

Intelektinis produktas 4:

“Kaip jauniems žmonėms (18+) dirbantiems slaugėmis, socialiniais darbuotojais ir mokytojais, tapti gerais mentorais”

GAIRĖS PROFESINIAM KOLEGŲ KONSULTAVIMUI

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STEP Institute, Slovėnija
Gender studies, o.p.s, Ćekijosrespublika
Balkanplan, Bulgarija
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ĮVADAS

Profesionalaus kolegų instruktavimo gairės yra svarbi priemonė, padedanti stiprinti jaunų žmonių integraciją į darbo rinką, labai prisidedant prie profesinių pagrindinių gebėjimų, įgūdžių ir įsidarbinimo galimybių vystymo.

Brošiūroje pristatomos teorinės žinios, skirtos apibrėžti profesionalaus kolegų instruktavimo sąvoką ir atskirti jį nuo kitų ugdymo formų ir mokymosi darbe. Jame taip pat pateikiama išsami informacija, susijusi su tarpusavio instruktavimo procesu ir jo teikiamais privalumais besimokantiejiems, taip pat praktinės gairės, kaip studentai, savanoriai, stažuotės dalyviai ir jauni specialistai galėtų dalintis savo profesine patirtimi, rūpesčiais, idėjomis su kolegomis ir suteikti jiems patarimai, atsiliepimai ir pasiūlymai.

Gairėse yra daug įvairių užsiėmimų ir praktinės veiklos, skirtos konkrečioms tikslinių grupių profesinėms sritims, atitinkamai padedant profesijoms: slaugytojai, mokytojams, socialiniams darbuotojams, norintiems parengti naujus ir jaunus darbuotojus, kad jie geriau suprastų savo vaidmenį ir pareigas bendradarbiaujant mokydami.

Profesionalaus kolegų instruktavimo gairių virtualaus mokymosi skyriai:

Skyrius	Atsakingas partneris
1: ĮVADAS Į SAVES IR KITŲ PAŽINIMĄ	Step Institute
2: EFEKTYVIŲ DARBO SANTYKIŲ KŪRIMAS	Balkanplan
3: PATIRTIES IR IDĖJŲ DALINIMASIS SU KOLEGOMIS	S.C. Ludor Engineering S.R.L.
4: PERDEGIMO PREVENCIJA	Asociacija Everest
5: KRITINIS MĄSTYMAS IR NEDISKRIMINAVIMAS DARBO VIETOJE	Gender studies
6: ASMENINIS TOBULĖJIMAS IR KARJEROS PLANAVIMAS	Asociacija "Kūrybinės ateities idėjos"

1 SKYRIUS: ĮVADAS Į SAVES IR KITŲ PAŽINIMĄ

TEORINĖS ŽINIOS

1 tema: Kolegų instruktavimas: apibrėžimas ir nauda

Mokymas, konsultavimas ir mokymasis darbo vietoje

Mokymas ir konsultavimas priklauso nuo treneriu ar mentoriumi, kad palengvintų in dividuo mokymąsi ir padėtų jiems prisiimti atsakomybę už savo mokymąsi. Abi kryptys apima pagrindinius instruktavimo įgūdžius, tačiau kuravimas reikalauja papildomų mentoriaus įgūdžių, kad galėtų padėti besimokančiajam vadovauti, konsultuoti karjerą ir kurti tinklus (Clutterbuck, 2014).

Toliau pateiktoje lentelėje pateikiamas trumpas patarimų ir instruktavimo skirtumų apibendrinimas:

Mentorystė	Instruktavimas
Santykiai trunka ilgą laiką	Santykiai yra trumpalaikiai
Santykiai labiau neformalūs, susitikimai vyksta tada, kai jų reikia	Santykiai labiau struktūruoti ir susitikimai vyksta pagal grafiką
Platesnis požiūris į globotinį	Koncentruojasi specifinių sričių vystyme
Mentorius labiau orientuojasi į patirtį, tai dažniausiai patyręs organizacijos darbuotojas	Treneris gali neturėti praktinės patirties
Dėmesys skiriamas karjerai ir asmeniniam tobulėjimui	Dėmesys skiriamas darbui
Darbotvarkę nustato globotinis, kartu su mentoriumi	Darbotvarkę sudaroma taip, kad būtų pasiekti specifiniai tikslai
Daugiau sukasi apie globotinio asmeninį tobulėjimą	Daugiau sukasi apie specifinius tikslus

Šaltinis:

https://www.sheffield.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf

Mokymo principai gali būti taikomi įvairiais būdais, o instruktavimas gali būti naudojamas įvairiems tikslams (verslo instruktavimas, įgūdžių ugdymas, mokymas visą gyvenimą, karjeros konsultavimas ir kt.). Tarpusavio mokymas gali apimti įvairius tikslus, tačiau kolegų instruktavimo idėja yra ta, kad žmonės, dalyvaujantys toje pačioje organizacijoje, dirba kartu.

Tarpusavio mokymas taip pat skiriasi nuo skirtingų mokymosi darbo vietoje formų:

- **Pameistrystė arba stažuotė** įtraukia studentą, dirbantį darbdaviui, kur jis yra mokomas ir prižiūrimas patyrusio pasirinktos organizacijos darbuotojo. Studentas mokosi realioje aplinkoje ir gauna galimybę taikyti savo žinias realaus pasaulio scenarijuose.
- **Darbo stebėjimas** yra trumpalaikė galimybė, kuri supažindina studentą su konkrečiu darbu ar karjera, susiejant studentą su darbo vietos darbuotoju. Sekdamas arba stebėdamas darbuotoją, studentas susipažįsta su pareigomis ir pareigomis, susijusiomis su šiuo darbu.
- **Verslo kelionė**: suteikia galimybę susipažinti su naujausiais įmonės technikos pasiekimais ir verslo strategijomis.
- **Verslumo patirtis**: Tai apima konkrečių realių įmonių / įmonių steigimą ir valdymą.
- **Bendradarbiavimas**: Darbo patirtis planuojama bendradarbiaujant su techniniu klasių mokymu.
- **Mokykloje įsikūrusi įmonė**: Mokykloje esanti įmonė yra imituojamas ar faktinis verslas, kurį vykdo mokykla (pvz., Mokymosi įmonė). Jis suteikia studentams mokymosi patirtį, leisdamas jiems valdyti įvairius įmonės aspektus
- **Paslaugų mokymasis**: Ši strategija apjungia bendruomenės tarnybą ir karjerą, kur studentai vykdo savanorišką darbą viešosioms ir ne pelno agentūroms, pilietinėms ir vyriausybiniams įstaigoms ir kt..



Kas yra kolegų instruktavimas?

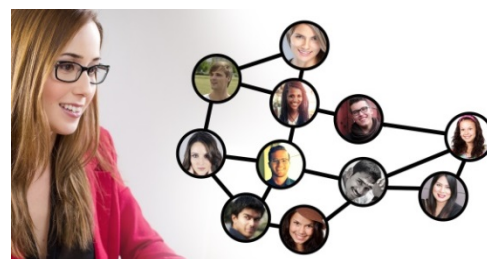
Laikui bėgant tarpusavio mokymai buvo apibrėžti įvairiais būdais (Fletcher, 2007; Griffiths & Campbell, 2009; Ives, 2008). Robertsonas (2005) savo vadovavimo apibrėžime pristato bendraamžių mokymą kaip ypatingą santykį tarp (bent) dviejų žmonių, kurie dirba kartu siekdami profesinių tikslų ir juos pasiekti per dialogą (koučingo esmė). Tai ilgalaikis profesinis

ryšys ir mokymosi strategija, suteikianti profesionaliems kolegoms galimybę nuolat mokytis vieniems iš kitų, siekiant pagerinti savo darbą ir mokymosi procesą. Tai padeda procesui, kuris sutelktas į savęs supratimą ir savidiscipliną, kad pakeistų elgesį, požiūrį ir jausmus. Profesionalai, dalyvaujantys tarpusavio mokymuose, yra pasiryžę palengvinti vienas kito mokymąsi, tobulėjimą, profesinį tobulėjimą ir gerovę. Siekiant dar labiau konkretizuoti, bendraamžių mokymas yra konfidencialus bendradarbiavimo plėtros procesas, per kurį du ar daugiau profesionalių kolegų dirba kartu, kad apsvarstytų darbo užduotis ir veiklą, plėtotų naujus ar pagerintų esamus įgūdžius ir kompetencijas, dalintųsi idėjomis ar sprendžia problemas darbo vietoje.

Keletas autorių teigia, kad yra keletas esminių tarpusavio mokymo principų. D'Abate, Eddy ir Tannenbaum (2003) teigia, kad kai kurios pagrindinės tarpusavio instruktavimo ypatybės yra grįžtamasis ryšys (vertinantis), pagalba, palaikymas, šoninis ir dvikryptis. Komponentai, reikalingi sėkmingai bendradarbiaujant su kolegomis, taip pat yra pasitikėjimas, refleksija ir geri bendravimo įgūdžiai. Šie komponentai turi būti apsvarstyti ir puoselėti, jei partnerių konsultacijos turi būti naudingos dalyviams.

Tarpusavio instruktavimas dažnai sukuria mažiau bauginančią aplinką, kad žmonės galėtų ištirti skirtingas strategijas, sąžiningai atspindėtų savo darbo požiūrį ir praktiką ir matytų save kaip besimokančius ir lyderius. Tarpusavio instruktavimas nėra vertinimas ir jis nėra skirtas kaip korekcinė strategija, skirta oficialiai įvertinti darbuotojus. Jis keičia tradicinio profesinio mokymosi galios dinamiką ir įgalina visus darbuotojus matyti save kaip savo profesinio mokymosi kontrolę.

Tarpusavio mokymas kaip darbo santykis paprastai yra daug gilesnis nei vyksta su vadovais ir darbuotojais, taip pat vykdomaisiais treneriais. Tarptinkliniai instruktoriai neturi kitų žmonių valdyti, valdyti savo bendraamžius arba tam tikrą laiką, kad jie taptų veiksmingi, todėl jis yra laisvesnis ir ilgesnis. Ir jei bendraamžių treneris gali būti tas, kuris gali atlikti tas pačias darbo ir darbo užduotis, procese dalyvaujantys asmenys gali pasidalyti panašia perspektyva darbo krūvio, atsakomybės, darbo santykių ir dar daugiau.



Profesionalaus kolegų instruktavimo vaidmuo ir nauda organizacijoms

Tarpusavio mokymas naudojamas įvairiose aplinkose, įskaitant kolegialų ir profesionalų atletiką, slaugą, fizioterapiją ir švietimą. Per pastaruosius metus jis įgyja pripažinimą ir gerbia ir valdymo bei organizacinio elgesio sritį.

Organizacijoms bendraamžių instruktavimas (ir instruktavimas) gali:

- įgalinti asmenis ir skatinti juos prisiimti atsakomybę;
- padeda motyvuoti ir įgalinti asmenis tobulėti,
- didina darbuotojų ir darbuotojų įsitraukimą (bendraamžių mokymosi kultūra padeda didinti pasitikėjimą ir pripažinimą, kurį dalijasi komandos nariai, sukuriant labai motyvuojančią darbo aplinką, skatinančią didesnę dalyvavimą ir produktyvumą),
- gerina individualų ir komandinį darbą ir našumą;
- padeda nustatyti ir plėtoti talentus ir didelius potencialius darbuotojus,
- remia lyderius ir lyderių ugdymą (kuriant naujus santykius, kurie skatina abipusį mokymąsi ir vystymąsi ir patiria naudą, susijusią su tvariais pokyčiais);
- suteikia gilesnių įžvalgų apie asmenų ir organizacijų stipriąsias puses ir sritis, plėtros galimybes,
- skatina tiksliau įvertinti veiklos rezultatus ir vystymosi poreikius (bendraamžiai dažnai geriau supranta darbuotojo darbo etiką ir produktyvumą, našumą ir sritis, kuriose galėtų būti tobulinama, nes jie glaudžiai bendradarbiauja vienas su kitu kasdien ar net valandomis); ,
- geriau suvokia komandos poveikį ir dinamiką (nors vadovai vadovauja komandai, kolegų lygmuo yra tas, kur darbas pasiekiamas. Kolegai supranta, kaip asmens veiksmai veikia ne tik projektą, bet ir kitus komandos narius. pasitikėti bendraamžiais, kai jie susiduria su kliūtimis, trukdančiomis jų sėkmei. Ši komandos dinamika sukuria galingus ir patikimus santykius, kai grįžtamasis ryšys yra labiau tikėtinas ir vertinamas.),
- prisideda prie santykių kūrimo darbe,
- parodyti organizacinius įsipareigojimus žmoniškųjų išteklių plėtrai,
 - būkite aktualesni (kai organizacinė kultūra palaiko tarpusavio mokymą, komandos nariai gali daryti įtaką vieni kitiems, kad keistųsi elgesys arba pagerintų realaus laiko pokyčius, o ne kitokiame vadybininko-darbuotojo pokalbyje. gali paskatinti spartesnį vystymąsi ir augimą bei išlaikyti darbuotojus ir visą organizaciją sėkmės linkme).



Profesionalaus tarpusavio koučingo nauda asmenims

Asmeninės tarpusavio koučingo teikiamos naudos yra tokios pačios, kaip ir dalyvaujantys asmenys. Tarpusavio mokymas gali teigiamai paveikti asmeninį ir asmeninį tobulėjimą bei asmenų gerovę, padėdamas jiems:



- plėtoti ar tobulinti konkrečius gebėjimus ir kompetencijas (asmenys gali dalytis savo žiniomis savo kompetencijos srityje ir ugdyti didesnę žinių pagrindą);
- nustatyti ir imtis veiksmų siekiant tikslų (kartu su didesniu savimonės ir aiškesnio tikslų ir lūkesčių supratimu),
- sukurti abipusių problemų sprendimo, dalijimosi idėjomis ir perspektyvomis galimybės,
- išnaudoti abipusio ir pagreitinto mokymosi privalumus (stebint, suteikiant greitą, tikslią grįžtamąjį ryšį, padedant vieni kitiems),
- praktikuoti savimonę ir geriau suvokti, kur jie turi tobulėti (tarpusavio mokymas ir grįžtamas ryšys prisideda prie darbuotojo metakognityvinio mokymosi proceso. Metakognicija reiškia savo žinias apie savo žinias ir gebėjimą parodyti, kontroliuoti ir manipuliuoti savo pažinimo procesais, tuo labiau žinomi individai, ką jie sako ir daro (arba nesako ir nedaro), tuo daugiau jie gali aktyviai paveikti savo veiksmus ir elgesį, kuris labiau tikėtina, kad pagerins jų veiklą),
- sužinosite apie save teikdami grįžtamąjį ryšį kitiems (atsiliepimai apie kito komandos nario klaidą gali paskatinti paslaugų teikėjus aktyviai pagalvoti apie panašias klaidas, kurių jie padarė / padarė praeityje, taip padidindami savo stebėjimą savo veikloje),
- gerinti gilesnį mokymąsi, kritinį mąstymą ir aukštesnę lyderystės bei vadovavimo kompetencijų lygį;
- tapti labiau pasitikintys savimi,
- nustatyti aklujų taškų ir dalykų, kurie nusipelno dėmesio (užduodami teisingus klausimus ir skatindami kolegas imtis veiksmų ir skatina augimą), \ t
- įgyti daugiau darbo ir gyvenimo pasitenkinimo,
- veiksmingiau prisidėti prie komandos ir organizacijos, taip pat lengviau ir produktyviau dirbti su kitais organizacijos nariais,
- imtis didesnės atsakomybės ir atskaitomybės;
- gerinti bendravimo įgūdžius,
- pasinaudoti abipusiu skatinimu ir parama profesiniam tobulėjimui,
- turėti geresnį vaizdą apie savo veiklą, suteikiant gilesnę įžvalgą apie darbo vietos stipriąsias puses ir būdus, kaip pagerinti;
- gauti galimybes praktikuoti ir apmąstyti, kas vyksta kartu ir santykiuose su kolega (palengvinant bendrą jų proceso ir santykių svarstymą, ne tik žodžius ar profesines temas),
- aptarti asmenines temas, kurios taip pat gali paveikti asmenį profesionaliai.

Mokytojų tarpusavio mokymo vaidmuo ir nauda mokytojams

Mokyme tarpusavio mokymą galima laikyti laiku, kai mokytojai gali tirti, kurti naujas idėjas, išbandyti naujas ar skirtingas strategijas ir metodus, rinkti duomenis ir tobulinti praktiką, kad būtų padidintas poveikis studentų pasiekimams. Tarpusavio mokymas sukuria saugią erdvę



rizikuoti ir aptarti sunkumus, problemas ir konfliktus su patikimu kolega. Jis taip pat gali būti atliekamas kaip bendraamžių stebėjimas, grįžamojo ryšio vertinimas ir programų tobulinimas, bet tai yra daugiau nei bendraamžių parama, konsultacijos su kolegomis arba bendraamžių dalinimasis ir rūpinimasis.

Švietimo aplinkoje kolegų mokymas yra galingas, konfidencialus, ne vertinimo procesas, per kurį du ar daugiau kolegų gali dirbti kartu tam, kad:

- apsvarstyti ir analizuoti mokymo praktiką ir pasekmes;
- parengti ir suformuluoti mokymo programą,
- sukurti neformalių studentų mokymosi pasiekimų įvertinimus,
- įgyvendinti naujas mokymo strategijas, įskaitant integruotą technologijų naudojimą;
- bendrai planuoti pamokas;
- aptarti studentų vertinimo duomenis ir ateities mokymosi patirties planą,
- išplėsti, tobulinti ir kurti naujus įgūdžius,
- dalintis idėjomis ir ištekliais,
- mokyti vieni kitus,
- atlikti tyrimus klasėje;
- išspręsti klasių problemas arba spręsti darbo vietos problemas,
- išnagrinėti ir studijuoti studentų mokymąsi, siekiant gerinti profesinę praktiką, siekiant maksimaliai padidinti studentų sėkmę.

Tarpusavio mokymasis turi potencialą kurti bendradarbiavimo kultūrą ir skatinti keletą teigiamų rezultatų. Tarpusavio instruktavimo veikla atkreipia dėmesį į mokymo ir mokymosi kokybę mokykloje, taip pat prisideda prie profesinio augimo ir plėtros. Tarpusavio instruktavimo struktūros ir funkcijos kuria tai, ką Rolandas Barthas (1990) nurodo kaip „besimokančiųjų bendruomenę“, įpareigojančią mokyti kiekvieną mokyklos organizacijos narį.

Tarpusavio mokymas suteikia galimybę mokytojams:

- imtis naujų vadovavimo vaidmenų mokykloje;
- bendradarbiauti, kuriant labiau suderintą mokymo programą, suderintą su mokyklos vertybėmis ir standartais;
- gauti daugiau galimybių tarpdisciplininiam planavimui ir bendradarbiavimui,
- gauti palaikymą, kad technologija būtų integruota į jų praktiką;
- sukurti bendrą žinių bazę apie mokymą, mokymąsi ir gerą praktiką, prieinamą tiek naujokams, tiek veteranams;

- jaustis mažiau izoliuotais ir turėti didesnę paramą, dirbant su daugeliu išteklių, kuriant mokymo programas, mokymui, vertinimui, studentų darbui, problemų sprendimui, rizikai ir eksperimentams,
- į mokyklų kultūrą įtraukti naujas struktūras bendradarbiaujant,
- gauti papildomų atsiliepimų iš bendraamžių ir vadovų (bendraamžių mokymas gali sukurti kelias galimybes atskirai nuo priežiūros ir vertinimo), per kurias mokytojai gali matyti save, savo darbą klasėje ir poveikį mokinių mokymosi procesui;
- modeliuoti mokymąsi visą gyvenimą vienas kitam ir studentams (mokiniai pastebėjo, kad mokytojai mokosi vieni iš kitų, kai mokytojai auga, studentai taip pat auga),
- sukurti auditorijas, kurios taptų sveikinančiomis vietomis visiems, kurie domisi mokymu ir mokymusi (per tarpusavio mokymus praktikos dėstytojai tampa atviresni ir vizitams į auditorijas vertinimo tikslais),
- kurti koučingo komandas ir tapti patogesnėmis savo darbu (didėjant pasitikėjimui, plėtojant profesinės veiklos įvairovę ir mokyklų vadovybei suteikiant daugiau galimybių remti ir palengvinti kitas gebėjimų ugdymo veiklas),
- labiau įsitraukti į mokyklos veiklą ir pasirengusi spręsti įvairius klausimus,
- imtis savo profesinio tobulėjimo savo rankose ir priimti sprendimus (didėja mokytojų vadovavimas).

Tarpusavio mokymosi vaidmuo slaugos profesijoje ir slaugytojų nauda

Slaugos profesijoje kolegų mokymas taip pat gali būti labai naudingas. Pvz. kai gydytojai susiduria su sunkumais valdydami stresą arba palaikydami gerovę, kalbant su gydytojo bendraamžių treneriu, gali būti teikiama daug privalumų. Bendravimas su asmeniu, turinčiu patirties tame pačiame lauke arba panašioje situacijoje, dažnai gali paskatinti didesnę ryšio jausmą ir pateikti daugiau prasmų pasiūlymų.



Tarpusavio mokymas gali būti svarbus žingsnis slaugytojų personalo tobulinime. Gydytojo bendraamžių treneriai gali aptarti tokias temas kaip:

- stresas ir streso valdymas, perdegimas,
- vadovavimo įgūdžių stiprinimas,
- gebėjimas efektyviai valdyti pokyčius,
- padidėjęs nusivylimas ar pyktis darbe,
- administracinių užduočių valdymo iššūkiai,
- sveikatos priežiūros valdymas ir priežiūra,
- sukurti geresnius bendravimo stilius, kad būtų skatinama ir gerinama pacientų priežiūra ir santykiai komandoje,

- sunkumai su skirtingais personalo nariais,
- šeimos ir medicinos poreikių pusiausvyros sunkumai, pusiausvyra tarp šeimos pareigų ir profesionalaus globos,
- kintanti sveikatos priežiūros aplinka.

Donner and Wheeler (2009) nustatė keturias sritis, turinčias didelį slaugos potencialą: tarpusavio mokymasis, sveikatos ir tarpprofesinis instruktavimas bei sėkmės planavimas.

Tarpusavio mokymasis gali būti naudojamas padėti slaugytojams siekti karjeros ir padidinti pasitenkinimą darbu. Tai taip pat yra vienas iš būdų išlaikyti vyresniąsias slaugytojas (suteikiant galimybę slaugytojo treneriui padėti kolegai, dirbančiai klinikinėje ar profesinėje srityje, yra vienas iš būdų, kaip darbdavys gali atpažinti šios slaugytojos žinias ir įsipareigojimus) ir suteikti praktinę pagalbą ir paramą jaunesnėms slaugytojams. Tarpusavio mokymas gali sustiprinti išlaikymą, suteikdamas darbuotojams įgūdžių, kurių jiems reikia norint pereiti per darbą, organizuoti ir sėkmingai derėtis su kolegomis.

Tarpusavio mokymas taip pat gali būti naudojamas tam, kad darbuotojai galėtų kalbėtis apie savo karjerą ir karjeros galimybes bei galimybes. Šie pokalbiai padeda prisidėti prie darbo aplinkos, kuri yra jautri karjerai, ir remia darbuotojų karjeros siekius.

Sveikatos instruktavimas yra naudinga strategija slaugytojams, norintiems padėti pacientams pasiekti savo tikslus. Tai leidžia slaugytojams teikti tikslinę komunikaciją, teikiant į pacientą orientuotą priežiūrą. Šis požiūris taip pat gali sukurti santykius su slaugytoja-klientais, kuriuose klientai išreiškia savo poreikius, ir slaugytoja klausia klausimų, kurie padės klientui perkelti į priekį.

Tarpprofesinis mokymas ir praktika kur slaugytojai, gydytojai ir kiti sveikatos priežiūros specialistai dirba kartu komandose, kad galėtų teikti visapusišką priežiūrą. Veiksmingai bendradarbiaujant reikia žinių apie komandas ir komandinį darbą, taip pat sveikatos organizacijos pasirengimą kurti ir palaikyti tarpprofesinę komandą. Treneris gali palengvinti komandos vystymąsi, nes nariai dirba su savo santykiais ir taip pat yra forumas jų nuolatiniam svarstymui ir veiksams. Kadangi slaugytojai pripažįsta bendradarbiavimo naudą, jie gali imtis vadovaujančio vaidmens mobilizuojant tarpprofesinę komandą ir užtikrinant, kad komanda pasiektų savo tikslus.

Tarpusavio mokymas gali būti naudojamas ir **sėkmės planavimo programoms**. Demografija, besikeičiančios darbo ir asmeninio gyvenimo pusiausvyros apibrėžtys bei pokyčiai lyderystėje yra tik keletas pagrindinių iššūkių slaugytojams ir kitiems sveikatos priežiūros specialistams. Šiuo atveju tarpusavio mokymas gali būti naudojamas siekiant nustatyti individualius karjeros

siekius, paaiškinti mokymosi ir asmeninio tobulėjimo tikslus ir remti naujus pereinamojo laikotarpio lyderius.

Tarpusavio instruktavimo vaidmuo socialiniame darbe ir socialiniams darbuotojams

Tarpusavio instruktavimas gali duoti teigiamų rezultatų ir pasekmių ir socialinio darbo organizacijoms bei praktikams, ypač taikant ir perduodant žinias bei įgūdžius praktikai ir diegiant naujoves bei diegiant naujus darbo metodus ir praktiką praktikuojančiame ir organizaciniame lygmenyje.

Jos yra naudingos intervencijos, skirtos socialinio darbo gebėjimams stiprinti, ir jos gali teigiamai prisidėti prie pradinio ir nuolatinio socialinių darbuotojų profesinio tobulėjimo.



Kolegų instruktavimo procese socialiniai darbuotojai gali:

- motyvuoti vienas kitą darbui ir profesiniam tobulėjimui,
- ugdyti savimonės, refleksijos ir kritinio mąstymo įgūdžius;
- aptarti, priimti ir įgyvendinti skirtingas darbo praktikas, strategijas ir metodus,
- aptarti temas ir klausimus, kurie gali kilti ir prižiūrinti;
- išbandyti naujus vaidmenų žaidimus, patirtinius, praktinius ir praktinius metodus,
- kurti socialinio darbo kompetencijas, pvz., Įgalinti paslaugų vartotojus įgyvendinti pokyčius, derėtis ir nustatyti sienas, ryšius, bendravimo įgūdžius (aktyviai klausytis, parodyti supratimą ir užuojautą ir pan.),
- plėtoti komandinį darbą ir vadovavimo įgūdžius,
- išmokti subalansuoti profesinio vaidmens reikalavimus, spręsti sunkumus ir iššūkius, spręsti problemas ir spręsti konfliktus (su paslaugų vartotojais, kolegomis ir vadovais),
- valdyti stresą ir kurti emocinį intelektą,
- sukurti atsparumą, atpažinti ir plėtoti asmenines stiprybes (pvz., Atvirumą, empatiją, atkaklumą, drąsą, smalsumą),
- apsvarstyti ir įgyti didesnę supratimą apie savo karjeros sprendimus, profesinį identitetą ir jų poveikį socialinio darbo praktikoje (įgyti ar skatinti informuotumą apie tai, kaip svarbus jų darbas, ypač dirbant su nepalankioje padėtyje esančių gyventojų grupėmis)

2 Tema: Žinoti save ir žinoti kitus



Žinokite savo asmenybės bruožus

1990 m. Psichologė Jennifer Campbell paskelbė dokumentą, pristatantį saviraiškos aiškumo idėją. Ji teigė, kad turint aukštą savigarbą galima pasieki aiškų savęs pažinimą ir žinoti, kas esate. Vėliau kartais lengviau pasakyti, nei padaryti. Norint tikrai pažinti save, reikia motyvacijos, laiko, pastangų, atkaklumo, drąsos, kad būtų galima paminėti tik keletą.

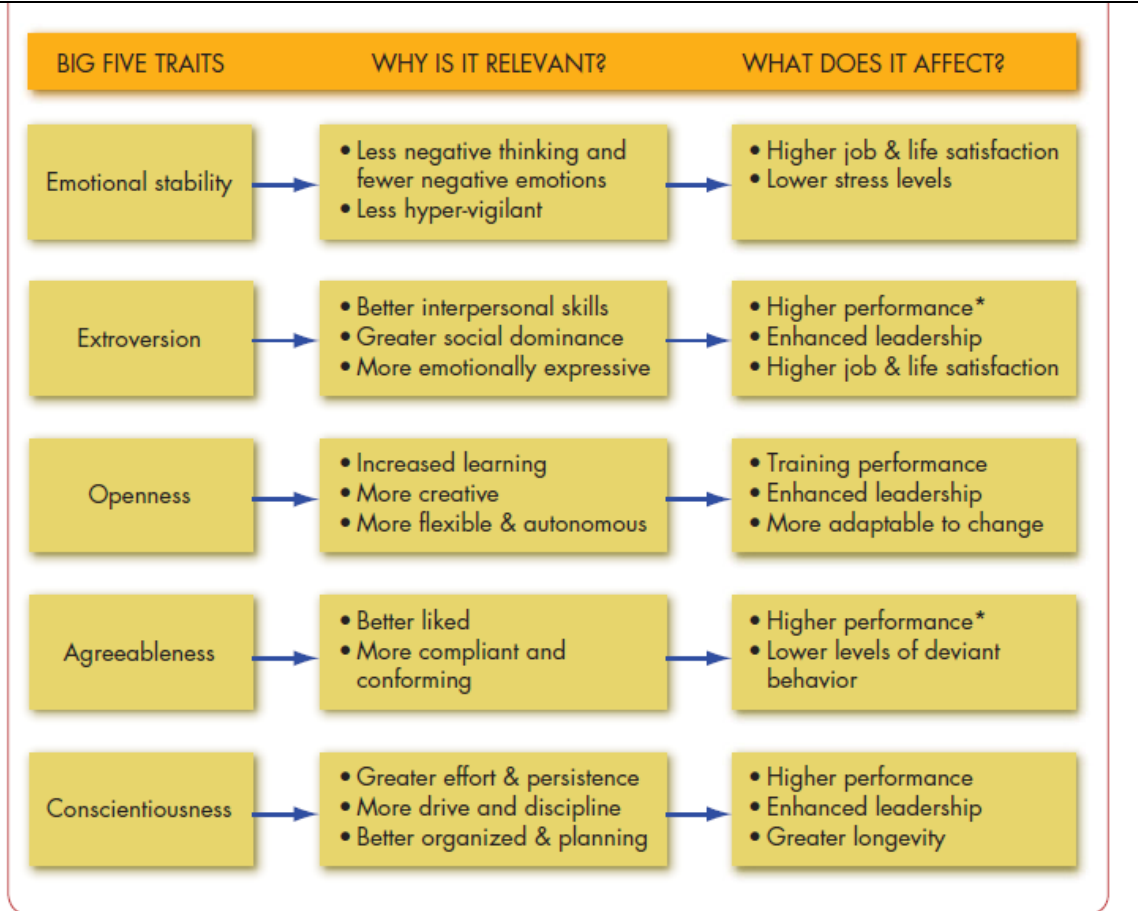
Savęs pažinimas gali duoti daug naudos:

- **Laimė:** Kai mes žinome kas esame ir priimame save, padidėja pasitenkinimo jausmas.
- **Mažiau vidinių konfliktų:** Kai mūsų elgesys ir veiksmai atitinka mūsų jausmus ir vertybes, mes paprastai patiriame mažiau vidinių konfliktų.
- **Geriau priimami sprendimai:** Kai mes žinome save, mes galime geriau priimti visus - nuo mažų iki didelių sprendimų gyvenime. Turime gairių, kaip spręsti problemas ir įveikti sunkumus.
- **Savikontrolė:** Kai mes žinome save, mes suprantame, kas mus skatina atsispirti blogiems įpročiams ir kurti gerus. Turime įžvalgą žinoti, kurios vertybės ir tikslai mus aktyvuoja ir perkelia mus į priekį
- **Atsparumas socialiniam spaudimui:** Kai mes aiškiai suprantame savo vertybes ir pageidavimus, mes greičiausiai elgiamės pagal juos ir priešinamės daryti tai, ko tikrai nenorime ar netikime.
- **Tolerancija ir kitų supratimas:** Supratimas apie mūsų stipriąsias puses, silpnybes, vertybes ir kovas gali padėti mums suprasti kitus ir suvokti juos.
- **Gyvybingumas ir malonumas:** Būdami tikroju savimi, mes galime jaustis gyvesni ir padaryti mūsų gyvenimo patirtį turtingesnius, didesnius ir įdomesnius.

Asmenybė apima santykinai stabilius asmens jausmus, mintis ir elgesio modelius. Kiekvienas iš mūsų turi unikalią asmenybę, kuri išskiria mus nuo kitų žmonių, ir supratimas, kad kažkieno asmenybė suteikia mums clues apie tai, kaip šis asmuo gali veikti ir jausti įvairiose situacijose. Psichologiniai mokslininkai dažnai naudoja penkių faktorių modelį, kad įvertintų, kas yra penki pagrindiniai asmens asmenybės aspektai arba bruožai. Šie dideli penki bruožai yra

atvirumas patyrimui, sąžiningumas, ekstrasversijos introversija, malonumas ir neurotika. Naudojant klausimyno tyrimus, psichologai išmatuoja, koku laipsniu kiekvienas iš šių bruožų yra individualiai išreikštas. Penkių faktorių modelis naudojamas siekiant suprasti ir numatyti ryšius tarp asmenybės bruožų ir sėkmės socialinėje, akademinėje ir profesinėje aplinkoje.

- **Ekstrasversija.** Ekstrasversijos matmenys apima mūsų komforto lygį su santykiais. „Extravertas“ paprastai būna garbingas, tvirtas ir draugiškas. Introvertai linkę būti rezervuoti, baisūs ir tylūs.
- **Sutinkamumas.** Sutinkamumo dimensija reiškia asmens norą padėti kitiems. Labai sutinkami žmonės yra kooperatyvai, šilta ir pasitikintys. Žmonės, turintys mažą sutinkamumą, yra šalti, nepatogūs ir priešingi.
- **Sąžiningumas.** Sąžiningumo dimensija yra patikimumo matas. Labai sąžiningas asmuo yra atsakingas, organizuotas, patikimas ir patvarus. Tie, kurie turi žemą šios dimensijos lygį, yra lengvai išsiblaškomai, nesuderinami ir nepatikimi.
- **Emocinis stabilumas.** Emocinis stabilumo matmuo, dažnai pažymėtas jo priešingumu, neurotizmu, paliečia asmens gebėjimą atlaikyti stresą. Žmonės, turintys teigiamą emocinį stabilumą, linkę būti ramūs, pasitikintys savimi ir saugūs. Labai neigiami paprastai būna nervingi, nerimas, depresija ir nesaugūs.
- **Atvirumas patyrimui.** Atvirumas į patirties dimensiją apima interesų spektrą ir naujoviškumą. Ypač atviri žmonės yra kūrybingi, smalsūs ir meniškai jautrūs. Tie, kurie yra kitoje kategorijoje, yra įprasti ir pažįstami.



* In jobs requiring significant teamwork or frequent interpersonal interactions.

Šaltinis: Robbins, Stephen P., and Tim Judge. 2007. *Organizational behavior*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Myers-Briggs tipo rodiklis (MBTI) yra plačiausiai naudojamas asmenybės vertinimo instrumentas pasaulyje. Tai 100 klausimų asmenybės testas, kuris klausia žmonių, kaip jie paprastai jaučiasi ar veikia konkrečiose situacijose. Respondentai yra klasifikuojami kaip ekstravertai arba intravertai (E arba I), pastabūs ar intuityvūs (S arba N), racionalūs ar emocingi (T arba F), planuojantys ar lankstūs (J arba P). Pirmiau minėti terminai apibrėžiami taip:

- ekstravertas (E) prieš intravertą (I): Ekstravertiški (E) individai mieliau renka grupinę veiklą ir išikrauna energijos pabuvę su kitais žmonėmis. Jie paprastai yra entuziastingesni, energingesni ir lengviau sujaudinami nei introvertai. Introvertiški (I) individai dažniausiai stengiasi veikti vieni ir greitai pavargsta nuo bendravimo su kitais žmonėmis. Juos taip pat stipriau veikia ir kitokia išorinė stimuliacija (pavyzdžiui, triukšmas, vaizdai ar kvapai).
- pastabūs (S) ir intuityvus (N): jau Pastabūs (S) individai yra labai žemiški ir praktiški. Jie tvirtai laikosi savo įpročių, vertina patirtį ir kreipia daugiau dėmesio į tai, kas vyksta dabar ar įvyko praeityje užuot spekuliuavę apie ateitį ir galimybes. trūs tipai yra praktiški ir renka

įprastą, tvarkingą aplinką. Jie mėgsta sutelkti dėmesį į detales. Intuitai remiasi nesąmoningais procesais. Intuityvūs (**N**) individai turi lakią vaizduotę ir yra itin smalsūs bei plačių pažiūrų. Jie vertina novatoriškumą labiau už stabilumą, sutelkdami savo dėmesį ties prasmės ir ateities galimybių paieškomis.

- Racionalumu (**T**) besiremiantys individai vertina objektyvumą ir racionalumą, manydami, kad efektyvumas yra svarbiau už jautrų bendradarbiavimą. Šie asmenybės tipai iškelia logiką aukščiau jausmų ir yra linkę pastaruosius slėpti. Emocijomis (**F**) besiremiantys individai yra jautrūs ir išraiškingi. Jie vertina socialinę harmoniją, supratimą ir bendradarbiavimą, bei yra labiau empatiški ir mažiau linkę varžytis su kitais nei Racionalūs tipai.

- Planuojantys (**J**) individai yra ryžtingi, kruopštūs ir išsiskiria savo organizuotumu. Jie vertina aiškumą ir nuspėjamumą, vengdami neužbaigtų darbų ir mieliau rinkdamiesi planavimą nei spontaniškumą. Lankstūs (**P**) individai puikiai moka improvizuoti ir pastebėti pasitaikiusias galimybes. Jie paprastai yra atsipalaidavę, veiksmų laisvę vertinantys žmonės, vengiantys būti įsprausti į kampą.

Šios klasifikacijos apibūdina 16 asmenybės tipų, kiekvienam asmeniui identifikuojant vieną požymį iš kiekvienos iš keturių porų. MBTI gali būti vertingas įrankis didinant savimonę ir teikiant karjeros konsultacijas be sąmonės procesų.

Savo stiprybių žinojimas

Kiekvienas žmogus turi skirtingus 24 ženklų skirtumus įvairiais laipsniais. Simbolių stiprybės yra „iš anksto egzistuojančios galimybės elgtis, mąstyti ar jausti, kad tai yra autentiškas ir energingas vartotojui ir leidžia optimaliai funkcionuoti, plėtoti ir efektyviai veikti“ (Linley, 2008). Tai yra teigiamos savybės, kurios mums natūraliai pasireiškia ir veikia mūsų mąstymą, jausmą ir elgesį visuose mūsų gyvenimo aspektuose.



Kiekvienas turi galimybę turėti bet kurią iš 24 stiprybių, tačiau mūsų stiprybės yra tos, kurios mus skatina ir verčia mus jaustis gyvi. Simbolių stiprumą lemia šeimos, bendruomenės, visuomenės ir kiti kontekstiniai veiksniai. Tačiau gali būti mokomi ir įgyti personažo stiprumo praktikoje.

Žinant savo charakterio stiprybes yra daugiau nei tiesiog įdomi informacija. Kvalifikuotai taikydami jie gali turėti didelį teigiamą poveikį mūsų gyvenimui. Tyrimai rodo, kad naudojant mūsų personažo stipriąsias puses gali padėti buferis, valdyti ir įveikti problemas, gerinti santykius ir gerinti sveikatą bei bendrą gerovę. Pvz. tyrimas parodė, kad dėkingumas, prasmė ir viltis numato, kad pasitenkinimas gyvenimu, o nuoširdumas, viltis, smalsumas, meilė ir dėkingumas labai priklauso nuo bendro pasitenkinimo darbu. Simbolių stiprybės yra susijusios

su atsparumu, jos yra mūsų psichikos sveikatai svarbūs apsauginiai veiksniai ir jie apsaugo žmones nuo pažeidžiamumo, kuris gali sukelti depresiją ir nerimą, pvz., Patvirtinimo ir perfekcionizmo poreikis.

Žmonės, kurie naudojami savo charakterio stiprybėmis, patiria aukštesnę savivarbos ir savarankiškumo lygį, jaučiasi gerai apie save ir turi pasitikėjimo savimi jausmą. Simbolių stiprumas taip pat susijęs su geresniu darbo streso susidorojimu ir neigiamo streso poveikio sumažėjimu. Nustatyta, kad tam tikros stiprybės (viltis, gerumas, socialinis intelektas, savikontrolė ir perspektyva) apsaugo nuo streso ir traumos sukeltų neigiamų pasekmių. Pasirašymo stiprybių naudojimas buvo susijęs su asmenimis, kurie siekia didesnės pažangos. Viename tyrime atkaklumas buvo stipriausiai susijęs su našumu ir mažiausiai susijęs su priešišku darbo elgesiu.

Tyrime, kuriame aptariamos penkios charakteristikos, pasižyminčios transcendencine dorybe, tarp 226 darbuotojų, 106 ligoninių slaugytojų ir 120 vaikų apsaugos tarnybų socialinių darbuotojų, buvo išnagrinėti keli kintamieji. Visi stiprybės (išskyrus grožio ir kompetencijos vertinimą) turėjo teigiamą ryšį su darbu, kaip raginimą ir viltį, dėkingumą, ir dvasingumas teigiamai paveikė pasitenkinimą darbu darbe kaip kvietimu (Gorjian, 2006).

Žinoti savo vertę



Vertybės sudaro pagrindą mūsų supratimui apie žmonių požiūrį ir motyvaciją bei įtakoja mūsų suvokimą ir elgesį. Vertybės - tai dalykai, kurie, mūsų manymu, yra svarbūs mums ir kaip mes gyvename ir dirbame. Jie reikalingi visur ir visose gyvenimo srityse. Paprastai jos yra gana stabilios (pvz., Pagrindinės vertybės), tačiau jos negali pakeisti laiko. Pvz. kai esame karjeros pradžioje, sėkmė ir statusas gali būti mūsų svarbiausi prioritetai. Bet kai pradėjame šeimą, galime labiau vertinti darbo ir asmeninio gyvenimo pusiausvyrą. Mūsų vertybių supratimas ir palaikymas yra visą gyvenimą trunkantis kelias ir mes turime nuolat peržiūrėti mūsų vertybes, asmeninį ir profesinį gyvenimą.

Darbo vietos vertybės yra pagrindiniai principai, kurie mums svarbiausi darbe ir karjeroje. Vertybės dažnai atspindi ir paaiškina požiūrį, elgesį ir suvokimą. Jie padeda mums vadovauti mūsų darbo tikslams ir užduotims, sėkmingai dirbti, priimti svarbius sprendimus ir pasirinkti karjerą. Organizacijos darbo vietos vertybės prisideda prie organizacinės kultūros ir nustato, ką rūpinasi visa jūsų organizacija. Svarbu, kad organizacijos vertybės atitiktų darbuotojų vertybes. Darbuotojų veiklos rezultatai ir pasitenkinimas greičiausiai bus didesni, jei jų

vertybės tinka organizacijai. Kai taip atsitinka, bendradarbiai supranta vienas kitą, visi atlieka savo darbą teisingomis priežastimis, jie turi bendrą tikslą ir taip pat gali sukurti prasmingus darbo santykius. Kai vertės nesuderinamos, žmonės siekia skirtingų tikslų, skirtingų ketinimų ir skirtingų rezultatų. Tai gali pažeisti kiekvieno asmens ir visos organizacijos darbo santykius, našumą, pasitenkinimą darbu ir kūrybinį potencialą. Pvz. asmuo, kuris didelę reikšmę teikia vaizduotei, nepriklausomumui ir laisvei, greičiausiai bus prastai suderintas su organizacija, siekiančia atitikties iš savo darbuotojų.

Vertybės svarbios, nes jos:

- Padeda mums (vėl) įgyti savigarbą: mūsų vertybių pažinimas ir bendravimas didina mūsų savigarbą, taip pat gerina mūsų santykius ir bendrą laimę;
- Padeda mums aiškiai suprasti, ko norime: mūsų asmeninės vertybės atlieka svarbų vaidmenį mūsų asmeniniame gyvenime, taip pat mūsų darbo paieškos ir karjeros sprendimų priėmimo procese. Kai žinome, ko norime, ir tada taip pat lengviau žinoti, ką iš tikrųjų ieškome, kad būtų patenkinti ir laimingi darbe ar santykiuose;
- Padeda mums priimti sprendimus: šiandien yra visada alternatyva. daug galimybių arba galimybių ir žinojimas apie mūsų vertybes gali padėti mums nuspręsti apie daugybę skirtingų dalykų (pvz., kai mes pasiekėme sugebėjimą augti organizacijoje, ką daryti - ar likti ir gyventi su juo, ar mes pradėsime ieškoti naujas iššūkis toliau plėtoti?);
- Padeda mums mėgautis mūsų (darbo) gyvenimu: vertybės skatina mūsų elgesį. Mūsų asmeninės vertybės yra tiesiogiai susijusios su mūsų sąmoninga sąžine, o kai kažkas ar kažkas mus elgiasi ar elgiasi prieš jūsų vertybes, mūsų sąžinė paprastai kelia prieštaraivimą ir mes sprendžiame šį klausimą. Tyrimai rodo teigiamą koreliaciją tarp mūsų vertybių ir pasitenkinimo darbu: kai mūsų vertybių sistemoje su darbdaviu ar organizacija randame bendrą vardiklį, didesnė tikimybė, kad esame patenkinti mūsų darbu.
- Padeda mums būti orientuotais ir motyvuotais: gyvenimas pagal mūsų vertybes mus skatina ir džiaugiasi visose mūsų gyvenimo srityse.

Žinokite savo darbinės nuostatas

Kaip mes elgiamės darbe dažnai priklauso nuo to, kaip mes jaučiame, kad esame mūsų organizacijoje. Požiūris reiškia mūsų nuomones, įsitikinimus ir jausmus apie mūsų aplinkos aspektus. Mes turime požiūrį į maistą, kurį valgome, žmonių, su kuriais susiduriame, ir dalykus, kuriuos mes darome. Darbe du darbo požiūriai turi didžiausią potencialą daryti įtaką mūsų elgesiui. Tai yra pasitenkinimas darbu ir organizaciniai įsipareigojimai.



Darbo pasitenkinimą galima apibūdinti kaip jausmus, kuriuos žmonės turi savo darbui. Tai išgyvenimo ar malonumo jausmas, kurį žmogus gauna iš savo darbo. Ji vertinama pasauliniu lygmeniu (nesvarbu, ar asmuo yra patenkintas darbu), ar lygiu (ar asmuo yra patenkintas įvairiais darbo aspektais).

Organizaciniai įsipareigojimai - tai emocinis prisirišimas prie žmonių, kuriuos jie dirba. Labai pasiryžęs darbuotojas yra tas, kuris sutinka ir tiki įmonės vertybėmis, yra pasiryžęs siekti įmonės tikslų ir turi tvirtą norą pasilikti kompanijoje.

Kas sukelia teigiamą požiūrį į darbą?

Tyrimai rodo, kad žmonės atkreipia dėmesį į kelis jų darbo aplinkos veiksnius, įskaitant darbo charakteristikas, jų elgesį, santykius, kuriuos jie formuoja su kolegomis ir vadovais, ir streso lygį, kurį kelia darbas. Be to, asmenybė ir vertybės atlieka svarbų vaidmenį, kaip darbuotojai jaučiasi savo darbe.

Žinokite savo vaidmenį

Kas jums žavisi, žiūrėkite? Galbūt tai yra mentorius, kuris vadovavo jums darbo vietoje? Ar tai bendradarbis, su kuriuo dirbate kartu? Ar tai yra jūsų tėvai, seneliai, kaimynai, mokytojai?



Vaidmuo ar pavyzdžio paieška dažnai suvokiama kaip vaikų užduotis arba kokybė. Tačiau vaidmenų pavyzdžiai yra svarbūs ir suaugusiems, nes jie suteikia mums svarbiausias gyvenimo pamokas. Kuo vyresni esame ir kuo ilgiau dirbame konkrečiame darbe, tuo mažiau mūsų vaikystės vaidmens pavyzdžiai mums taps, o galingesni bus mūsų atliekami vaidmenų pavyzdžiai ir jie yra tie, kurie formuoja mūsų požiūrį. Vaidmenų modeliai mums labai svarbūs psichologiškai, nes jie gali mus nukreipti per gyvenimą, daryti įtaką mūsų asmeniniam ir profesiniam tobulėjimui, padėti mums priimti svarbius sprendimus ir padėti mums rasti laimę ir pasitenkinimą gyvenimu.

Vaidmenų modeliai dažnai siūlomi kaip būdas motyvuoti asmenis nustatyti ir pasiekti ambicingus tikslus. Jie gali kurti arba padidinti savo motyvaciją, sustiprinti esamus tikslus ir skatinti naujų tikslų priėmimą. Mertonas (1957) apibrėžė vaidmenų modelius kaip asmenis tam tikruose vaidmenyse (pvz., Gydytojai), kurie tarnauja kaip elgesys, susijęs su šiuo vaidmeniu. Vaidmenų modeliai rodo, kaip atlikti įgūdžius ir pasiekti tikslą (jie yra elgsenos modeliai), parodo, kad tikslas yra pasiekiamas (jie yra galimi vaizdai) ir jie siekia tikslo (jie įkvepia mus). Tinkamo modelio atlikimas užtikrins, kad mes mokysime būti sėkmingi ir prisitaikantys gyvenime, ir kad esame laimingi, kai esame vyresni, pasiekę šį tikslą. Taip pat svarbu, kad pavyzdinis pavyzdys būtų gana panašus į save (taigi ne išgalvotas personažas, kurio įgūdžiai

negalėsime atkurti ar naudoti), kažkas su panašiais įgūdžiais ir turtu, bet vis dar tęsiasi ar toliau gyvenime ar karjere kelias, kuriuo mes norėtume būti jų amžiuje, ateityje. Vaidmenų modeliai yra tie žmonės, kurie verčia mus tikėti, kad kažkas gali būti padaryta ar pasiekta.

Ir kokios yra pavyzdinių pavyzdžių? Tai, žinoma, priklauso nuo kiekvieno asmens. Dažnai vaidmenų pavyzdžiai yra žmonės, kurie yra teisingi, tiesioginiai, darbštūs, kūrybingi, nuoširdūs ir moralūs. Žmonės, kurie mums parodo, kaip būti sąžiningais ir sąžiningais mūsų santykiuose su kitais. Svarbu, kad jie turi gerą moralę ir nepadarytų savęs žalingo elgesio.

Tuo pačiu metu svarbu nepateikti vaidmenų modelių ant pjedestalo. Jei jie yra žmogiški ir realūs, jie turi būti pripažinti. Kiekvienas daro klaidas ir gali mokytis iš klaidų. Vaidmenų modeliai yra žmonės, kurie gali mus nukreipti, o ne žmonės, kuriuos turėtume tiesiogiai (ar akiai) sekti. Daugiau nei vieno modelio suteikimas gali suteikti mums platesnę perspektyvą ir mes galime žavėti skirtingomis dorybėmis, įgūdžiais ir požiūriais. Skirtingais mūsų gyvenimo laikotarpiais turime skirtingus pavyzdžius skirtingiems mūsų asmeninio ir profesinio tobulėjimo aspektams.

Brownas ir Treviño (2013) teigia, kad suaugusiųjų vaidmens pavyzdžiai tiesiogiai veikia ne tik tai, kaip suvokiame save, bet ir tai, kaip kiti mus suvokia. Todėl svarbu žinoti, kad mes taip pat galime tapti pavyzdžiu kažkas ir būti atsargūs pranešimams, kuriuos mes išsiuntėme kitiems aplink mus. Vienas iš įkvepiančių pranešimų iš Brown ir Treviño tyrimo yra tai, kad žmonės iš tikrųjų nori turėti etikos lyderių. Kai žmonės žaidžia sąžiningai, tiesiogiai bendrauja, ir apskritai įrodo, kad jie turi aukštus standartus, kiti žmonės iš tikrųjų ieško jų.

1 TEMA

Pamastykite apie šiuos klausimus:

- Ką galvojate apie kolegų mokymą? Kas intriguoja jus, ką jums įdomu?
- Ar jūsų organizacijoje jau yra sukurta bendraamžių instruktavimo sistema ir ar dalyvaujate šiame procese?

Jei taip, kokie jo privalumai ir trūkumai? Kurios sritys, problemos, situacijos kelia didžiausią iššūkį jums, jūsų komandai ir organizacijai? Kaip galite naudoti tarpusavio mokymą, kad išspręstumėte šiuos iššūkius?

Jei ne, kaip galima sukurti sistemą jūsų organizacijoje? Ką jūs galite padaryti, kad paskatintumėte savo kolegas ir viršininkus pradėti mokytis savo organizacijoje?



PRAKTINĖS UŽDUOTYS

- Kaip bendraamžių koučingo veikla galėtų padėti įgyvendinti jūsų organizacijos darbo užduotis, iniciatyvas, projektus?
- Kaip tarpusavio mokymas gali būti naudingas dirbant su jūsų paslaugų naudotojais (pvz., Studentais ir jų tėvais, pacientais, paslaugų vartotojais, klientais)?
- Kaip bendraamžių instruktavimas gali suteikti galimybę savo profesiniam augimui ir lyderystei jūsų organizacijoje?

2 TEMA

Žinokite savo asmenybės bruožus

Norėdami gauti aiškią idėją apie savo asmenybės bruožus, galite naudoti skirtingus klausimynus ir testus. Patartina susisiekti su profesionalu (psichologu), kuris galės tinkamai atlikti testą ir geriau suprasti rezultatus [čia](#).

Atkreipkite dėmesį, kad tik todėl, kad atsakote į klausimų rinkinį, kuris nereiškia, kad šie klausimai bus geras, numatant jūsų veiksmus. Sudėtingas žmogus negali būti suskirstytas į paprastus „taip“ ar „ne“ klausimus. Nors yra žinoma apie mūsų stipriąsias ir silpnąsias puses, yra vertybė, ką mes darome tam tikroje situacijoje. Tačiau turime būti atsargūs naudojant / atlikdami bet kokį testą ir interpretuojant jo rezultatą. Daugiau apie tai galite perskaityti [čia](#) arba [čia](#).

Klausimai refleksijai

- Pagalvokite apie savo asmenybės bruožus, susijusius su jūsų darbu (ar darbu, kurį norėtumėte turėti).
- Ar jūsų / šis darbas tinka kiekvienam iš jūsų bruožų?
- Ar galite galvoti apie darbo vietas ar profesijas, kurios atrodo ypač tinkamos kiekvienam bruožiui?
- Kokios savybės būtų visuotinai pageidautinos visose darbo vietose?
- Ką daryti, jei jūsų asmenybė neatitinka darbo reikalavimų? Kaip reaguojate į šią situaciją? Kaip veikia jūsų požiūris ir elgesys? Ką galite padaryti, kad pakeistumėte šią situaciją?



Žinokite savo stiprybes

Kiekvienas žmogus turi unikalų charakterio stiprumo rinkinį, suteikiantį jiems galimybę rasti laimę ir gerovę. Atėjo laikas atrasti tas stipriąsias puses ir panaudoti jas, kad pradėtų klestėti.

Remiantis didelio masto tyrimu, žmonės, kurie pranešė apie didelį jų stiprybės suvokimą, buvo labiau nei 9 kartus labiau tikėtini, kad jie klestės, negu tie, kurių sąmoningumas mažas. Žmonės, kurie reguliariai naudojo savo stiprybėmis, buvo 18 kartų labiau klesti. Žmonės, kurie kasdien naudoja savo stipriąją jėgą, yra 3 kartus labiau linkę pranešti apie puikią gyvenimo kokybę, 6 kartus dažniau dirbančius darbe, 8% našesnius ir 15% mažiau tikėtina, kad baigs darbą..

Atlikite toliau nurodytus veiksmus, kad iširtumėte savo asmenines stiprybes.

1 ŽINGSNIS Atlikite [testą](#) – paprastas savęs vertinimas, kuris suteikia daug informacijos, padedančios suprasti jūsų pagrindines savybes.

Skaitykite apie visas stiprybes ir suvokite, ką jie vaizduoja. Sukurkite stiprybių kalbą.

2 ŽINGSNIS

Stebėkite save vieną dieną ir pabandykite pastebėti savo privataus ir profesinio gyvenimo privalumus. Ką veikia kaip stiprybės? Atkreipkite dėmesį į žodinius ir neverbalinius ženklus. Taip pat galite paprašyti savo šeimos, draugų ir darbo kolegų, kokias stipriąsias puses jie pastebi jūsų elgesyje.

3 ŽINGSNIS

Atkreipkite dėmesį į stipriąsias puses kituose žmonėse, mąstykite, kaip jos gali pasireikšti. Padėkite darbuotojui užduoti daug klausimų (smalsumo) arba bendradarbiauti su projektu (komandinis darbas). Atkreipkite dėmesį, kai studentas savo ranką pristato draugui ir siūlo paramą (meilę) arba kai jūsų tarnyba turi vilties sunkumų metu.



Pažymėkite ir paaiškinkite charakterio stiprumo elgesį. Pirma, nurodykite stipriąsias puses, kurias pastebite etiketėje; antra, pateikite pagrindą, kaip pamatėte išreikštą jėgą, ir, trečia, jei reikia, išreikšti dėkingumą už asmens jėgą. Pavyzdžiui:

„Sara, man padarė įspūdį, kaip gerai dirbote su šia ataskaita. Jūs buvote ištis patvarus ir naudojote teisingumą pateikdami galimas idėjas“.

„Dovydai, jūs, atrodo, visada siūlote šilumą ir gerus žodžius tik tinkamu laiku. Manau, kad tai padeda jūsų pacientams jaustis rūpestingai ir palaikoma“.

4 ŽINGSNIS

- Pagalvokite apie savo 24 simbolių privalumų sąrašą.
- Kokias stipriausias puses naudojate darbe?
- Kokių stiprybių labiausiai reikia darbui?
- Kokios stiprybės labiausiai prisideda prie jūsų pasitenkinimo darbu?
- Kaip galite sukurti šias stiprybes?

Parenkite veiksmų planą, kad būtų sukurtos 3 stiprybės, kurių jums reikia arba norėtumėte daugiau dirbti darbe. Būkite kuo konkretnesni. Pagalvokite apie bent 5 būdus, kaip plėtoti kiekvieną jėgą.



5 ŽINGSNIS

Intervencija „Kiekvieną dieną naudokite naują parašo stiprumą“ gavo gerų įrodymų dėl laimės ir depresijos mažinimo (Niemiec, 2017).

Pažvelkite į 5 geriausius privalumus. Pagalvokite apie konkrečius būdus, kaip galite sukurti šiuos privalumus, naudodami juos nauju būdu. Pabandykite sugalvoti bent 3 idėjas kiekvienai jėgai.

Žinokite savo vertybes

Gyvenimas gali būti daug lengvesnis, kai pripažįstate savo vertybes ir kai planuojate ir priimate sprendimus, kurie juos gerbia. Kai žinote savo vertybes, galite jas naudoti priimdami sprendimus, kaip gyventi savo gyvenimą. Skirkite laiko suprasti tikruosius savo gyvenimo prioritetus ir stenkitės nustatyti geriausią jūsų ir jūsų gyvenimo tikslų kryptį.

Apibrėždami savo asmenines vertybes, sužinosite, kas jums tikrai svarbu. Geras būdas tai padaryti yra pažvelgti į savo gyvenimą - nustatyti, kada jaučiatės tikrai geras, ir tikrai įsitikinęs, kad tu padarei gerų pasirinkimų.

1 ŽINGSNIS: Identifikuokite laiką, kai buvote laimingiausi

Raskite pavyzdžius iš savo karjeros ir asmeninio gyvenimo.

- Ką tu darei?
- Ar buvai su kitais žmonėmis? Kuo?
- Kokie kiti veiksniai prisidėjo prie jūsų laimės?



2 ŽINGSNIS: Identifikuokite laiką, kai labiausiai didžizvotės

Raskite pavyzdžius iš savo karjeros ir asmeninio gyvenimo.

- Kodėl jūs didžiavotės?
- Ar kiti žmonės pasidalino jūsų pasididžiavimu? Kas?
- Kokie kiti veiksniai prisidėjo prie jūsų pasididžiavimo jausmų?

3 ŽINGSNIS: Nustatykite, kada buvote labiausiai patenkinti?

Raskite pavyzdžius iš savo karjeros ir asmeninio gyvenimo.

- Koks poreikis ar noras buvo įvykdytas?
- Kaip ir kodėl patirtis suteikė jūsų gyvenimo prasmę?
- Kokie kiti veiksniai prisidėjo prie jūsų jausmų?

4 ŽINGSNIS: Nustatykite savo aukščiausias vertybes, remdamiesi savo laimės, pasididžiavimo ir įvykdymo patirtimi

Naudokite asmeninių vertybių sąrašą.

Pasirinkite 10 – 15 pagrindinių vertybių.

Accountability	Excellence	Perfection
Accuracy	Excitement	Piety
Achievement	Expertise	Positivity
Adventurousness	Exploration	Practicality
Altruism	Expressiveness	Preparedness
Ambition	Fairness	Professionalism
Assertiveness	Faith	Prudence
Balance	Family-orientedness	Quality-orientation
Being the best	Fidelity	Reliability
Belonging	Fitness	Resourcefulness
Boldness	Fluency	Restraint
Calmness	Focus	Results-oriented
Carefulness	Freedom	Rigor
Challenge	Fun	Security
Cheerfulness	Generosity	Self-actualization
Clear-mindedness	Goodness	Self-control
Commitment	Grace	Selflessness
Community	Growth	Self-reliance
Compassion	Happiness	Sensitivity
Competitiveness	Hard Work	Serenity
Consistency	Health	Service
Contentment	Helping Society	Shrewdness
Continuous Improvement	Holiness	Simplicity
Contribution	Honesty	Soundness
Control	Honor	Speed

Cooperation	Humility	Spontaneity
Correctness	Independence	Stability
Courtesy	Ingenuity	Strategic
Creativity	Inner Harmony	Strength
Curiosity	Inquisitiveness	Structure
Decisiveness	Insightfulness	Success
Democraticness	Intelligence	Support
Dependability	Intellectual Status	Teamwork
Determination	Intuition	Temperance
Devoutness	Joy	Thankfulness
Diligence	Justice	Thoroughness
Discipline	Leadership	Thoughtfulness
Discretion	Legacy	Timeliness
Diversity	Love	Tolerance
Dynamism	Loyalty	Traditionalism
Economy	Making a difference	Trustworthiness
Effectiveness	Mastery	Truth-seeking
Efficiency	Merit	Understanding
Elegance	Obedience	Uniqueness
Empathy	Openness	Unity
Enjoyment	Order	Usefulness
Enthusiasm	Originality	Vision
Equality	Patriotism	Vitality

5 ŽINGSNIS: nustatykite savo aukščiausias vertybes

Pažvelkite ir vėl užsirašykite savo 10 - 15 aukščiausias vertybių (bet kuria konkrečia tvarka).

- Pažvelkite į pirmas dvi vertybes ir paklauskite savęs: „Jei galėčiau patenkinti tik vieną iš jų, ką galėčiau pasirinkti?“ Tai gali padėti vizualizuoti situaciją, kurioje jūs turėtumėte pasirinkti. Pvz. jei lyginate aptarnavimo ir stabilumo vertybes, įsivaizduokite, kad turite nuspręsti, ar parduoti savo namus ir persikelti į kitą šalį, kad atliktumėte vertingą užsienio pagalbos darbą, arba palikite savo namus ir savanoriškai dirbti artimesnėse namuose.
- Tęskite darbą per sąrašą, lygindami kiekvieną vertę su kita verte, kol jūsų sąrašas bus teisingas.

6 ŽINGSNIS: Patvirtinkite savo vertybes

Pasirinkite 5 pagrindines vertybes.

- Ar jos atitinka jūsų gyvenimą ir savo viziją?
- Ar šios vertybės leidžia jaustis gerai?
- Ar didžiuojatės savo penkiomis geriausiomis vertybėmis?
- Ar esate pasiruošę, kad galėtumėte pasakyti savo vertybes žmonėms, kuriuos gerbiate ir grožitės?
- Ar šios vertybės atspindi tuos dalykus, kuriuos palaikytumėte, net jei jūsų pasirinkimas nėra populiarus, ir jis jus nukreipia į mažumą?
- Ar šios vertybės atitinka jūsų darbo ir karjeros tikslus?
- Kaip šios vertybės veikia jūsų darbą?
- Ką jūs galite pakeisti savo darbui, labiau atitiktų jūsų darbą?

Žinokite savo darbo nuostatas

Atsakykite į anketos klausimus:

https://mn.gov/mmb/assets/Job-Satisfaction-Survey_tcm1059-128083.pdf

Pagalvokite apie šiuos klausimus:

- Kaip apibūdintumėte savo darbo nuostatas apskritai?
- Kokie veiksniai labiausiai prisideda prie jūsų pasitenkinimo darbu?
- Kaip apibūdintumėte savo organizacijos organizacinę kultūrą?
- Ką galite padaryti, kad padidintumėte savo pasitenkinimo darbu lygį?
- Kaip galite prisidėti prie geresnės organizacinės kultūros?



Žinokite savo vaidmenų modelį (-ius)

Klausimai refleksijai

- Think about role models you had in your life.
- What are the personal characteristics, strengths, accomplishments or skills that made these persons your role model?
- What type of obstacles, struggles did this person have to face in life?
- How did this person overcome the obstacles and achieve their success?
- What is this person's overall attitude towards life?
- Does the person have a good moral reputation? What has he/she done to contribute back to society?
- If you have more than one role model, what do they have in common, and where do they differ?
- Do you have a role model related to your career? Do you have a role model at your workplace? What are his/her qualities and character strengths?
- What do you admire and appreciate in this person?
- How can you learn from your role model?
- What is the single most important piece of advice this person would give you?
- Are you a role model for anyone?
- Which strengths, characteristics and skills would you like to be known or appreciated for?
- How can you build the strengths, skills you want to pass on as a role model? What can you do for others as their role model? How can you assist, help or support them?
- Is a role model the same as a hero?

Veiklos

Activity 1 – Finding a strengths role model

Imagine your role model.

Which character strengths this person displays that make him/her such a role model?

How can you notice these strengths (link the strengths with specific behaviour, attitudes, situations)?

Write a story or an essay, draw a picture or make a collage that illustrates how your strengths model uses a specific strength you admire.

Activity 2 – A collection of the work of the role model

Learn the mindset of your model by creating a collection of the work of your role model including any quotes, images, articles, videos, and whatever else you can find that reveals their personality.

The more you explore your role model's work, the more you're going to learn from him/her. Keep track of the interviews you find since this can give you a great idea of how your role model has overcome past struggles and challenges, and how s/he managed failures, mistakes, success, and growth.

Activity 3 – Imagine a situation in your life from the perspective of your role model

Learn from the life of your role model and find out how to apply the findings to your own life. Imagine a situation in your life from the perspective of your role models.

Ask yourself: *What would _____ do?*



Open your mind to different ways of responding to a situation outside your usual ways and patterns. It can be very useful to have the ability to put yourself in someone's perspective and be able to learn something valuable from that experience. Perspective-taking is often described as a useful tool in building stronger relationships and resolving conflict, but it's also just as useful for our own learning and self-improvement.

Try this:

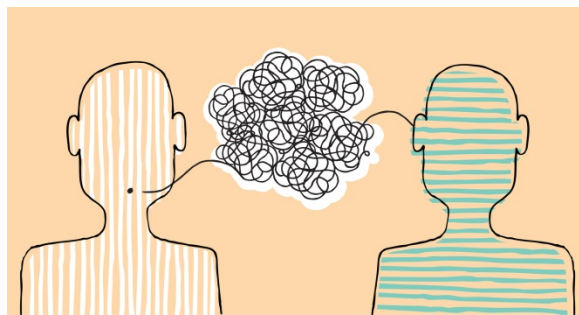
- Identify a situation in your life you are currently struggling with.
- Think of 2 to 3 people who you know would be able to handle that situation differently than you.
- Take 5 minutes to close your eyes and imagine yourself in that situation.

- First imagine how you normally respond to the situation.
- Second imagine how your role model would respond to the situation.
- Compare the similarities and differences. What can you learn from this?

Activity 4 – Connect with your role model and ask questions

If you can make a direct contact with your role model give yourself the opportunity to meet this person, speak with him/her, and ask questions, seek advice or guidance and explore new perspectives and options.

Just one meaningful interaction with a role model can have a profound effect on you.



EVALUATION OF THE SECTION

1. What is peer coaching?
2. What are the benefits of peer coaching for individuals?
3. What are the benefits of peer coaching for organisations?
4. What can teachers/nurses/social workers gain with peer coaching and which skills can they develop?
5. What is personality?
6. Which factors determine personality in the Big Five model?
7. What are character strengths and how do they affect our work?
8. What are values and why are they important?
9. Which two job attitudes have the greatest potential to influence how we behave?
10. Why is having a role model important?

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SECTION 2: Creating effective workplace relationships

TEORINĖS ŽINIOS	Subject 1: Characteristics of effective workplace relationships
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Since we spend most of our time at work, it is very important that we feel comfortable and not stressed out at our workplace. Of course, the workload also depends on the particular profession. Our focus in this chapter will be how to create effective workplace relationships for teachers, nurses and social workers. Although each profession has its specific characteristics, there are a lot of things in common which are applicable for all fields of work.

“A positive workplace encourages engagement with employees. It promotes effective and transparent communication. It is a place where people feel comfortable with themselves and where everyone is treated in a fair and equal way. Workplaces where there are unresolved issues, hostilities, discrimination, inappropriate behaviours, harassment and bullying have difficulties in being effective and productive.” (3)

There are some important factors which have an impact on the workplace relationships:

- Age
- Social background
- Same taste in music, sport, hobbies
- Same sense of humour
- Common job role
- Organisational structure and management
- Personality types
- Length of time you spend with people (2)

Also there are some universal expectations that people have as far as their job is concerned. They want to work in an environment where they are:

- safe
- treated fairly
- valued for their contribution
- respected
- free from harassment or bullying
- supported in their career development
- able to work in harmony with their colleagues.

A workplace culture that creates such values, combined with strong leadership has a greater capacity to inspire their workers and foster the creation of effective workplace relationships. (3)

Good working relationships are beneficial because: 1) our work is more enjoyable when we have good relationships with those around us; 2) people are more innovative and creative and more likely to go along with changes that need to be implemented. (6)

“A healthy workplace is a place where everyone works together to achieve an agreed vision for the health and well-being of workers and the surrounding community. It provides all members of the workforce with physical, psychological, social and organizational conditions that protect and promote health and safety. “(6)

Subject 2: A Model for a Healthy Workplace

Here is a model (Graph. 1) that includes particular principles and tools to help Canadian organizations develop healthy workplaces. It is created from the late 1970's to the early 1990's by organizations interested in workplace health such as Health Canada and Canada's National Quality Institute (NQI). A key component of this model are the so called three “avenues” by which employers could influence the health and well-being of their employees. The avenues have been modified by the Industrial Accident Prevention Association (IAPA), and can be described as follows:

- **“Physical Environment** – the physical surroundings, conditions or circumstances that affect employee health, including air quality, noise, lighting conditions, the quality and safety of workspaces and machinery or equipment.
- **Psychosocial Environment** – the design and organization of work, including hours, responsibilities, relations with supervisors and co-workers, demands of the job, decision latitude, balance between effort and reward, employer support for work-family balance, etc.
- **Health Practices** – those aspects of a person's lifestyle that affect health, such as physical activity, smoking, drinking, eating habits, sleep, use of medication or other drugs. “(4)



Graph. 1

These factors are not completely separate or distinct. They overlap considerably. This is the reason why they are represented in this way on Graph. 1. It is very important to have in mind them when trying to create effective workplace environment and relationships. The psychosocial factors affect various aspects of the physical and mental health of the employees. Here are some of the most common risks:

- Work overload and time pressure
- Lack of influence or control over how day-to-day work is done
- Lack of social support from supervisors or coworkers
- Lack of training or preparation to do the job
- Too little or too much responsibility
- Ambiguity in job responsibility
- Lack of status rewards (appreciation)
- Discrimination or harassment
- Poor communication
- Lack of support for work/family balance
- Lack of respect for employees and the work they do

“Sometimes psychosocial hazards in the workplace are referred to as “mental health hazards” because their first impact is on the thoughts and emotions – or mental processes – of workers. Research clearly shows that these hazards increase, by two to three times, the risk of various mental disorders, especially depression, anxiety and substance abuse, in addition to decreased mental functions, such as innovation and creativity.” (4)

Subject 3: Healthy working relationships

There are several aspects which are very important in order to have effective workplace relationships.

- **Trust** – this is the foundation of every good relationship. When you trust your team and colleagues, you communicate more effectively. This means you can be open and honest in your thoughts and actions.
- **Mutual Respect** – when you respect the people that you work with, you value their input and ideas, and they value yours. Working together, you can develop solutions based on your collective insight, wisdom and creativity.
- **Consciousness/Maturity** – this means taking responsibility for your words and actions. Those who are conscious are careful and attentive. They don't let their own negative emotions impact the people around them.
- **Welcoming Diversity** – accepting and welcoming diverse people and opinions. This means that when your colleagues offer a different perspective, you take the time to consider it and have it in mind when making a decision.
- **Open Communication** – in most professions we communicate during the whole day whether by sending emails or meeting face-to-face. The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on open, honest communication.
- **Cooperation** – this means that we need to be open to share our work with the colleagues. It is important to know how to offer help as well as how to ask for help when needed. (6)

In addition to this, studies suggest that negative interpersonal interactions, such as mistrust, hassles, and criticisms, have detrimental health consequences. It is interesting to know that incidents of myocardial events occur more often on Mondays. “The workplace is frequently a pressure-cooker environment, working conditions are often poor, team members are not valued and colleagues view one another as competitors and threats.” (5) Usually the focus at work is on the physical environment and the social environment is neglected. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defined health as, “...essentially a social construct: it is created in the interaction between people and their environments in the process of everyday life: where people live, love, learn, work, and play.” (5) This is why it is very important what kind of workplace we are going to create.

Since interpersonal relations matter a lot for the working environment, here we are going to present a frame for understanding the social interactions by particular components which are interconnected between each other:

- Meaning
- Practice
- Community
- Identity

“It is the action, sense of belonging and participating that not only shapes what individuals do, but who they are, how they interpret what they do, and who they become. The framework helps to understand learning, meaning making, identity formation, and participation. It is through participation – social interactions – that members of a community learn and form their identities, and develop shared meanings.” (5)

Here are some key indications that a team and the relationships in it are not healthy and effective:

- Decreased productivity
- Confusion regarding roles of team members
- Apathy and lack of participation
- Poor communication among team members
- Conflict among team members
- A sense for inequality among team members
- Team members not valuing the team leader
- Ineffective team meetings
- Failure to achieve team goals
- Low quality of patient care delivered and/or poor patient outcomes (8) (This item is especially for nurses and social workers. It can be transferred to teachers too: poor quality of education.)

In order to form healthy workplace relationships it is very important how we communicate with each other. Good communication is one of the biggest contributors to effective workplace environments. Most of us tend to vary our style of communication depending on the circumstances and who we are talking to. There are certain types of behavior which create difficulties in the interactions between colleagues:

- **Aggressive behavior** – a person thinks about satisfying his/her own needs without taking into account the needs and feelings of the others (example:

being neglectful and ironic with the people who don't share the same point of view as yours)

- **Indirect behavior** – a person satisfies the needs of the others but hides or denies his/her own (example: using flattery to get what you want; give the impression that you consult with the others but make your own decision in the end)
- **Submissive/passive behavior** – a person denies his/her own needs (example: avoiding confrontation about important issues that need to be discussed) (1)

Of course all of these types can combine according to the situations and people we face. The contrasting and more appropriate way of communication is to be assertive. This means being open and constructive while expressing your opinion without any concerns. It is not about being aggressive or dominant, nor passive. It is about being honest with yourself and with the others. (1) Additional key factors in the creation of effective workplace environment are the skills of giving and receiving feedback and being a good listener. These skills improve the relationships between colleagues and encourage mutual trust.

The explained models, frames and the outlined factors are applicable to the professions of the nurses, teachers and social workers. However, each of these professions has its own specifics in the creation of effective workplace relationships.

Subject 4: Teachers

In the contemporary world teachers face a lot of conflicts between children. These specialists also try to meet the requirements of the parents which is not an easy task. A lot of difficulties may occur in such an environment. It is the principal's responsibility to make teachers feel valued and stimulate them to give their best in the educational process. What is specific for this working field is that teachers may often have difficulties in working with children with special educational needs. They usually don't know how to integrate such children within the group which causes stress, feelings of helplessness and a sense of incompetence. If we add some conflicts between the colleagues, the daily round can become even more complex and tense. Also, teachers need to find balance between theory and practice so that children have interest and benefit from the various school subjects. All these issues should be taken into consideration when trying to create effective workplace relationships and environment for teachers.

Having in mind this, here are some good examples about the important issues teachers need to consider for the creation of such attitudes:

- **Be sure that you are at the same page with the colleagues** – this means that everyone knows what their role is and what is expected from them.
- **Learning from each other** – this means that everyone has different strengths and weaknesses and it is more efficient and pleasant when we work in a team. Teachers can collaborate when planning their lessons or when initiating some practical activities not included in the school curriculum.
- **Making lists of good practices which can be shared with the colleagues** – this gives the impression of support and cooperation especially when there are difficult tasks to fulfill or tough children to work with.
- **Asking for and giving feedback** – this is essential in order to reach good results in your work. It is important to ask/give both positive and negative feedback so that people know their failures as well as achievements.
- **Asking for help when needed** – sometimes we are not able to finish all the tasks we have on time and we should ask for help. This is quite normal and can lead to better results because we have more perspectives on a particular issue.
- **Organizing regular meetings with the colleagues** – sometimes it is difficult to communicate with the other teachers because everyone is busy with his/her own programme. When you have such meetings you can brainstorm together on different topics and come to new decisions. This brings the idea of working in a team which is supportive, collaborative and everyone has responsibility for the success of the team.
- **Getting to know your colleagues** – you can have with the other teachers not only professional conversations but also personal – sharing your interests, hobbies and etc. It is important however to keep your boundaries and not engage in topics which are too personal for the working environment.
- **Finding a mentor** – mentors can give support, different perspectives and directions which help teachers solve difficult problems. Stressful situations become more easily perceived and tackled when we have such a person next to us.
- **Improvement of social skills** – it is vital for your communication how you share, how you listen to your colleagues, how you disagree with them – it should be in assertive but respectful way.
- **Expressing gratitude** – when someone has helped you it is important to recognize him/her.

- **Working for the creation of a shared vision** – this means that you and the other teachers have common goals and ideas how you want to develop in the school environment, what you would like to teach children and etc. (9,11)

Subject 5: Social workers

Social workers tend to work with tough illnesses and pathology most of the time. This means it is very difficult to take care of themselves as there is always someone who needs their help urgently. If these specialists don't have enough time to rest and re-charge, they can become isolated, depressed, with a lack of satisfaction. It is really difficult to express your empathy towards the others when you are exhausted. In this profession it is very important to keep your personal and professional boundaries. Effective workplace relationships in this field should be addressed to the creation of positive experiences and strong team spirit.

Here are some differences we are going to discuss. They are quite useful especially in the context of social work. This is an amazing and rewarding profession. However, burnout can happen quickly for a variety of reasons, especially if you have no support at your place of employment. Healthy work friendships can be a huge advantage by helping you stay sane on your job. There are two types of friendships at work: a professional friendship and a personal friendship.

- **Professional friendship** – you are close to your co-workers but you don't know everything about their personal lives. Work is more enjoyable and satisfying if you like the people you work with and can ask them for appropriate, professional advice. Professional friends can be a valuable part of any professional network and can potentially boost your career – you enjoy their company and value their expertise at the same time.
- **Personal friendship** – you know someone more intimately and you see each other quite often not only at work but outside also. Personal friendships can be a liability at work. Friendships don't always last forever. Working closely with someone you no longer get along with can be awkward and hinder your performance. Imagine a situation when your friend gets a promotion and you don't? If you started at the same level but something has changed between you professionally, this can have an impact on your personal relationship. What if you have a disagreement over a work case? Usually when there are too many personal feelings, you are not able to have professional discussions or disagreements, which can cost you not only your friendship but your job also. (15)

Having in mind the outlined characteristics it is very important to make a difference between these two types of friendship at work and keep your boundaries as a social worker. There are different kinds of boundaries and knowing your limits is an important aspect in the creation of effective workplace relationships. Here are the fields that require setting boundaries:

- **Client focus** – you are expected to put the needs of your clients at first place when you take decisions about their lives.
- **Self-disclosure** – you shouldn't share personal information with your clients.
- **Dual relationships** – you can hold only one type of relationship with a client. You client cannot work for you, be a family member or receive extra private support from you, while being one of your clients.
- **Working within your competence** – it is important to understand the limitations of your role and personal capabilities. You have to know when it is time to refer to other professionals or seek further support and advice.
- **Take care of yourself** – it is your responsibility to be in a fit state in order to do your job. This concerns: 1) your behaviour outside work; 2) managing your stress and emotions at your working place. (10)

The reality in this field of work is that boundaries will get crossed at various points for a number of reasons: human error, tiredness, stress, manipulation by clients, difficult situations, bad luck or just a bad day at the office. The social worker needs to recognize potential and actual boundary crossings and take safety measures. And if there are clear rules and support in the team, keeping your boundaries turns into an easier task.

Subject 6: Nurses

Usually nurses work in a very stressful environment where they take care of numerous patients with different needs and illnesses. In the atmosphere of tension and grief it is very important to know how to communicate with the doctors since nurses have the role of assistants. They often see desperate people who lose their close ones which affects the thoughts, emotions and behaviour. A lot of conflicts arise in such an environment and this leads to anger, irritation and even professional mistakes. This is the reason why it is essential to create effective workplace relationships for nurses. The focus should be on support and understanding as nurses need cooperation in managing all their responsibilities.

Here are some aspects which are very important for the creation of effective workplace relationships among nurses:

- **Management Style** – the best management styles are those that encourage feedback from staff. Nursing leaders need to be visible, accessible and committed to effective communication.
- **Quality of Care** – the nurse leaders have the responsibility to develop an environment where there is quality of care. The better the care environment, the lower the risk of death and failure to rescue which lowers the tension.
- **Interdisciplinary Relationships** – nurses need to interact with a number of specialists so that everyone has their specific role for the patients: pharmacists, physicians, psychologists, social workers and etc. Leaders need to use techniques such as open communication, conflict resolution and reward schemes to create a good working environment for all these specialists. When they work in a team, the quality of care increases.
- **Autonomy** – it is related to power and empowerment. The workplace should encourage nurses to be autonomously creative and innovative.
- **Professional and personal development** – most successful hospitals place an emphasis on career development which is essential for the competency-based progression. (12) It is also very important to provide opportunities for personal and spiritual development as well as physical well being: fitness programs, health promotion and wellness activities and etc.
- **Flexible scheduling** – this is important because it gives autonomy to nurses and more opportunities for some rest and recharge.
- **Implementing policies for aggression, bullying, harassment, and assault** – this gives the impression that a person is protected and he/she is important, it means that his/her rights are respected. (7)

The healthcare environment is constantly and rapidly changing, New regulations, new technology and workforce transformations constantly take place. That's why it is vital to create effective workplace relationships so that employees (in this case nurses) can support each other in their tough profession.

After we outlined some good practices and frameworks, our next focus will be to put theory into practice. We are going to sort some practical activities which can help for the creation of effective workplace relationships. The exercises will be suitable for teachers, social workers and nurses.

PERSONAL DEVELOPMENT 1:

**PRACTICAL
EXERCISES**

Self-reflection questions

Here you can find various questions which are directed to your workplace and the relationships you create there. The idea is to think about different aspects of your work and enhance your capacity to reflect and come up with new ideas and decisions. The questions are appropriate for teachers, social workers and nurses as well as for other types of professions. They are quite universal and useful. If you can write your answers and then discuss them with your mentor for example, it will be even more useful for you.

1. Think about your current workplace. Make a list of all its positive and negative characteristics. Which of them are more? What can you do in order to change some of the negative features?
2. How do you contribute to the positive aspects of your workplace? How do you contribute to the negative ones?
3. What kind of relationships do you form in your workplace? Do you make professional friendships or personal friendships? Do you have tense relations with some of your colleagues? What is the reason standing behind that?
4. What hinders you the most in your communication with the colleagues?
5. What are the benefits of teamwork?
6. What is your usual type of behavior? What is your type of behavior during conflicts? Can you think of conflict situations when you could have reacted in a different and better way? What did you learn?
7. What are the core values at your working place?
8. What do you think about your leader? Do you feel motivated and inspired by him/her? What makes you feel motivated and inspired by him/her?
9. Do you know your strengths and weaknesses? Can you make a list of them?
10. What are your reactions and feelings to negative feedback? Do you manage to give feedback to your colleagues when it's needed (both positive and negative)? What strategies have you found to be effective when giving feedback?
11. How do you build trust with your colleagues?
12. How do you acknowledge your colleagues when they have achieved good results?
13. Do you feel treated equally with the other colleagues?

PERSONAL DEVELOPMENT 2:

Practical tools and models

These tools can be used in order to increase your awareness about workplace relationships and help you improve them. They can be implemented as team building activities for example.

1) The relationship process (Image 1) (17)

Results

Action

Opportunities

Possibilities

Relationships

Image 1

This activity is very useful especially for people who are young and are at the beginning of their careers. At first the facilitator shows the graphic without the labels inside and says that everybody wants results. Then he/she asks the question: “What needs to happen in order to reach the planned results?”. The participants may brainstorm about different ideas and when they come to the conclusion that they need “actions” in order to achieve results, the facilitator presents the graphic with two labels. (Image 2)

What makes your actions ineffective?

Results

Action

Image 2

Then he/she asks: “How many times do you take action without getting the results that you want?”. Again people have some time for discussion until they reach to the point that this can happen quite often. The aim is to give them the opportunity to understand the reasons behind that. Then the facilitator shows the graphic with the notion “relationships” on the bottom layer. He/she explains that good relationships are the basis for optimal career results. When we are able to form healthy relationships, we can see the possibilities ahead of us. And when we are aware of the possibilities, we find the relevant opportunities. Then the employees see the graphic with all its labels. The main idea in this exercise is to make a discussion about workplace relationships, using some of the following questions and statements:

- “The workplace relationships determine the quality of your results.”
- “If you make actions but form ineffective workplace relationships, you are wasting your time.”
- Can you think of a person who creates negative first impression and your desire is to quit working with him/her? Describe his/her characteristics and what you can do?
- Can you think of a person who seems to be trustworthy and you want to work with him/her because you feel that you are very productive while being together? Describe his/her characteristics?

At the end of the exercise participants should be aware of the idea that one of the most important things in order to be successful in your job is to create healthy workplace relationships.

2) *SWOT analysis* (Image 3) (17)

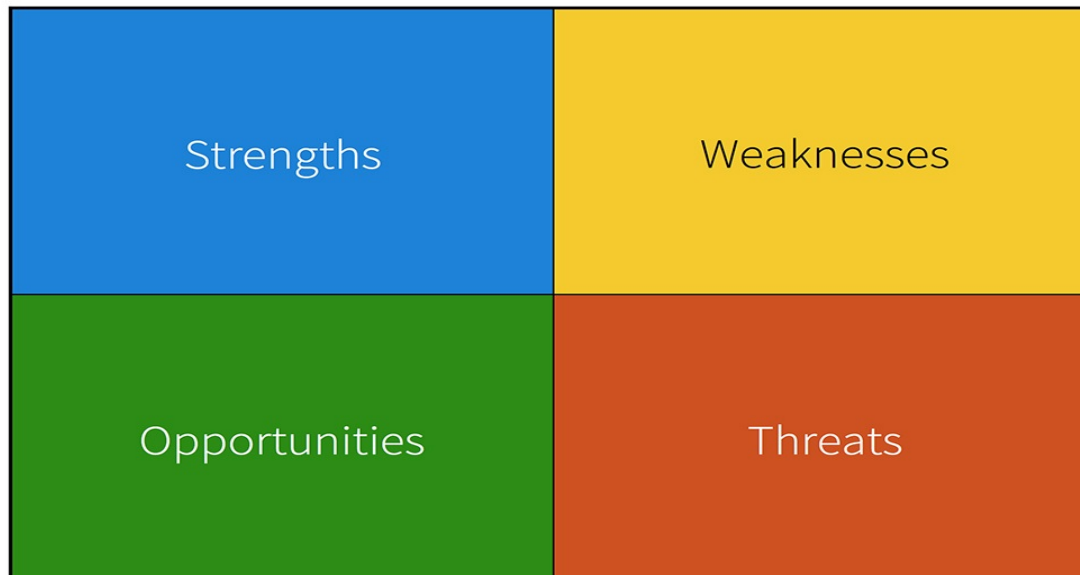


Image 3

This tool can make it easier for you to analyze your workplace environment and the relationships in it. You can brainstorm on each of the four aspects and write your ideas on sticky notes. After that it is important to make some links, for example some strengths may be connected to the opportunities, or weaknesses can be linked to some of the threats outlined. The second step is to create an Action Plan:

- Turn weaknesses into strengths
- Turn threats into opportunities

The action plan is crucial so that people do not only analyze the environment and the relationships but also take some actions in order to change what they don't like.

3) The team evolution curve (Image 4) (17)

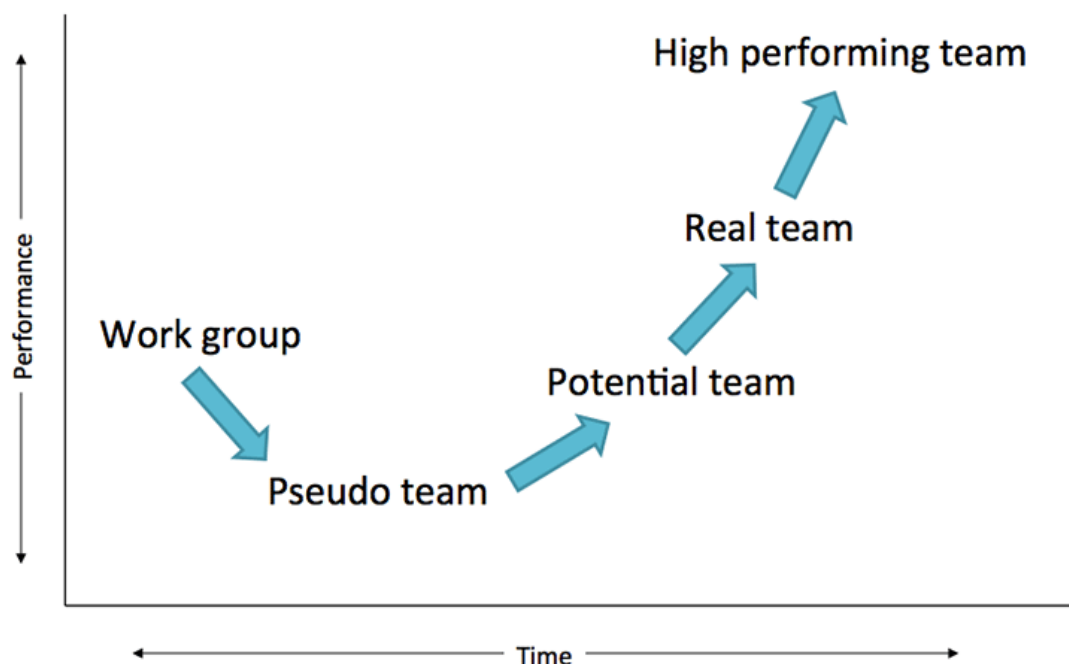


Image 4

This tool can be used with those who would like to develop their relationships and improve the performance in the team. The idea is to examine where people are at the moment and what they need to do in order to evolve (to the next phase). It can be made like a discussion – 30-45 minutes with a facilitator. Participants need to be presented the characteristics of all the possible phases. You can find them here in details: [The Team Evolution Curve \(Free PPT and PDF Download\)](#). The ultimate goal might not be to become a high performance team and people have to be informed about that at the beginning. When participants discuss their current state, they create an action plan on what they agree to do in order to move to the next level. At the end the so called “cocktail party” takes place. Each team member has private conversations with his/her other colleagues. They need to cover two topics:

- “What I respect about you”
- “What I would like you to pay attention to”

This is one way of giving feedback in a protected environment when people have gathered with the idea to make their workplace relationships more effective.

4) *Expectations exchange* (Image 5) (17)

‘Contract’ between

_____ & _____

What I expect of you ...	What I think you expect of me ...

Image 5

This activity is applicable to workplace environments where people are not quite aware of their roles and what the other colleagues expect from them. It is appropriate to include the leaders of the teams as well. In this case it will be wonderful if principals and doctors can set clear expectations to their employees – teachers, nurses, social workers. Misunderstandings can be avoided in this way. Leaders also need to hear what their employees expect from them. This leads to open communication and people learn how to be honest with each other. They give up the wrong but usually quite common idea that the others have to read their minds and guess their wishes. The activity can be organized by a facilitator. Each participant identifies a person he/she has to work closely with. They work in a pair. First, they complete separately the two columns. After that they exchange the piece of paper and review the other’s expectations. Participant need to check few important links and aspects:

- Do they understand each item?
- Are the expectations reasonable?
- What is the co-relation between what you thought you should be providing, and what the others expected?

- Compare what they think you expect from them and your actual expectations.

Then it is good to have a discussion with your partner and agree if some of the items will be rewritten, deleted or you will add something else to them. The end product should be a new list of agreed expectations (two columns again) from each person. This exercise is repeated with each and every new pair of colleagues.

PERSONAL DEVELOPMENT 3:

Practical activities

There are additional activities which can be promoted by the team leaders for the creation of effective workplace relationships among teachers, social workers and nurses.

Volunteering for charity as a team

No matter what is the activity: building homes for poor families, collecting food, clothes, money for children with special needs, volunteering as a team has a profound effect. People unite to achieve something important for the society. They get to know each other in a different field, everyone shows perspectives and qualities which were invisible till that moment. (16)

Employee hobby clubs

Employees might share interests in various outside-of-work activities. Hobby group meetings at work are a good opportunity: photography clubs, internet game playing groups, knitting clubs, drawing clubs and etc. There are a lot of options according to the people's interests. (16)

Team building activities

They are categorized according to the three professions: teachers, social workers, nurses. Their aim is to create an atmosphere of open communication where professionals get to know each other. Some of the activities are suitable for more than one profession, it is written in the brackets. When the workplace environment is healthy, employees form better relationships with the people they are responsible for: teachers with their students, social workers and nurses with their patients. Such team building activities can be organized by the team leader or by outer facilitators who give feedback to the team leaders after that in order to help them improve the communication with the employees.

Blind shapes (nurses) (14)

Hospital workers need to be able to communicate effectively with each other especially when they are striving for a common goal. Form groups of about 12 workers and blindfold them. Provide each group with a length of rope 50 feet long and give them the task to make shapes out of their ropes. For example, they have to shape the rope in a star/heart etc. in five minutes. Since they cannot see, they must trust each other and organize themselves quickly and efficiently.

Asset balloons (nurses, social workers, teachers) (14)

Even when hospital staff members are informed what is expected of them, you can remind them with a team building activity that introduces people to each other. Blow up enough balloons so that everybody gets one. On each balloon, write an asset that is important to maintaining a well-functioning hospital, like “Proper sterilization techniques”, “Showing empathy to patients” and “Clear communication”. Write one and the same phrase on two balloons. Give instructions that everybody should find the person with a matching balloon. When they do, give them a few minutes to discuss procedures, ideas and tips how to fulfill the particular rules and expectations. It can be transformed into a team building for social workers and teachers if we change the expectations so that they are relevant to the specific working field.

Find ten things you have in common (teachers, social workers, nurses)

This is a great team building activity for larger groups or for working in pairs. Each team or a pair makes a list of 10 things they have in common with the other people/person at their table. At the end, each group/pair shares what they have written. This activity is useful because it brings people together by making the things they have in common more visible.

One perfect question (teachers) (13)

You can group teachers together and give them the following challenge: “We are hiring a new staff member for your grade/subject level. What is the one perfect question we should ask him/her to see if he/she is suitable for the position?”. Make groups brainstorm and share their perfect questions to ask a potential teacher. The activity encourages workers to communicate and share their values, goals, expectations by inventing such questions. It makes them more united.

School survival guide (teachers) (13)

	<p>Give your team the following scenario: “The kids aren’t in the building but you are, and the school is getting ready to be hit by a giant tidal wave. You will be fine, but you need to take out only the items you need for “teachers’ survival.” First, brainstorm a list of things teachers can’t survive without in the classroom. Then narrow the list to the top 10 items needed for teachers’ survival. This is very helpful and useful for newcomers, who have just started their career because at the beginning they are quite overwhelmed and it is difficult to prioritize what they need for the upcoming year.</p>
EVALUATION OF THE SECTION	<ol style="list-style-type: none"> 1. Please write as much as you can factors which have an impact on the workplace relationships (at least four): 2. What are the universal expectations that people have when they start a new job? 3. One of the components of the Model for a Healthy Workplace is physical environment. Which are the second and the third components? 4. Name as much as you can aspects which are important for healthy workplace relationships (at least three): 5. Write as much as you can indications that a team is not functioning effectively (at least five): 6. Please describe what it means “indirect behavior”? 7. Please explain what is the difference between personal friendships and professional friendships? 8. What are the components of the Relationship graph? 9. Why the SWOT analysis can be beneficial for the workplace environment and relationships? 10. How many levels does the team evaluation curve represent? Please write them.
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SECTION 3: Sharing experience and ideas with your colleagues

TEORINĖS ŽINIOS

Subject 1: Discussing cases and work experiences with your colleagues

Being new at workplace it raises a lot of questions, whether you are new employee, intern or student during professional practice. As young practitioner in the field of nursing, social work or teaching, you may often feel the need to share your concerns related to your work methods and procedures, to discuss different aspects of your work (difficult cases, ethical issues etc.) and to receive or to provide suggestions on dealing with certain work related problems.



4. Creating an intervention group:

This is possible if your colleagues are willing to do that and to create together an intervention group for peer-coaching and professional development. Here are some practical guidelines:

- ✓ Discuss with your colleagues on the idea of creating a group of case work counselling where you can share your thoughts, concerns, suggestions, experience, challenges information and to find solutions for your work related problems, issues, difficult cases etc.
- ✓ Create the group and define together its rules: attitude of acceptance and empathy, open minded and keeping the confidence in group. In order to facilitate the process of sharing, it is helpful to state and encourage the idea that no subject, no work related problem/ issue/ theme/ concern brought into discussion is something to be ashamed or blamed.
- ✓ It is also helpful to fix the meetings in advance and establish their frequency (once a week, once a month, once at two months etc.), considering the time available and the needs of the group members.
- ✓ Establish together that every group member at turn is invited to openly present his/ her problems, questions, challenges, reminding that you have all similar experiences and concerns.
- ✓ Start with listing the problems or issues your group members are facing and decide together which of them are the most exciting, common or stringent and discuss them in the first meetings. Ask the peer group members that raised them to explain and bring more details.
- ✓ Invite each member to present his/ her problem, concerns, challenges, questions, work experiences in large. Ask helpful open questions to better understand his/ her perspective and to facilitate reflection.

- ✓ Share your experiences in group, exchange best practices, ideas, solutions etc.
- ✓ Don't forget that among the goals of the intervention group are to find solutions for difficult cases or any other work related problem, to learn new approaches or new techniques, to share ideas and best practices with peers, and to facilitate the integration of young practitioners at the workplace.
- ✓ If it is not possible to meet face to face, you can create an online group, but the communication is not always so effective. You can also mix face to face and online meetings.

B. Guidelines for discussing difficult cases or work experiences:

- ✓ Present your problem, challenge, concern related to your patient, student or client with relevant details for your colleagues to understand what you are dealing with. Try to identify what is important for you from this work experience and what is your objective from the discussion.
- ✓ Talk about the interventions, methods, techniques, strategies you have tried until now to solve the problem. Emphasize their results, whether positive or negative.
- ✓ Try to reflect and answer to the questions of your colleagues. It may guide you to find solutions or new ideas.
- ✓ Ask for suggestions, best practices or examples on how your colleagues solved similar cases/ problems. Listen the interventions of your colleagues and note what is relevant for you.
- ✓ From the options you might have, decide the most appropriate strategy to adopt for you and your patient, student or client, in order to solve your work related problem.

Subject 2: Seeking and providing professional suggestions and opinions

As beginner practitioner, you may often feel the need to ask for advice, in terms of professional suggestions and opinions, from your colleagues who are more experienced. On the other hand, you can bring new ideas and provide valuable professional suggestions for your peers sometimes. In both cases, it is important to pay attention to some aspects for seeking or providing advice effectively. This can lead you to develop good relations with your colleagues and to understand better your work field, organization and other professional details.



Photo by rawpixel.com from Pexels

A. Seeking advice in an effective way:

1. Know your work related issue:

Before asking for advice from your colleagues, think about the details of your work related issue and gather information on it. Search for possible solutions and answers or note what you have tried already. It is important for your peers or supervisors to understand your situation as clearly as possible. Sometimes, you may have the tendency to assume that you already know the answer on what to do and to ask for advice only for validation of your solutions or for praise. By doing this repeatable will alienate your peers from you. The best way is to ask for a professional suggestion or opinion, when you feel you actually need it.

2. Define the problem clearly:

Sometimes people know what they want or what issues they are facing, but they have difficulties in communicating them with others. Thus, make sure that your peers understand your concerns, problems, issues as you do. Try to find a common language with them to receive appropriate professional suggestions. It is important to be precise and not to make a long and complicate story, which can make your colleagues to lose their attention and interest or to disregard essential aspects. However, you need to include all the relevant data and not to hide important information for any reason, because they contribute to a common understanding and definition of the problem by your advisors. Maybe it is good to stay on facts, in general, and to avoid to present interpretations, consequences and other irrelevant data, thus, to provide just enough information.

3. Choose wisely your advisors:

For getting relevant professional suggestions and opinions, it is important to talk with someone you have trust and feel comfortable to discuss all the aspects of your work related problem. Before asking professional suggestions, think about the expertise of your colleagues, who from them have been confronted with similar problem before, who have experience that fits the best for you, who have the most relevant knowledge or skills etc. Try to find a person who can show you various perspectives, even though some of them are challenging for you or different from what you expect. Thus, identify the colleagues who can be your advisors and check their schedule, accessibility, availability, and willingness to provide you professional suggestions or opinions.

4. Be prepared with specific questions:

Before discussing with someone your professional issue, take your time and think about the questions that help you to clarify your situation or to decide. Try to formulate specific questions in order to receive helpful answers. Write them down for a better planning and remembering.

5. Consider the suggestions received:

Sometimes, people tendency is to dismiss the suggestions received, because they have more trust in their own judgements and opinions or they are anchored in their own perspective and can't see or reason in other ways as their advisors. When you receive professional suggestions, try to detach from your ideas and to understand the opinions of your colleagues. Especially, when you are young practitioner, the advices of your peers can be very valuable because they know better the rules, procedures, techniques and other aspects of your work, as well as the specific of the workplace and organisation. Thus, identify the alternatives of solving your problem, think about the consequences, costs and benefits, the way you can implement the ideas, and decide which version is the best for you. The final step is, of course, to assume the responsibility for your decision and take action in this direction.

B. Providing professional suggestions and opinions:

1. Be aware of the boundaries:

Though you are a beginner nurse, social worker or teacher, someone may ask for your professional opinions or suggestions. Or maybe later, at some point in your career, you may be asked to give advice by your peers. Regardless of your career level, it is important to offer your suggestions only when your colleagues ask for. An unwanted advice feels intrusive and unpleasant. In addition, before advising someone, make a self-evaluation of your experience, knowledge and skills, if you are qualified enough to do this. An uninformed suggestion or opinion may do more harm than good for the seeker as for you. Thus, if you feel you don't have enough

experience, availability or time to respond to seeker's concerns, it is better to decline his/ her request.

2. Let yourself to understand the problem:

In order to offer appropriate suggestions for your peers, detach from your past experiences, interpretations, perspectives and ideas and try to understand the way the other person sees the problem and his/ her feelings about it. Resist to jump to conclusion and prematurely define the problem or to give immediate suggestions and remain open to find out details for a complete picture of the issue that your colleague is facing. Gather information about his/ her interests and goals. You can do this through probing and clarification questions, as well as by actively listening to the person.

3. Develop alternatives for solving problems:

By sharing your recommendations and suggestions, you aim to guide the seeker to find different alternatives for solving his/ her work related problem. Past experiences or faced challenges from your career can serve as examples or analogies. Remember that your role is to guide the person in developing his/ her own solutions, but try to offer specific information when exploring the options.

4. Exploring the options:

An important part in providing professional suggestions for your colleagues is to explore together with them the options they have, in terms of costs and benefits, hypothetical implications, actions to be taken, ways of applying them, steps to be done, resources needed etc. Your role is to support and encourage the person to make a decision and take action accordingly, but not to decide for his/ her. Remember that your colleague is free to do what he/ she think is the best and don't be upset if he/ she don't follow your recommendations. Let the person assume his/ her responsibility and freedom for the choice and state this clearly, irrespective of the decision he/ she takes. Eventually, you can convey your availability for further guidance if needed.

Ways of providing professional advice:

Role	Goal	Practices
<i>Serve as a sounding board</i>	Restate and play back arguments to sharpen the seeker's understanding of the situation and the conclusions she has drawn.	Asking a few well-chosen questions that probe the seeker's underlying rationale and motivation – and listening attentively.
<i>Test a tentative path</i>	Scrutinize the reasoning behind the selection of an option and elaborate on the potential consequences.	Assessing the seeker's thinking, often using hypotheticals and critical questions to achieve a deeper understanding.
<i>Expand the frame of reference</i>	Provide greater breadth and depth of understanding about the nature of the problem the seeker faces – and the implications for action.	Sharing key details and tendencies from prior experiences in similar situations to flesh out the larger context.
<i>Provide process guidance</i>	Suggest how to approach and manage a complicated, delicate, or high-stakes situation.	Examining the interests involved, the possibilities for action and alternative steps the seeker might take.
<i>Generate substantive ideas</i>	Increase the number and range of options being considered.	Brainstorming with the seeker.

(Adapted after: D. A. Garvin & J. D. Margolis, 2015)

Subject 3: Offering and receiving feedback in an appropriate way

In helping and supporting professions as nursing, social work and teaching, feedback is very important, contributing to develop competencies, skills and confidence, to improve performance, attitudes and behaviours and to enhance the learning. Offering and receiving feedback can be a challenging task, especially for beginner practitioners.



(Image by Gerd Altmann from Pixabay)

Forms of feedback:

Type	Details
<i>Informal feedback</i>	<ul style="list-style-type: none"> • Usually has a verbal form. • Provided on a daily basis. • It can be received from your superiors, colleagues and peers and patients, students or clients.
<i>Formal feedback</i>	<ul style="list-style-type: none"> • Usually has a written form. • Provided as part of a structured evaluation. • Usually is provided by your superiors, colleagues and peers, but patients, students or clients can also be asked to give feedback.
<i>Formative feedback</i>	<ul style="list-style-type: none"> • It is related to learning. • Shows the progress of the person in learning during a course or during acquiring a new skill at a particular time. • Its aim is to reflect and redirect the effort where is needed, before completing the final assessment, relying on continuous encouragements.
<i>Summative feedback</i>	<ul style="list-style-type: none"> • It is related to learning. • Measures the performance, comparing it with a standard and resulting in a grade/ mark and its explanations. • Can be used for ranking the learners.

(Based on: G. Hardavella *et. all*, 2017)

A. Offering constructive feedback:

As young professional, you may be asked to give formal, as well as informal feedback for your colleagues and superiors. You have to be aware that offering feedback effectively contributes significantly in raising their performance and quality of their work, by identifying the strength and weaknesses or areas of improvement.

- ✓ Provide your feedback privately when you are alone with the person who receives it. Public feedback when other people are around is often interpreted as criticism and not well perceived. When privately, people are more open to listen and to consider your perspective.
- ✓ It is important to plan in advance your observations for providing a customized feedback for each person. Reflect and think about what you want to emphasize in your opinion, the way you need to formulate it considering the possible reactions and interpretations of your recipient, as well as the key points.
- ✓ Be specific and refer to particular situations or behaviours in order to emphasize the strengths and what should be repeated or the weaknesses or what should be corrected. It is important to give details so that the person to understand exactly what is good and what needs to be improved. Try to support your observations with evidence. In addition, refer to behaviours, attitudes, skills etc., not on the personal characteristics. Give examples and if possible use “I” statements: “*When you did...., I thought you....*”
- ✓ As general rule it is recommended to start with positive remarks and then with negative aspects, but most important is to encourage the self-reflection. You can do this by using open questions: “How do you think things went?”, “What would you do differently for

now on and why?”, “What makes you think that your patient/ client/ student felt in that way?” etc. You can also refer to the goal, interests and professional development of the person, so he/ she can be more receptive.

- ✓ It is recommended to give feedback as soon as possible after the event, thus in a timely way. The memory is still fresh when the events are close, and everyone can remember the facts. Usually, the formal feedback regular and scheduled, being part of the organizational procedures.
- ✓ Be aware of your body language and nonverbal behaviour and reactions to be in the same direction with your verbal message.
- ✓ Summarize the key ideas of your feedback, eventually in a written form if needed.

B. Receiving feedback in an appropriate manner:

Receiving feedback well is as important as providing it effectively. Perceiving the feedback of others, whether they are your colleagues and peers or your superiors, as being constructive and helpful to improve your performance and other aspects from your work it is an effective way of using it.

- ✓ Thus, consider the feedback as being learning opportunity. Adopt an open-minded position and use self-reflection so the feedback to be effective. You can discover your strengths and right behaviours and attitudes in your work, as well as areas you need to improve or to change. Remain willing and curious to find out helpful ideas from your peers or superiors and to apply them. Overall, this attitude is effective for a better integration at the workplace, when you are a beginner practitioner.
- ✓ When you have doubts or you did not understand the feedback, ask for clarifications and details to help you perceive the perspectives of others on your actions or behaviours. Your aim is to gain benefits from the feedback and asking for suggestions or what and how to do the things differently can be a way of doing that. You can write down the remarks you consider important and to further follow the suggestions you have received.
- ✓ Active listening is an important part in receiving correctly the feedback. Be attentive and sensitive on what the person is saying and try to really understand his/ her points of view, rather than searching immediately to respond to defend yourself or to attack. Being welcoming and approachable it is in your best interests to benefit from the feedback.
- ✓ Thank the person and appreciate his/ her efforts in giving you feedback. This will encourage him/ her to offer you further feedback.

Barriers to effective feedback:

Barrier	Details
Generalised feedback not related to specific facts.	It is unhelpful and confusing. The person does not understand the actual purpose of the feedback. It can disrupt professional relationships and cause unnecessary suspicion.
Lack of advice on how to improve behaviour.	When you don't receive or give suggestions or clues for improving the behaviour or performance, the feedback is ineffective.
A lack of respect for the source of feedback.	When you receive feedback from a person who you don't value enough, it is advised that you ask another colleague that was present to provide informal feedback rather than doing it yourself as otherwise. This might impact on professional relationships and feedback will be ignored.
Fear of upsetting your colleague or damaging your professional relationship with them	The feedback needs to be given in a supportive, empathic and relaxed manner, and on a background of a working relationship based on mutual respect, considering the different characteristics of the receiver (sex, age, hierarchy, educational and cultural background etc.).
Defensive behaviour/resistance when receiving feedback	Feedback will be disregarded if the situations in which the recipient is resistant or defensive are not managed correctly.
Physical barriers: noise, or improper time, place or space	Giving feedback loudly in a noisy corridor, or in the presence of other colleagues or patients/clients/ student, is inappropriate. Such feedback loses its objectivity and the recipient may consider this as an insult that will impact their professional relationship with their peers and beneficiaries.
Language barrier or lack of knowledge regarding cultural diversity.	Language and cultural barriers convey unclear messages and result in unclassified assumptions. It is important to confirm the message sent is the message that is actually received. All feedback sessions should be held in a respectful and supportive manner.
Personal agendas	Giving feedback when personal agendas can influence it will be perceived by the recipient negatively. Personal reflection will identify the reasons behind this and will be crucial in improving this aspect.
Lack of confidence	A person given feedback who lacks confidence may exhibit shyness, difficulty in being assertive, or lack of awareness of their own rights and opportunities.

(Based on: G. Hardavella *et. all*, 2017)

Subject 4: How to ask and offer help at work effectively

People often believe that asking for help is a proof of weakness or incompetence, and when you are young professional this anxiety is greater. In reality, knowing when and how to ask for help represents strength, showing that you are self-aware of your limits and needs.



A. Guidelines in asking for help at the workplace:

- ✓ There are situations when it is definitely necessary to ask for help from your co-workers:
 - *When you don't know what to do:* Before asking for help is important to try some solutions, including those simple and obvious. If you have tried the options you had in mind, and nothing worked then ask for help. However, don't try to solve a work related problem yourself for hours, or worse, for days and to work hard and long time, hoping that you will find a way to manage this alone. You will become frustrated and even exhausted. You better ask for help when you feel you need it.
 - *When you made a mistake:* Making a mistake is not the end of the world. You are not the first and certainly not the last that is in this situation. Especially if you are a beginner practitioner, this may happen, you are a human being. Thus, if you made mistake make sure you are announcing the colleagues or superiors who need to know this and approach them for help. If it is still possible, try to remediate the mistake together.
 - *When you are dealing with work overload:* Excessive work overload lead to burnout. Thus, when you feel you are overwhelmed by projects, tasks and responsibilities and you can't finish your work on time, you need to ask for help from your colleagues. It is happening sometimes to everyone. However, don't wait for others to do your job. You asked for help, but engage yourself to work together with your colleagues.
 - *When you need special expertise:* When you think you need special advice in completing a task in a particular area of your work or when new ideas from others can enrich the outcomes of your work, you can ask for help from your colleagues.
- ✓ Be specific on your request for help. Offer to your co-workers and peers details about the type of help you need so it can be effective.
- ✓ It is recommended to approach the right person to help you, not all your co-workers. Think about the resources, experience and expertise of your colleagues and superiors and ask for help of the person you consider the most appropriate for what you need.
- ✓ Be grateful for the help you received and thank the person for it. If it is possible praise your colleague in front of his/ her supervisor.

B. Offering help for your co-workers:

Knowing when and how to offer help at work is also important for ensuring good relationships with your co-workers.

- ✓ Offer your help only when it is asked by your colleagues or superiors. Researchers showed that proactively offering assistance at the workplace has more negative consequences, than positive effects, on the person who provides help, as well as on co-workers who receive it. First, though your intentions are good, when you offer unsolicited help to someone, you contribute at lowering his/ her self-esteem and confidence. Your co-worker

can think that others, including you, believe that he/ she is incompetent or unable to deal with the tasks assigned. In addition, helping others without being asked can be perceived intrusive. On the other hand, colleagues who you help may not show you gratitude or appreciation as you want, and this has a negative impact on your job satisfaction.

- ✓ If you want to help your co-workers and you are asked for it, don't do that only for expecting something in exchange, giving the person the feeling that you are doing a favour him/ her.
- ✓ Be accountable, meaning that when you establish with someone to help him/ her, do this as you discussed and until the deadline agreed.
- ✓ Try to find out details on the way you can help your colleagues, by asking them questions on how your assistance can be significant for them.
- ✓ When someone asks you for help, don't exaggerate and over help, minimizing the role of your co-worker and taking all the control. You need only to offer your assistance and let the person to ask when he/ she need extra-help.

PRACTICAL EXERCISES

PERSONAL DEVELOPMENT 1:

Think about the situations listed below. Write down the names of your work colleagues, peers or superiors to whom you would go in each situation and shortly explain why you chose this person / these persons. Note on the right the number representing how often you did this in the last year, using the following scale: *1 – daily, 2 – some times a week, 3 – some times a month, 4 – some times a year, 5 – never.*

1. Suppose that you need professional advice because you are confronted with a work related problem, for which you couldn't find a solution yourself:

How often?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Suppose that you are not certain about the solution you have found for a work related problem and you need the confirmation of others to reassure you:

How often?

_____	_____
_____	_____
_____	_____
_____	_____

3. Suppose that you needed crucial information/data/software, etc. for your work, but you didn't possess it yourself:

How often?

4. Suppose that you need help because you don't know what to do in a work related situation:

How often?

5. Suppose that you need help because you made a mistake:

How often?

6. Suppose that you need help because you are dealing with work overload:

How often?

7. Suppose that you need special expertise in one of your projects:

How often?

8. Suppose that you need to discuss with someone because you are confronted with serious problems at work (e.g. lack of motivation, problematic relation with a colleague:

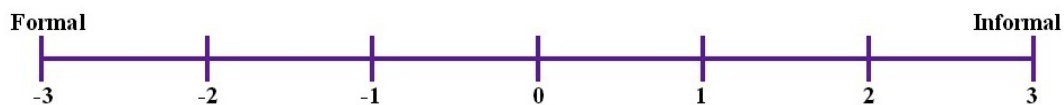
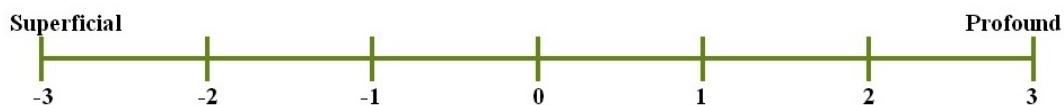
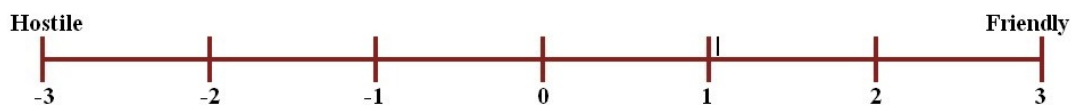
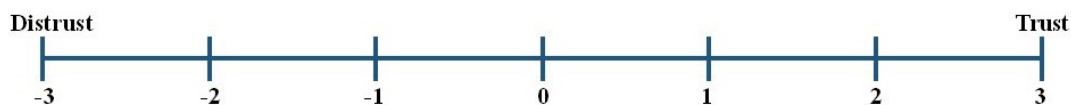
How often?

9. Suppose that you need to discuss with someone because you are confronted with serious problems in your private life (e.g. relational problems, death of a beloved one) lack of motivation, problematic relation with a colleague):

How often?

(Exercise adapted after the questionnaire from: D. De Lange, F. Agneessens & H. Waegel, 2004)

PERSONAL DEVELOPMENT 2: Look at the scales below and evaluate your relationship with your colleagues, peers and superiors. Write down the names of all your colleagues, peers and superiors below the scale in accordance with the level you feel is defining your relationship with each of them.



(Exercise adapted after the questionnaire from: D. De Lange, F. Agneessens & H. Waegel, 2004)

Reflect on the two exercises. What are your conclusions? What are you observing? Write down the aspects you consider important.

PERSONAL DEVELOPMENT 4: Think on a difficult case you have concerning your patients, clients or students or a work related experience you want to share. Suppose you have to present it to your co-workers how would you do this? What are the details you want to include? What elements would you emphasize? What would your questions be?

PERSONAL DEVELOPMENT 5:

Identify a work related problem you are facing. Shortly formulate it.

Who is involved? Who affects this problem and how?

What effects does this problem have on your patients, clients or students?

How did you try to solve the problem so far?

What results did you have?

What questions/ concerns do you have for a co-worker who would give you professional suggestions or opinions?

What are your expectations on receiving professional suggestions or opinions?

How would you formulate your request for professional suggestions or opinions?

PERSONAL DEVELOPMENT 6:

Think about the situations when you provide professional suggestions for your colleagues or peers and evaluate the extent to which you have respected the four main features of an effective advice. Record your assessment for each of the four features below, using a scale, from 0 – almost never to 6 – almost always. Then, right down how can you improve your way of giving professional suggestions on each aspect.

1. You are aware of the boundaries and you don't overstep them. Score _____

2. You are letting yourself to understand the problem. Score _____

3. You are helping your colleague to develop alternatives for solving problems. Score _____

4. You explore the options together with your colleague. Score _____

PERSONAL DEVELOPMENT 7:

Identify the situations when you provide or received feedback at your work. Which of the following barriers to effective feedback apply in your case? Shortly describe the situation for each barrier, if the case. What strategies or actions can you apply to overcome the barrier?

1. Generalised feedback not related to specific facts.

2. Lack of advice on how to improve behaviour.

3. A lack of respect for the source of feedback.

4. Fear of upsetting your colleague or damaging your professional relationship with them.

5. Defensive behaviour/resistance when receiving feedback.

6. Physical barriers: noise, or improper time, place or space.

7. Language barrier or lack of knowledge regarding cultural diversity.

8. Personal agendas.

9. Lack of confidence.

PERSONAL DEVELOPMENT 8:

Identify the situation when you provided feedback for your colleagues or superiors last time and describe it shortly, using the following questions: Was it formal or informal feedback? What was your focus? Have you succeeded to convey what you wanted in your message? What actions or changes could be taken based on your feedback? What would you do differently?

PERSONAL DEVELOPMENT 9: To make your feedback effective and helpful, you can use the Facts, Meaning and Consequence model:

Facts: What you observed or heard.

"You left the meeting three times to answer your mobile phone."

Meaning: The implication of the person's behaviour for themselves, others, the company etc.

"Your leaving the meeting disrupted the flow of the discussion."

Consequence: The broader impact of the person's behaviour for themselves, others, the company etc.

"We were therefore unable to reach agreement on the issue being discussed."

Now think about the last time you provided feedback, re-structure it using:

Facts

Meaning

Consequence

(Exercise retrieved from: <http://www.nottinghamchildrenspartnership.co.uk/media/370459/giving-feedback-worksheet.pdf>)

PERSONAL DEVELOPMENT 10:

Think about the last time you received feedback, how would you describe it? Circle your thoughts. There are three free spaces for you to add your own thoughts.

Motivating	Gave clarity	A waste of time	<input type="text"/>	Good	Personal	Helpful to my development	De-motivating
Interesting				Harsh	<input type="text"/>	Positive	Constructive
Beneficial	<input type="text"/>	Energising					Irrelevant

(Exercise retrieved from: <http://www.nottinghamchildrenspartnership.co.uk/media/370459/giving-feedback-worksheet.pdf>)

How can you use the feedback received for your professional development?

Using a scale from 0 – almost never to 6 – almost always, please assess your attitude in receiving feedback on the following dimensions:

1. You consider the feedback as being learning opportunity. Score _____
2. You ask for clarifications and details to help you perceive the perspectives of others on your actions or behaviours. Score _____

3. You actively listening others.

Score _____

4. You thank the person and appreciate his/ her efforts in giving you feedback. Score _____

What strategies or actions can you apply to improve your attitude so that you can use the feedback of your co-workers for your professional development?

PERSONAL DEVELOPMENT 11:

Subject 4 presented the way you can appropriately ask and offer help at work.

1. First, remember the situations when you asked for help from your co-workers and write down your notes, considering the following questions: Was it really necessary to ask for help? Have you been specific in your request? Have you approached the right person? Have you thanked him/ her? What would you do differently?

Identify a present situation in which you need help. How would you formulate your request?

2. Remember the situations when you offered help to your co-workers and write down your notes, considering the following questions: Have you offered your help because it was asked? Have you

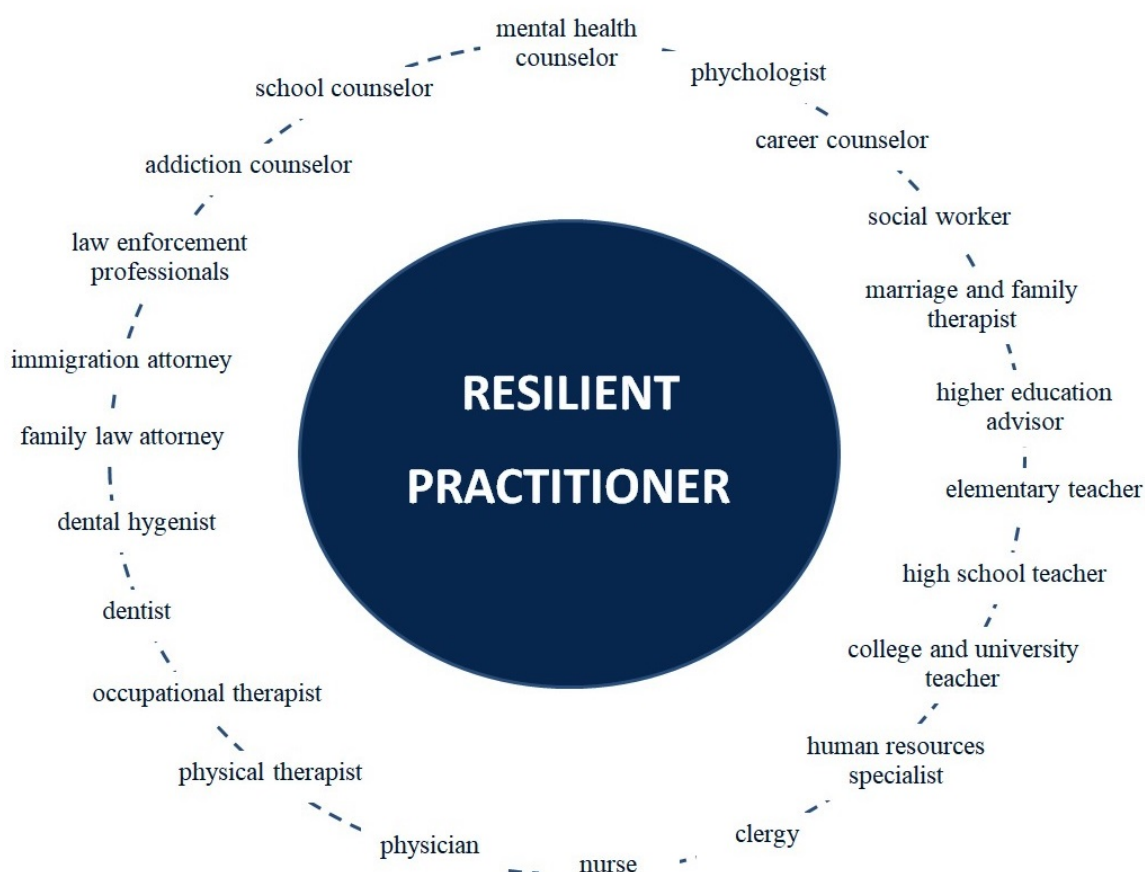
	<p>offered your help without expecting something in return? Have you respected the boundaries in offering your help? What would you do differently?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
EVALUATION OF THE SECTION	<ol style="list-style-type: none"> 1. What is an intervention group? Shortly define it. 2. List three aspects you need to consider when seeking professional advice. 3. Name a barrier to effective feedback. 4. Shortly explain one situation when is necessary to ask for help at the workplace.
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SECTION 4: Preventing the professional burnout

TEORINĖS ŽINIOS

Subject 1: The professional burnout and its signs

Researchers and psychologists have emphasized that people being resilient practitioners (professions dedicated to help others and enhance their lives, including helping and supporting professions as nurses, social workers or teachers) are more exposed to stress than other occupations. As young professional, it is important to know that prolonged exposure to stress can lead to burnout and there are ways to prevent it.



Adapted after T. M. Skovholt & M. Trotter-Mathison, 2016

Stress can be good when it determines you to make actions or take initiative, serving as a motivator. But when it causes you negative feelings, eventually associated with alcohol or drug consumption to reduce them, we talk about negative stress. Being new at the workplace as a young professional can bring you feelings of uncertainty, insecurity, anxiety, lack of control, and you may also want to please everyone for a better integration, including by accepting to take

the responsibilities and work of others. This usually causes excessive stress that can convert to burnout.

Here are some key differences between stress and burnout:

<i>Stress</i>	<i>Burnout</i>
Stress represents the physical and psychological response of a person to any demand or threat from the environment.	Burnout is a state of emotional and physical exhaustion, resulting from the long term exposure to stress.
Fatigue.	Chronic exhaustion.
Loss of motivation.	Loss of physical energy.
Feelings of anxiety, guilt etc.	Irritability, depression, impatience.
Dissatisfaction with work.	Boredom and cynicism related to work.
Physiological symptoms.	Psychosomatic complaints.
Difficulties to concentrate and tendency to forget things.	Frequently forgetfulness.

Professional burnout can affect your physical and mental health and by being aware that your job might be the cause of this condition, you are able to take measures to prevent it. Thus, here are the core signs and symptoms of job burnout:

- ✓ ***Lack of interests and enthusiasm about your job:*** you don't feel satisfaction about what you are doing, and you don't find the motivation to do something, though you showed interests and enthusiasm for your work before. In worst cases, this indifference can extend to the other aspects of your life.
- ✓ ***Severe physical, emotional and mental exhaustion:*** you feel tired and depleted all the time. You may also experience feelings of frustration, irritability, anger, sadness.
- ✓ ***Inefficiency at work:*** your lack of interests, as well as the difficulty to concentrate leads to mistakes and poorer performance. Severe stress can also affect your ability to make decisions and solve problems.
- ✓ ***Cynicism:*** all the aspects that were motivators for you are meaningless now; you don't find the sense of accomplishment.
- ✓ ***Interpersonal problems:*** you are having more conflicts with others or you are withdrawing and not talking with your colleagues, and even with your family members. It is a depersonalisation, a detachment from others, and because of exhaustion you don't have the energy to care about your colleagues, family or friends anymore.
- ✓ ***Using unhealthy coping strategies:*** in order to cope with the burnout, you may find a solution in the abuse of alcohol, drugs, smoking excessively, eating junk food, not getting enough sleep etc.

- ✓ **Health problems and physical complaints:** the prolonged exposure to stress affects your immune system and causes various health problems, including increased illness, headaches, heart palpitations, chest pain, shortness of breath, dizziness or fainting, digestive issues, insomnia etc.

Subject 2: Major stressors and risk factors for professional burnout

Novice practitioners in helping and supporting professions encounter situations that can raise severely the level of stress in their lives:



1. Ambiguity and uncertainty: Students in helping and supporting professions are often hard working, scrupulous, and almost perfect in learning the material required. Having performance and validation of their effort translated in high grades in classes, they have a feeling of control. Going from this pursuit of perfection to the ambiguities of medical, teaching or social work practice, where they deal with human universe, it is a source of high stress. This ambiguity comes from the human complexity, not having the certainty that a method, a procedure or a technique is always effective or successful and dealing often with unexpected situations.

2. Performance anxiety and fear: Everything is more difficult when you don't have professional experience. Novice professionals come to practice their work, being equipped with theories, methods, techniques learned from others, but the lack of practical experience and sometimes not knowing what to do (having appropriate reactions, applying the most effective methods, procedures, techniques etc., making the best decision in helping and supporting their patients,

students or clients etc.) bring more pressure and uncertainty in their lives. When they experience the fact that what they learned in theory does not always fit in practice, because the uniqueness of human beings, they are struggling to find an effective approach. But this may cause feelings of disillusionment, disappointment, frustration etc. From this, novices can develop a feeling of self-inadequacy, that they are not good enough for being nurse, teacher or social worker. On the other hand, when novice practitioners have to face a novel situation or to do a specific professional task for the first time, the level of anxiety raises very high and it may reduce the performance or the ability to think effectively. There have also fears of specific things, especially of doing mistakes, as using a procedure that may cause unpredicted pain or harm, losing the control of classroom or having no idea how to manage the situation of a client.

3. *The process of creating a professional self:* As mentioned above, novice practitioners are passing from a known feeling of competence and security to the unknown world of the future, which brings insecurity and uncertainty. Going to practice, the novice is trying to create his/ her professional identity, *a practitioner self* and to act like an advanced practitioner, by imitating the experts. This process needs time and includes various experiences, challenges and an emotional mixture: enthusiasm, frustration, anxiety, relief, shame, pride, happiness and despair. Passing through all this represents a major stress for the young professional. If negative feedback from patients, students, clients, colleagues or superiors is added, the fragile professional self of the novice is in danger and an elevated level of stress is inevitable. Thus, young professionals have to protect themselves and to nourish their fragile identity, but, on the other hand, the focus of their work is represented by the needs of others (patients, students or clients).

4. *Unrealistic expectations:* Most often, persons who choose a career in a helping and support profession are interested in people and in making a difference in their lives. It is also possible to be inspired by someone who helped them or their family at a point, serving as a hero. The mirage of being a hero and making a difference at their turn, by healing, teaching or offering social support for others feeds a struggle for performance, a continuous pressure to be able enough, skilled enough, to be a good practitioner. In addition, beginning professionals expect the positive feedback in terms of the improvement of the other, but, most of the times, the process of change is long, uncertain and dependent of various factors. These expectations are not realistic and we have to learn that our work may not always have a major impact.

5. *Unclear emotional boundaries:* Even when they are not working, young nurses may wonder if they do the right procedure for their patients, young teachers may think to their classes and young social workers may search solutions for their clients. This is an emotional boundary that is often crossed, representing one elevated stress factor. Emotional boundaries imply the feelings and thinking of the helper and refers to the ability to detach and reattach to the other, when it is the case, and to be emotionally involved at an appropriate level. When the involvement is too

high, the helper feels overwhelmed and become unable to provide help. When the implication is too low, establishing a trusting and effective relationship between the practitioner and the patient, student or client is not possible.

6. Ethical dilemmas and legal confusions: When helping and supporting other, professionals have to be aware to meet the requirements of ethical rules and legal procedures. But when what the novice practitioner thinks is the best for his/ her patient, student, or client is not in the same direction with these rules and procedures, ethical dilemmas and legal confusions can appear. This struggle is also a major stressor for a beginner.

7. Work overload: In the desire to be easily and better integrated at the workplace, the beginner practitioner may feel uncomfortable to say no, accepting new tasks and to work extra hours. In addition, the enthusiasm of beginning and the need to be needed and to help other can result in working excessively. However, excessive workload is an elevated stress factor that contributes to physical exhaustion, leading to mental and emotional exhaustion at the end.

8. Work-life imbalance: Sometimes, young professionals dedicate so much of their time and effort for working so that they don't have energy for spending time and enjoying life with their friends and family anymore. Finding a balance between work and personal life is a key to prevent this major stressor.

9. Lack of control: The feeling of the practitioner that he/ she have no control on their work, in terms of decisions, schedule, work load, lack of resources, unfairness, lack of appreciation etc. raises the level of professional stress.

10. Lack of social support: Stress can also be elevated when the novice is isolated at work or in personal life. Bullying supervisor or colleagues can also contribute to the falling.

11. Incongruence between the person and the job: Sometimes, personal values, traits and skills may not fit with job characteristics. Even when the practitioner wants so much to have performance, this incongruence leads to a major stress.

Subject 3: Components of professional burnout

The model developed by Cristina Maslach considers three dimensions of burnout: emotional exhaustion (stress dimension), depersonalisation (interpersonal dimension) and personal accomplishment (self-evaluation dimension).



A. Emotional exhaustion:

Feelings of the lack of energy and emotional resources to face another day represent the emotional exhaustion. Work overload and professional conflicts are often the causes of emotional exhaustion. Practitioners feel drained without any source of recharging their “emotional batteries”.

B. Depersonalisation:

Emotional exhaustion leads to the desire of detachment and isolation from others. Being excessively detached brings a high risk of dehumanization.

C. Personal accomplishment:

Low level of productivity, effectiveness and performance at work, due to the exhaustion and the lack of social support, reduces the personal accomplishment and the feeling of work meaning and self-efficacy. This is associated with depression and the idea of inability to help others and to accomplish the job tasks and demands.

Subject 4: Strategies for preventing professional burnout

Being aware of the risks and features of professional burnout is the first step in preventing it. Strategies that you can apply in this sense focus on several aspects of your personal and professional life.

A. Balance between self-care and care for others:

Know that for helping others, you need to maintain your internal resources by taking care of yourself. Self-nurturing and being aware of your needs, feelings and sensations is not an egoistic choice, but it gives you the strength and resources to continue to support and help your patients, students or clients. Your own well-being is necessary so you can offer an effective and competent help and care for other.



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Self-care includes physical, emotional, social and spiritual dimensions of life. Here are some suggestions to be sure that you have approached all of them:

1. Physical self-care:

- ✓ Getting enough sleep, at least 7 hours per night.
- ✓ Spending time in activities you enjoy.
- ✓ Reserving time for relaxation.
- ✓ Getting exercise, yoga or other physical activities you enjoy.
- ✓ Eating healthy and properly.
- ✓ Eliminating the exposure to toxic substance or to abusive or dangerous situations.
- ✓ Being aware of physical complaints and getting medical help if needed.

2. Emotional self-care:

- ✓ Developing healthy coping strategies for managing stress.
- ✓ Being aware of feelings, states and needs and considering them.

- ✓ Practicing self-compassion.
- ✓ Loving and being loved contributes to the sense of well-being.
- ✓ Avoiding toxic persons.
- ✓ Living in the present.
- ✓ Acknowledging your limits.
- ✓ If you feel often distressed, call on a psychologist or therapist.

3. Social self-care:

- ✓ Personal and professional networking.
- ✓ Creating authentic and meaningful social relationships.
- ✓ Getting social support from your friends, family, and colleagues when you need.

4. Spiritual self-care:

- ✓ Acknowledging that there are things greater than yourself and try to connect with them.
- ✓ Spiritual or religious life can help you to understand and to have a closure on pain, drama and painful realities that your patients, students or clients may face.
- ✓ Finding a purpose and meaning in your life, beyond your profession.

B. Approaching professional stressors

Self-care is important to reduce the stress in your life, as well as understanding and finding ways to approach the professional issues that cause you distress, anxiety and negative feelings related to your work.



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1. Dealing with ambiguity and lack of control:

- ✓ One strategy to reduce the stress related to ambiguity is to accept and acknowledge the fact that in helping and supporting profession usually there is no concrete evidence of success, as well as no clear endings.
- ✓ You can also try to have a valuable closure by ending your relationship with patients, students or clients in a formal sense; professional writing may also be a good idea, because it is a concrete activity, as well as tangible and permanent.
- ✓ Practitioners in helping and supporting professions often base their success only on the feedback or outcome of their patients, students or clients. But you always have to remember that you don't have the control on the life of another person or on her efforts to change. Thus, sometimes, your help can be received, but to remain unnoticed, unexpressed or not enough appreciated.
- ✓ In addition, you don't have the control on choosing your supervisors or colleagues and expecting an external validation from them is wrong and sometimes hurtful. They can be supportive and offering you what you need, as well as they can be competitive and unwilling to give you an appropriate feedback.
- ✓ The strategy that gives you some control concerning the success and outcomes of your work is ensuring its quality through your professional expertise and appropriate involvement in the relationship process with your patients, students or clients. You can gain professional expertise by acquiring professional knowledge, continually improving your skills, and being always up to date with the novelties in your work field. On the other hand, by being present when working with your beneficiaries and building a working alliance through a trustful and open relationship often have major importance for successful results. Maybe the final outcomes are not always those that you want but reflecting on these two aspects and knowing that you do everything you could on what you have control should reduce from your distress.
- ✓ When you are unsatisfied of aspects of your work that you have no control, a strategy is to discuss them with your supervisor and colleagues and to find together a solution. Building alliances with your colleagues for a common cause can also be helpful.

2. Reducing unrealistic expectations:

- ✓ It is okay to think that you can make a difference in your patients, students or clients lives in order to give a meaning to your work, but you have to be aware that the results also depends on them and you can't have control on this.
- ✓ Expecting big changes can also activate the resistance of your patients, students or clients, but focusing more on small changes can help and empower you and them.
- ✓ Even when you feel that your work does not have a purpose anymore, because there is something that prevents you to make a difference in human life, remember that your

helping work is intrinsically meaningful: these small goods or steps in helping someone means that you are trying to make the world a better place.

3. Reducing the performance anxiety and fear:

- ✓ Being aware that performance anxiety is a normal emotion for beginner practitioners is important. By gaining professional experience, you will be able to reduce this anxiety. You have to offer yourself time and patience to learn, to achieve knowledge and to improve your skills by going to different work situations and issues.
- ✓ Some practitioners feel afraid of underperformance. However, it is impossible to have always 100% success. Putting this great pressure on you it is a big risk to exhaustion and burnout, also being an unrealistic goal.
- ✓ Wanting to always be performing, some practitioners stay in their zone of comfort, choosing only working situations they feel they can control. Thus, the fear of making mistakes prevents them to accept challenges or to be brave to try something new. This can easily lead to boredom and lack of meaning.
- ✓ The idea of being “good enough” and nothing less for your patients, students or clients can be helpful in this direction.

4. Solving excessive work overload:

- ✓ Here are the main issues concerning the work overload and possible ways to solve them:

Work overload issue	Possible solutions and actions
<i>Exhaustion</i>	Developing resilience = positive attitude and physical well-being: <ul style="list-style-type: none"> • Start a personal or promote a workplace fitness program. • Practice relaxation or meditation exercises. • Participate in an emotional resilience program.
<i>Excessive availability</i>	<ul style="list-style-type: none"> • Learning to set limits and to say “no” to unreasonable demands. • Being flexible with work hours to gain uninterrupted time for working. • Ask your colleague to cover your work, while you are answer to other demand, and do the same for him/ her when needed.
<i>Not enough time</i>	Improving time management: <ul style="list-style-type: none"> • Stop wasting time by surfing on the net or using diversionary software. • Prioritize your tasks. • Delegate.
<i>Too much work assigned</i>	Reducing workload: <ul style="list-style-type: none"> • Persuading your supervisor to give you a reasonable pace of work, invoking the fact that in this way you can deliver work of greater quality, deepen your contribution to the organisation by staying here long term, and have a feeling of fairness. • Developing new skills, for example to manage software which can help you to gain time. • Requesting additional working staff and eventually proposing an increase of funds for your department if the workload is unsustainable.

(After: M. P. Leiter & C. Maslach, 2005)

5. Finding professional social support:

- ✓ A powerful strategy in reducing stress and anxiety is to find social support of your colleagues. Talking openly and honestly about your work will help you to vent emotions, to see other perspectives and to find solutions together with people with same concerns.
- ✓ Organising a professional peer-coaching group can also be a strategy in dealing with professional issues (as you seen in section 3).

C. Healthy methods to cope with stress

Learning ways to manage your stress is very important, in order to feel healthier and happier in all aspects of your life. Here are some possible methods to cope with stress and to reduce it, besides those already mentioned.



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1. Finding a balance between work and personal life:

- ✓ Dedicate time to all the aspects of your life: work, family, fun, hobbies, journeys, friends, and any other things that are important to you. Recharging your energy while doing something that you enjoy or spending time with your family is a major factor for stress reducing.

2. Self-observation on the source of stress:

- ✓ Observing yourself on what causes you distress, anxiety, frustration and other negative feelings is an important step in reducing them. Try to be honest with yourself and think if the primary source that you identified is the real one.

- ✓ Note your observations in a stress journal, paying attention to the source, your reactions. Your feelings and emotions, and your ways to overcome the stress. You may also note possible solutions for the future.

3. Changing your perspective:

- ✓ There are things in your life that you can't control or change them and you have to be aware and to accept that any of your actions will have an impact. You can change your perspective and to try to see the stressful situations as opportunities to learn and to develop yourself. This positive emphasize will bring you peace and reduce the distress. Don't forget to be grateful for what you appreciate in your life. This exercise always gives you positive vibes.

4. Using your sense of humour:

- ✓ Laughing, joking, and being playful can help you to overcome difficulties and maybe to see the things from other perspectives. Being relaxed makes you open to alternatives and possibilities. In addition, humour and laughing induce positive emotions and feelings. Having sense of humour and using it is not unprofessional, by contrast it is your resource.

5. Searching social support:

- ✓ A strategy is to search emotional and social support of your close friends or family members you have trust and feel comfortable to share your concerns, uncertainties, insecurities, and other thoughts and feelings about work and your personal life.

6. Improving your time management:

- ✓ At work or at home, time pressure can be a major stressor. Thus, prioritize your tasks and responsibilities and stay with the plan. You can also split major projects or goals to smaller steps that are easier to be achieved. Another strategy is to delegate and let other people to help you.

D. Relaxation and mindfulness

Relaxation is an important component in preventing the burnout, being very effective in releasing stress, anxiety, frustrations, and negative emotions. When you are stressed, your body is tense and your muscles are strained, even though you are not aware of this aspect. You can't be tense and relaxed at the same time. Physical relaxation leads to mental relaxation and release anything that keeps you tense. There are many useful techniques and methods starting with breathing exercises, different relaxation practices, visualization, mindfulness to self-hypnosis.



Photo by [Oleksandr Pidvalnyi](#) from [Pexels](#)

1. Breathing exercises:

- ✓ The first step in learning body awareness is to do breathing exercises. Practising regularly deep breathing or a wide choice of exercises is very effective in giving calm, peace and psychological and physical well-being.
- ✓ On one hand, your body is getting more oxygen, and this is an important part in stress reduction.
- ✓ On the other hand, focusing on your body, on your sensation during breathing it interrupts the cycle of your anxious or dysfunctional thoughts.

2. Progressive relaxation and other relaxation exercises:

- ✓ These techniques and practices are meant to release the tension in your body and mind, and to be aware when you feel the tension. Once you are relaxed, you are feeling better.
- ✓ The classical progressive muscle relaxation exercise, developed by Edmund Jacobson, implies to tighten and then to relax different muscle groups in order to learn and understand your sensations in both states, and to enjoy relaxation.
- ✓ Other exercises go beyond physical relaxation to calming the mind.

3. Visualization:

- ✓ Through visualization or imagery or guided imagery, you can use your imagination and creativity to see with your mind's eye everything you want in your life: being happy, having a fulfilling career, being healthy, achieving your goals, enjoying life surrounded by family and friends, loving and being loved etc.

- ✓ To reduce stress, you can visualize yourself in a relaxing place, feeling calm, in peace and relaxed.

4. Mindfulness:

- ✓ Jon Kabat-Zinn developed a program for stress reduction based on mindfulness. Later, researchers and practitioners demonstrated that mindfulness interventions are effective for improving physical and mental health, especially in treating chronic stress, depression and anxiety, or chronic pain.
- ✓ Mindfulness is defined as a state of awareness, by “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”.
- ✓ Shortly, mindfulness implies to live in the present and to return to it when you are distracted, and to practice acceptance, compassion and commitment.
- ✓ Through mindful meditation, you are focused on the present moment and live this experience, by orienting your attention on breathing and observing your thoughts, without judging them.
- ✓ You can increase your body awareness through the body scan exercise, being centred on the sensations you feel in different parts of your body.

5. Self-hypnosis:

- ✓ Self-hypnosis is a powerful tool for reducing stress, enhancing self-confidence and achieving your goals. During hypnosis, you are in a state of profound relaxation that increases your suggestibility, accesses your internal resources and open your mind to new ideas and solutions.
- ✓ There are various websites where self-hypnosis audios are available. You can start by listening to this kind of guided self-hypnosis.
- ✓ Then, you can learn how to create your own affirmations and suggestions to internalise. You can listen to them under self-hypnosis after you record them or after you memorize them. During recording you can use relaxation music, sounds of nature or binaural beats. These audios are created for trance and meditation, lowering the frequency of your brain wave, inducing the mental relaxation.
- ✓ Combining positive suggestions with visualization of you being happy and performing in your work, during self-hypnosis can be, for sure, a receipt for success.

**PRACTICAL
EXERCISES
PART**

PERSONAL DEVELOPMENT 1: Think about your job and evaluate the presence of the following burnout signs. Record your assessment below, using a scale, from 0 – almost never to 10 – almost every day. Score every category by doing the mean of your sub-category.

1. Lack of interests and enthusiasm about your job: Final score: _____
 - a) You don't feel satisfaction in your work anymore. _____
 - b) You have no enthusiasm and no motivation in your job. _____
 - c) You have noted the lack of interests and enthusiasm on other parts of your life. _____

2. Physical, emotional and mental exhaustion: Final score: _____
 - a) You are tired and without energy even when you have enough sleep. _____
 - b) You are often experience frustration, irritability, anger, sadness. _____
 - c) You are feeling you are mentally exhausted. _____

3. Inefficiency at work: Final score: _____
 - a) It is hard for you to concentrate on your work. _____
 - b) You are making more mistakes than usually. _____

4. Cynicism: Final score: _____
 - a) Nothing motivates you in your work. _____
 - b) You are feeling depressed when you think about your job. _____
 - c) You are more pessimist than usually. _____
 - d) You don't find the sense of accomplishment. _____

5. Interpersonal problems: Final score: _____
 - a) You are having more conflicts with your colleagues, friends or family members. _____
 - b) You are feeling isolated. _____
 - c) You don't have the energy to care about your colleagues, family or friends anymore. _____

6. Using unhealthy coping strategies: Final score: _____
 - a) You are using alcohol or drugs to overcome your situation. _____
 - b) You are eating emotionally or junk foods. _____
 - c) You are smoking more than usually. _____

7. Health problems and physical complaints: Final score: _____
 - a) You are getting sick easily. _____
 - b) You can't sleep, or you are sleeping too much. _____
 - c) You are experience symptoms as headaches, hearth palpitations, chest pain, shortness of breath, dizziness or fainting, without having a condition that can explain them. _____

Based on your final scores at each category of burnout signs, write down those with scores between 4-7 and over 7.

Categories with scores between 4-7: _____

For each of these categories what can you do to decrease the scores? Which aspects are involved? Who can help you? What strategies can you apply? Can you think of a concrete action to do it in the next days?

Categories with scores over 7: _____

For each of these categories what can you do to lower the scores? Which aspects are involved? Who can help you? What strategies can you apply? Can you think of a concrete action to do it in the next days?

PERSONAL DEVELOPMENT 2: After reading again the Subject 2, which major stressors apply for your work? Shortly describe the situation for each stressor. Do you find another factor that stress you at your workplace? What strategies and actions can you apply?

1. Ambiguity and uncertainty: _____

2. Performance anxiety and fear: _____

3. The process of creating a professional self: _____

4. Unrealistic expectations: _____

5. Unclear emotional boundaries: _____

6. Ethical dilemmas and legal confusions: _____

7. Work overload: _____

8. Work-life imbalance: _____

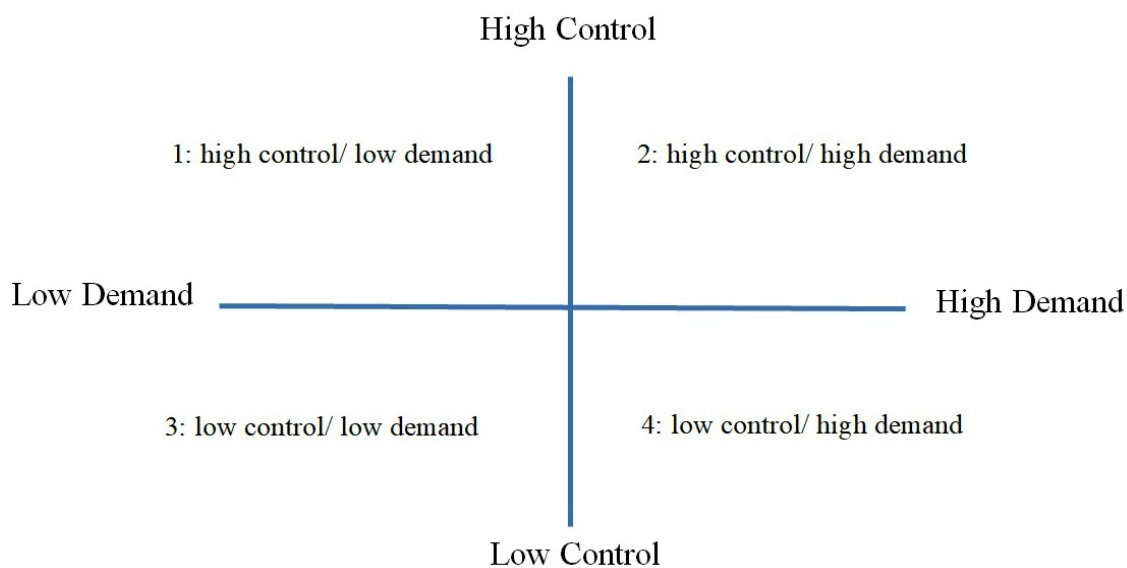
9. Lack of control: _____

10. Lack of social support: _____

11. Incongruence between the person and the job: _____

12. Other: _____

PERSONAL DEVELOPMENT 3: Please assess your job stress level. In stressful jobs, individuals often feel high demands and low control. Quadrant four (low control/ high demand) in the figure bellow is often thought of as much more stressful than quadrant one (high control/ low demand). How would you assess the stress level of your job? The results are helpful in calibrating the other-care versus self-care balance. Next, fill out the short questionnaire.



Questionnaire: How stressful is your job?

Please answer YES or NO:

Demand	YES	NO
I have to work very hard.....	_____	_____
I am not asked to do an excessive amount of work*.....	_____	_____

I have enough time to get my work done*.....

Control

I have to do a lot of repetitive work*.....

I have to be creative.....

I have to learn new things.....

I have a lot of say about what happens.....

I have very little freedom to decide how I do my work*.....

Social support

I work with helpful people.....

I work with persons who take a personal interest in me.....

My supervisor is helpful.....

My supervisor is concerned about my welfare.....

Scoring: Calculate a separate score for each of the three parts – demand, control and social support. In each part, give yourself one point for every “yes” answer to the questions that don’t have an asterisk (). For those that do have an asterisk, give yourself one point if you answered “no”. Jot down your three scores in the spaces below. Then write in the word that describes each of those scores.*

Demand score:

My job demands are _____

(Write “low” if your score was 0 or 1; “high” if your score was 2 or 3)

Control score:

My control at work is _____

(Write “low” if your score was 0 or 2; “high” if your score was 3 to 5)

Social support score:

My social support at work is _____

(Write “low” if your score was 0 or 1; “moderate” if 2; “high” if your score was 3 or 4)

Interpretation: High control, low control, and low social support all tend to increase job stress. The more of those factors that you face at work – and the more extreme your score on each factor – the greater your stress. Jobs where you experience all three tension – producing features are generally very stressful, while jobs with two such features generate moderately high stress. Those with only one stress factor may be moderate or moderately low in stress, depending on how much the other two scores offset that factor. The least stressful jobs combine high control and high social support with low demand.

Using the four-quadrant chart and the questionnaire, describe the stress level of your job.

(Exercise from: T. M. Skovholt & M. Trotter-Mathison, 2016, 259-260).

PERSONAL DEVELOPMENT 4: Rate how often each situation occurs. To record your score, use a scale of 0 to 6 with 0 meaning “almost never” and 6 meaning “almost always.” Add up the ratings to get your score.

My workload

1. I am at my company location more than 50 hours per week. _____
2. I take work home and/or receive work-related calls at home. _____
3. Work demands make it difficult for me to schedule vacations. _____
- 4 I am asked to do additional tasks without being provided with additional resources. _____
5. My department does not have enough resources to handle a normal workload. _____

The job itself

6. My job has a high degree of mental intensity and pressure (for example, internal/external forces, production goals, irate customers, information overload). _____
7. My responsibilities are unclear, and I don't have control of setting priorities, deciding work methods, and use of resources. _____
8. The job content is distasteful (for example, boring, unimportant, underutilizes my skills, poor working conditions). _____
9. The work process provided to me cannot meet the job requirements on quantity and/or quality that I am expected to achieve. _____
10. The feedback provided to me on my performance is inadequate or unfair. _____
11. I am concerned about my career (for example, job security, lack of advancement opportunities, financial compensation). _____

The organization

12. Personnel requisitions in my work area are frequently unfilled for two or more months. _____
13. People resign from our organization because of work overload or other reasons of job dissatisfaction. _____
14. Cooperation among employees is poor. _____

15. The trust and respect among management and employees is poor. _____

16. The organization is insensitive to the demands of work vs. the demands of family. _____

SCORING

0 to 32 Moderate:

33 to 64 Serious:

65 to 96 Critical:

WORK OVERLOAD STATUS

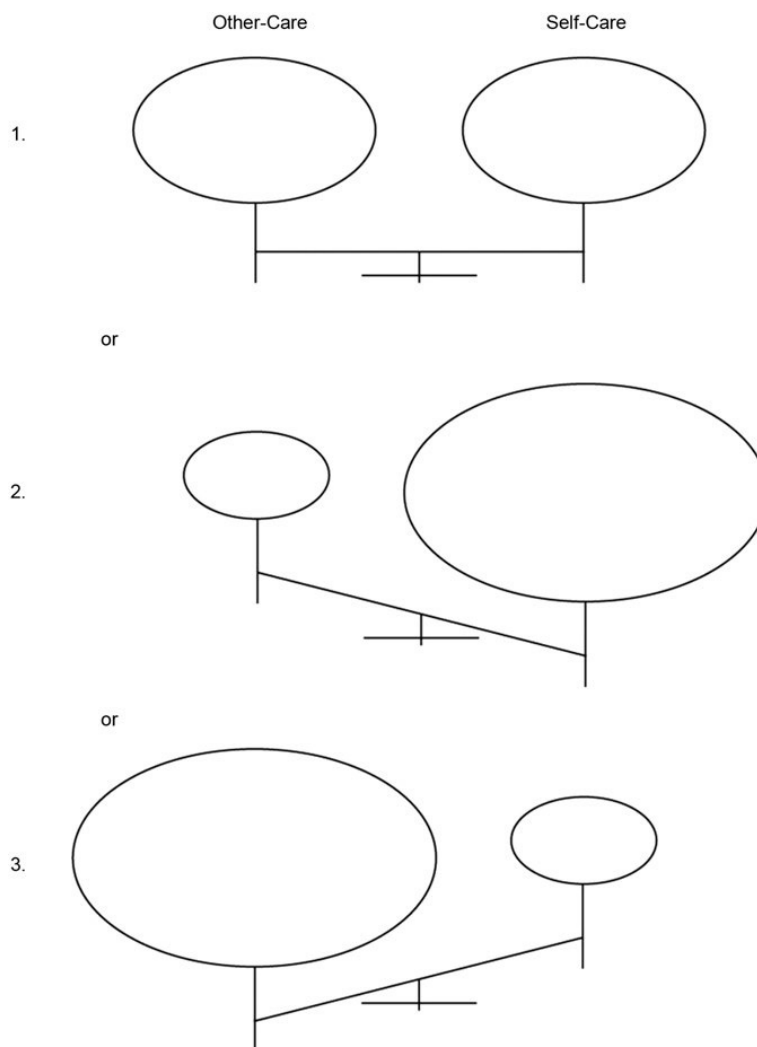
Take preventive action to keep work overload from getting worse.

Take steps to substantially reduce work overload within the next few months.

If work overload cannot be substantially reduced within the next few months immediately search for another position.

(Exercise from: F. M. Gryna, 2004, 9-10).

PERSONAL DEVELOPMENT 5: Assess your other-care–self-care balance, using the figure bellow. Indicate the other-care–self-care balance score. Is it 50–50, 10–90, 90–10, 70–30, or 30–70?



What is your other-care–self-care balance score? _____ - _____
Often, other-care practitioners are more oriented to other-care than self-care. Some imbalance can be fine, but when is this direction excessive for you?

(Exercise from: T. M. Skovholt & M. Trotter-Mathison, 2016, 261-262).

PERSONAL DEVELOPMENT 6: Subject 4, part A presented dimensions of personal self-care. How well are you nurturing each part of yourself? What are you doing to nurture each part of yourself? What activities can you do to develop the parts where you need improvements?

Physical self-care: _____

Emotional self-care: _____

Social self-care: _____

Spiritual self-care: _____

(Exercise adapted from: T. M. Skovholt & M. Trotter-Mathison, 2016, 264-265)

PERSONAL DEVELOPMENT 7: In Subject 4, part B, you can find ways and strategies to reduce the major professional stressor for a novice practitioner. Assess how well you are using each method and indicate the assessment score of 0 – Not at all to 6 – Very well.

Dealing with ambiguity and lack of control: _____

Reducing unrealistic expectations: _____

Reducing the performance anxiety and fear: _____

Solving excessive work overload: _____

Finding professional social support: _____

List your three strongest areas of reducing professional stress and your three areas for improvement, shortly describing the appropriate activities.

Strongest professional of reducing professional stress:

1. _____

2. _____

3. _____

Areas for improvement in reducing professional stress:

1. _____

2. _____

3. _____

(Exercise adapted from: T. M. Skovholt & M. Trotter-Mathison, 2016, 262-264)

PERSONAL DEVELOPMENT 8: In Subject 4, part C, you have read about healthy methods to cope with stress. Assess how well you are using each method and indicate the assessment score of 0 – Not at all to 6 – Very well.

Finding a balance between work and personal life: _____

Self-observation on the source of stress: _____

Changing your perspective: _____

Using your sense of humour: _____

Searching social support: _____

Improving your time management: _____

List your three strongest areas of using these coping methods and your three areas for improvement, shortly describing the appropriate activities.

Strongest areas of using healthy coping methods:

1. _____
2. _____
3. _____

Areas for improvement in using healthy coping methods:

1. _____
2. _____
3. _____

PERSONAL DEVELOPMENT 9: Breathing exercise to reduce stress

- Exhale completely.
- Then slowly breathe in through your nose.
- Expand your diaphragm/ belly to bring air into the lower portion of your lungs.
- As you gradually fill your lungs from bottom to top, expand your chest.
- At the end, lift your shoulders for a last bit of volume.
- Briefly pause your breathing.
- Then relax and let the air flow smoothly and fully out through your mouth.
- Pull in your stomach at the end to expel the last bit of air.
- Enjoy the emptiness for a few seconds.
- Then begin another breath.
- As you do this a few times, pay attention to the sound and sensation of your breath. If you get light-headed at first, then breathe normally.

(Exercise from: V. Joshi, 2005, p. 177)

PERSONAL DEVELOPMENT 10: Progressive Muscle Relaxation

- Get comfortable. You don't have to lie down to do progressive muscle relaxation; it will work if you're sitting up in a chair. Do make sure you're in a place that's free of distraction. Close your eyes if that feels best for you.
- Breathe. Inhale deeply through your nose, feeling your abdomen rise as you fill your body with air. Then slowly exhale from your mouth, drawing your navel toward your spine. Repeat three to five times.
- Starting with your feet, tighten and release your muscles. Clench your toes and pressing your heels toward the ground. Squeeze tightly for a few breaths and then release. Now flex your feet in, pointing your toes up towards your head. Hold for a few seconds and then release.
- Continue to work your way up your body, tightening and releasing each muscle group. Work your way up in this order: legs, glutes, abdomen, back, hands, arms, shoulders, neck, and face. Try to tighten each muscle group for a few breaths and then slowly release. Repeat any areas that feel especially stiff.
- End the practice by taking a few more deep breaths, noting how much calmer and more relaxed you feel.

(Exercise retrieved from: <https://www.verywellmind.com/progressive-muscle-relaxation-pmr-25840970>)

By practising this exercise daily or several times a week you can be more aware when you are tense or relaxed. When you feel the tension, the anxiety or stress rises, thus you can use relaxation or breathing exercises to release them.

PERSONAL DEVELOPMENT 11: Visualization exercise: Your private garden

- Close your eyes. Allow yourself to get comfortable. Begin with a few slow deep breaths in through your nose and out through your mouth, letting your body get relaxed. Let the chair fully support your body as you continue to breath and relax.
- Now, use your imagination to picture yourself walking slowly along a path. It's a pleasant path, any kind that you wish. It's a beautiful day, and you feel relaxed and happy. You can feel the warmth and energy of the sunlight on your skin. Soon you come to a gate. You know this gate leads to a special place where you feel welcomed, safe, and comfortable. Push the gate open and allow yourself to enter your very own private garden.
- Your garden is filled with your favourite things. Whatever is pleasing to you can be found in this place. Perhaps there are flowers, trees, animals, birds, water, or even music. Look around and notice what is in your garden. See all the colours and objects that are in this place. Notice how beautiful they are. Look at the various shapes and see how varied they are. Look at the ground, look at the sky, and see where they meet. Your garden is calm and tranquil. Everything peacefully co-exists in the garden. As you are looking, become aware of how things might feel in this private place of yours. Begin to explore this place

with your sense of touch. Perhaps some things are soft and warm, and others are smooth and cool. Simply spend some time exploring, using your sense of touch as you continue to feel at peace and comfortable. Notice what the air feels like; is it cool or warm? Is there a breeze or is it still? Take the time to feel the peace and serenity in this private place.

- As you continue to explore your garden by seeing and feeling, become aware of the sounds that you hear in your garden. The sounds in your garden are pleasing to the ear and very comforting. Perhaps it is quiet in your garden, or maybe there are a number of sounds. Some of the sounds may be very soft, while others may be louder. Relax and listen for a while and see if you can identify the different sounds in your garden. As you're listening to the sounds in your garden, become aware of what smells you might smell. Take a deep breath in and notice the fragrances that are present. Some of them may be familiar, while others may be unfamiliar. The fragrances are pleasant and soothing. Take your time and enjoy your visit to the garden, using it in whatever way that you wish. Spend the time that is necessary for you to rejuvenate and to care for yourself.
- When you are ready to leave, slowly walk back towards the gate of your garden. You have enjoyed your visit to the garden and feel relaxed and content. This good feeling will remain with you throughout the day. Push the gate open and return to the path that led you to the garden. As you make your way back up the path to the here and now, remember that you can use your imagination to return to your private garden at any time you wish. Visit your garden any time you would like to relax, to be comforted, or just to enjoy its beauty. You are now ready to resume your day. Stretch gently and open your eyes, feeling refreshed and alert.

(Exercise retrieved from: https://www.mirecc.va.gov/cih-visn2/Documents/Patient_Education_Handouts/Visualization_Guided_Imagery_2013.pdf)

PERSONAL DEVELOPMENT 12: Mindfulness Body Scan Meditation

1. Lie down on your back in a comfortable place, such as on a foam pad on the floor or on your bed (but remember that for this use, you are aiming to "fall awake", not fall asleep). Make sure that you will be warm enough. You might want to cover yourself with a blanket or do it in a sleeping bag if the room is cold.
2. Allow your eyes to gently close.
3. Feel the rising and falling of your belly with each in breath and outbreath.
4. Take a few moments to feel your body as a "whole", from head to toe, the "envelope" of your skin, the sensations associated with touch in the places you are in contact with the floor or the bed.
5. Bring your attention to the toes of the left foot. As you direct your attention to them, see if you can "direct," or channel, your breathing to them as well, so that it feels as if you are breathing in to your toes and out from your toes. It may take a while for you to get the hang of this. It may help to just imagine your breath traveling down the body from your nose into the lungs and then

	<p>continuing through the abdomen and down the left leg all the way to the toes and then back again and out through your nose.</p> <p>6. Allow yourself to feel any and all sensations from your toes, perhaps distinguishing between them and watching the flux of sensations in this region. If you don't feel anything now, that is fine too. Just allow yourself to feel "not feeling anything."</p> <p>7. When you are ready to leave the toes and move on, take a deeper, more intentional breath in all the way down to the toes and, on the outbreath, allow them to "dissolve" in your "mind's eye." Stay with your breathing for a few breaths at least, and then move on in turn to the sole of the foot, the heel, the top of the foot, and then the ankle, continuing to breathe in to and out from each region as you observe the sensations that you are experiencing, and then letting go of it and moving on.</p> <p>8. Bring your mind back to the breath and to the region you are focusing on each time you notice that your attention has wandered off.</p> <p>9. In this way, continue to move slowly up your left leg and through the rest of your body as you maintain the focus on the breath and on the feeling of the particular regions as you come to them, breathe with them, and let go of them.</p> <p>10. If you have trouble staying awake, try doing the body scan with your eyes open.</p> <p>(Exercise from: J. Kabat-Zinn, 2005, p. 92-93)</p> <p>Practice the body scan at least once a day. At the beginning, it is recommended to record the exercise and listen to it to help you remember the instructions accurately.</p> <p>Note on your journal your observation on how you felt, your sensations, ideas, thoughts and everything you consider interesting.</p> <p>PERSONAL DEVELOPMENT 13: Listen to this audio with self-hypnosis for confidence and positive self-image: https://www.youtube.com/watch?v=9YxA91BeiDk. You can do this daily for one week.</p> <p>Note in your journal your observations: How did you feel? Do you see any difference from one day to another? How do you feel and think after the hypnosis? Did you find out something surprising or interesting?</p>
<p>EVALUATION OF THE SECTION</p>	<ol style="list-style-type: none"> 1. Name four burnout signs. 2. Shortly describe two of the major stressors for a beginner practitioner in nursing, social work or teaching. 3. What does the burnout component related to personal accomplishment mean? 4. Name four activities for emotional self-care. 5. Shortly explain what you can do to reduce the unrealistic expectations as beginner practitioner in nursing, social work or teaching. 6. Name three healthy methods to cope with stress. 7. Shortly explain why mindfulness is effective in reducing the stress level.

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<https://www.verywellmind.com/>

SECTION 5: Critical thinking and non-discrimination at the workplace

TEORINĚS ŽINIÓS

Subject 1: Critical thinking at the workplace

The topic of critical thinking were covered by online course for mentoring, however it is good to remind the basic structure of critical thinking.

What is it critical thinking?

Generally we can assume that methodological approach to critical thinking is anchored in philosophical perspectivism or its pedagogical variant: multiperspectivism.

The programme's activities and focus are based on the assumption that “all knowledge is necessarily of a perspective nature, ie. that cognitive statements and their evaluation always fall within a framework that provides the conceptual means by which the world is described and explained” (Fay, 2004).

What are the characteristics of critical thinking?

Perspectivism draws attention to the fact that no matter who we are and where we stand, we can never perceive reality as a whole, directly, indirectly, deprived of our own assumptions, knowledge, opinions, limitations or prejudices. It is us - individual beings - who hold a position and are in a certain situation. The stimuli and information we absorb (either automatically or reflected) fit into conceptual frameworks that allow us to understand them and the world around them. Perspectivism does not distinguish which view is right or true, and does not allow for objective evidence. Perspectivism is based on the existence of countless interpretations of a single phenomenon or situation, each based on the observer's unique perspective (Cajthamlová, Dítko, 2019).

Critical thinking is an effort to examine the knowledge and beliefs. It is a self-disciplined way of thinking, analysing, assessing and evaluating of the specific problem or issue to create the judgement or informed decision. It consists of:

- Rational thought
- Logical inquiry
- Integrity
- Credibility
- Sense of justice
- Accuracy
- Relevance
- Confidence in reason
- Reasonable arguments
- Depth

- Breadth
- Empathy
- Effective communication
- Problem-solving abilities
- Opposing one's native egocentrism
- See the issue from different points of view

How to think critically?

Questions a Critical Thinker Asks



a place of mind

learningcommons.ubc.ca

Narrative and discourse

We see the world around us in stories - narratives. It is a subjectively motivated, stylized spoken or written narrative. The narrative describes an event or problem and reveals the causes and possible consequences of current developments. However, it is always the view of a particular narrator (or listeners) who shares his/her view of certain facts with the narrator. Another narrator may use a completely different narrative to describe the same situation, which will also find its audience.

The proponents of both versions of the same story believe that only theirs is true. The narrative is discussed in two levels. We ask what is told (the plane of the story) and how it is told (the plane of discourse). On the plane of the story, we are interested in events, character

characteristics and the environment where everything is happening. The discourse plane includes, for example, a sequence of narratives, what is emphasized or, conversely, concealed, and a form of narration (such as language or emotional coloring). The narrative and discourse side of the narrative also tells us a lot about how the narrator himself/herself is building on the issue (Cajthamlová, Dítko 2019).

Social groups and different narratives

American political scientist John Bullock (2015) points out that the views expressed do not necessarily reflect the true beliefs of their bearers. Nor is their factual accuracy important, and the narrative may also contain apparently false information. Through these narratives, their narrators and listeners subscribe to a particular social group and show their loyalty. If someone wants to refute their declared opinion or at least correct it, they perceive it as a threat to their own person and they will completely reject social positions and criticism even if it is justified. (Cajthamlová, Dítko 2019: 26)

When and how to think critically at the workplace?

See practical exercise part. Exercise n. 1 and Exercise n. 2.

Subject 2: Power, help and responsibility at the workplace

Power and responsibility in helping professions goes hand in hand. It is essential to be aware about those intersections and understanding of its interactions.

Helping professions are specific in their awareness and handling power:

- Social workers, teachers, nurses own simply power to change the situation of clients/users/pupils
- More information/skills means more power both for social worker, teachers, nurses
- The power could be embedded in the profession itself. For example some of the doctors are seen nearly as a “God”, the position of doctors and health professionals seen as a superior over the care workers, social workers, physicians etc. “In general, physicians perceived themselves as ‘leaders’ and ‘decision makers’ in health care while nursing, therapists and other professions (e.g. pharmacists, dietitians, social workers) saw themselves as ‘team members’ who tend to adopt a holistic approach to care“ (,Baker et al. 2011: 100).
- Misuse of power is very tempting, the guiding of the client, overtaking of the control over their lives could lead to maltreatment, mistreatment and abuse too.
- Power and responsibility must be balanced carefully and should be topic of critical thinking during provision of care/teaching/nursing

Power in helping professions

Helping professions such as social work, teaching and nursing are based on an uneven distribution of power between the social/nursing/teaching professional and the client. "A worker is somehow powerful already by helping (or at least by promising to help) to powerless client to gain little bit more power." (Kopřiva 2016: 40). Relationship between a social worker and a client is disproportionate because the social worker is not only more active but also has some power over the client: all skills and knowledge matter.

Kopřiva (2016) distinguishes power „institutionally assigned” and „power generated within the relationship of helping”. „Institutionally assigned power” ties to the right of a social worker to make decisions in matters, actions and interventions that can help the client, but also hurt them. „The power generated by the helping relationship” arises without defined formal responsibilities simply by the fact, that the client accept the guidance from an authority (social worker/teacher/nurse).

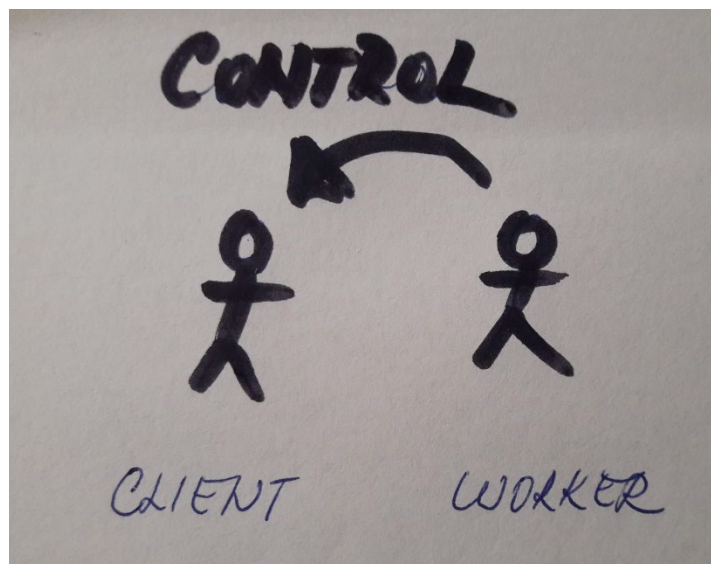
See practical exercise part. Exercise n. 3.

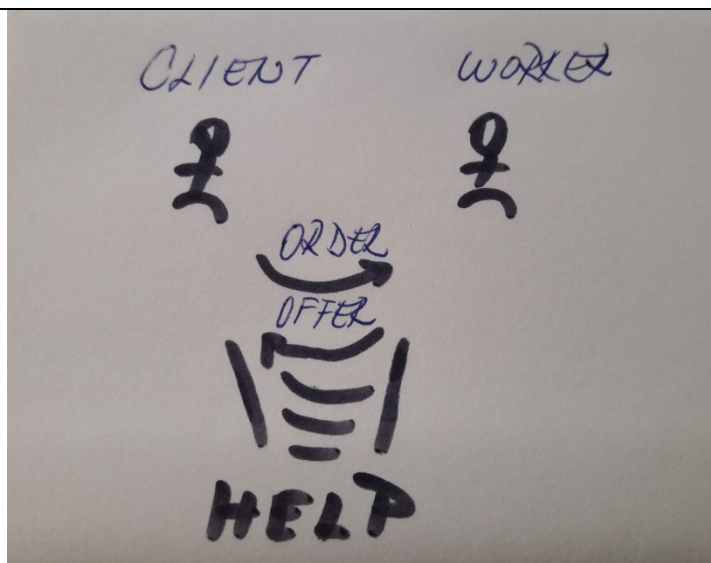
Help and control/check

The role of „governing authority” can be actively accepted by the worker (social worker, nurse, teacher) and even demanded as a condition for helping relationship and cooperation.

The opposite approach is, that the power is imposed to the hands of worker by the client. It is expected from the client, that in the helping relationship the power is on the side of worker as an expert.

Úlehla (1996) tackle the phenomenon of the power in helping profession approach very comprehensively. He builds on the „systemic approach”, which distinguishes „help” from the „control (check)”. According this approach it is necessary to distinguish when the client is helped by negotiation and mutual cooperation and when the client is being controled/checked.





(Adapted after Úlehla 1996)

The picture of help shows a sequence of interactions that characterize offering help and receiving help, respectively asking for help by formulating the „order”.

During the helping relationship the professional worker combine the both approaches – control as well as help. The worker must know both. And to be able to do so, s/he must be able to clearly distinguish what s/he is doing and why.

The empowerment of client through help has its limit when facing the limits of code and rules of society. The control is therefore necessary to satisfy the rules of the organization, society as well as standards of the approach professional is taking.

Similar approach could be identified also at your workplace.

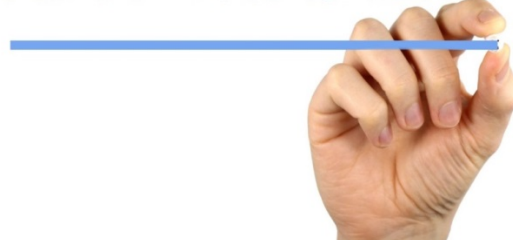


Responsibility

The word itself origin in Latin's word “respondere,” which means “to respond”. This idea of responding is connected with the meaning of being answerable. While responsibility primarily means that one is accountable for actions, it also incorporates **connotations of trustworthiness, obligation, and reliability** (Mattone, 2017).



RESPONSIBILITY



Unlike power, responsibility implies consequences. The difference between, “I order you to finish that report by 4 p.m.” and “I need you to be responsible for the final report. How soon can you turn it around and be confident about the quality?” is the difference between lack of trust and trust in someone else’s abilities.

Responsibility also implies trust into the others. If I trust you to complete a task and you don’t do it, I bear some of the responsibility because I trusted you when perhaps I shouldn’t have. Having responsibility and delegating responsibility require a relationship based on understanding and trust (Mattone, 2017).

Non-hierarchical organization type

The non-hierarchical type of the organization tackles the question of the power in the management and organization very sensitively. Basically the approach tries to erase the inequalities in terms of access to decision making and power. All members of the group (workers/colleagues) are included in decision making process, the voice of everyone is heard. Usually responsibility does not stand on one or several people, but on the whole of the group equally. The absence of "top" management and commands leads to greater collective creativity, to a greater variety of ideas, and hence to better solutions. It is easier for team to identify with decisions made, as they took part in the decision making process (Bakošová et al. 2017).

Main risk of this organization type is embedded in each nature of employee. Not all of them are ready to share equally the responsibility as well as the rights and decision making votes.

Between the advantages of non-hierarchical style of organization belongs:

- Encouraging functional diversity between different roles or departments in an organization. Everyone can join in a project and make a contribution.
- Encouraging individual work creativity instead of fixed roles.
- Encouraging flexibility so organization can share or adapt resources freely to face changing conditions.
-

When and how to exercise power in your work and at the workplace?

See practical exercise part. Exercise n. 4 and n. 5.

Subject 3: Discrimination and antidiscrimination at the workplace

As shown in previous subject, also workplace could generate the power relationship. The members of working group are not necessarily equal – as well as in terms of the knowledge, skills or experience; as in terms of different settings they are coming from, different age groups, different sexes etc. All those experiences lead us to reflect upon diversity, equality and potential of discriminatory practices at workplace.

Discrimination on the workplace

The benefits of comprehensive diversity management are mentioned later. However the biggest goal and benefit of good diversity management is eradication of discrimination on the workplace. Discrimination direct or indirect discrimination.

By direct discrimination it is meant a differential (less favorable) treatment based on specific characteristics.

By indirect discrimination it is meant any provision, criterion or practice that is seemingly neutral, but the persons in the discrimination categories are disadvantaged compared to others groups.

The discrimination has big impact on the team, as well as on the organization/employer. The will to discriminate is not always necessary, as indirect discrimination could happen. As shown on following picture, the loss of discriminatory environment is huge: it is reflected in recruitment, retention, job performance, marketing as well as in the litigation process.

Discrimination and dollars

Gay and transgender employment discrimination imposes significant financial harm on businesses, introducing inefficiencies and costs that cut into profits and undermine businesses' bottom lines.

Center for American Progress

ECONOMIC COSTS OF DISCRIMINATION

VS

FINANCIAL BENEFITS OF FAIRNESS



Recruitment

When employers hire individuals based on job-irrelevant characteristics such as sexual orientation and gender identity, businesses are left with a substandard workforce that diminishes their ability to generate healthy profits.



Retention

Discrimination needlessly forces out otherwise qualified gay and transgender individuals from employment, introducing significant turnover related costs to replace the departing employee — costs that could have instead been spent on primary business operations.



Job performance and productivity

Discrimination and hostility toward gay and transgender workers represents an unnecessary distraction that prevents them from performing their core functions on the job.



Marketing to consumers

When companies discriminate and allow unfairness to go unchecked in the workplace, they risk alienating the gay and transgender consumer market, a market that wields a cumulative spending power of nearly \$1 trillion.



Litigation

Workplace discrimination exposes business to potentially costly lawsuits, especially in states that have outlawed gay and transgender workplace discrimination.

Retention costs



ONE IN FOUR INDIVIDUALS who experienced unfairness on the job say their experience strongly discourages them from recommending their employer to other potential employees.

Turnover-related costs



HOURLY WORKER:
Costs between \$5,000 and \$10,000 to replace a departing worker.



EXECUTIVE MAKING \$100,000 SALARY:
Costs between \$75,000 and \$211,000 to replace a departing worker.

COMPANIES THAT DON'T PROTECT AND SUPPORT GAY AND TRANSGENDER WORKERS ARE INCREASINGLY OUT OF STEP WITH MOST OF CORPORATE AMERICA:



EVERY SINGLE COMPANY on *Fortune* magazine's list of the "100 Best Companies to Work For" includes sexual orientation in their nondiscrimination policy. **MORE THAN HALF** of these companies include gender identity.

Better benefits = Better retention



Compared to 19 percent of straight workers, **43 PERCENT** of gay and lesbian workers said they would have stayed with their former employer had they been offered better benefits.

Nondiscrimination policies are important



SIXTY-SEVEN PERCENT of gay and transgender employees say that it is important to work for a company that has nondiscrimination policies. Only 49 percent of straight and nontransgender individuals thought similarly.

Fair policies promote job performance



WHEN GAY AND TRANSGENDER PEOPLE ARE WELCOME ON THE JOB, they are more productive, trusting, loyal, entrepreneurial, and satisfied with their career. They are also physically and mentally healthier.

Sources: "Cumulative spending power of nearly \$1 trillion" Wittek Combs Communications, "Buying Power of U.S. Gays and Lesbians to Exceed \$835 billion by 2011," Press release, January 25, 2007, available at http://www.wittekcombs.com/news/releases/20070125_buyingpower.pdf. "One in four individuals who experienced unfairness..." Level Playing Field Institute, "The Cost of Employee Turnover Due Solely to Unfairness in the Workplace," http://www.kornferryinstitute.com/files/pdf1/Corporate_Leavers_Study1.pdf. "Turn-over related costs" Gail Robinson and Kathleen Dechant, "Building a business case for diversity," *Academy of Management Executive* 11 (3) (1997): 21-31. Better benefits = better retention Level Playing Field Institute, "The Cost of Employee Turnover Due Solely to Unfairness in the Workplace," http://www.kornferryinstitute.com/files/pdf1/Corporate_Leavers_Study1.pdf. Nondiscrimination policies are important Out & Equal, Harris Interactive, and Wittek Combs Communications, "Out & Equal Workplace Culture Report," (2008), <http://www.wittekcombs.com/pdf/out-equal-workplace-culture-report-2008.pdf>

Diversity management in the helping professions

Similar to business, the management of diversity in helping professions is a challenge: Labour market plays an important role. 'Hire and fire' policy no longer works – neither for business neither for health/social and teaching sector. Managers now have to be more responsible while dealing with employees. The care of them, their well-being and responsible human resource management is in a center of responsible employer. No matter if public or private one.

For helping professions diversity management is a challenge mainly due to the double edge of the diversity: diversity of the clients as well as the diversity of the workers. „This diversity is often mirrored in the personal biographies of social work students as well as in their later experiences of personal and client discrimination during professional practice.” (Boehler, Randall 2012: 15).

Workplace diversity refers to the variety of differences between individuals in an organization. Diversity includes the race, gender, ethnic groups, age, religion, sexual orientation, citizenship status, etc.

To manage well the diverse collective, it is necessary to elaborate the transparent and fair human resource management, which support the diversity, enable it and provide individualized approach to each employee according to their needs.

Employer/organization should mainly:

- Promote a culture of tolerance (understand different backgrounds),
 - o Encourage employees to work in diverse collective
 - o Be open-minded
- Promote an open communication (overcome language and cultural barriers by translating materials and using pictures and symbols whenever applicable)
 - o Set the transparent and fair criteria and rules
 - o Create conflict management strategies to address issues that may arise.
- Support individualization (focus on individual's merit and give individual feedback)

See practical part. Exercise n. 5.

Tips for human resource management

From successful diversity management on the workplace could benefit not only the employer, but also employees.

For employer the support of the diversity:

- Improve the reputation and create good PR
- Creates a competitive advantage and attract the employees who appreciate fair and sensitive management
- Help to target the diverse group of the clients

- Improve the creativity of the team
- Reduce employee turnover



Source: Talentlyft.com

Between benefits for employee could be named:

- Opened atmosphere in the organization
- Elaboration of the sense of fairness in the organization
- Individual approach to them by their superiors and management
- Focus on work-life-balance

The current trends in diversity management are shown in the following picture.

7 key **workplace trends** in 2018

 TALENTLYFT



Source: Talentlyft.com

See practical part. Exercise n. 6

Tips how to strengthen the equality in helping professions

Collegial support –tips for teaching professions

Almost everyone who teach is aware that children in the classroom are on both sides of the activity: they are very much visible or not visible in activities at all. With some children, we know that we have managed to speak during the class, the other not.

Analyzing Educational Interactions is something you can base your collegial support upon. Having next pair of eyes to provide feedback and analyzing educational interaction is very good opportunity to start with (Babanová, Smetáčková, Štěpánová 2019).

Critical social work – support for social work

Such approaches reflect upon „traditional social work” working on individual case approach to clients. Such reduction to work only with client and not with the structural environment has become perceived as a tool of maintaining an unfair social order. Therefore critical social work encourage reflection on who entrusts the social worker with the power to influence the life of the client, why the worker accepts this power, under what conditions and for what purpose.

See: <https://www.youtube.com/watch?v=VlkHBG66dAU>

This approach allows to tackle various forms of oppression and work on its elimination. Under such approaches we can name:

- Radical social work
- Anti-racist and multicultural social work

- Different forms of feminist social work
- Different models of community work
- Marxist social work
- Structural social work
- Participatory approaches to research (Janebová 2014)

Subject 4: Negative phenomena at the workplace

When speaking about non-discrimination and relative use of power, there is a necessity to be aware about the situation negative: misuse of power and discrimination. Both could take place in helping professions. They are not protected from this negative phenomena by it's nature of helping to the others. On the other hand. The focus on the client sometimes creates a blind point in the focus on the workers and professionals themselves. But to protect them is as well relevant as to protect the clients and users.



Source: <http://soteriasafetybydesign.com/which-job-was-victim-to-a-nearly-double-increase-in-workplace-violence/>

Non-discrimination during the employment

Simply to do not discriminate -willingly – it is not enough. As shown earlier, the unwilling discrimination is still discrimination. Therefore the strong efforts to approach non-discrimination should be made. There should be prepared and trained the professional human resource manager, who will overtake the topic of non-discrimination over the workplace and

during the HR processes. The discrimination towards employees is not acceptable as well as the discrimination towards the clients/users.

For illustration it is good to bear in the mind the HR processes on the spot and where a discrimination could appear. Just be openminded and think on the possible signs of discriminatory practices:

1. Questionable hiring practices and interview process could be a sign.

For example you can encounter a question as:

- Do you have children? Do you plan them to have?
- How many kids do you have?
- Are you pregnant or do you plan to become pregnant?
- Who watches your children while you're at work?

2. Language that reveals an unlawful bias can be a sign.

Comments such as:

- Women don't work as hard after they become mothers.
- All members of a certain race are lazy or not hard-working
- I don't trust for members of a certain religious group
- Older workers are bad for business.

3. Unfair promotions or assignment of work can be a sign.

If less-qualified male employees are consistently promoted over objectively more-qualified female candidates, the employer could be engaging in an unlawful practice discriminating against women based on sex.

4. Unequal pay could be a sign.

If older workers are consistently paid less than their similarly-situated younger colleagues. If women are paid less than men in same or same-value positions.

5. Assumptions regarding an employee's plans or abilities could be a sign.

- A pregnant worker will not return to work after maternity leave
- A pregnant worker will not be interested in taking on new projects during her pregnancy, or assuming she will be unable to perform her current job duties (These decisions are for the pregnant worker and/or her physician—not her employer.)
- An older worker is automatically going to retire at a certain age and will not want to work (Such a decision is to be made by the older worker him/herself not to be assigned to them by the others).

6. Disparate application of discipline or policies could be signs.

For example:

- Organizational benefits are not available to women on parental leave.
- Men or childless person cannot use flexible working hours (both could be indirect case of discrimination).

1. Retaliation might be a sign.

- A person who exercises his or her rights will be dismissed.

(Based on the source: <https://themomatlaw.com/2018/03/05/workplace-discrimination/>)

The way how to protect the employees:

As shown later, it is necessary to make steps to active policy of non-discrimination and not simply to rely on the will not to discriminate. Therefore there could and should be made a steps towards it by employer, the bosses, as well as by training for all staff members. Here are some tips:

- Tackle consistently the question of power and powerless in the profession
- Provide the courses on the connected topics for all the employees, for example the topic could cover:
 - o how to apply the principles of non-discrimination and equality at your workplaces concerning all parts involved?
 - o how to avoid dehumanization of your beneficiaries and equal access for all?
 - o how to deal with the violence at the workplace (of your peers, superiors, beneficiaries etc.)
 - o what are employees rights and how to protect them?
- Settle the clear rules of the organization and the limits of the help provided
- Settle the rules and procedures connected to the fair working environment and HR process (fair recruitment, fair redundancies, fair remuneration, fair treatment in workplace etc.)
- Provide good and professional human resource management to create good working conditions of the employees (including fair remuneration, benefit system, support for career path, further education, work-life balance, flexi forms of working etc.)
- Provide regular supervision or intervention – to be able to actively tackle the negative phenomenon as well as focus on the positive progress in the organization

Negative phenomena on the workplace

Harassment is part of the discrimination phenomenon and as a such it is prohibited by the law. It is defined as an unwanted conduct related to a protected ground of discrimination with the purpose or effect of violating the dignity of a person and/or creating an intimidating, hostile, degrading, humiliating or offensive environment.

When speaking about harrassement it is usually connected with the protected ground of discrimination – the sex or sexual identity. However those are not the only cases of harrassement. We can also speak about bullying.



Bullying is negative phenomena, as it usually creates very negative and hostile environment. And not only between the perpetrator and victim, but the team is affected too. There could be created toxic atmosphere, which has harsh impact on the working conditions for all. See the following picture, which structure and sum up the main results of the bullying at the workplace.

**What thrives in a
culture of workplace
bullying?**

- Depression
- Anxiety
- Discouragement
- Physical health
- Absenteeism
- Presenteeism
- Turnover
- Vengeful activities
- Customer complaints
- Wasted time
- Office politics
- Workers comp claims
- Health insurance
- Litigation

**What disappears in a
culture of workplace
bullying?**

- Quality of work
- Productivity
- Self-esteem
- Job satisfaction
- Company loyalty
- Customer satisfaction
- Number of customers
- Company reputation
- Internal relationships
- Communication
- Decision making abilities
- Innovation & learning
- Employee engagement
- Ability to meet goals
- Bottom line

© Civility Partners, LLC

Bullying could be moreover understand according the perpetrator position and the position of the victim in the organizational structure. When bullying is targeted:

- Towards colleagues – we speak about “mobbing”
- Towards boss - we can speak about “staffing”
- Towards employees – we can speak about “bossing”

See practical part. Exercise n. 7

By many professionals bullying is seen as a failure of the leadership. When bullying prevails longer time, the atmosphere where it does take place is no longer open and the boss is not seen as a relevant actor.

How te become a good leader? To be responsible and respond with the solution for negative phenomenon on the workplace it is necessary to know well the team and thier interaction, also to listen and understand what is heard and what is not heard.

See practical part. Exercise n. 8

PERSONAL DEVELOPMENT 1:

Exercise n. 1.

Think on the situation in the workplace. You meet there many different people, with different oppinions on the different subjects.

PRACTICAL EXERCISES

Think on the following situation: your client says a lot about the current situation in migration. She cites the horrible stories as the young migrant men are coming to Europe to rape Christian women and to change the world to Islam. She is persuaded about her true, and on the top, she wants to persuade you – to share her opinion on the threats of the migrants.

How would you react?

.....

.....

How would you support critical thinking at the side of your client/user/patient?

.....

.....

.....

Exercise n. 2

Think on and answer the following questions:

What are the places/situations where the critical thinking at the workplace is not foreseen?

.....

.....

Is there a possibility to give feedback on the different narrative you hear from your colleagues about important topics (social sphere, nursing, teaching)?

.....

.....

When you will give feedback on it?

.....

.....

And how? What will be your approach?

.....

.....

Or you will omit the situation and will not react? Why?

.....

.....

PERSONAL DEVELOPMENT 2: Exercising power and responsibility

Exercise n. 3

To understand the operation of the power we should have an insight into the level of:

- The activity,
- The knowledge,
- The skills,

- The social network (formal as well as informal)
- The communication.

Define your „institutionally assigned” power

.....

.....

Define „power generated within the relationship of helping” in your case.

.....

.....

In which overmentioned areas do you feel you are powerfull and in which you are powerless?

.....

.....

How is power embedded in your personality itself?

.....

.....

Watch following video and define if there is speaking about the power in terms of „institutionally assigned or in terms of generated from the relationship of helping.

For nurses:

https://www.youtube.com/watch?v=_65woayNegM

For teachers:

<https://www.youtube.com/watch?v=AyogyD7vXbw>

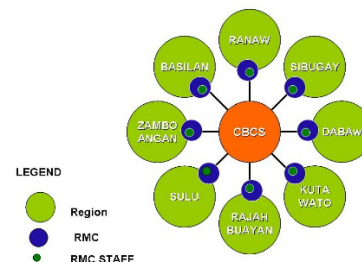
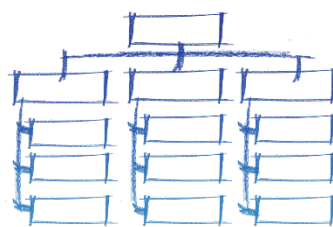
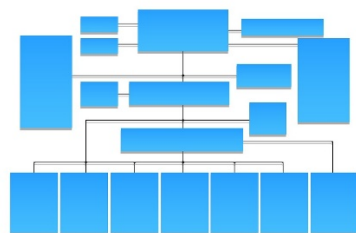
For social workers:

<https://www.youtube.com/watch?v=eKlbk6iYN4c>

.....

Exercise n. 4

When and how exercise power at your work and in your working relationships. Find out your organization organigram or get inspired from those organigrams.



Think on the organigram of your organization. How are the formal power relationships settled?

.....

.....

How work informal and formal relationships in your organization in relation to power?

.....

.....

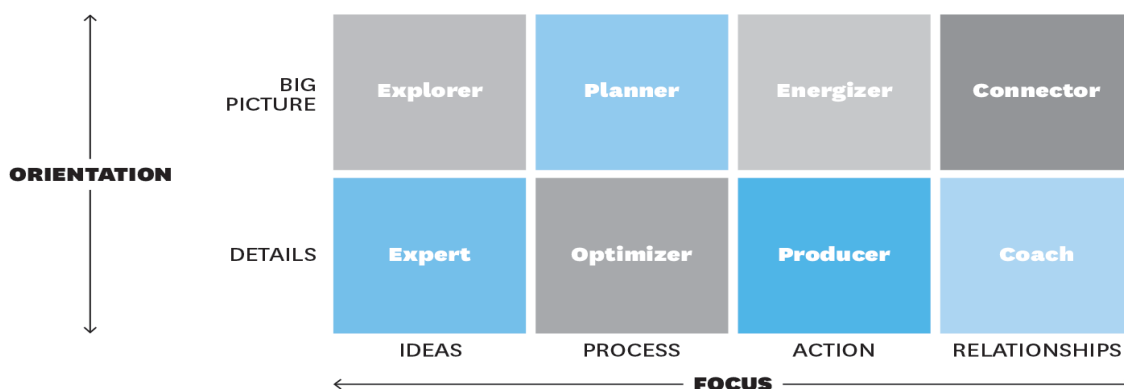
And what's your thinking style according the Bonchek and Steel? Where you see the power and responsibility of the choosen thinking style?

.....

.....

What's Your Workplace Thinking Style?

First, choose your usual area of focus. Then match that to whether you tend to consider the big-picture view or the details.



SOURCE MARK BONCHEK AND ELISA STEELE

© HBR.ORG

Exercise n. 5: Benefits from Balanced Power and Responsibility

There are situations when wielding power is appropriate. Think of a bystander responding to a car accident. The appropriate response when people inevitably gather is to give specific orders rather than thinking it through and considering the options. "You, the woman in blue, I need you to call 911. Man in the brown coat, I need to borrow your coat to keep him from going into shock. Motorcycle guy: can you please help direct traffic around us until the police arrive?"

Analogous situations happen at work too, like when there is a security breach or a key piece of machinery breaks. Describe it briefly in your situation on the workplace.

.....

.....

PERSONAL DEVELOPMENT 3:

Exercise n. 6 Diversity in the helping professions

See the video and think on the following questions.

<https://www.youtube.com/watch?v=4UglVT-LCq0>

How is diversity of the clients embedded in the diversity of the workers?

.....
.....

What are the limits – or what challenges does the diversity between team members brings?

.....
.....

What is your own experience with diversity management at the workplace?

.....
.....

Exercise n. 7 Negative phenomena on the workplace

Have you encountered the negative phenomena on the workplace? Which one?

- Bullying
- Mobbing
- Staffing
- Bossing

Did you know how to solve them? Who is the first person you did/you would contact for help?

.....
.....

Do you have trust in your boss he/she will be supporting and open for searching the adequate solutions?

.....
.....

Exercise n. 8. Task for the leaders to reflect upon the atmosphere in the team:

1. Be quiet and listen.
2. Proactively seek feedback from all levels
3. Understand the impact of not accepting responsibility (take the responsibility and blame, not the glory)
4. Know that your personal integrity will play a role in professional reputation.
5. Learn to set a good example for your team
6. Align your mission and purpose for the greater good
7. Empower your team to manage up

	<p>8. Track your commitments and be true to your word (based on Forbes Coaches Council)</p>
EVALUATION OF THE SECTION	<ol style="list-style-type: none"> 1. What does you imagine under the term critical thinking at the workplace? 2. What does mean the term narrative? 3. Name how power is exercise in the helping proffesions. 4. What is a difference between „help“ and „control“? 5. What is a diversity management? 6. Define a harrassement.
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SECTION 6: Personal development and career planning

TEORINĒS ŽINĪOS

Subject 1: Tips for career goals

Individual Career Management is a process of planning, coordinating with other areas of life, implementing and controlling a person's work and learning experiences. In today's highly changeable world of work, which is constantly undergoing change, the individual needs to be extremely active and responsible in their careers, as they have to pay for career mistakes themselves. And that fee is an unattractive, non-viable job, low salary, low status in the professional community and society. Career opportunities also need to be created without waiting for someone to come and offer to learn or work somewhere. Thus, in the process of personal career management, the individual has to make weighted and well-grounded decisions with long-term consequences related to work and learning.

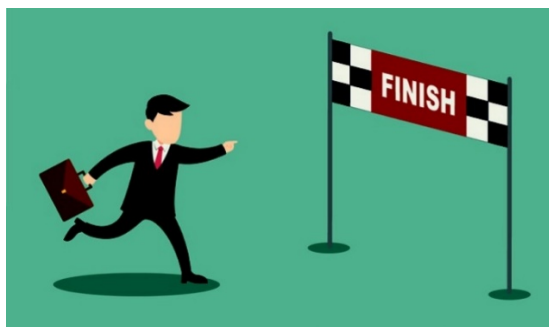


The career goal is what you want to achieve in your career. Goals are long-term and short-term. Long-term - those who need 10 and more years to reach. Short-term goals are achieved faster, they are seen as “short-term” in the perspective, and they are more pronounced, clearer and more specific. How do you identify and name your career goals? This can be done in various ways. One of them is the projection of the future vision into the main areas of life.

When you highlight goals, they must to be:

- Concrete. It is important to tell as accurately as possible what the result should be.
- Measured. How do I understand that my goal has been achieved? The result that will show that the goal has been achieved must be clearly identified. The goal must be formulated so that at any moment you can tell how much progress has been made towards the goal.
- Real. During highlight a goal, it is necessary to assess personal possibilities and all circumstances. The possibilities of each person are different, so it only depends on what it is achievable and what - not.

- Meaningful. The goal must be important and inspiring to act. It must be related to the sense of the meaning of life. Achievement of the goal should be a movement forward.
- Available in limited time. It is necessary to provide a real time limit for achieving the goal.



Some tips on how to write goals:

1. Define what you want to achieve. What will change when you reach this goal? Who will benefit from this?
2. The wording of the goal should be positive (e.g. "Install a new system", etc.).
3. When formulating a goal, write down what you want to achieve rather than what you do to reach the goal (that is, additional information).
4. The objective must be specific (eg "Implement the project by 1 July, according to the budget").
5. The goal must be measurable, ie. y. how will the objective be measured?
6. The target timeframe must be set (because at the end of the year it is important to consider not only whether the objective has been achieved, but also whether the target has been achieved in time for the assessment of employee performance).
7. Do you assess whether the objectives are relevant to the activity by activity priority? Will the achievement of goals help to achieve better results?
8. Evaluate whether goals are high, ie. y. are they related to activities that the person has not yet performed (new possibilities for development - new project, process, etc.)? Will the achievement of the goal require new or higher levels of competence (in which case the necessary educational actions should be included in the curriculum)? Does the goal relate to innovation, a new approach? Do you need less resources to achieve this goal (efficiency)?

Subject 2: Career planning

Career planning takes place throughout a whole person's life, as the person develops, explores the environment, sets himself new goals, strives for a better, better quality of life. A career plan is a set of steps to help you achieve your career and / or life goals. Creating a plan helps not only to get to know yourself, your attitudes, expectations, personality direction, values of life and work, desires and aspirations, but also the world of wo (Guidance and Orientation for Adult Learners, 2016).

Choosing a profession is one of the most pressing problems that depend on the growth of a person's personal well-being. The choice of the profession must be at school. Therefore, it is very important that the very first decision of the pupil is conscious, purposeful, so that the young person understands that adaptation in the world of work and the inner harmony of personality depends on the right decision.

Almost a century ago, the founder of Vocational Guidance, F. Parson, formulated three basic principles for successful career choices: good self-knowledge, knowledge of the world of professions, and the co-ordination of these knowledge (Parson, 1909). When analyzing problems of professional choice and professional orientation, he pointed out that the main task of counseling is to determine the correspondence between the requirements of personality and the world of work. This can be accomplished through an integrated study of the individual and the world of work.



Today, vocational guidance is understood as a permanent, lifelong process that encourages individuals to seek new opportunities throughout the modern vocational guidance system. Vocational guidance is seen as helping individuals to choose their path to education, training and employment regardless of age and life, and to actively develop their professional career. It is a consistent and purposeful preparation of personality for a reasonable and conscious choice of profession. Individuals are focused on learning one or another profession according to their personal desires, preferences, talents, taking into account labor market requirements, perspectives. Optimal professional guidance takes a lifetime of life.

When planning his career, Kučinskienė (2003) states that it is appropriate to distinguish the following key personal career management skills:

1. Self-cognitive abilities that help to identify current and future personal values, abilities, expectations, and so forth. These are the essential skills in choosing and performing various social roles in the course of human life.
2. Cognitive skills of the world of work, based on basic knowledge of the basics of the country's economic system, guaranteeing understanding and respect for it, and effective functioning in it, awareness of the dynamics of the diversity of the world of work and career choices in it. It is important to be able to understand the system and change of career, social, economic and employment factors, to identify the range of career opportunities and alternatives to achieving them.
3. Adaptation skills arising from an individual's socially acceptable work values system, which determines the individual's willingness to work, job search and retention skills, work

habits that guarantee productivity in the workplace, the skills needed to humanize the workplace according to their needs

4. Lifelong learning skills or continuous development skills required to optimize personality professional expression opportunities in a particular society and career.

5. Self-government skills, including processes for developing, correcting and implementing career strategies based on self-knowledge and cognitive skills.

So, before starting a good planning of your career you need to know yourself, your habits, activities, hobbies, you have to set a goal, decide which area is interested and create a career plan, anticipate certain actions and moves and act. There is also no need to stop in a career, because career is a process that takes place throughout life and it is always possible to step up, search for or discover new opportunities and implement them. However, if it is difficult to decide on a field (profession), it is recommended to take into account the market, what professions or activities already exist, whether they are sufficient, or the surplus. This will help not only to decide on a profession or a field, but also to successfully develop, grow, expand or develop a career (Juodytė, 2018).



Subject 3: Proper career decision making

The fundamental value of man is freedom, and one of the signs of freedom is the ability to break, to solve for himself. Every time people are able to cope with a few alternatives, people are excited about being free. However, the freedom to make choices is also about responsibility for the decisions made, with concerns about the fairness of the decisions. Therefore, it may sometimes seem easier to give up freedom of choice than to decide and take responsibility for decisions. However, refusing to make a decision does not make themselves the real creators of their way of life. To avoid this, it is necessary to learn how to make decisions.

The solution is a choice of two or more alternatives. It is necessary to understand that career decisions have to be made on a regular basis, so that when deciding on one career step (for example, in the field of further studies), the correctness of the decision needs to be re-examined and a new decision made at the next stage of the career path..

In terms of human behavior, there are three career development decision-making models:

- The rational decision-making model is special in that man is based on reason and logic when deciding. A rationally determined person assumes responsibility for the correctness of the decision and its possible consequences (emotions do not

disappear, existential anxiety remains, it is only silenced by reason of common sense).

- The intuitive decision-making model is based more on feelings, fantasies, imaginations, just “knowledge” than rational situation analysis and calculations. In the case of an intuitive solution, logical reasoning is overwhelmed by emotions, it is often difficult to argue with the solution, but the person feels completely: it is his way, it is right. The intuitive solution is often taken without long-spontaneous thinking.
- The addictive decision-making model is special in that one does not take responsibility for the decision. It is transferred to other people or to occasional events.



Five-Step Career Decision Making Process:

The first step. The decision-making point is reached when a person feels ready or already has a career decision. As a first step in making a career, a person can feel the curiosity, interest, and excitement of a traveler going to undiscovered land. Unfortunately, with this step it is natural to experience other feelings: anxiety, helplessness, fear of mistake.

The second step. Study. The first part of the second stage - Self-knowledge - is a complex process that lasts for a lifetime. However, knowing yourself when making a particular career decision means recognizing and naming your personality traits, interests, professional preferences, values. It is very important that a career decision does not contradict the style of life, so you need to identify what life is dreamed of. The second part of the second stage is the Career Opportunities Survey. If you decide where to go further, you need to collect and systematize information about opportunities for learning in the field of interest. If you decide where to work, then you will need to collect and systematize information about your workplace matching jobs. If you decide where to turn your career path, because the current situation is unsatisfactory, you need to gather information on all the alternatives of interest to the person.

The third step. Evaluation of alternatives and decision making. Having the information you need about yourself and your career prospects evaluates all possible alternatives. When evaluating alternatives, a career decision is made. Great if there are several acceptable choices. Then you need to distinguish between the best and the others as possible backup options.

The fourth step. Activities. Specific steps are being taken to implement a career decision. Unfortunately, there are no solutions without risk or unknown elements. The fourth step is

to check whether the person's decision is correct, whether he / she meets expectations. If not, you can go back to the backup. At this stage, an action plan should be drawn up with the most specific objectives and timeframes, allowing you to measure personal progress and see where you are going. It is necessary to anticipate possible obstacles and ways to overcome them. Also, resources and external support should be mobilized at this stage, which is crucial for your career plan.

Fifth Step. Review of the decision. It is worth noting that the solution is not a "stone-stone" judgment. It can be changed (and sometimes necessary) if it turns out to be wrong. Periodically, you need to stop and re-evaluate whether the decision is still the best. It is advisable to do this six months after you started your studies in a new study program or work in a new job, because during that time a person gets enough new information and acquires a solid experience that allows you to look at the prospects of the decision made.

Career decision making process.

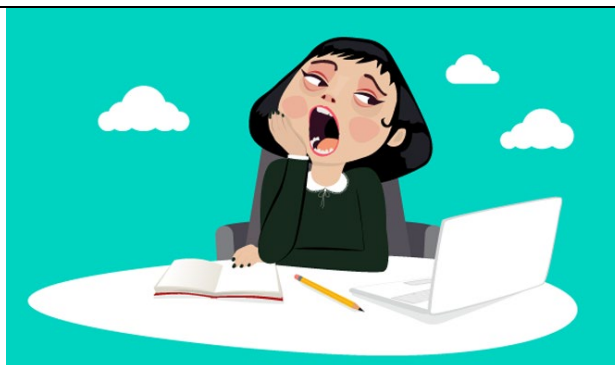
It is necessary to talk to a close person about career decisions.



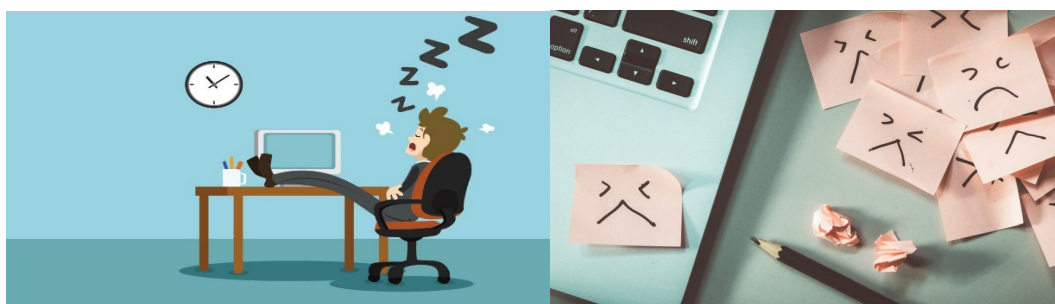
Interview questions will help in the conversation:

- When did you first have to make a serious decision about further learning or work? How then did you feel?
- What influenced the first career decision? How do you think it was measured enough? Were all options evaluated? What would you do now?
- How did you make your decision? Did you succeed in joining the desired study program or getting the desired job? Maybe it was "Plan B"?
- How did you make a career decision? Maybe the weaknesses of the decision-making solution after studying or working? Maybe you realized you made a mistake? What did you do then?
- When did the need for a career decision arise again? How many serious career decisions could you make in your life?

Subject 4: Professional boredom. Problem of lack of change in professional activity



Professional boredom is an unpleasant passivity in which employees lack interest in their work and find it difficult to concentrate on them. Over the last decade, research on boredom at work has increased (Vodanovich and Watt, 2016). Boredom is now recognized as a factor that makes an employee bad. T.y. It is often thought that if a worker is bored, he is a poor worker. Indeed, it is boring when the task to be performed is not equal to the skills available. That's why doing everyday tasks can be boring, so for many, work is also boring. It can be boring because a person has innate tendencies and if he does not do what he has, the subconscious sends a signal to the person that something needs to be changed in life. An important insight made by scientists is that boredom is basically a state of stress. Like other types of stress experienced, it acts on the prefrontal part of the cerebral cortex, which affects the ability to conceive and preserve facts in memory. Judy Willis, a US neurologist and educator who commented on the study, says that boredom also affects the part of the brain that is responsible for emotions, which makes boredomers often feel tired, anxious and depressed, getting rid of others.



Over the last three decades, the importance of boredom in occupational activity is increasingly being explored. A study by Malachowski (2005) shows that almost one third of workers spent 2 hours on their own working day for their own needs because they were bored. Boredom at work can be a serious problem for employees. According to Heijden, Schepers, and Nijssen, boredom in the workplace means an unpleasant emotional state, a lack of physical or cognitive capacity at work. Most of the studies related to boredom in the workplace revealed the factors that cause boredom.

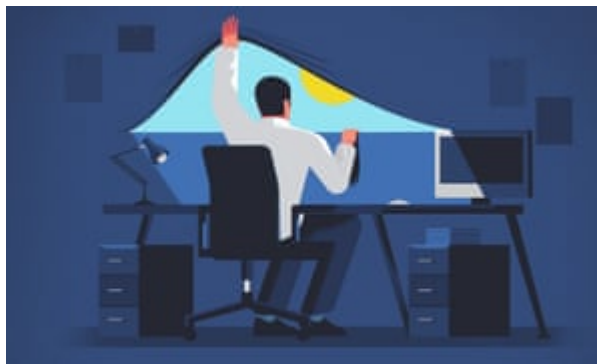
Monotony was often considered to be the most important factor in explaining boredom. It is also recognized that some individuals are more boring than others. Persons with a

similar job and similar requirements may cause boredom differently depending on the employee. In other words, some people are more likely to experience boredom than others. It has been found difficult to identify boredom in the workplace. Many employees do not say that they are bored because of fear of losing their job or fear of getting more work than they do. There are strategies in place to reduce boredom. Strategies include enrichment, job rotation, and active communication between administration and staff. The authors argued that the lack of diversity in the task, the limited learning opportunities poses boredom at work. It can be said that the more an employee feels bored in the workplace, the more he is looking for additional activity, distraction and indifference. Boredom can cause a lot of stress, which results in unproductive work. The lack of initiative of employees can encourage them to feel restless because they pay more attention to their own inaction. Time management is not only a powerful self-regulating skill to counteract the negative effects of job boredom, but also prevents workers from boredom. The ability to plan tasks, set goals and organize work allows the employee to bother.

According to psychologist LaBier, the ability to knowingly recognize the state of boredom and to find ways to overcome it is undoubtedly necessary for any adult person, both at work and in personal life. If you do not have this ability in childhood, it will be more difficult for adults to do so, although it is never too late. For adults, boredom at work can be even more dangerous than overwork. Boredom at work, just like stress, prevents creativity and the desire to compete. This directly undermines the productivity of the company. According to LaBier, there are three sources of boredom at work. The first is the feeling that "I am not here", even if there are no specific reproaches for the organization or managers. In this situation, it is advisable not to give up feelings about the current situation and advise you to get away from routine behavior and look at how the person reacts to the situation. This helps to distinguish between what a person is and what is his work. "Worker - Invisible" is the second cause of boredom at work when a person feels unworthy and unable to exploit his / her strengths.

In order to solve this situation, it is not necessary to wait until it is done by an outsider, you just have to stop being sorry for yourself and start to demand everything that is missing - tools, challenges, opportunities, tasks. The third reason the psychologist described as a state when "the worker needs more space". In the modern world, employees want more opportunities to learn, improve and quickly get lost if they cannot get it. You then have to go on a self-search and not be afraid to take on a task that goes beyond your existing abilities to gain them. There are three ways to overcome boredom: creatively break away and look at yourself and your work from the country, ask for opportunities, not be afraid and look for challenges. While the challenges and responsibilities of nature are stressful, they help to maintain concentration and a constant pace of work. If you feel bored, it is likely that the challenges have become too easy at some point, and the area of responsibility has not changed for quite some time. It is very important to understand the need for certain responsibilities. In order not to bother, it is suggested to look at the usual tasks from another angle. It is advisable to think about the usual tasks and ways to increase the efficiency of the work and to give these tasks at least some innovation. For more boring tasks, more interest can be given by changing the dynamics of those tasks in a human context. If the task is done individually - you can try to make it a team task.

The human pursuit to knowledge and experience is insatiable. Therefore, it is only natural that in the absence of opportunities for job placement, interest in work and concentration will begin to dull. You can really learn how to fight boredom. After all, it is possible to change any disadvantage without waiting for someone to do it (because you can never do it).



Subject 5: The Importance of Professional Skills in Career

A person seeking a career change needs to understand that basic competencies are not enough, so it is necessary to have four required professional skills.

1. Excellent communication skills. Whatever your job, the ability to communicate with others around you is the most important skill you need to succeed. These are the ability to express your thoughts clearly and your ability to connect with people. The skills of impeccable communication with one or another candidate for a post may help employers to form an opinion on his / her style of work.



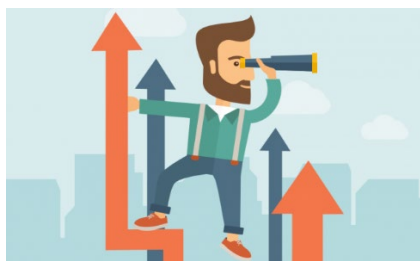
2. Personal brand name. If someone in a social network announces something that can discredit it, the surrounding or interested person will definitely see it. Employees also need to make sure that their personal brand is attractive and that it is reflected in their employers' affairs.
3. Flexibility. The ability to respond quickly to changing requirements is of the utmost importance, as organizations try to respond instantly to questions or problems. Therefore, the most important thing is the ability to acquire new skills.
4. Improving productivity. The best way to stand out is to become a proactive employee. Companies that plan to increase the number of employees in the future require their employees to increase their productivity.

A successful career requires a positive attitude. Positivity is needed because career ascenders are often an example to others. And the example must be positive, self-confident, seeing positive things. In order for people to work successfully, they have to accept their work as their own. And make the effort as much as everyone does while working for himself or for himself. There is a saying that you should treat yourself as a company and your superior as the best customer.

So the best customer is the most focused, the best service, the greatest effort, and so on. Continuous learning and development are important for every employee. In their field (and not only) every person has to be interested in everything, to capture all the innovations. Therefore, people in the modern day universe must be counted, educated.



Still, continual improvement and learning help the foot to keep up with the innovations. In order to pursue a career, it is necessary to go beyond what is done at work. There is a need for additional training, interest in innovation in your professional field, and so on. Interest, learning, improvement, reading are the aspects that distinguish a professional from an amateur or a regular employee. In order to develop a career, you need to be prepared to face professional challenges. If people get their hands on the first difficulties, they will not succeed in their careers. Hence, difficulties need to be taken as a lesson. Do not drop your hands, do not panic. If not, the next time you can do more than you need or more than expected.



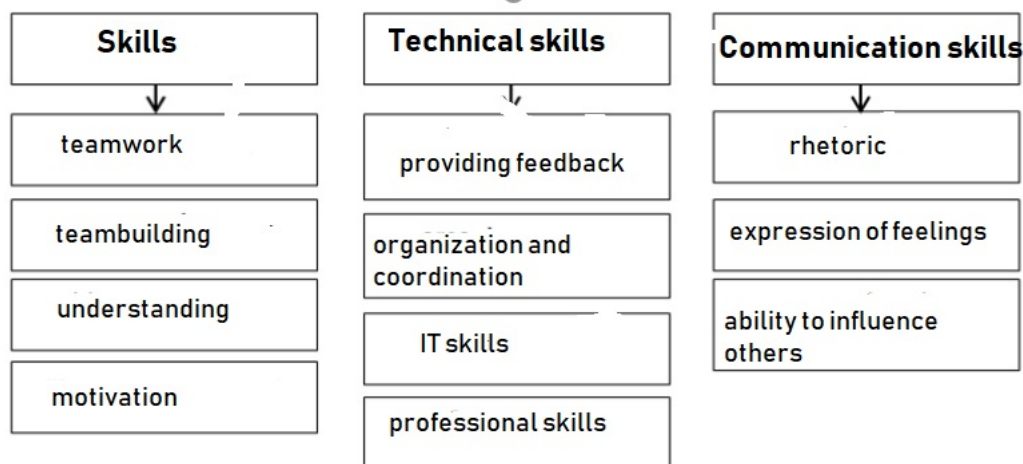
Subject 6: Using a personal "brand" in a career

A personal "trademark" can be defined as a person, name, term, sign, symbol, or a combination of these. Lithuanian and foreign researchers have increasingly emphasized the importance of the role of the private sector in the occupational sector. for soloists - the sharpness of the inscription. The person's "fingers" gang up on the individual's human strength, which is the subtlety of the body. to have their projection fulfilled.

The acquisition and development of a person's "gut" ginger is especially important in the fields of manufacturing, sports, police, culture, representatives of business, science and science. It is noteworthy that the reversal of the propulsion system uses the spacing of the axle to move towards the rest. I got a chance to learn how to earn income and get a chance to go to the school. So far, the area of the prefix gauge is not read in the general terms and in terms of the size of the thread. in their contexts, at the academic level of research.

Dysfunction also arises due to uncertainties. Supporting Cheney et al. (2005) Describes the term "product" genes of the subject as defined for the purposes of the present invention. roasting. It is a good idea to make sure that the person has to get the most out of it. I used the tools as a candle to "present" it. After analyzing the heat of the varnish, the shrunken goblet of the grain was collected, it could be said that The "brand" of gemstone is more often understood as the design of a person's sense of well-being (they come out of the way). ki-nant) to seek out the goals of the protracted prophets.

Creating a personal brand is possible through skill formation and behavioral change. According to Tijūnaitienė et al. (2010), choosing the right composite elements is very important to create a good brand. Most often the components of a person's brand are emphasized as name, appearance and behavior. Most scientists (Hosiini, Doorri, Ghuochani, Moghadam, Saemian, 2014, Arai, Jae Ko, Kaplanidou, 2013) believe that the three main parts, knowledge, skills and attitudes play a crucial role in the formation of competence. However, Hossini et al., (2014) pointed out that in creating a "brand", a person must have the specialized skills listed in the graph below..



Human skills necessary for creation a personal brand
Source: Hossini et al., 2014

Today it is common for a person to lack knowledge, how to manage and manage his or her own personal brand, or how to use it properly in their work. However, even without noticing, you create your own personal brand on a daily basis for others, sometimes doing it deliberately, sometimes chaotically. And it is not just physical appearance, clothing, competencies or talents: it is personality, behavior, activity. As Amazon founder Jeff Bezos has said this is "what people talk about us when you close the door".

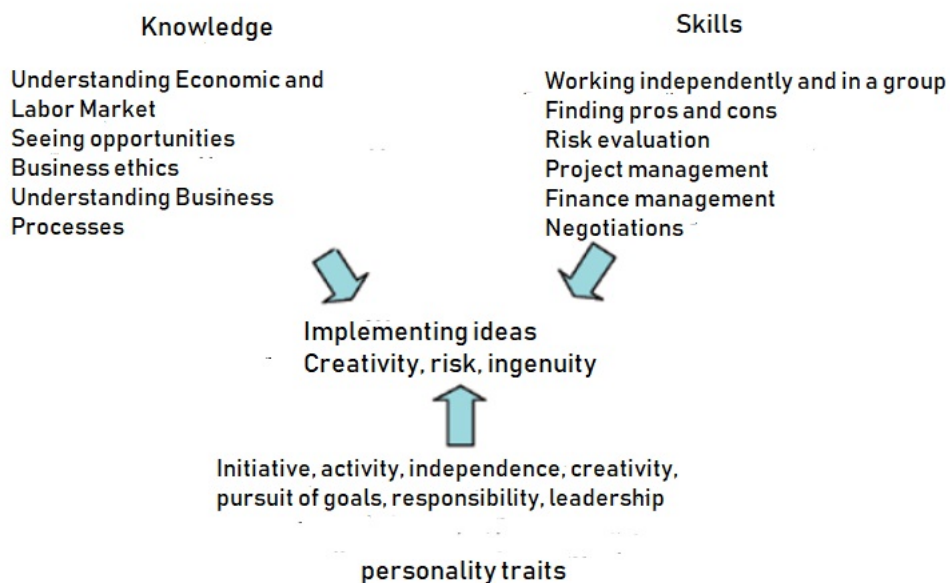
Today's purposeful and consistent work with your personal brand name expands your network of useful communications. Not only is there a quantitative change, but also a

qualitative change when you can start choosing who you want to work with. And this includes not only partners or investors, but also the people around you. This is especially evident when it comes to creating creative teams. And even though today the most intense demand comes from working with overseas markets, the personal 'brand' effect is already being measured by those whose occupation is highly dependent on the number of contacts and strong relationships (Sakalauskienė, 2019).

Subject 7: The importance of development entrepreneurial skills in your career

Business is an approach to life. If it is not, you will not be an entrepreneur if you are - forward. And we do business everywhere: in everyday life, in every ordinary situation.

The development of entrepreneurial skills, which is currently being developed, aims to strengthen the entrepreneurial skills of all pupils and students, as well as adults. Entrepreneurship skills also contribute to a better understanding of business and entrepreneurs and to a more entrepreneurial appreciation. On this basis, people in general will be better prepared to participate effectively in society as more active citizens. Developing people's entrepreneurial skills basically aims to enable people to implement their ideas, so it is important to develop creativity, ingenuity and courage to take risks, but you also need to be able to systematise, plan and manage these processes;.



PRACTICAL EXERCISES

PERSONAL DEVELOPMENT 1:

Exercise no. 1.

By doing this task, you will improve your competence in career and life goals. Formulate long-term goals (for which you have more than ten years to implement) for each of your life spheres.

Career:.....

(for example, after 10 years to lead their own private sponsored child care home).

Family:.....

for example,. (Create a family based on love and other Christian valuesmq).

New competencies:.....

Friends:.....

Home:.....

Evaluate your specific long-term goals by answering all the questions (full) and thinking about whether or not you expected it.

1. How do the visions of your different areas of life fit together? Which vision do you think will require the least effort?
2. Which area of life will you focus on and focus on? Why? How does it relate to your values?
3. Are your goals specific, measurable, realistic, meaningful and accessible within a limited time frame?
4. Do your goals match and do not contradict each other? Who can adjust your distant goals? Do you really want to reach them with all your heart?
5. For what purpose is determination, will and persistent work sufficient? What are the other factors that are important for us to achieve?
6. Talk about career and life goals with your close adult people (parents, grandparents, relatives or neighbors). How did they achieve their goals? Have they been clearly named?

Exercise no. 2.

By doing this task, you will improve your competence in career and life goals. Describe your area of life.

Life area	Reality	My task	Future vision
Carreer			
Family			
Friends			
Health			
Leisure			
Home			

Think:

- Are your goals specific, measurable, realistic, meaningful and accessible within a limited time frame?

- Do your goals match and do not contradict each other? Who can adjust your distant goals? Do you really want to reach them with all your heart?
- For what purpose is determination, will and persistent work sufficient? What are the other factors that are important for us to achieve?
- Talk about career goals with your close people? How did they achieve their goals? Have they been clearly named?

PERSONAL DEVELOPMENT 2

Exercise no. 3.

The task must be done individually. The purpose of the task is to create your own career plan (fill in the table below). A career plan should help a person to consider themselves, their choices and goals.

My psychological portrait

Personal qualities	• • •
Capacities (dominant type of intelligence)	• • •
Values	• • •
Career interests	• • •
Competencies	• • •
Strengths	• • •
Weakness	• • •

3 reasons why I would like to develop a career in this region

1.	
2.	

3.

Goals	Tasks	Measures	Terms
1.			
2.			
3.			
4.			

Exercise no. 4.

The task must be done individually or in small groups (1-3 persons). It is necessary to select and record the profession of interest in the task. It is then necessary to fill in the data on it in the table below.

Interesting profession is.....

What is the subject of work and what are the daily tasks of this profession? Try to describe as much as possible.	
Under what conditions is working?	
What tools are used at work?	
What personal qualities need an employee?	
Kokį išsilavinimą turi turėti darbuotojas?	
What kind of professions are similar to my chosen ones?	

Result: What a person wrote about his or her chosen profession is worth comparing with the information provided in the manuals or on the internet, and to analyze what matches, who did not agree and why.

Exercise no. 5.

Hand out paper leaves to each person in which they write down a certain negative / problematic situation or issue related to career planning (which he / she has solved / survived). All sheets must be folded / upside down on one table and each person must pull one sheet apart. By giving 5 minutes to think and after 5 minutes everyone has the opportunity to express themselves against the audience by expressing their thoughts or ideas in different situations.

The task, in which everyone expresses their opinion, can help a group of people to discover certain interests, common thoughts, and decisions. The discussion would also be equivalent if everyone had different situations and individual solutions.

Exercise no. 6.

Personal Career Plan

This plan will help you to understand what career steps you need to take to make a person decide on his or her professional future and achieve a personal career vision.

1. I am ready to make a career-related decision. I decided.....
2. Information about what I am. My interests are.....
I like to work with (eg people, information or things)
The strengths of my intellect are
I already know, I have the skills.....
3. Review of the labor market situation. Get familiar with the needs of the labor market, consider the options available to them. List possible jobs:
1.....
2.....
3.....
4. Steps to anticipate the implementation of the chosen decision and the steps to be taken. Provide the basic steps to implement the adopted decision.
1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....
9.....
10.....
(You can choose the number of steps however you want).
5. Self-assessment phase. Consider what you've already achieved. If necessary, reconsider your chosen solution. Evaluate progress, adjust plan, actions.

PERSONAL DEVELOPMENT 3

Exercise no. 7.

For each individual, take ten (10) small paper sheetss and a pen. Separately everyone has to write one life or career goal on each leaflet, what he or she would like to achieve in the future or whether it is a new, well-paid job, or uplifting, and so on. We take out the leaflets with the goals and fold all the leaflets, mix them and put the sheets apart on the table. From today, man will have to start pursuing and pursuing his goals. We pick a piece of paper and fold it. What will be written in the leaflet will start his new life full of dreams. When you

have nine leaves left, just bring them home and you will not be able to carry out the rest of your previous leaflet. In this way, one will gradually be able to achieve his goal, and will not have much more work done until he is focused on that one goal.

PERSONAL DEVELOPMENT 4

Exercise no. 8.

Estimation of the burnout rate. Burnout can be treated as professional boredom at work, career. This tool can help you check your burnout level. It will allow you to look at how you feel at work, what your experiences are, so you can understand whether you may be burned.

Burnout rate?					
At each statement, choose the answer that best suits you. When you answer all the statements, count the total score and read the corresponding description of the results below the statements table.					
Statement	Never	Once per year	Once per month	Once per week	Each day
	1	2	3	4	5
I feel exhausted with no physical or emotional power					
I have negative thoughts about my work					
I am tougher and less empathic for people who are probably worthy of better behavior					
Even small problems, colleagues or a team are easily annoyed with me					
I feel misunderstood and not appreciated by colleagues					
I feel I don't have to talk to anyone					
I feel like I'm getting less than I should					
I feel an uncomfortable pressure on the success and results of my work					
I feel that I do not get what I want from my work					
I feel in an inappropriate workplace or in the wrong profession					
I am disappointed with some parts of my work					
I feel that organizational policy and bureaucracy are failing my ability to do the job well					
I feel that organizational policy and bureaucracy are doing more work than I have the chance to do					
I feel I have no time to do many things that are important for good quality work					
I feel like I don't have the time to plan as much as I like					

Result	Description
--------	-------------

	15-18	No signs of burnout.
	19-32	Minor signs of burnout unless some factors are particularly severe and complex.
	33-49	Be careful - you get into the risk of burning out a group, especially if you have 4 or 5 points in certain statements.
	50-59	You are at a serious risk of burnout - take immediate action.
	60-75	You are particularly at risk of burnout - take immediate action.
EVALUATION OF THE SECTION	<ol style="list-style-type: none"> 1. What does not allow successful career planning for an individual? 2. What should be included in career goals? 3. How long do you usually close your intimate goals? 4. What is vocational guidance directed at? 5. What do you need to do first to plan your career well? 6. What are self-management skills? 7. What is the fundamental human value and why? 8. How can you describe boredom in professional life? 9. What are the main causes of boredom at work? 10. What causes boredom at work? 11. What are the four professional skills required to pursue a career? 12. What are the stages of personal brand process formation? 13. What are the best elements of a good brand? 14. What specialized skills should a person have in creating a personal brand? 15. What is the nature of a person's brand name in creating an image? 	
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