mistakes in the usual work, workaholism (complete immersion in work problems at the expense of rest and family obligations), unreasonable fits of anger, antisocial behavior.

Absenteeism (from Lat. Absentia - absence): an indicator of the social climate at the enterprise, the level of workload and the unproductive expenditure of working time. Its elements: temporary absence from work (illness, accident, childcare with the permission of the administration), late arrivals, family leave; absence of an employee from work, absence from work without a valid reason; reason for dismissal.

3. The role of stress diagnostics in management.

Diagnostics of organizational stress - the process of establishing the presence of stress in an individual or a group in order to further eliminate it. Stress diagnostics is necessary in order to further manage organizational stresses, as well as prevent them in the future.

Diagnostics of stress in the organization includes the following activities:

1. determination of signs of stress;
2. determining the consequences of diagnosed stress;
3. identifying directions for eliminating stress;
4. Determination of directions of stress prevention.

Stress diagnosis in an organization can be done by: staff psychologists, stress specialists, HR managers, executives.

4. Techniques for diagnosing stress.

Objective methods for assessing the level of stress.

1. Assessment of the state of the cardiovascular and respiratory systems of the body.

Among physiological research methods, the following are most often used:

- registration of heart rate (HR);
- determination of blood pressure (BP) indicators;
- electrocardiography (ECG);
- determination of the parameters of the functioning of the respiratory system (frequency and depth of breathing, gas composition of exhaled air, etc.).

The simplest and most efficient method for assessing the functional state of a person under stress is to measure his heart rate (pulse).

For example, according to the results of one study of psycho-emotional stress, the average heart rate of first-year students before exams increased from 79 to 98 beats per minute (as in moderate work), which once again emphasizes the influence of psychological factors on physiological condition of the body. The results obtained in the course of this work are consistent with the data of other authors who noted significant tachycardia in students during exams.

2. *Psychological stress associated with anxious anticipation of an important event for the subject, as a rule, leads to an increase in blood pressure.* At the same time, in a number of studies, an increase in the spread of blood pressure indicators is noted in comparison with the norm in the surveyed population. This may be due, on the one hand, to the potential tendency to sudden changes in pressure of some persons who initially have diseases of the cardiovascular system in a latent form, which are manifested during emotional stress, and on the other hand, the possible multidirectional nature of the response of systemic arterial pressures on stress in individuals. In addition, the direction of vascular changes depends on the nature of the emotions accompanying stress, which was shown in the classic work of A. Ex, who established that the most characteristic reaction for stenic negative reactions (anger, rage, resentment, etc.) is an increase in diastolic pressure, and for asthenic (depression, fear) - its decrease. The nature of the emotion that arises during stress depends on many factors: on the personality characteristics of a person, the type of his GNI, the presence or absence of the necessary information, relationships with people around him, etc., therefore, the "addition" or "subtraction" of these factors leads to an increase or decrease in blood pressure indicators.

3. *Analysis of the activity of the autonomic nervous system.*

Traditionally, to assess the state of the autonomic nervous system, the definition of *the Kerdo vegetative index* was used, which is calculated by the formula:

$$VI = (1 - BPD / HR) \times 100\%$$

where VI is the Kerdo vegetative index; BDP - arterial diastolic pressure; HR - heart rate [2, p. 52].

4. *Assessment of the psychomotor reactions of the human body under stress*

The main methods for assessing psychomotor reactions used in the study of psychological stress:

- determination of the degree of tension of individual muscle groups using a myogram;
- determination of the degree of excessive muscle tension and smoothness of movements in terms of tremor (involuntary tremor);
- determination of the speed of a simple or complex sensorimotor reaction.

Of the behavioral disorders listed above during stress, a accurate quantitative accounting is possible in relation to the degree of muscle tension, which is determined by the severity of tremor.

The intensity of excessive tension and involuntary tremor muscle tremor is determined using a "tremometer" device, which is a series of holes into which the subject inserts a special probe connected to a counter of the number of touches. The higher the control over the muscles from the motor cortex, the less the number of touches, and vice versa - with an increase in the level of stress, hand tremors and an increase in the number of involuntary touches of the edge of the hole are noted. Violation of behavioral functions in students during the session showed that the level of tremor can be one of the reliable indicators of the severity of psychological stress.

Another method for studying psychomotor reactions of a person is to assess his sensorimotor reaction - the time from the delivery of a stimulus (for example, lighting a signal lamp of a certain color) to the subject's reaction (pressing a button of the corresponding color). Comparison of the speed of the sensorimotor reaction of students in rest and in a state of examination stress showed that in one part of the subjects stress led to a slowdown in the speed of reaction, while in another part of the students the reaction, on the contrary, improved. The study of the peculiarities of the type of higher nervous activity in the examined students showed that in the first group of students (whose indicators of the sensorimotor reaction worsened) the processes of excitation prevailed over the processes of inhibition (the average coefficient of equilibrium of the nervous processes was 1.4), while for the second group of students this indicator was 1.1.

Thus, under stress, in people with a balanced type of higher nervous activity, the speed of the sensorimotor reaction increases, and in people with a predominance of excitation processes over inhibition under stress, the indicators of the sensorimotor reaction deteriorate.

Other objective methods for assessing the physiological status under stress.

In addition to the state of the cardiovascular, respiratory and muscular systems of a person, the level of stress can be assessed by the functioning of his thermoregulation system and by the magnitude of the galvanic skin response (or skin resistance). It is noted that in the process of actualizing old stress (when recalling a traumatic situation), there was a sharp increase in the frequency and amplitude of the galvanic skin response. You should also pay attention to the fact that the characteristics of a person's respiration and indicators of skin resistance are traditionally used in polygraphs ("lie detectors") to identify the emotional experiences of people suspected of committed crimes and, accordingly, in a state of acute or chronic stress.

Subjective methods for assessing the level of stress

1. Psychological tests (blank and projective)

Currently, there are many variants of anxiety tests, each of which reflects the components of anxiety in stress in different ways. In some tests, only the subjective components of anxiety are taken into account, in others - its vegetative manifestations. Unfortunately, in the currently most widespread clinical tests that determine the level of anxiety, the phenomena inherent in the activation of the sympathetic or parasympathetic nervous system are not distinguished, which makes it difficult to identify the connections between the indicators of anxiety detected on these scales and the physiological manifestations of fear and anxiety.

2. Introspection (self-monitoring of the internal state under stress.

In some cases, the use of blank tests is difficult or does not allow a complete analysis of the causes of stress. In such situations, introspection methods are more informative, which make it possible to carry out a structural introspection of the causes of stress and the course of its course. At the first sign of stress, it can be helpful to ask yourself a set of standard questions.

- Do negative emotions overwhelm me?
- What am I thinking now (how to solve the problem, or how awful things are going)?
- What is the condition of my muscles? Are there excessive tension in them?
- How do I breathe (calmly or tensely)?

Self-observation is the key to understanding and overcoming your stressors. If a person shyly or fearfully evades the study of his weaknesses and problems, then thereby he surrenders to the will of objective chances or other people. If a person finds the courage to impartially investigate his problems, then by doing so he takes the first step towards their radical solution. It is appropriate here to draw an analogy with the excessive consumption of food by some people. According to American doctors, people who regularly recorded all the moments of eating during the day lose an average of two kilograms of weight per month, even without making any purposeful efforts to change their diet. In the same way, a person who records the peculiarities of the course of his stresses will, to some extent, begin to control them, and therefore, reduce their negative impact on his life.

Holmes and Ray stress assessment scale.

In 1967, psychiatrists Thomas Holmes and Richard Ray decided to find out how stressful situations in each person's life affect the likelihood of illness. Psychiatrists have begun to study this issue. Holmes and Ray studied over 5,000 patients. Psychiatrists showed patients a list of 43 situations and events and asked them to tell them if anything from this list had happened to them over the past 2 years.

Each event was assigned a certain number of points. The more events the patient named, the higher the total score became. The more points the patient gained, the higher the likelihood that the person would get sick sooner or later.

Test to determine the presence of stress S. Cowhen and G. Willianson.

This test was developed by S. Cohen and G. Williansson. Determines stress resistance to various factors and events in subjects. The questionnaire consists of 10 statements. The subjects should answer all points, even if this statement does not apply at all. Ratings: Never -0, Almost never- 1, Sometimes- 2, Quite often - 3, Very often - 4.

5. Assessment of individual stress resistance.

Most specialists and theorists of modern management agree that stress inevitably accompanies managerial activity. Thus, M. Mescon, M. Albert and F. Hedoury, recognized authorities in the field of management, reasonably argue that even in the most progressive and well-managed organization, there are situations and work characteristics that negatively affect people and cause them a sense of stress. Excessive stress can be extremely destructive for the individual and therefore for the organization. Thus, this is another factor that a discerning leader must understand and learn to neutralize in order to be fully effective.

However, for self-management of a business career, it is important to take into account not only the effect of stress as a factor in managing an organization, but also its impact on oneself, on one's own career advancement.

Therefore, the proposed technique consists of two parts:

1. Analysis of the causes of stress situations in organizations and determination of ways to reduce their manifestations.
2. Self-assessment of personal resistance to stress and ways of self-development of stress resistance.



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Lecture 3. 3. Consequences of stress for the individual, organization and methods for diagnosing stress

4.3 Study Presentation Consequences of Stress for individuals

- 1. Positive and negative consequences of stress for the individual and the organization.*
- 2. Unfavorable socio-psychological climate because of organizational stress.*



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1. Positive and negative consequences of stress for the individual and the organization.

Hans Selye called the phenomenon of a nonspecific reaction of the body in response to various damaging influences an adaptation syndrome, or **stress**. The effect of stress on the body can be considered as a single process. H. Selye identified three stages of this process:

- anxiety stage;
- stage of resistance (adaptation);
- stage of exhaustion.

It should be noted that Hans Selye received the Nobel Prize for the discovery of stress reactions - the activation of the adrenal cortex, which helps the human and animal body to overcome various difficulties with the help of special anti-stress hormones. Further development of events depends on how quickly the body will be able to cope with stress, which consistently passes through the above stages of *anxiety, adaptation and exhaustion*.



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In the first stage, the body tries to adapt to or overcome stress. If the stress factor continues to affect the body, then *adaptation* occurs - the stage of balance between the stressor and protective mechanisms, at which the body manages to more or less compensate for the damage from the negative impact. This stage can be experienced by an athlete in the middle of a long distance, the head of a company during the execution of a responsible project, a student in the first half of the examination session.

However, being in a state of stress cannot last indefinitely, since the reserves of adaptive energy, according to Selye's teachings, are limited. Therefore, if the stress factor continues to affect the body, physiological stress changes to pathological, in other words, the person gets sick.



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Proceeding from this, the founder of the doctrine himself identified two forms of stress: useful stress - eustress and harmful - distress. However, more often stress is understood as the body's reaction to the negative effects of the external environment, which is reflected in the definitions that various researchers give to this phenomenon.

Nevertheless, according to the opinion of Hans Selye himself, stress can also be beneficial, in which case it "tones up" the body's work and helps to mobilize the defenses (including the immune system).

Eustress is always short-term, motivates and improves performance, is relatively easily tolerated both physically and psychologically, ends with relaxation and positive emotions.

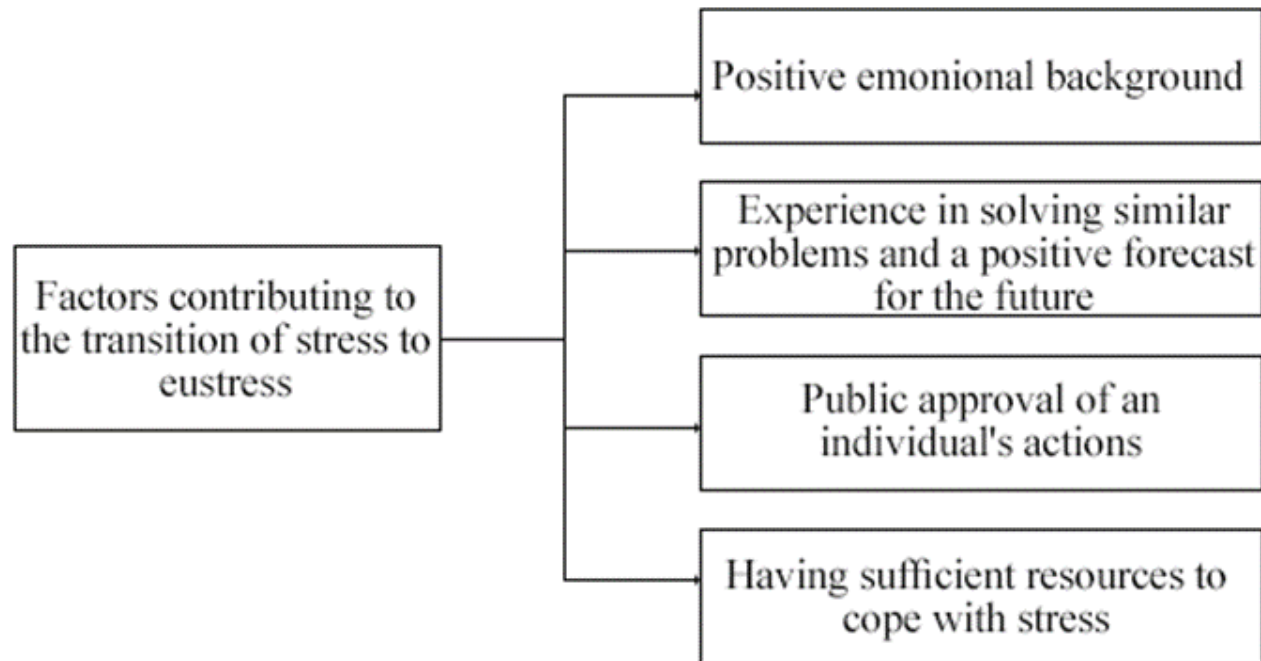
Examples of eustress: having a child, wedding day or promotion, going to university, etc.

For stress to take on the character of eustress, certain conditions must be present.



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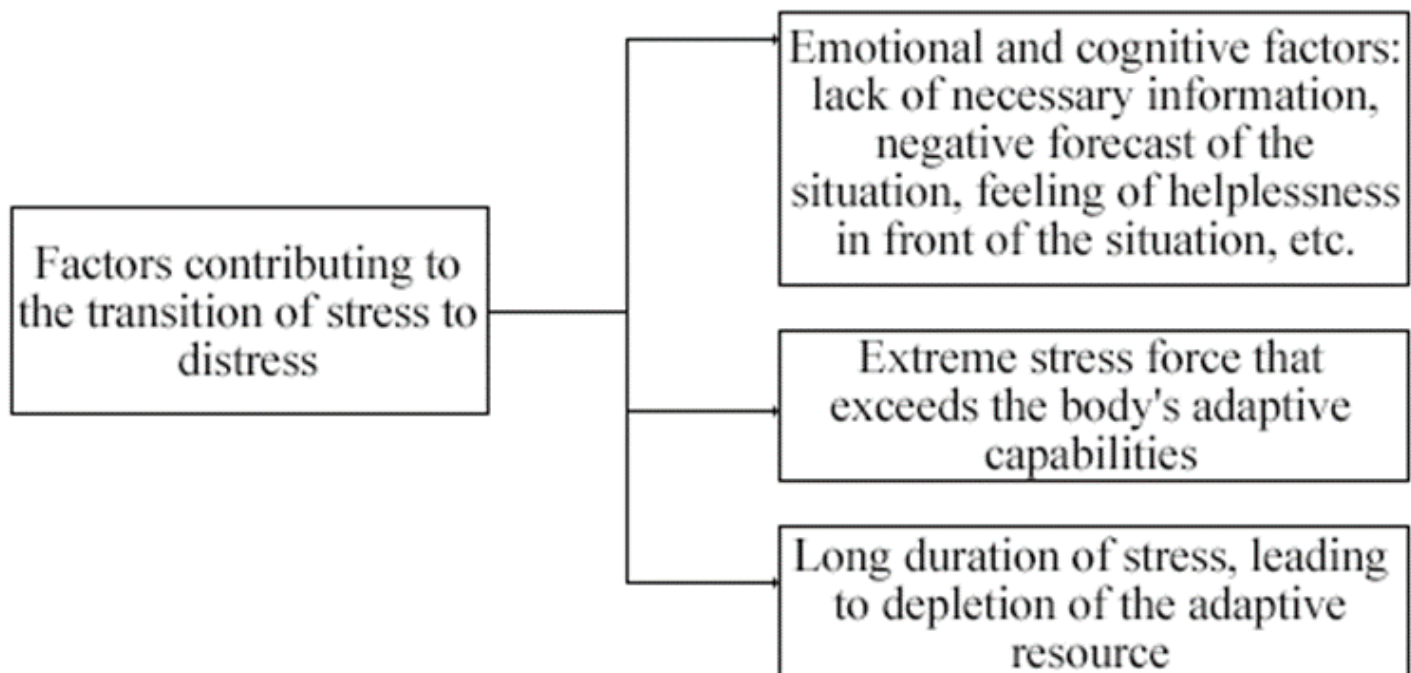
At the same time, in the absence of these conditions or with a significant negative impact on the body, the primary stress transforms into its damaging form - distress. Its features are completely different: both chronic and acute forms of the course; suppression, decrease in labor productivity; loss of the ability to adapt to the surrounding world; physiological malaise against the background of negative emotions; the development of somatic and mental illnesses.



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Factors contributing to the transition of primary stress to distress are:



Thus, the stress caused by positive emotions or “light stress mobilizing the body” has a positive effect on a person, mobilizes him, improves attention, reactions, mental activity, and increases the capabilities of the body. Distress has a negative effect on the body. It destroys human health and can lead to serious illness.

The negative effects of stress affect all aspects of a person's life: emotions, behavior, thinking ability and physical health. Because people deal with stress differently, the symptoms and severity of stress may differ. However, the signs of stress in different people have a lot in common, these are:

- vegetative-vascular symptoms - headache, tremors, sweating, cold extremities, fatigue;
- tachycardia and chest pain, tension of other muscles, bruxism;
- gastrointestinal disorders - colic, diarrhea, constipation, nausea;
- eating disorders leading to weight gain or loss; colds and infectious diseases arising from a decrease in immunity;
- emotional problems - feelings of depression, anxiety, isolation, inability to relax, pessimism, decreased libido;
- cognitive impairment - forgetfulness, low concentration of attention; sleep problems.



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2. Unfavorable socio-psychological climate because of organizational stress.

A prolonged state of stress can easily aggravate many health problems or cause the development of new ones, including: hypertension, arrhythmias, heart attacks - people with existing diseases of this group are at a special risk group, since stress, as studies show, significantly worsens their course ; acquired immunodeficiency - increased activity of stress hormones, which are secreted by the adrenal cortex, inhibits the work of cells of the immune system; irritable bowel syndrome, ulcerative colitis, gastritis; psoriasis, acne, hair loss; metabolic syndrome - long-term hormonal imbalance can reach such proportions that weight cannot be controlled independently even with the help of diets; depression, neurosis, cognitive and behavioral disorders - activity hormones suppress stem cells in the hippocampus, there is a violation of connections between neurons, as well as the process of formation of new nerve cells and the work of nerve circuits; alcohol and drug addiction - studies have shown that there is a link between constant stress and substance abuse.



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These physiological manifestations of stress lead not only to serious physiological disorders (diseases), but also to a decrease in social activity, the effectiveness of professional activity, and because of the work of organizations.

Today stress is one of the major management problems for organizations around the world. It is precisely because of stress that there is a decrease in labor productivity, the quality of products, an increase in staff turnover rates, an increase in the number of disciplinary violations, industrial injuries, employees are more likely to get sick. Eliminating the consequences of organizational stress is costly. For example, in the United States alone, companies annually spend more than \$ 60 billion on measures to deal with the consequences of stress (paying for sick leave, creating psychological support services for staff, etc.).



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Group stressors include a lack of group cohesion and the presence of intrapersonal, interpersonal and group conflicts. Organizational causes of stress include factors such as overload or too little workload, uncertainty about roles, interpersonal conflicts, uninteresting work, unsatisfactory working conditions, lack of independence in work, low pay, etc. Psychosocial factors are due to a specific combination of work, organizational and social characteristics of the workplace. Stressors associated with the work environment are: lack of confidence in the future, the nature of the work performed, the inability to influence the content of one's work, specific organizational structure, stressful management style, and busy work schedule and role conflict.



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Behavioral signs of organizational stress include changes in productivity, increased conflict, absenteeism, an increase in the number of mistakes in the usual work, workaholism (complete immersion in work problems at the expense of rest and family obligations), unreasonable fits of anger, antisocial behavior.

Absenteeism (from Lat. Absentia - absence): an indicator of the social climate at the enterprise, the level of workload and the unproductive expenditure of working time. Its elements: temporary absence from work (illness, accident, childcare with the permission of the administration), late arrivals, family leave; absence of an employee from work, absence from work without a valid reason; reason for dismissal.

4.4 Read Methods of preventing stress in the organisation

4. Methods for overcoming organizational stress

1. Methods for overcoming and eliminating the causes of stress.

Stress is a complex process, it always includes both physiological and psychological components. With the help of stress, the body, as it were, mobilizes itself entirely for self-defense, for adaptation to a new situation, activates protective mechanisms that provide resistance to the effects of stress. The positive effect of moderate stress is manifested in a number of psychological and physiological properties - an improvement in attention (volume and stability), an increase in a person's interest in achieving a set goal, in a positive coloring of the work process.

There are physiological and psychological stressors:

- 1) physiological ones include painful effects, excessive physical activity, extreme temperatures (heat, cold), etc.;
- 2) to psychological - the need to make a decision, responsibility for something, resentment, experience, conflict.

Stressors can be both real and probable. The most destructive psychological stresses for the body, which are subdivided into informational (arising in conditions of information overload), emotional (manifested in conflict situations, with threats, offenses). Any change in our life acts as a kind of ballast. This is not only about situations that we regard as negative.

Overcoming is an individual process that levels the relationship between stress and its consequences.

Individual personality traits, age, life experience, gender, intellectual ability and knowledge affect how a person overcomes stress. Stress management techniques are the result of both past experience and previous knowledge.

Individual methods:

- A clear distinction between internal and external factors, the choice in favor of solving the problem, and not avoiding confrontation;
- Personality motivation, attitude to problem solving;
- Problem-oriented approach (includes the search for information and attitude to solving the problem), emotionally oriented (with which the expression and regulation of emotions is associated), value-oriented (denial, recognition, social assessment, revaluation and logical analysis);
- With negative emotionality, the personality focuses on negative moments, and with high positive emotionality, they focus on the positive and show less tendency to upset (Watson and Clark, 1984);
- People who use the same strategy to deal with different situations have a rigid line of behavior, and those who resort to different strategies in one or more situations tend to be flexible;
- Cognitive detailing overcoming is the process of logical analysis and positive reassessment of the situation and one's reaction.

Workload management:

1. Formation of an optimistic view of the world (the more negative information is on the mind, the more negative the body shows).
2. Self-confidence and the ability to say "no" if it is not part of the job.
3. Communication with colleagues, discussion with them and their professional difficulties.
4. Cleaning at the end of the working day of the workplace from unnecessary papers, tools, devices, garbage, etc.
5. Daily (at the end of the working day) planning for the next day, indicating the priority of each case.
6. Delegation of responsibilities.
7. Using lunch or break for rest, walking (leave the workplace).
8. Physical exercise, physical education during working hours.
9. Full rest, sports, hobbies, autogenic training, meditation.
10. Changing the situation, ie. elimination of what is causing concern, change in attitude to the situation.
11. Organization of a working environment in which friendly relationships and support are encouraged.

For highly anxious people, psychotherapy helps to reduce the subjective significance of the situation, to shift the emphasis on the comprehension of activities and the formation of confidence in success, and for people with low levels of anxiety, it helps to increase attention to the motives of the activity, increasing a sense of responsibility. Receptions:

"Determining the scope of their competence." Mentally outline an area around yourself that includes what belongs to you, what you love, what you can influence - "the circle of your competence." Think about it and realize that we cannot and should not strive to control everything in this world, as well as react to everything that happens in it.

Live "Here and Now". We are between two Eternities: the one that has already passed and the one that has not yet arrived. And while we lingered for a moment between the Past, in which nothing can be changed, and the Future, which cannot yet be changed, because of the brevity of this situation, we are in safety. Therefore, it is necessary to learn to appreciate the precious moment of the present, because this is the only reality in our life in which we exist.

Best the enemy of the good. Many people put themselves under chronic stress by trying to achieve excellence where it is not necessary. "Admit that perfection is impossible. Set yourself a real peak, strive for it and be content with it. Leave yourself time for joy and relaxation "(Hans Selye).

Separate role functions and personality responses. The problem of mixing personal and role reactions is often faced by representatives of many professions who, due to their duty, are forced to make or carry out decisions: police officers, judges, transport controllers, teachers, tax inspectors, etc. To maintain peace of mind in such conditions and not become a victim of stress, you need to be able to separate your social role from your own personality.

The Zebra Principle. Following a series of problems and troubles, there is inevitably a period of bright days and good mood. If fate is too energetically "pressing" you, without giving a break, freeze for a while, give up the struggle and take a breath.

Pragmatizing stress. If someone criticizes you or tells you unpleasant things, then before releasing a portion of the destructive adrenaline from the adrenal glands, take an emotional pause (for this you can exhale and hold your breath for a while), then ask yourself: "What benefit can I get from these words? " Believe that if you want, you can get benefit from anything: new information about yourself or about the interlocutor. And then you need to do the most difficult but exciting thing: praise your opponent (for helping you to train endurance and patience, for helping you to look at yourself from the outside).

Color therapy is a color healing method. Color is a light vibration with a specific wavelength. For each organ, a color can be identified, under the influence of which it functions best.

Scientists say that color affects not only the psyche, but also human physiology. Johann Goethe made the following observation: "Colors act on the soul: they can evoke feelings, awaken emotions and thoughts that soothe and excite us, they sadden or delight us."

Color treatment has practically no side effects, and each of us can independently experience this method on ourselves. But in order to effectively apply color therapy, you need to know the features of each color:

1. Red color - stimulates blood circulation, heat exchange and metabolism in the body, improves skin color, fills us with energy, stimulates sexual desire. However, an excess of red can lead to overexcitation, especially in people with an unstable psyche, and is also harmful to overly emotional, irritable and easily excitable people.

2. Orange - gives a sense of psychological freedom and the ability to adapt to external circumstances, the manifestation of activity.

3. Yellow - improves memory, improves concentration, stimulates intelligence, activates logic, increases a sense of optimism and self-confidence. Contraindicated in a state of overexcitation.

4. Green is the color of grass and foliage, a symbol of life, youth and hope. It has calming properties and promotes rhythmic heart function. Reduces dizziness, has anti-inflammatory and anti-allergic effects.

5. Blue (blue) - reduces appetite, sleep well, helps with hypertension, rheumatic diseases, liver disease, jaundice, burns. They are treated for vitiligo, sore throat, thyroid disease.

6. Violet - helps with migraines, strengthens intuition, helps fight hypochondria, melancholy, hysteria. An excess of this color can lead to melancholy and depression, apathy. Purple should be used with caution - it is a heavy color. Too much can cause depression.

7. White is the color of purity, goodness, healing. Heals the central nervous system, restores the structure of brain tissue, cleanses the body of toxins.

8. Pink - has a calming effect on the nervous system, improves mood, promotes muscle relaxation and deep sleep. This color does not allow femininity and tenderness to dry out, protects the romantic nature from the roughness of the outside world, allows you to get rid of obsessive thoughts.

Exercise to eliminate stress.

1) Relaxation gymnastics is a method of physical influence on muscle tone in order to relieve increased neuropsychic stress, level the emotional state, improve well-being and mood.

2) Exercises for concentration: on the account (mentally slowly count from 1 to 10), on the word (a short (preferably two-syllable) word that evokes positive emotions in you or is associated with pleasant memories. Mentally pronounce the first syllable while inhaling, the second on the exhale).

3) Regulation of breathing.

4) Running, any physical activity, increases the production of endorphins and serotonin, which leads to an improvement in mood and stabilization of the human psyche.

5) Yoga - slows down breathing and heart rate, lowers blood pressure, helps to reduce cortisol in the body.

6) Going outdoors - lowering cortisol levels, blood pressure and heart rate while increasing heart rate variability.

2. The role of the psychologist in managing organizational stress.

Among the specific reasons that cause communication stress: overestimated expectations, negative prejudices, lack of understanding of the motivation of the interlocutor and criticism, self-doubt.

Eliminating the causes of stress:

1. Through improvement - the ability to love and respect, value yourself, the search for inner confidence.

2. Conscious change in the bodily state (posture, gestures, breathing parameters and vocal characteristics) or behavioral manifestations of activity.

3. Effective goal-setting: positive formulation, fundamental attainability, maximum concreteness, acceptable price, determination of the necessary resources: internal (intelligence, patience, confidence, professionalism) and external (money, time, equipment and other people).

Common methods of psychotherapy: group method - to resolve difficulties in communication, self-knowledge, the acquisition of autonomous self-esteem, etc .; family method - to harmonize matrimonial relationships, raising children; music therapy, art therapy, film therapy, etc .; respiratory therapy; autogenous relaxation techniques; meditation, yoga; hypnosis; exercise, aerobics, massage; relaxation according to the Benson method: a calm environment, an object of concentration, a passive attitude (freedom of the mind from thoughts, goals), a comfortable posture (sitting); do not abuse coffee, alcohol; eat a banana (it contains orpahan and vitamin B); love is the best cure for stress, endorphins are released - hormones of happiness; shower, warm bath, full deep sleep.

3. Experience in stress management in organizations around the world.

Many countries have specialized stress management institutes, universities offer courses on stress management, government programs are being developed, and specialized centers are being set up to help business leaders deal with organizational stress.

One of the well-known organizations for the study of stress, the International Stress Management Association, was established in 1973 at the initiative of Dr. E. Jacobson and Professor F. McGuigan. Today the association has branches in many countries.

In the practice of foreign management, programs exist and are applied at the level of the entire organization, especially a lot of them have been developed in recent years at enterprises in Western Europe and the USA. In Sweden, the Work Environment Act encourages workers to change their work environment, adapt it for themselves, and the administration is invited to help them in everything. Many programs aim to reduce stress by changing the nature of work, establishing realistic targets, and improving personal relationships in organizations.

Prediction of stress and assessment of stress resistance

Prediction of stress reactions is of great scientific and applied, practical importance in various fields of human activity. In particular, it allows you to identify in advance persons who may have a violation of the functional state during extreme situations, and to carry out appropriate work with them in terms of psycho-prevention of stress. Specialists in the field of labor physiology note that various types of unfavorable functional states (fatigue, monotony, inadequate reactions during stress, etc.) not only significantly reduce the success and quality of work, but also force a person to pay an "ultra-high psychophysiological price" for the performed work. Therefore, a timely forecast of possible deviations in the normal functional state of individuals and the timely implementation of corrective measures would not only help these people to maintain health, but also by optimizing their functional state to increase the efficiency of their activities.

Currently, there are various **methods for predicting** a person's reactions to stress. Their main task is to take into account the individual mental and physiological characteristics of the subject and extrapolate the data obtained to similar situations in the future. These methods include:

1) *the use of identical stressors* (for example, the study of a student's psycho-logical and autonomic reactions in one exam makes it possible to predict the nature and level of stress he is experiencing in another);

2) *the use of dosed test stresses in laboratory conditions* (exposure to strong visual, sound and tactile stimuli);

3) *mental modeling of stressful situations* (in particular, using the method of neurolinguistic programming);

4) *predictions based on psychological tests and questionnaires*;

5) *mathematical models* (simple, multiple regression, etc.);

6) *creation of a model stress situation using various devices, which in its parameters would be quite close to the real situation.*

V. L. Marishchuk and V. I. Evdokimov cite in their book a number of stressors that are used in sports and military psychology to test a person's stress resistance:

- a competitive environment for completing tasks and creating an increased motivation to win;
- unexpected strong effects (loud noises, light flashes, cold touch, electrocutaneous irritation);
- showing traumatic pictures or frames from films;
- performing actions that have a real stressful effect (parachute jumping, "running in tanks", "fumigation" with gases in gas masks, firing from a machine gun fixed on the machine gun); setting on the inevitability of painful effects (punishment with electric current in case of an error during the test), etc.

Currently, the multiple regression method is becoming increasingly popular, which makes it possible to build fairly accurate mathematical models based on the comparison of a large number of initial data.

Development of individual stress resistance.

Emotional stability - the ability to manage your emotions, maintain high professional performance, carry out complex or dangerous activities without tension, despite emotional impacts.

The actual emotional determinants of stress-resistant behavior are the emotional assessment of the situation, the emotional anticipation of the course and results of the activity, the emotions and feelings experienced in this situation, the emotional experience of the individual (emotional attitudes, images, past experiences).

Emotional stability is subdivided into emotional-volitional (the degree of volitional possession of a person by his strong emotions), emotional-motor (a personality property, manifested in the degree of psychomotor disorders under the influence of emotions), and emotional-sensory stability (a personality property, manifested in the degree of sensory actions disturbances).

Emotional stability of the individual in extreme conditions ensures the transition of the psyche to a new level of activity - such a restructuring of motivational, regulatory and executive functions allows not only to prevent, but also to overcome a difficult situation in life and work.

The influence of emotions of different signs on mental functions, state and activity of a person is ambiguous. Positive emotions increase efficiency, improve the general condition of the body, but they can play a negative role as well - a decrease in control, the risk of an increase in hedonistic and egoistic orientation, etc. Negative emotions also have a dual effect. The effect of emotions is influenced not so much by their quality as by their intensity.

The stress response has a holistic character and affects all levels of human life. There are two most common forms of behavioral activity with short-term, but rather intense influences: active-emotional and passive-emotional. These forms of behavioral reactions are manifested in humans in extreme conditions. It was found that when exposed to stress factors, the first form of behavior is expressed in impulsive, untimely actions, in the loss and destruction of previously developed skills, in the non-use of past experience, in the repetition of inadequate motor reactions. The second form of behavior is characterized, as a rule, by slowness of actions up to the development of a stuporous state. Both of these forms of behavior can be considered as manifestations of human instability to the effects of stressors, leading to a decrease in the reliability of his activities in extreme conditions.

Stress management

Stress management usually refers to a combination of strategies, methods and techniques that allow a person to prevent the negative impact of stressors or to minimize this impact. The management process itself can be represented in several ways:

- before the onset of stress, the main efforts should be focused on the problems of stress prevention;
- after the onset of stress, the main attention is paid to measures to actively counter stress;
- in an acute stressful situation, self-help measures are taken.

Ways to deal with stress

The strong and, as a rule, negative influence of stress on managerial activity has set the task of developing means of dealing with it. They are denoted by the concept of stress management and prevention. The most typical of these options offers the following:

- 1) rationalize your working day;
- 2) plan work according to your capabilities;
- 3) alternate tactics of performing work;
- 4) unload yourself by delegating authority;
- 5) never take work home;
- 6) not to drag out the working day either for yourself or for others;
- 7) pay attention to sports and physical education;
- 8) find new hobbies;
- 9) leave your office more often;
- 10) pause in work;
- 11) get active on weekends.

These preventive measures generally increase the personality's resistance to stress, but, of course, do not guarantee a successful way out of each specific situation.

When you find yourself in situations in which you cannot change something in order to eliminate certain stress factors, you should resort to exercises that change attitudes towards them.

First, get distracted. You can prevent or reduce stress by taking distraction from the stressful situation. Therefore, it is very important to learn to be distracted.

Second, downplay the event. After all, the real cause of stress, as a rule, is not events and not people, but our attitude to what is happening.

Third, take action. Stress is a very powerful source of energy. The adrenaline released into the blood causes a whole cascade of reactions. The body requires action. Do anything. You can, for example, hit a pillow, violently beat a mattress with a baseball bat, write a rude letter to the abuser (but do not send it), play active sports, or channel your destructive energy into cleaning up your workplace. After all, the basic law of oriental martial arts says: do not oppose the enemy's strength, but use it for your victory.

Fourth, relax. Stress causes general tension and an increase in the frequency of brain waves. Relaxation, on the other hand, reduces their frequency. Therefore, it is necessary to master the relaxation system. Relaxation is much of the secret to successfully managing stress. There is no more effective way to deal with stress like relaxation. After all, our body cannot simultaneously strain and relax. Quality relaxation can be learned.

Stress prevention and basic principles of psychological self-regulation

Anti-stress rules of conduct:

1. Get up in the morning ten minutes earlier than usual. This way, you can avoid morning irritation. A calm, orderly morning reduces the hassle of the day.
2. Don't rely on your memory. Start a day planner.
3. Procrastination is stressful. Plan ahead and you will be on time today.
4. Relax your standards. Contrary to popular belief, not all things worth doing are worth doing well. Be more flexible.
5. Count your luck! For every bad luck today, there are probably ten times you were successful.
6. During work, periodically stand up and stretch, do not sit all day, hunched over in the same position.
7. Get enough sleep.
8. Create order out of chaos. Organize your home or workplace so that you can always find what you are looking for.
9. Do something to improve your appearance. Looking better can make you feel better.
12. Make your days off as varied as possible. If your weekdays are usually hectic, use the weekend for a relaxing break.
13. Goodbye and Forget. Accept that the people around you and the world we live in are imperfect. Accept the words of others benevolently, on faith, unless there is evidence to the contrary.

In the process of management activities, stressful situations can be created by the dynamism of events, the need for quick decision-making, a mismatch between the interests and needs of the manager and staff, the rhythm and nature of activities. Factors contributing to the emergence of emotional stress in these situations may be insufficient information, its inconsistency, excessive variety or monotony, an assessment of the work as exceeding the individual's capabilities in terms of volume or degree of complexity, conflicting or vague requirements, critical circumstances or risk in making a decision. Important factors that improve mental adaptation in professional groups are social cohesion, the ability to build interpersonal relationships, the possibility of open communication.

The effectiveness of mental adaptation directly depends on the characteristics of human interaction and communication with other people. In conflict situations in the family or work sphere, difficulties in building informal communication, adaptation disorders were noted much more often than in effective social interaction. Effective mental adaptation is one of the prerequisites for successful professional activity.

Prediction of stress factors

Prediction of stress factors in individual life and early preparation for stress contributes to the formation of stress resistance.

The main activities in this area should include the following:

- the use of a variety of test methods, self-observation for self-knowledge and early detection of impending stress;
- familiarization with the experience of others, special literature on stress;
- dynamic formation of an adequate lifestyle (if changes are needed, then they are introduced and observed);
- physical exercises;
- the presence of an effective natural support environment (family, social environment, friends, relatives);
- the formation of volitional qualities (determination, initiative, perseverance, endurance (self-control), determination, endurance).

Active stress management measures

The main structural elements of the active stress management system include:

First, an analysis of the individual stress profile. Stress is a personal phenomenon, often situational. The analysis includes a number of actions:

- drawing up a list of stresses;
- ranking of stresses;
- planning real and concrete actions in relation to stressors;
- immediate action;
- promising action;
- ignoring and adapting.

Secondly, the mobilization of psychophysiological capabilities to counteract stress, or mental self-regulation. Mental self-regulation - self-influence of a person with the help of specially organized mental activity to regulate his condition. The main types of mental self-regulation include:

- relaxation - consists in alternating periods of maximum contraction and relaxation of a certain part of the body quickly following it.
- self-hypnosis in the form of autogenous training (auto-training) - a method of mental self-regulation of states, based on the conscious suggestion of feelings of warmth, heaviness, relief of various organs and parts of the body. The main thing is to achieve the required state "at the exit" from autogenous immersion and to obtain an optimizing effect.
- meditation - a method of mental self-regulation with the help of mental actions aimed at bringing the psyche into a state of immersion in itself. The goal is to achieve harmony and participation in the world, a return to the source of spiritual and physical activity.

Thirdly, the mobilization of the physiological capabilities of the body to resist stress by:

- increasing fluid intake;
- food;
- breathing;
- exercise.

Stress control

Many studies have been devoted to the problem of stress in adults, and in the course of most of them, scientists have come to the conclusion that stress has a negative effect on immunity. Very often, chronic stress leads to the fact that a person begins to get sick more often with colds, flu and other viral diseases. However, in some cases, some autoimmune disorders can also result.

The main cause of stress, as a rule, is not work in itself and not even the strong psychological stress that a person is exposed to in everyday life, but the lack of satisfaction from his work and life in general.

Many people complain that "adulthood" turns out to be a series of disappointments and collapse of illusions - it becomes isolated at work and at home, there is too little creativity, adventure, new, bright acquaintances in it. This causes stress and immunity suffers from this over time. With an equal level of employment, people who are more likely to be dissatisfied with their lives are more likely to have immune system problems than those who are generally happy with their lives. How to deal with stress? Probably the best way to make your life happier is to find a job that is joyful and ready to do even when you're tired. However, for most people, such recipes for strengthening immunity, unfortunately, are not applicable, and less radical methods are needed here.

- First, find something that you love and take the time to do it. It can be drawing, sports, chess, embroidery, whatever. Doing it a few hours a week can help you deal with stress better the rest of the time.

- Second, practice meditation. This is almost a cliché, but meditation really helps to calm down, clear your mind of negative thoughts and, in a sense, "reset" your mind. People who meditate regularly, on average, respond more calmly to difficulties, sleep better and work more efficiently.

- Third, remember to rest. You can't make all the money today (and never at all), and you don't have spare health. Working to the limit undermines the immune system, at first, imperceptibly, but when the signs of weakening of the immune system become obvious, it will be very difficult to restore it.

- Fourth, talk about your problems, do not withdraw into yourself. Loneliness is a huge problem in modern big cities, and one of the most important causes of stress and weakened immunity. Talk to people who really appreciate and understand you more often, and feel free to show them that you need their support. By the way, studies have shown that people who maintain close, friendly relations with loved ones are less likely to get sick and live longer.

- Fifth, interact with animals - walk the dog, pet the cat, look at the fish, feed the pigeons, watch wild birds and animals in the park or forest. If possible, ride on horseback. It has been proven that in people who are in regular contact with animals, the production of immunoglobulins increases.

4 "Methods for overcoming organizational stress"

Goals: 1) to acquire knowledge on this topic, scientific terminology; 2) to form competencies in the application of the acquired knowledge.

A) Tasks that form knowledge of the educational material at the level of recognition:

1. Match terms and concepts with definitions.

- 1) Stress is ...
- 2) Physiological stressor is ...
- 3) A psychological stressor is ...

a) painful effects, excessive physical activity, extreme temperature (heat, cold), etc.

b) the psychological state of a person in which he feels intense stress and suffering.

c) the need to make a decision, responsibility for something, resentment, experience, conflict.

2. Complete the following statements:

1) Stress is a complex process, it always includes both physiological and ...

2) The most destructive psychological stresses for the body, which are subdivided into informational and ...

- 3) Exercise in relieving stress includes: ...
- 4) One of the well-known organizations for the study of stress - the International Association for Stress Management - was established in 1973 at the initiative of Dr. E. Jacobson and Professor....

3. Insert the appropriate term, phrase into the definition:

- 1) With the help of stress, the body, as it were, mobilizes itself entirely for self-defense, for adapting to a new situation, activates ... mechanisms that provide resistance to the effects of stress.
- 2) ... stressors include painful effects, excessive physical activity, extreme temperatures (heat, cold), etc.
- 3) To ... stressors include - the need to make a decision, responsibility for something, resentment, experience, conflict.
- 4) With ... emotionality, the personality focuses on negative moments, and with high ... emotionally focus on the positive and show less tendency to upset.
The form for completing tasks is individual.

The form of control over the execution of tasks - test.

B) Tasks that form competencies at the level of reproduction:

1. Give definitions to the following terms, concepts: stress, physiological stressor, psychological stressor, overcoming.

2. Give examples to support or refute the following statements:

a) With the help of stress, the body, as it were, mobilizes itself entirely for self-defense, for adapting to a new situation, activates defense mechanisms that provide resistance to the effects of stress. The positive effect of moderate stress is manifested in a number of psychological and physiological properties - an improvement in attention (volume and stability), an increase in a person's interest in achieving a set goal, in a positive coloring of the work process.

b) Individual personality traits, age, life experience, gender, intellectual ability and knowledge affect how a person overcomes stress. Stress management techniques are the result of both past experience and previous knowledge.

3. Give a comparative assessment of the main leadership styles.

The form for completing tasks is individual.

The form of control over the performance of tasks - control work, oral communication and discussion (orally or in writing - 3 tasks).

C) Tasks that form competencies at the level of application of the acquired knowledge:

1. Describe methods for overcoming and eliminating the causes of stress.

2. Define the role of the psychologist in managing organizational stress.
3. Describe the experience of stress management in organizations around the world.
4. Write an essay on the topic: "The role of the psychologist in stress management."

The form of control over the performance of tasks - oral communication (1 task), the scheme and its interpretation (2 task), group discussion - defense of the educational task / multimedia presentation (3 and 4 tasks), written communication and discussion (5 task).

Educational and methodological support:

1) Tutorials, monographs, articles:

- 1 Ababkov, V.A. Adapting to stress. Fundamentals of theory, diagnostics, therapy / V.A. Ababkov, M. Perret. - SPB: Rech, 2004. – 166 p.
 - 2 Breslav, G.M. Psychology of emotions / G.M. Breslav. – M.: Sense: Academia, 2012. – 542 p.
 - 3 Williams, K. Training on stress management / K. Williams. – M.: Eksmo Publishing House, 2002. – 272 p.
 - 4 Greenberg, J. Stress Management / J. Greenberg. – SPb.: St. Petersburg, 2002. – 496 p.
 - 5 Davidson, D. How to deal with stress / D. Davidson. – M., 2001. – 288 p.
 - 6 Kitaev – Smyk, L.A. psychology of stress / L.A. Kitaev-Smyk. – Moscow: Nauka, 1983. – 368 p.
- 2) Diagrams.
 - 3) Multimedia.

1. If a person has the ability to control the situation, then this is

- A) eustress;
- B) active stress;
- C) passive stress;
- D) distress;
- E) stressor.

2) Overcoming is ...

- a) an individual process that levels the relationship between stress and its consequences;
- b) physical exercise;
- c) psychological training;
- d) medicinal product;
- e) all answers are not correct.

3) Cognitive detailing overcoming is

- a) the processes of logical analysis and positive reassessment of the situation and their reaction;
- b) the processes of economic analysis and a positive reassessment of the situation and their reaction;
- c) the processes of geological analysis and a positive reassessment of the situation and their reaction;
- d) an individual process that levels the relationship between stress and its consequences;
- e) a clear distinction between internal and external factors.

4. Who is the author of the stress test?

- A) Holmes and Ray.
- B) S. Cowhen and G. Willianson
- C) V. V. Boyko and T. A. Kryukova
- D) L.V. Shutov and A. V. Lyashuk
- E) C. D. Spielberger and Y. L. Khanin

5. At what stage of the influence of stress factors on the body does a person get sick?

- a) during the adaptation period;
- b) during the period of anxiety;
- c) during the period of relaxation;
- d) during the period of exhaustion;
- e) during a period of panic



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4. Methods for overcoming organizational stress

- 1. Methods for overcoming and eliminating the causes of stress.*
 - 2. The role of the psychologist in managing organizational stress.*
 - 3. Experience in stress management in organizations around the world.*
- 4.4 Study Presentation Methods of preventing stress**



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1. Methods for overcoming and eliminating the causes of stress.

Stress is a complex process, it always includes both physiological and psychological components. With the help of stress, the body, as it were, mobilizes itself entirely for self-defense, for adaptation to a new situation, activates protective mechanisms that provide resistance to the effects of stress. The positive effect of moderate stress is manifested in a number of psychological and physiological properties - an improvement in attention (volume and stability), an increase in a person's interest in achieving a set goal, in a positive coloring of the work process.

There are physiological and psychological stressors:

- 1) physiological ones include painful effects, excessive physical activity, extreme temperatures (heat, cold), etc.;
- 2) to psychological - the need to make a decision, responsibility for something, resentment, experience, conflict.



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Stressors can be both real and probable. The most destructive psychological stresses for the body, which are subdivided into informational (arising in conditions of information overload), emotional (manifested in conflict situations, with threats, offenses). Any change in our life acts as a kind of ballast. This is not only about situations that we regard as negative.

Overcoming is an individual process that levels the relationship between stress and its consequences.

Individual personality traits, age, life experience, gender, intellectual ability and knowledge affect how a person overcomes stress. Stress management techniques are the result of both past experience and previous knowledge.



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Individual methods:

- A clear distinction between internal and external factors, the choice in favor of solving the problem, and not avoiding confrontation;
- Personality motivation, attitude to problem solving;
- Problem-oriented approach (includes the search for information and attitude to solving the problem), emotionally oriented (with which the expression and regulation of emotions is associated), value-oriented (denial, recognition, social assessment, revaluation and logical analysis);
- With negative emotionality, the personality focuses on negative moments, and with high positive emotionality, they focus on the positive and show less tendency to upset (Watson and Clark, 1984);
- People who use the same strategy to deal with different situations have a rigid line of behavior, and those who resort to different strategies in one or more situations tend to be flexible;
- Cognitive detailing overcoming is the process of logical analysis and positive reassessment of the situation and one's reaction.



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Workload management:

1. Formation of an optimistic view of the world (the more negative information is on the mind, the more negative the body shows).
2. Self-confidence and the ability to say "no" if it is not part of the job.
3. Communication with colleagues, discussion with them and their professional difficulties.
4. Cleaning at the end of the working day of the workplace from unnecessary papers, tools, devices, garbage, etc.
5. Daily (at the end of the working day) planning for the next day, indicating the priority of each case.
6. Delegation of responsibilities.
7. Using lunch or break for rest, walking (leave the workplace).



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8. Physical exercise, physical education during working hours.
9. Full rest, sports, hobbies, autogenic training, meditation.
10. Changing the situation, ie. elimination of what is causing concern, change in attitude to the situation.
11. Organization of a working environment in which friendly relationships and support are encouraged.

For highly anxious people, psychotherapy helps to reduce the subjective significance of the situation, to shift the emphasis on the comprehension of activities and the formation of confidence in success, and for people with low levels of anxiety, it helps to increase attention to the motives of the activity, increasing a sense of responsibility. Receptions:

"Determining the scope of their competence." Mentally outline an area around yourself that includes what belongs to you, what you love, what you can influence - "the circle of your competence." Think about it and realize that we cannot and should not strive to control everything in this world, as well as react to everything that happens in it.



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Live "Here and Now". We are between two Eternities: the one that has already passed and the one that has not yet arrived. And while we lingered for a moment between the Past, in which nothing can be changed, and the Future, which cannot yet be changed, because of the brevity of this situation, we are in safety. Therefore, it is necessary to learn to appreciate the precious moment of the present, because this is the only reality in our life in which we exist.

Best the enemy of the good. Many people put themselves under chronic stress by trying to achieve excellence where it is not necessary. "Admit that perfection is impossible. Set yourself a real peak, strive for it and be content with it. Leave yourself time for joy and relaxation "(Hans Selye).



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Separate role functions and personality responses. The problem of mixing personal and role reactions is often faced by representatives of many professions who, due to their duty, are forced to make or carry out decisions: police officers, judges, transport controllers, teachers, tax inspectors, etc. To maintain peace of mind in such conditions and not become a victim of stress, you need to be able to separate your social role from your own personality.

The Zebra Principle. Following a series of problems and troubles, there is inevitably a period of bright days and good mood. If fate is too energetically "pressing" you, without giving a break, freeze for a while, give up the struggle and take a breath.



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Pragmatizing stress. If someone criticizes you or tells you unpleasant things, then before releasing a portion of the destructive adrenaline from the adrenal glands, take an emotional pause (for this you can exhale and hold your breath for a while), then ask yourself: “What benefit can I get from these words? ” Believe that if you want, you can get benefit from anything: new information about yourself or about the interlocutor. And then you need to do the most difficult but exciting thing: praise your opponent (for helping you to train endurance and patience, for helping you to look at yourself from the outside).



Color therapy is a color healing method. Color is a light vibration with a specific wavelength. For each organ, a color can be identified, under the influence of which it functions best.

Scientists say that color affects not only the psyche, but also human physiology. Johann Goethe made the following observation: "Colors act on the soul: they can evoke feelings, awaken emotions and thoughts that soothe and excite us, they sadden or delight us."

Color treatment has practically no side effects, and each of us can independently experience this method on ourselves. But in order to effectively apply color therapy, you need to know the features of each color:

1. Red color - stimulates blood circulation, heat exchange and metabolism in the body, improves skin color, fills us with energy, stimulates sexual desire. However, an excess of red can lead to overexcitation, especially in people with an unstable psyche, and is also harmful to overly emotional, irritable and easily excitable people.

2. Orange - gives a sense of psychological freedom and the ability to adapt to external circumstances, the manifestation of activity.

3. Yellow - improves memory, improves concentration, stimulates intelligence, activates logic, increases a sense of optimism and self-confidence. Contraindicated in a state of overexcitation.

4. Green is the color of grass and foliage, a symbol of life, youth and hope. It has calming properties and promotes rhythmic heart function. Reduces dizziness, has anti-inflammatory and anti-allergic effects.

5. Blue (blue) - reduces appetite, sleep well, helps with hypertension, rheumatic diseases, liver disease, jaundice, burns. They are treated for vitiligo, sore throat, thyroid disease.

6. Violet - helps with migraines, strengthens intuition, helps fight hypochondria, melancholy, hysteria. An excess of this color can lead to melancholy and depression, apathy. Purple should be used with caution - it is a heavy color. Too much can cause depression.

7. White is the color of purity, goodness, healing. Heals the central nervous system, restores the structure of brain tissue, cleanses the body of toxins.

8. Pink - has a calming effect on the nervous system, improves mood, promotes muscle relaxation and deep sleep. This color does not allow femininity and tenderness to dry out, protects the romantic nature from the roughness of the outside world, allows you to get rid of obsessive thoughts.