Intellectual output 4:

"How to become a good mentor for young people (18+) working as nurses, social workers and teachers"

GUIDELINES FOR PROFESSIONAL PEER-COACHING

**ONLINE MENTOR
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Summary

Introduction

The Guidelines for professional peer coaching is an important tool for strengthening the transition of young people to the integration on the labour market, highly contributing to their development of professional key competences, skills and employability.

The booklet introduces theoretical knowledge to define the concept of professional peer-coaching and to differentiate it from other forms of coaching and work-based learning. It also provides details related to the process of peer-coaching and its benefits on learners, as well as practical guidelines on the way students, volunteers, internship participants and young professional could share their professional experiences, concerns, ideas with colleagues and to provide them guidance, feedback and suggestions.

The guidelines contains a large variety of exercises and practical activities specific for the professional areas of the target groups, respectively helping professions: nurse, teachers, social workers meant to prepare the new and young employees to understand better their role and work responsibilities by collaborative learning.

The sections for the e-learning materials of the **Guidelines for professional peer-coaching** are the following:

Section	Partner responsible
Section 1: INTRODUCTION and KNOW YOURSELF AND KNOW OTHERS	Step Institute
Section 2: CREATING EFFECTIVE WORKPLACE RELATIONSHIPS	Balkanplan
Section 3: SHARING EXPERIENCE AND IDEAS WITH YOUR COLLEAGUES	S.C. Ludor Engineering S.R.L.
Section 4: PREVENTING THE BURNOUT	Asociația Everest
Section 5: CRITICAL THINKING AND NON-DISCRIMINATION AT THE WORKPLACE	Gender studies
Section 6: PERSONAL DEVELOPMENT AND CAREER PLANNING	Asociacija "Kūrybinės ateities idėjos"

SECTION 1: Introduction to peer coaching and know yourself and know others

THEORETICAL KNOWLEDGE	## Subject 1: Peer coaching: definition and benefits
	Coaching, mentoring and work-based learning
	Coaching and mentoring both rely on the coach or mentor to facilitate the individual's learning and to help them take responsibility for and manage their own learning. Both approaches include key coaching skills, but mentoring requires additional skills of mentor in order to be able to support the mentee through guiding, career counselling and networking (Clutterbuck, 2014).
	In the following table a short summary of the differences between mentoring and coaching is presented:

Mentoring	Coaching
Ongoing relationship that can last for a long time	Relationship generally has a short duration
Can be more informal and meetings can take place as and when the mentored individual needs some guidance and or support	Generally more structured in nature and meetings scheduled on a regular basis
More long term and takes a broader view of the person. Often known as the 'mentee' but the term client or mentored person can be used	Short-term (sometimes time bounded) and focused on specific development areas/issues
Mentor usually passes on experience and is normally more senior in organisation	Not generally performed on basis that coach needs direct experience of clients formal occupational role
The focus is on career and personal development	Focus generally on development/issues at work
Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles	Agenda focused on achieving specific, immediate goals
Revolves more around developing the mentee professionally	Revolves more around specific development areas/issues

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

The principles of coaching can be applied in a variety of ways and coaching can be used for various purposes (business coaching, skills coaching, life coaching, career coaching etc.). You can read more about it here. Peer coaching can include different purposes, but the idea of peer coaching is that people who engage in it come from the same organisation or work together.

Peer coaching is also different from different forms of work-based learning:

- **Apprenticeship or internship** involves the student working for an employer where he or she is taught and supervised by an experienced employee of the chosen organization. The student learns in a realistic environment and gets the opportunity to apply his or her knowledge in real-world scenarios.
- **Job shadowing** is a short term opportunity that introduces the student to a particular job or career by pairing the student with an employee of the workplace. By following or 'shadowing' the employee, the student gets familiar with the duties and responsibilities associates with that job.
- **Business/industry field trip**: Field trips offer an insight in the latest technical advancements and business strategies of an enterprise.
- **Entrepreneurial experience**: This includes setting up and running specific real businesses/companies.
- **Cooperative education**: The work experience is planned in cooperation with the technical classroom instruction.
- **School-based enterprise**: A school-based enterprise is a simulated or actual business run by the school (e.g. learning company). It offers students a learning experience by letting them manage the various aspects of a company
- **Service learning**: This strategy combines community service with career, where students provide volunteer service to public and non-profit agencies, civic and government offices etc.

What is peer coaching?

Peer coaching has been defined in many different ways over time (Fletcher, 2007; Griffiths & Campbell, 2009; Ives, 2008). Robertson (2005) in her definition of coaching presents peer coaching as a special, relationship between (at least) two people who work together to set professional goals and achieve them through dialogue (the essence of coaching). It is a long-term professional relationship and a learning strategy which provides professional colleagues with the opportunity to learn from each other in a sustained way in order to improve their work and learning process. It is helping process that focuses on self-understanding and self-discipline to change behaviours, attitudes and feelings. Professionals involved in peer coaching are committed to facilitating each other's learning, improvement, professional development and wellbeing. To make it even more specific, peer coaching is a confidential process of collaborative development through which two or more professional colleagues work together to reflect on work tasks and activities, develop new or improve existing skills and competencies, share ideas or solve problems in the workplace.

Several authors suggest that there are some fundamental principles of peer coaching. D'Abate, Eddy and Tannenbaum (2003) suggest that some of the key characteristics of peer coaching are providing (non-evaluative) feedback, aiding, supporting, it is lateral and has bi-directional purposes. Components required for successful peer coaching partnerships are also trust, reflection and good communication skills. These components must be considered and nurtured if peer coaching partnerships are to be beneficial for those involved.

Peer coaching often creates a less intimidating environment for people to explore different strategies, honestly reflect on their work attitudes and practices and see themselves as both learners and leaders. Peer coaching is not evaluation and it is not intended as a remedial strategy to formally assess employees. It changes the power dynamic of more traditional

professional learning and empowers all employees to see themselves as being in control of their own professional learning.

Peer coaching as a working relationship is typically much deeper than what takes place with managers and employees, as well as executive coaches. Peer coaches don't have other people to manage, power over their peers or a certain time frame to become effective, so it is freer in nature and length. And if peer coach can be someone who might perform the same job and work tasks, the persons involved in the process can share similar perspectives in terms of workload, responsibilities, work relationships and more.

The role and benefits of professional peer coaching for organisations

Peer coaching is used in a variety of environments, including collegiate and professional athletics, nursing, physiotherapy and education. In the last year it is gaining recognition and respect also the field of management and organizational behaviour.

For organisations peer coaching (and also coaching) can:
- empower individuals and encourage them to take responsibility,
- helps to motivate and empower individuals to excel,
- boosts employee and staff engagement (a culture of peer to peer learning contributes to increasing the amount of trust and recognition being shared amongst team members, creating a highly motivating work environment leading to greater engagement and productivity),
- improves individual and team performance and productivity,
- helps identify and develop talents and high potential employees,
- supports leaders and leadership development (by building new relationships that lead to mutual learning and development and experience the benefits related to sustainable change),
- provides deeper insights into strengths (of individuals and organisations) and areas, opportunities for development,
- encourages more accurate assessment of performance and developmental needs (peers often have better insight into an employee's work ethic and productivity, performance, and areas that could use improvement as they work closely with one another on a daily or even hourly basis and this can),
- brings better understanding of team impact and dynamics (Although managers direct

a team, the peer level is where work gets accomplished. Peers understand how an individual's actions impact not only the project, but also the other team members. Also, employees are more likely to confide in peers when they encounter obstacles that stand in the way of their success. This team dynamic creates powerful and trusting relationship where feedback is more likely to be valued and appreciated.),

- contributes to building relationships at work,
- demonstrate organizational commitment to human resource development,
- be more instantaneous (When organisational culture supports peer coaching, team members can influence each other to change a behavior or make improvements in real time, as opposed to a shortcoming being addressed at the next manager-employee performance conversation. This culture of instantaneous feedback can encourage faster development and growth and keep employees and entire organization on the path to success).

The benefits of professional peer coaching for individuals

Personal benefits of peer coaching are as wide-ranging as the individuals involved. Peer coaching can positively impact professional and also personal development and wellbeing of individuals by helping them to:

- develop or improve specific skills and competences (individuals can share their knowledge in their area of expertise and grow a larger knowledge base in that skill),
- establish and take action towards achieving goals (along with greater self-awareness and clearer understanding of goals and expectations),
- create opportunities for mutual problem solving, sharing ideas and perspectives,
- utilize the advantages of mutual and accelerated learning (through observation, giving quick, accurate feedback, helping each other),
- practice self-awareness and gain greater awareness on where they need to improve (Peer coaching and feedback contributes to an employee's *metacognitive* process of learning. Metacognition refers to one's awareness of one's own knowledge and ability to under-stand, control, and manipulate their cognitive processes. The more aware individuals are of what they say and do (or don't say and do), the more they can actively influence their actions and behaviours, which is more likely to improve their performance),
- learn about oneself through providing feedback to others (feedback about another team member's error may cause the providers to actively think about similar errors they're making/ made in the past, thereby increasing their own monitoring of their performance),

- improve deeper learning, critical thinking and higher levels of leadership and managerial competencies,
- become more self-reliant,
- identifying blind spots and things that deserve the attention (by asking the right types of questions and prompting colleagues to take action and pursue growth),
- gain more job and life satisfaction,
- contribute more effectively to the team and the organization, and work more easily and productively with others in the organization,
- take greater responsibility and accountability,
- improve communication skills,
- take advantage of mutual encouragement and support in professional development,
- have a better picture of their performance, providing deeper insights into workplace strengths and ways to improve,
- receive opportunities to practice and reflect on what is occurring during the time together and in the relationship with a colleague (facilitating joint consideration of their process and relationship, not only spoken words or professional topics),
- discuss personal topics that can also impact an individual professionally.

The role of peer coaching in schools and the benefits for teachers

In teaching peer coaching can be seen as a time when teachers can research, think about new ideas, test new or different strategies and approaches, gather data and improve practice in order to create impact on student learning. Peer coaching creates a safe space for taking risks and discuss difficulties, problems and conflicts with a trusted colleague. It can also take form of peer observation, feedback evaluation and refinement of programs, but it is more than peer support, consulting colleagues or peer sharing and caring.

In education settings peer coaching is a powerful, confidential, non-evaluative process through which two or more colleagues can work together to:
- reflect upon and analyse teaching practices and their consequences,
- develop and articulate curriculum,
- create informal assessments to measure student learning,
- implement new instructional strategies, including the integrated use of technology,
- plan lessons collaboratively,

- discuss student assessment data and plan for future learning experiences,
- expand, refine, and build new skills,
- share ideas and resources,
- teach one another,
- conduct classroom research,
- solve classroom problems or address workplace challenges,
- examine and study student learning with the goal of improving professional practice to maximize student success.

Peer coaching has the potential to build a collaborative culture and promote several positive outcomes. Peer coaching activities focus attention on the quality of teaching and learning in a school, as well as contribute to the professional growth and development. Peer coaching structures and functions build what Roland Barth (1990) refers to as a "community of learners" committed to the lifelong learning of every member of the school organization.
Peer coaching offers a process through which teachers can:
- be empowered to take on new leadership roles within the school,
- collaborate in development of a more articulated curriculum aligned with school values and standards,
- get more opportunities for interdisciplinary planning and cooperation,
- be supported to integrate technology into their practices,
- build a shared knowledge base about teaching, learning and good practices accessible to novices and veterans alike,
- feel less isolated and have a greater support system with multiple resources for curriculum, instruction, assessment, student work, problem solving, taking risks and experiment more,
- introduce new structures into the school culture through collaborative work,
- get additional feedback from peers and principals (peer coaching can create several options (separate from supervision and evaluation) through which teachers can view themselves, their classroom work, and effect on the learning process of students,
- model lifelong learning for each other and for the students (students observed teachers learning from each other, when teachers grow, students grow also),
- create classrooms that become welcoming places for everyone interested in teaching and learning (through peer coaching practices teachers become more open also to visits in the classrooms for evaluative purposes),
- create coaching teams and become more comfortable with their work (as trust increases, the variety of professional development activities can expand and school management has more opportunities to support and facilitate other capacity-building activities),

- become more involved in school activities and ready to tackle different issues,
- take their professional development in their own hands and make the decisions (teacher leadership increases).

The role of peer coaching in nursing profession and benefits for nurses

In nursing profession peer coaching can also be very useful. E.g. when physicians are having difficulties with managing stress or maintaining well-being, speaking with a physician peer coach could provide a number of benefits. Communicating with someone who has experiences in the same field or has been in a similar situation can often encourage a greater sense of connection and make suggestions more meaningful.
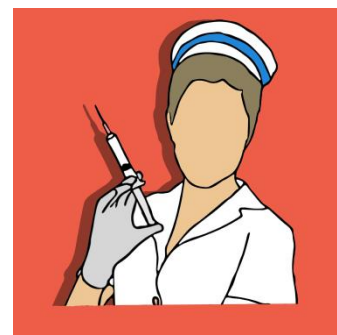
Peer coaching can be an important step in nursing staff development.
Physician peer coaches can address topics such as:

- stress and stress management, burnout,
- strengthening/development of leadership skills,
- dealing effectively with changes (e.g. during times of organizational or staff transitions),
- increased frustration or anger at work,
- challenges in managing administrative tasks,
- managing schedules and staffing in a patient-centric way to still allow for ample physician refresh and recharge time,
- establishing better communication styles to foster and improve care for patients and relationship in the team,
- difficulties with different staff members,
- difficulties of balancing the demands of family and medicine, finding balance between family responsibilities and professional caregiving,
- changing healthcare environment.

Donner and Wheeler (2009) have identified four areas with great potential in nursing: peer, health and inter-professional coaching and succession planning.

Peer coaching can be used to help nurses advance their careers and increase their job satisfaction. It is also one of the possible ways to retain senior nurses (providing opportunities for a nurse coach to assist a colleague working on a clinical or professional issue is one way an employer can recognize the expertise and commitment of that nurse) and

provide practical help and support for junior nurses. Peer coaching can enhance retention by providing employees with the skills they need to navigate through the work, organisation and negotiate successfully with their colleagues.

Peer coaching can also be used to enable staff to have conversations about their careers and career opportunities and possibilities. These kinds of conversations help contribute to a work environment that is career-sensitive and supports the career aspirations of employees.

Health coaching is a useful strategy for nurses who want to help patients achieve their goals. It enables nurses to use a focused form of communication in delivering patient-centred care. This approach can also build a nurse-client relationship where the clients articulate their needs and the nurse-coach asks questions that will help move the client forward.

Inter-professional education and practice where nurses, physicians and other health care professionals work together in teams to provide comprehensive care. Working together effectively requires knowledge about teams and team work, as well as readiness of the health organisation to create and sustain an inter-professional team. A coach can facilitate the development of the team as members work on their relationships and also provide a forum for their ongoing reflection and action. Because nurses recognize the benefits of cooperation, they can take a leadership role in mobilizing the inter-professional team and ensuring the team achieves its objectives.

Peer coaching can be used also to support **succession planning programmes**. Demographics, changing definitions of work-life balance, and the changes in leadership are just a few of major challenges for nurses and other health care professionals. Peer coaching in this case can be used to ascertain individual career aspirations, clarify learning and personal development goals, and support new leaders in transition.

The role of peer coaching in social work and benefits for social workers

Coaching and peer-coaching can bring positive outcomes and implications also for social work organisations and practitioners, particularly in the application and transfer of knowledge and skills to practice and in introducing innovation and implementation of new working methods and practices at the practitioner and organisational level.

They are beneficial interventions for capacity building in social work and they can bring positive contribution to initial and ongoing professional development of social workers.

In the process of peer coaching social workers can:

- motivate each other for work and professional development,
- nurture skills of self-awareness, reflection and critical thinking,
- discuss, adopt and implement different work practices, strategies and approaches,
- discuss topics and issues that can come up also in supervision,
- role-play and try new experiential, practice-based and hands-on approaches,
- build social work competencies such as empowering service users to implement change, negotiating and establishing boundaries, rapport, communication skills (active listening, demonstrating understanding and compassion etc.),
- develop teamwork and leadership skills,
- learn to balance the demands of the professional role, address difficulties and challenges, solve problems and deal with conflicts (with service users, colleagues and superiors),
- manage stress and build emotional intelligence,
- build resilience, recognize and develop personal strengths (e.g. openness, empathy, tenacity, courage, curiosity),
- reflect on and gain greater understanding about their career decisions, professional identity, and the impact they have in social work practice (gain or foster awareness about how important their work is, especially when working with underprivileged populations)

Subject 2: Know your yourself and know others

Know your personality traits

In 1990 psychologist Jennifer Campbell published a paper that introduced the idea of *self-*

concept clarity. She suggested that having high self-esteem can be associated with having a clear sense of yourself and knowing who you are. The later is sometimes easier said than done. Getting to truly know ourselves requires motivation, time, effort, persistance, courage, to name just a few.
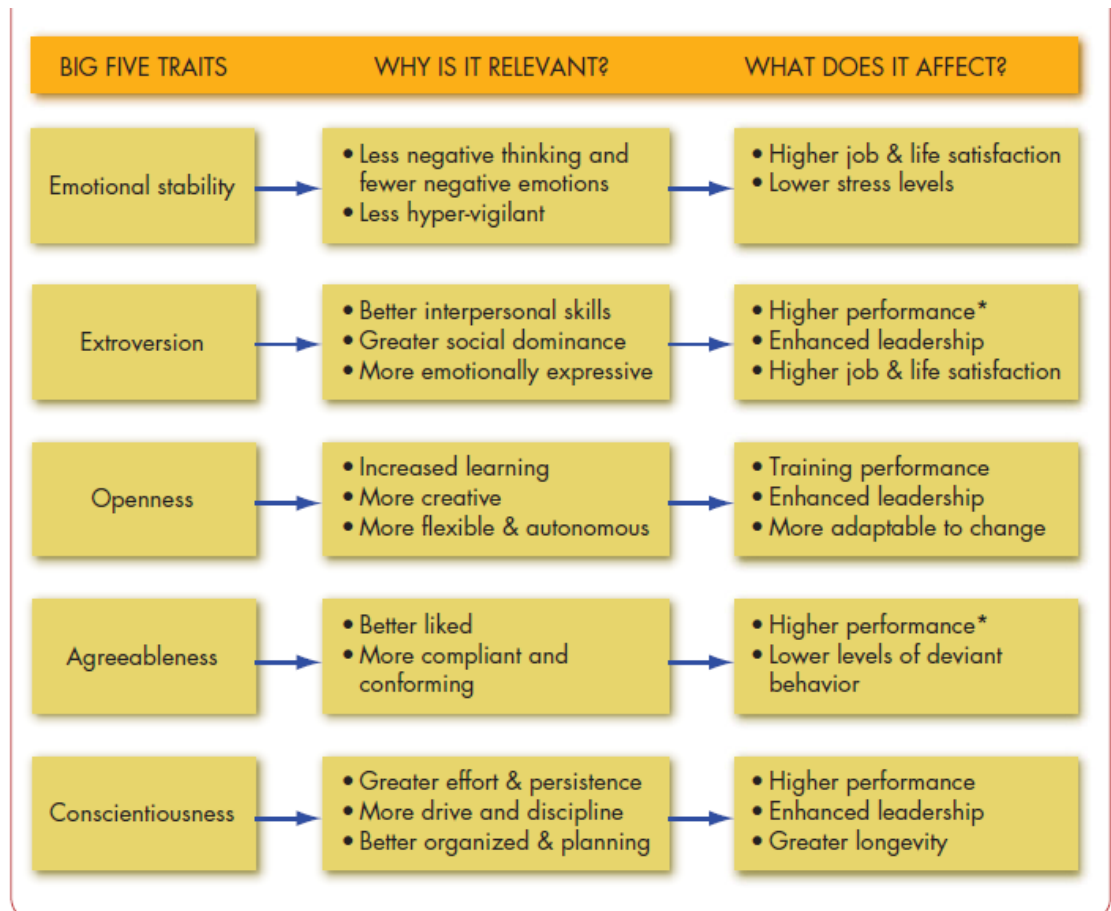
Self-knowledge can bring many benefits:
- **Happiness:** When we can express and accept who we are the level of satisfaction and happiness rises.
- **Less inner conflict:** When our behaviour and actions are in accordance with our feelings and values, we usually experience less inner conflict.
- **Better decision-making:** When we know ourselves we are able to make better choices about everything, from small to big decisions in life. We have guidelines for solving problems, tackling challenges and overcoming difficulties.
- **Self-control**: When we know ourselves we understand what motivates us to resist bad habits and develop good ones. We have the insight to know which values and goals activate us and move us forward.
- **Resistance to social pressure**: When we have clear understanding of our values and preferences, we are more likely to act in accordance with them and resist doing things we truly don't want to or don't believe in.
- **Tolerance and understanding of others**: Awareness of our strengths, weaknesses, values and struggles can help us understand others and empathize with them.
- **Vitality and pleasure**: Being our true selves can make us feel more alive and makes our experiences in life richer, larger, and more exciting.

Personality encompasses a person's relatively stable feelings, thoughts, and behavioral patterns. Each of us has a unique personality that differentiates us from other people, and understanding someone's personality gives us clues about how that person is likely to act and feel in a variety of situations. Psychological researchers often use a five-factor model to evaluate what are believed to be five core aspects, or traits, of an individual's personality. These big five traits include **openness to experience, conscientiousness, extraversion-introversion, agreeableness, and neuroticism**. Using questionnaire-based testing, psychologists measure the degree to which each of these traits is individually expressed. The five-factor model is used to help understand and predict relationships between personality traits and success in social, academic, and professional circumstances.

- **Extraversion**. The extraversion dimension captures our comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.

- **Agreeableness**. The agreeableness dimension refers to an individual's propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People who score low on agreeableness are cold, disagreeable, and antagonistic.
- **Conscientiousness**. The conscientiousness dimension is a measure of reliability. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.
- **Emotional stability**. The emotional stability dimension, often labelled by its converse, neuroticism, taps a person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.
- **Openness to experience**. The openness to experience dimension addresses range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the category are conventional and find comfort in the familiar.

BIG FIVE TRAITS	WHY IS IT RELEVANT?	WHAT DOES IT AFFECT?
Emotional stability	• Less negative thinking and fewer negative emotions • Less hyper-vigilant	• Higher job & life satisfaction • Lower stress levels
Extroversion	• Better interpersonal skills • Greater social dominance • More emotionally expressive	• Higher performance* • Enhanced leadership • Higher job & life satisfaction
Openness	• Increased learning • More creative • More flexible & autonomous	• Training performance • Enhanced leadership • More adaptable to change
Agreeableness	• Better liked • More compliant and conforming	• Higher performance* • Lower levels of deviant behavior
Conscientiousness	• Greater effort & persistence • More drive and discipline • Better organized & planning	• Higher performance • Enhanced leadership • Greater longevity

* In jobs requiring significant teamwork or frequent interpersonal interactions.

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

The **Myers-Briggs Type Indicator (MBTI)** is the most widely used personality assessment instrument in the world. It is a 100-question personality test that asks people how they usually feel or act in particular situations. Respondents are classified as extraverted or introverted (E or I), sensing or intuitive (S or N), thinking or feeling (T or F), and judging or perceiving (J or P). The above mentioned terms are defined as:

- **extraverted (E) versus introverted (I):** Extraverted individuals are outgoing, sociable, and assertive. Introverts are quiet and shy.
- **sensing (S) versus intuitive (N):** Sensing types are practical and prefer routine, order. They focus on details. Intuitives rely on unconscious processes. look at the big picture.
- **thinking (T) versus feeling (F).** Thinking types use reason and logic to handle problems. Feeling types rely on their personal values and emotions.
- **judging (J) versus perceiving (P).** Judging types want control and prefer their world to be ordered and structured. Perceiving types are flexible and spontaneous.

These classifications together describe 16 personality types, identifying every person by one trait from each of the four pairs. MBTI can be a valuable tool for increasing self-awareness and providing career guidance.

Know your strengths

Every individual possesses different 24 character strengths in different degrees. Character strengths are "a pre-existing capacity for a particular way of behaving, thinking, or feeling that is authentic and energizing to the user, and enables optimal functioning, development and performance" (Linley, 2008). They are positive qualities that come naturally to us and impact the way we think, feel and behave in all aspects of our lives.

Everyone has the ability to posses any of the 24 strengths, but our signature strengths are the ones that energize us and make us feel alive. Character strengths are influenced by family, community, societal, and other contextual factors. However, character strengths can be taught and acquired through practice.

Knowing your character strengths is more than just interesting information. When skilfully applied, they can have a significant positive impact on our lives. Research shows that using our character strengths can help us buffer against, manage and overcome problems, improve

our relationships and enhance health and overall well-being. E.g. the research suggested that gratitude, meaning, and hope predict life satisfaction, and zest, hope, curiosity, love and gratitude relate strongly to overall job satisfaction. Character strengths are connected with resilience, they are protective factors important for our mental health and they buffer people from vulnerabilities that can lead to depression and anxiety, such as the need for approval and perfectionism.

People who use their character strengths experience a higher level of self-esteem and self-efficacy, they feel good about themselves and have a sense of self-confidence. Character strengths are also connected with improved coping with work stress and with a decrease in the negative effects of stress. Certain strengths (hope, kindness, social intelligence, self-control, and perspective) have been shown to buffer the effects of negative outcomes caused by stress and trauma. The use of signature strengths has been connected with individuals making greater progress on their goals. In one study, perseverance was the strength most associated with productivity and least associated with counter-productive work behaviours.

In a study looking at the five character strengths under the transcendence virtue among 226 employees, 106 hospital nurses, and 120 child protective service social workers, several variables were examined. All the strengths (except appreciation of beauty/excellence) had a positive relationship with work as a calling and hope, gratitude, and spirituality had a positive impact on work satisfaction through work as a calling (Gorjian, 2006).

Know your values

Values lay the foundation for our understanding of people's attitudes and motivation and influence our perceptions and behaviour. Values are the things we believe are important for us and the way we live and work. They are needed everywhere and in every sphere of the life. They are usually fairly stable (e.g. our core values), but can cannot change in time. E.g. when we are at the start of our career, success and status might be our top priorities. But when we start a family, we may value work-life balance more. Understanding and keeping in touch with our values is a lifelong path and we should continuously revisit our values, in personal and professional life.

Workplace values are the guiding principles that are most important to us at work and in our career. Values often underlie and explain attitudes, behaviours, and perceptions. They help us guide our work goals and tasks, be successful at our job, make important decisions and

career choices. The organization's workplace values contribute to the organisational culture, and they identify what your organization, as a whole, cares about. It is important that the values of organisation align with the values of employees. Employees' performance and satisfaction are likely to be higher if their values fit well with the organization. When this happens, co-workers understand one another, everyone does their job in the right way for the right reasons, they have common purpose and can also build meaningful working relationships. When values are out of alignment, people work towards different goals, with different intentions, and with different outcomes. This can damage work relationships, productivity, job satisfaction, and creative potential of each individual and organisation as a whole. E.g. the person who places great importance on imagination, independence, and freedom is likely to be poorly matched with an organization that seeks conformity from its employees.

Values matter because they:
- **help us (re)gain self-respect:** knowing and communicating our values enhances our self-respect as well as improves our relationships and overall happiness;
- **help us be clear about what we want:** our personal values play an important role in our personal life as well as in our job search and career decision making. When we know ur values, we know what we want and it is then also easier to know what we are actually looking for to be satisfied and happy at work or in relationships;
- **help us make decisions**: nowadays there are always alternative. many opportunities or options and being aware of our values can help us decide about many different things (e.g. when we have reached our ability to grow in the organisation, what to do - do you stay and live with it or do we start looking for a new challenge to further develop?);
- **help us enjoy our (work) life:** values drive our behaviour. Our personal values are directly connected with our deliberative conscience and when something or someone makes us behave or act against your values, our conscience usually raises an objection and we address the issue. Research shows a positive correlation between our values and job satisfaction: when we find a common denominator in our value system with our employer or organisation, higher the chances we be satisfied with our job.
- **keep us focused and motivated:** living in accordance with our values keep us motivated and happy in all areas in our lives.

Know your work attitudes

How we behave at work often depends on how we feel about being in our organisation. An **attitude** refers to our opinions, beliefs, and feelings about aspects of our environment. We

have attitudes toward the food we eat, people we meet, and things we do. At work, two job attitudes have the greatest potential to influence how we behave. These are job satisfaction and organizational commitment.

Job satisfaction can be described by the feelings people have toward their job. It is a feeling of fulfilment or enjoyment that a person derives from their job. It is assessed at the global level (whether or not the individual is satisfied with the job overall), or at the facet level (whether or not the individual is satisfied with different aspects of the job).

Organizational commitment is the emotional attachment people have toward the company they work for. A highly committed employee is one who accepts and believes in the company's values, is willing to put out effort to meet the company's goals, and has a strong desire to remain with the company.

What Causes Positive Work Attitudes?

Research shows that people pay attention to several factors of their work environment, including characteristics of the job, how they are treated, the relationships they form with colleagues and managers, and the level of stress the job entails. Also, personality and values play important roles in how employees feel about their jobs.

Know your role model(s)

Who do you admire, look up to? Is it maybe a mentor who guided us in the workplace? Is it a co-worker who we work side-by-side with? Is it our parents, grandparent, neighbours, teachers?

Having or searching for a role model is often perceived as a task for or a quality of children. However, role models are important also for adults since they give us some of the most important life lessons. The older we are and the longer we work in specific job, the less effect our childhood role models will have on us and the more powerful will be the role models we have at work and they are the ones shaping our attitudes. Role models are highly important for us psychologically since they can guide us through life, influence our personal and professional development, help us make important decisions, and help us find happiness and satisfaction in life.

Role models are often suggested as a way of motivating individuals to set and achieve ambitious goals. They can build or increase our motivation, reinforce our existing goals, and encourage the adoption of new goals. Merton (1957) defined role models as individuals in

specific roles (e.g. doctors) who serve as examples of the behaviour associated with this role. Role models show us how to perform a skill and achieve a goal (they are behavioural models), they show us that a goal is attainable (they are representations of the possible) and they make a goal desirable (they are inspiration for us).

Having the correct role model will ensure that we learn to be successful and adaptive in life, and that we are happy when we are older having achieved that goal. It is also important that a role model is fairly similar to ourselves (so not a fictional character whose skills we won't be able to recreate or use), someone with similar skills and assets, but still ahead or further along the life or career path where we would like to be at their age, in the future. Role models are those people who make us believe that something can be done or achieved.

And what are the characteristics of role models? This of course depends on every person. Often, role models are people who are fair, direct, hardworking, creative, sincere, and moral. People who show us how to be an honest and fair in our dealings with others. It is important they have good morals and don't indulge in self-destructive behaviour.

At the same time it is important not to put role models on a pedestal. If they are human and real then they need to be recognised as such. Everyone makes mistakes and can learn from mistakes. Role models are people who can guide us, not people who we should follow directly (or blindly). Having more than one role model can give us broader perspective and we can admire different virtues, skills and attitudes. In different periods of our lives we have different role models for different aspects of our personal and professional development.

Brown and Treviño (2013) argue that having adult role models directly impacts not only how we perceive ourselves, but also how others perceive us. So it is important to be aware that we also might be a role model for someone and be careful of the messages we sent to others around us. One of the inspiring messages from the Brown and Treviño study is that people actually prefer to have ethical leaders. When people play fair, communicate directly, and in general demonstrate that they hold high standards, other people actually do look up to them.

SUBJECT 1

Think about the following questions:

- What are your thoughts about peer coaching? What intrigues you, what do you find interesting about it?
- Is peer coaching system already established in your organisation and do you take part in the process?

   If yes, what are its advantages and disadvantages? Which of the areas, issues, situations present the greatest challenges for you, your team and organisation? How can you use

peer coaching to tackle those challenges?

If not, how can the system be established in your organisation? What can you do to encourage your colleagues and superiors to start peer coaching in your organisation?

- How might peer coaching activities support implementation of the work tasks, initiatives, projects in your organisation?
- How can peer coaching be useful in your work with the users of your services (e.g. students and their parents, patients, service users, clients)?
- How might peer coaching provide opportunities for your professional growth and leadership in your organisation?

SUBJECT 2

Know your personality traits

To get a clear idea about your personality traits, you can use different questionnaires and tests. It is advisable to connect with the professional (psychologist) who will be able to conduct the test in an appropriate way and help you understand the results better.
You can also check some of the test [here.](#)

Be aware, that just because you answer a set of questions that does not mean that those questions are going to do a good job of predicting your actions. A complex human being cannot be categorized by means of simple yes or no questions. There is value, though, in being aware of our strengths and weaknesses, of what we tend to do in a given situation. But we need to be careful with using/doing any test and interpreting its result. You can read more about this [here](#) or [here.](#)

Questions for reflection
- Think about your personality traits in relation to your job (or the job you would like to have).
- Is your/this job suited to each of your traits?
- Can you think of jobs or occupations that seem particularly suited to each trait?
- Which traits would be universally desirable across all jobs?
- What do you do if your personality does not match the demands of the job? How do

you react to this situation? How are your attitudes and behaviours affected? What can you do to change this situation?

Know your strengths

Every individual has a unique set of character strengths that give them the power to find happiness and well-being. It is time to discover those strengths and use their them to begin thriving.

According to the large-scale study, people who reported a high awareness of their strengths were more than 9 times more likely to be flourishing than those with low strengths awareness. People who regularly used their strengths were 18 times more likely to be flourishing. People who use their strengths every day are 3 times more likely to report having an excellent quality of life, 6 times more likely to be engaged at work, 8 % more productive and 15 % less likely to quit their jobs.

However, many of us are unaware of our strengths because we don't take time to reflect on them, or find it uncomfortable when we do. The following steps can help you discover and explore your character strengths.

Follow the steps below to explore your personal strengths.

STEP 1
Take the free VIA survey – a simple self-assessment that provides a wealth of information to help you understand your core characteristics.

Read about all strengths and get a grasp of what they depict. Build a language of strengths.

STEP 2
Monitor yourself for a day and try to notice strengths you use in your private and professional life. What do strengths look like in action? Pay attention to verbal and non-verbal cues. You can also ask your family, friends and work colleagues which strengths they notice in your behaviour.

STEP 3
Notice strengths in others, have a mindset to look for strengths as they occur. Spot your co-worker asking lots of questions

(*curiosity*) or collaborating on a project (*teamwork*). Notice when a student puts her arm around a friend and offer support (*love*) or when your service has *hope* in times of hardship.

Label and explain character strength behaviours. First, give the strengths that you spot a label; second, provide the rationale for how you saw the strength being expressed, and third, if appropriate, express appreciation for the person's strength. For example:
"Sara, I was impressed by how well you worked on that report. You have been really persistent and you used judgment in presenting possible ideas."
"David, you seem to always offer warmth and kind words at just the right time. I think this helps your patients feel cared for and supported."

STEP 4
- Think about your own list of 24 character strengths.
- Which strengths do you use most at work?
- Which strengths do you need for your work the most?
- Which strengths contribute the most to your job satisfaction?
- How can you build those strengths?

Prepare an action plan to develop 3 strengths you need or would like to use more at work. Be as specific as possible. Think about at least 5 ways to develop each strength.

STEP 5
The intervention "Use a signature strength in a new way each day" has received good evidence for boosting happiness and lowering depression *(*Niemiec, 2017).

Take a look at your top 5 strengths. Think about specific ways how you can build those strengths by using them in a new way. Try to come up with at least 3 ideas for each strength.

Know your values

Life can be much easier when you acknowledge your values and when you make plans and decisions that honor them. When you know your own values, you can use them to make decisions about how to live your life. Take the time to understand the real priorities in your life and try to determine the best direction for you and your life goals.

When you define your personal values, you discover what is truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices.

STEP 1: Identify the times when you were happiest
Find examples from both your career and personal life.
- What were you doing?
- Were you with other people? Who?
- What other factors contributed to your happiness?

STEP 2: Identify the times when you were most proud
Use examples from your career and personal life.
- Why were you proud?
- Did other people share your pride? Who?
- What other factors contributed to your feelings of pride?

STEP 3: Identify the times when you were most fulfilled and satisfied
Again, both work and personal examples.
- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfillment?

STEP 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment
Use the following list of common personal values.
Select your 10 – 15 top values.

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

STEP 5: Prioritize your top values
- Take a look or write down again your top 10 – 15 values (not in any particular order).
- Look at the first two values and ask yourself, "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. E.g. if you compare the values of service and stability,

imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home.

- Keep working through the list, by comparing each value with each other value, until your list is in the correct order.

STEP 6: Reaffirm your values

Check your top 5 priority values.

- Do they fit with your life and your vision for yourself?
- Do these values make you feel good about yourself?
- Are you proud of your top five values?
- Would you be comfortable and proud to tell your values to people you respect and admire?
- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?
- Are these values in accordance with your work and career goals?
- How do these values influence your work?
- What can you change for your work would be more in accordance with your job?

Know your work attitudes

Take a few minutes and answer the questions in a job satisfaction survey: https://mn.gov/mmb/assets/Job-Satisfaction-Survey_tcm1059-128083.pdf

Think about the following questions:

- How would you describe your work attitudes in general?
- Which factors contribute the most to your job satisfaction?
- How would you describe the organisational culture in your organisation?
- What can you do to increase levels of your job satisfaction?
- How can you contribute to a better organisational culture?

Know your role model(s)

Questions for reflection

- 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 peron'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?

Activities

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.
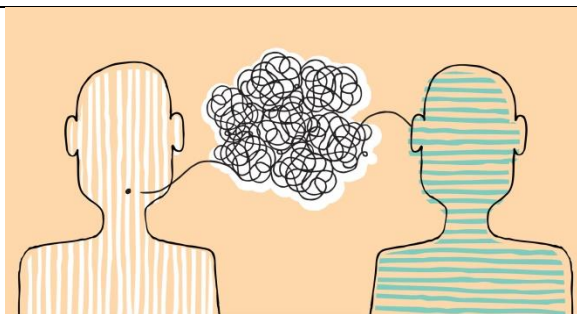
EVALUATION OF THE SECTION	1. What is peer coaching? 2. What are the benefits of peer coaching for individuals? 3. What are the benefits of peer coaching for organisations? 4. What can teachers/nurses/social workers gain with peer coaching and which skills can they develop? 5. What is personality? 6. 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

THEORETICAL KNOWLEDGE	**Subject 1: Characteristics of effective workplace relationships**
	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.
PRACTICAL EXERCISES	PERSONAL DEVELOPMENT 1: **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**)

Strengths	Weaknesses
Opportunities	Threats

Image 3

This tool can make it easier for you to analyze you 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.

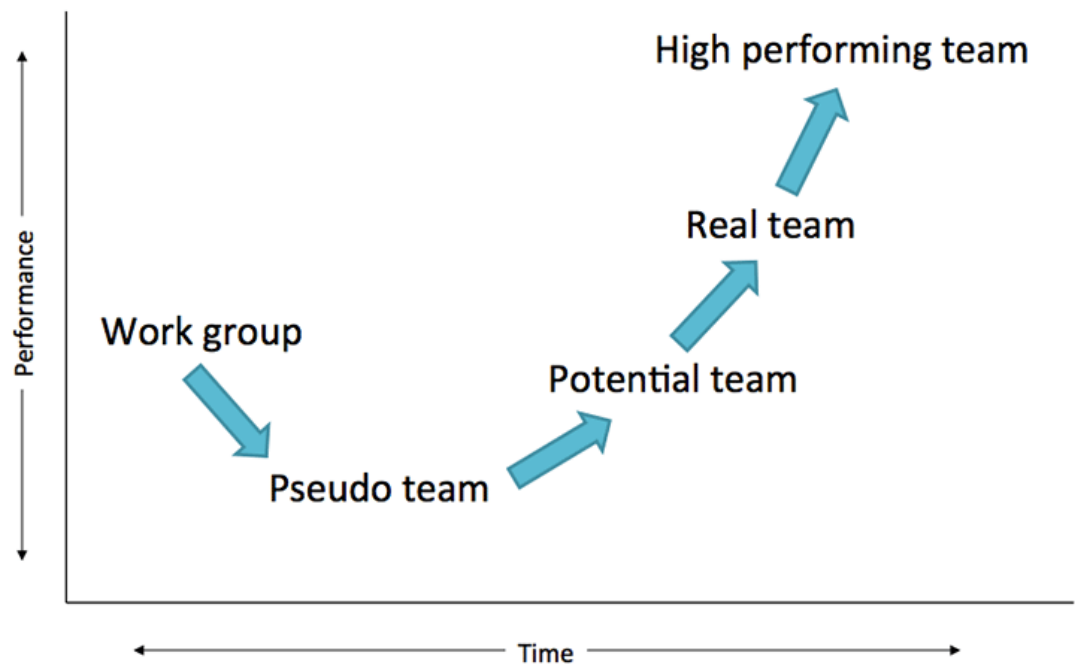*3) The team evolution curve* (**Image 4**) **(17)**

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**) 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.
EVALUATION OF THE SECTION	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

THEORETICAL KNOWLEDGE	**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.

A. **Creating an intervision group***:*
This is possible if your colleagues are willing to do that and to create together an intervision 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 intervision 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.

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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. <u>Let yourself to understand the problem</u>:

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. <u>Develop alternatives for solving problems</u>:

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. <u>Exploring the options</u>:

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
Serve as a sounding board	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.
Test a tentative path	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.
Expand the frame of reference	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.
Provide process guidance	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.
Generate substantive ideas	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
Informal feedback	• 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.
Formal feedback	• 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.
Formative feedback	• 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.
Summative feedback	• 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 strengthens 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, tough 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:

<div align="right">How often?</div>
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _

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:

<div align="right">How often?</div>
_____ _ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _ _ |

_____ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _
_____ _ _ _ _ _ _ _

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. Waege1, 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 bellow the scale in accordance with the level you feel is defining your relationship with each of them.

Distrust   **Trust**

-3   -2   -1   0   1   2   3

Hostile   **Friendly**

-3   -2   -1   0   1   2   3

Superficial   **Profound**

-3   -2   -1   0   1   2   3

Formal   **Informal**

-3   -2   -1   0   1   2   3
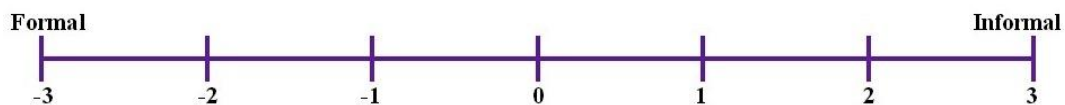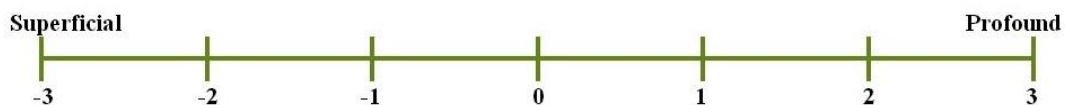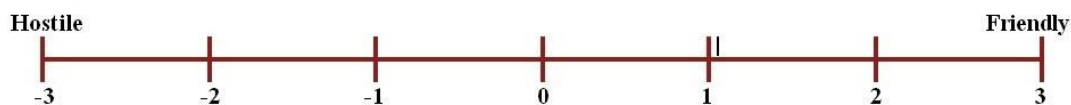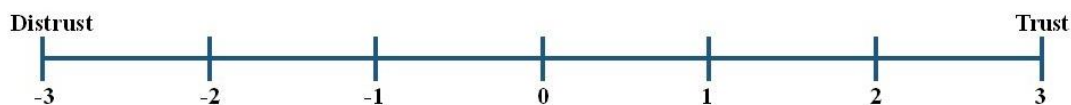
(Exercise adapted after the questionnaire from: D. De Lange, F. Agneessens & H. Waege1, 2004)

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

_____

_____

_____
_____

PERSONAL DEVELOPMENT 3: Considering the previous two exercises, how would you create an intervision group at your workplace to discuss difficult cases or work related problems? Who will be among the members of the intervision group and why? What are your strategies to approach your colleagues and peers? In what degree is it possible to do this? What are the steps you need to make? Write down your observations.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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:

Identifty 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 coleagues or superiors last time and describe it shortly, using the following questions: Was it formal or informal feedback? What was your focus? Have you succeded 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		Good	Personal		Helpful to my development	De-motivating
Interesting								Constructive
Beneficial			Energising		Harsh		Positive	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 offered your help whithout expecting something in return? Have you respected the boundaries in offering your help? What would you do differently? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
EVALUATION OF THE SECTION	1. What is an intervision 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.
REFERENCES	De Lange, Daniëlle, Agneessens, Filip & Waege, Hans. (2004). Asking Social Network Questions: A Quality Assessment of Different Measures. *Metodološki zvezki*, 1(2), 351-378 Franzenburg, Geert. (2009). Educational Intervision: Theory and practice. *Problems of Education in the 21st Century*. 13, 37-43. Garvin, David A. & Margolis, Joshua D. (2015). The Art of Giving and Receiving Advice. *Harvard Business Review*: https://hbr.org/2015/01/the-art-of-giving-and-receiving-advice Hardavella, Georgia et al. (2017). How to give and receive feedback effectively. *Breathe (Sheffield, England)*. 13(4), 327-333. Lee, Hun Whee et all. (2019). The Benefits of Receiving Gratitude for Helpers: A Daily Investigation of Proactive and Reactive Helping at Work. *Journal of Applied Psychology*. 104 (2), 197. Nancy Fichtman, Dana & Yendol-Hoppey, Diane. (2008*). The reflective educator's guide to professional development. Coaching inquiry-oriented learning communities*, Thousand Oaks: Corwin Press. Rhodes, Christopher, Stokes, Michel & Hampton, Geoff. (2004). *A practical guide to mentoring, coaching and peer-networking. Teacher professional development in schools and colleges*. London: Routledge Falmer. Weiss, Alan. (2011). *Million dollar coaching. Build a world-class practice by helping others succeed*. New York, Chicago, San Francisco etc.: McGraw-Hill Professional. Notthingam City Council: http://www.nottinghamchildrenspartnership.co.uk/media/370459/giving-feedback-worksheet.pdf.

SECTION 4: Preventing the professional burnout

| THEORETICAL KNOWLEDGE | **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 then 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.
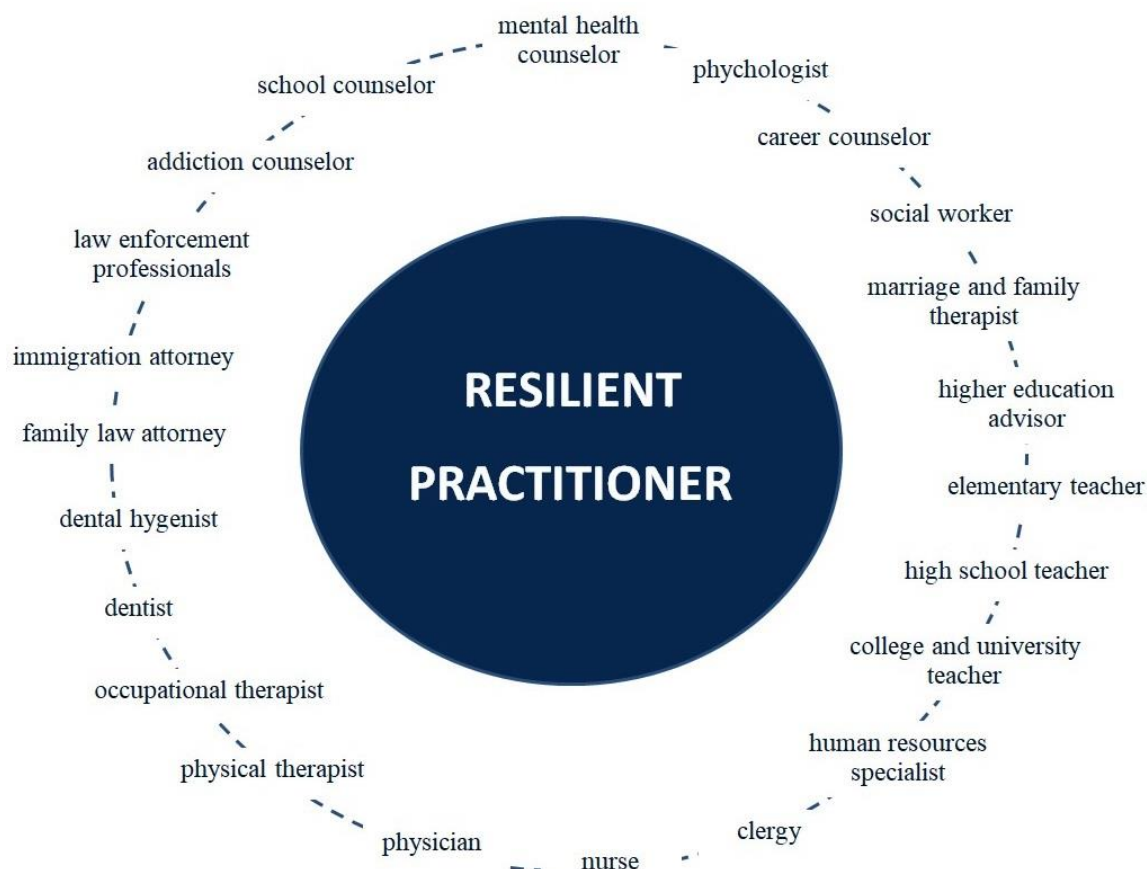
Adapted after T. M. Skovholt & M. Trotter-Mathison, 2016

Stress can be good when determines you to make actions or take initiative, serving as a motivator. But when in causes you negative feelings, eventually associated with alcohol or drug consumption to reduce them, we talk already about negative stress. Being new at the workplace as 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:

Stress	*Burnout*
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, hearth 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).
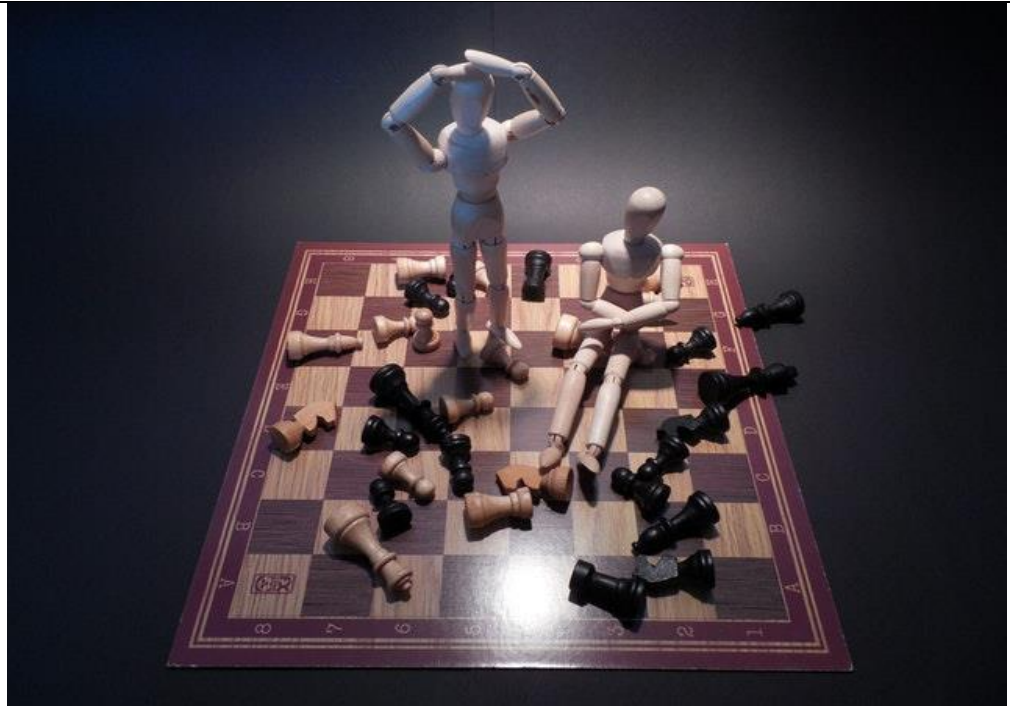
A. Emotional exhaustion:

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.

Photo by Plush Design Studio on Unsplash

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 then 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.

Photo by sydney Rae on Unsplash

1. <u>Dealing with ambiguity and lack of control</u>:
   - ✓ 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. <u>Reducing unrealistic expectations</u>:
   - ✓ 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. <u>Reducing the performance anxiety and fear</u>:
   ✓ 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. <u>Solving excessive work overload</u>:
   ✓ Here are the main issues concerning the work overload and possible ways to solve them:

Work overload issue	Possible solutions and actions
Exhaustion	Developing resilience = positive attitude and physical well-being: • Start a personal or promote a workplace fitness program. • Practice relaxation or meditation exercises. • Participate in an emotional resilience program.
Excessive availability	• 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.
Not enough time	Improving time management: • Stop wasting time by surfing on the net or using diversionary software. • Prioritize your tasks. • Delegate.
Too much work assigned	Reducing workload: • 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. <u>Finding professional social support</u>:
   ✓ 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.

Photo by i love simple beyond from Pexels

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. <u>Mindfulness</u>:
   ✓ 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. <u>Self-hypnosis</u>:
   ✓ 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.
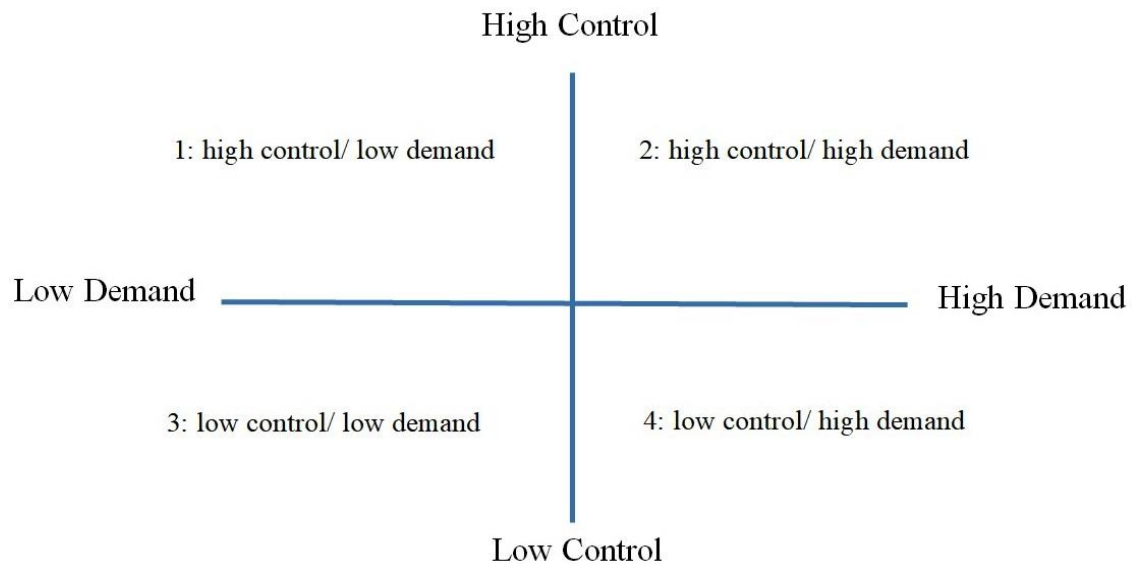
Questionnaire: How stressful is your job?
Please answer YES or NO:

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   **WORK OVERLOAD STATUS**

0 to 32 Moderate: Take preventive action to keep work overload from getting worse.

33 to 64 Serious: Take steps to substantially reduce work overload within the next few months.

65 to 96 Critical: 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?
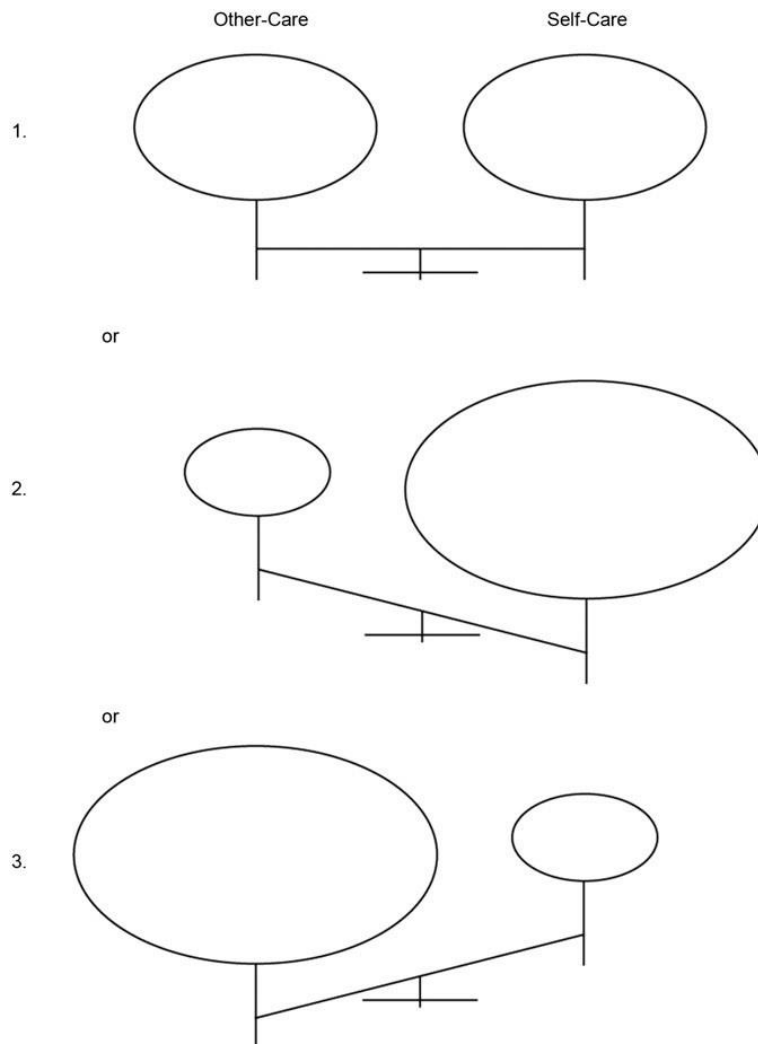
What is your other-care–self-care balance score? _____-_____

Often, other-care practitioners are more oriented to other-care than self-care. Some imbalance can be fi ne, 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 continuing through the abdomen and down the left leg all the way to the toes and then back again and out through your nose.

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."

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.

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.

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.

10. If you have trouble staying awake, try doing the body scan with your eyes open.

(Exercise from: J. Kabat-Zinn, 2005, p. 92-93)

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.

Note on your journal your observation on how you felt, your sensations, ideas, thoughts and everything you consider interesting.

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.

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?

EVALUATION OF THE SECTION	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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Mental Illness Research, Education and Clinical Centers and Centers of Excellence, *Visualization exercise: The private garden*: https://www.mirecc.va.gov/cih-visn2/Documents/Patient_Education_ Handouts/Visualization_Guided_Imagery_2013.pdf
https://www.verywellmind.com/ |

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

THEORETICAL KNOWLEDGE	**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 probelm or issue to create the judjement or informed decission. 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

What's Happening?
Gather the basic information and begin to think of questions

Why Is It Important?
Ask yourself why it's significant and whether or not you agree

What Don't I See?
Is there anything important missing?

Answers

How Do I Know?
Ask yourself where the information came from and how it was constructed

Who Is Saying It?
What's the position of the speaker and what is influencing them?

Pluto is not a planet

If only time were relative...

What Else? What If?
What other ideas exist and are there other possibilities?

UBC   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 essencial to be aware about those intersections and understanding of it´s 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, mistreatement 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 destinguishes „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.
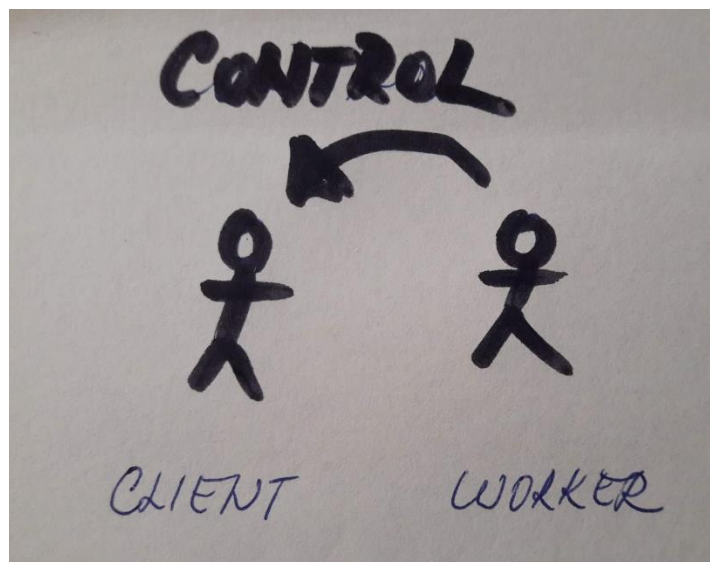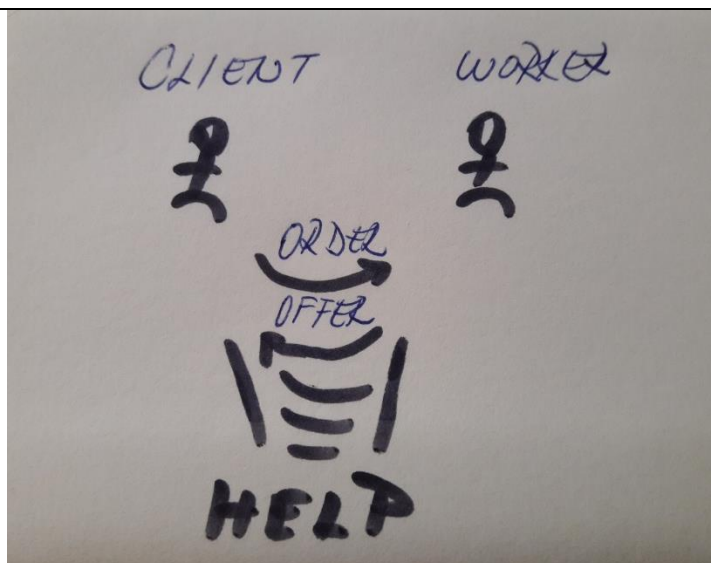
(Adapted after Úlehla 1996)

The picture of help shows a sequence of interactions that characterize offering help and recieving help, respectivelly 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 it´s 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.

Simillar 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).

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 excercise power in your work and at the workplace?
See practical exercise part. Excersise n. 4 and n. 5.

Subject 3: Discrimination and antidiscrimination at the workplace
As showen in previous subject, also workplace could generate the power relationship. The members of working group are not necessary equal – as well as in term of the knowledge, skills or experience; as in terms of different settings they are comming from, different age groups, different sexes etc. All those experiences leads us to reflect uppon diversity, equality and potencial 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 happend. As shown on following picture, the loss of discriminatory environment is huge: it is reflected in recruitement, 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.

FINANCIAL BENEFITS OF FAIRNESS

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

	FORTUNE 500	FORTUNE 100	FORTUNE 50
Sexual orientation nondiscrimination policies	85%	93%	96%
Gender identity nondiscrimination policies	49%	74%	74%

> **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

Straight workers: 19%
Gay and lesbian workers: 43%

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.

Nondiscrimnation polices are important

Straight and nontransgender employees: 49%
Gay and transgender employees: 67%

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" Witeck 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.witeckcombs.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 Witeck Combs Communications, "Out & Equal Workplace Culture Report," (2008). http://www.witeckcombs.com/pdf/out-equal-workplace-culture-report-2008.pdf

Diversity management in the helping professions

Similary to business, the management of diversity in helping professions is a challange: 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 challange 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.

Source: Talentlyft.com
See practical part. Exercise n. 6

Tips how to strenghten 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 uppon. 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 uppon „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 themself. But to protect them is as well relevant as to protect the clients and users.
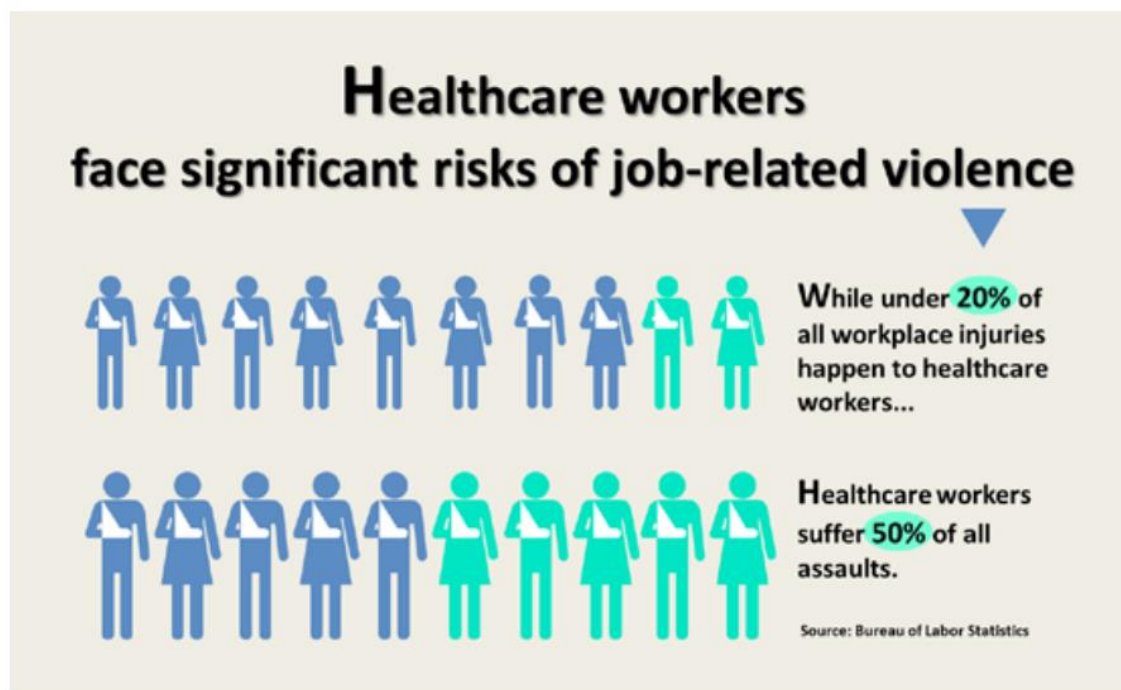
Source: http://soteriasafetybydesign.com/which-job-was-victim-to-a-nearly-double-increase-in-workplace-violence/

Non-discrimination during the employment

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

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

For illustration it is good to bear in the ming 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 make 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 showen 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 renumeration, fair treatment in workplace etc.)
- Provide good and professional human resource management to create good working conditions of the employees (including fair renumeration, benefit system, support for career path, further education, work-life balance, flexi forms of working etc.)
- Provide regular supervision or intervision – to be able to actively tackle the negative phenomenon as well as focus on the positive progress in the organization

Negative phenomenons 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.

Statistics on **BULLYING** in the Workplace

According to a 2014 survey by CareerBuilder, the most common forms of bullying, along with the percentage of employees who reported it, are:

- Falsely accused of mistakes the worker didn't make **43%**
- Comments were ignored, dismissed or not acknowledged **41%**
- A different set of standards or policies was used for the worker **37%**
- Gossip was spread about the worker **34%**
- Constantly criticized by the boss or co-workers **32%**
- Belittling comments were made about the person's work during meetings **29%**
- Yelled at by the boss in front of co-workers **27%**
- Purposely excluded from projects or meetings **20%**
- Credit for the person's work was stolen **20%**
- Picked on for race, gender, appearance or other personal attributes **20%**

SOURCE: CAREERBUILDER

Bullying is negative phenomena, as it usually creates very negative and hostile environment. And not only between the perpetuator 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 perpetuator 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 comming 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 oppinion on the threaths 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

....
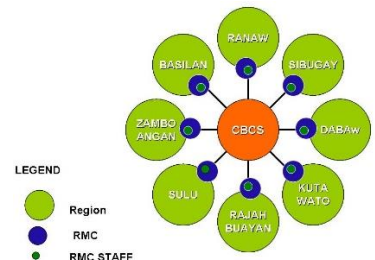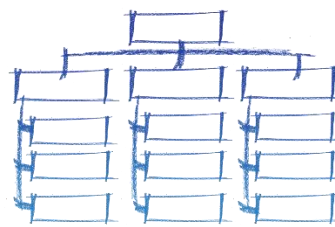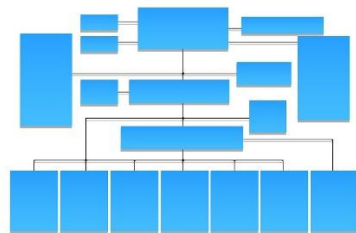
Exercise n. 4
When and how exercise power at your work and in your working relationships. Find out your organization organigram or get inspired from those organigrams.

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?
....
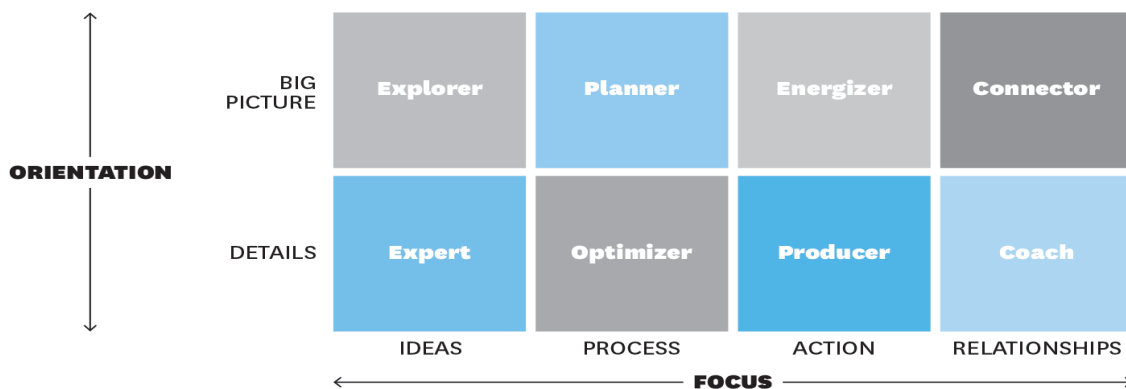..

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.

ORIENTATION	BIG PICTURE	Explorer	Planner	Energizer	Connector
	DETAILS	Expert	Optimizer	Producer	Coach
		IDEAS	PROCESS	ACTION	RELATIONSHIPS

FOCUS

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 viedo and think on the following qeustions.

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 challanges 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 encounter the negative phenomena on the workplace? Which one?

> Bullying
>
> Mobbying
>
> 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 responsilibty 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

	8. Track your commitements and be true to your word (based on Forbes Coaches Council)
EVALUATION OF THE SECTION	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

| THEORETICAL KNOWLEDGE	**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.
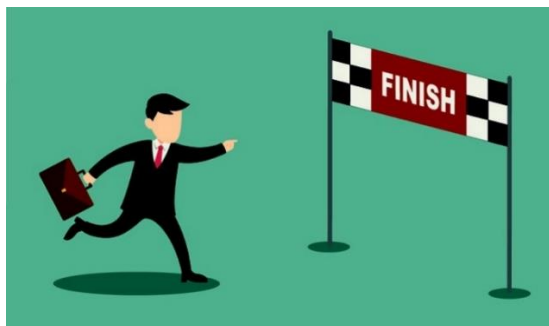
Some tips on how to write goals:

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, thre 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
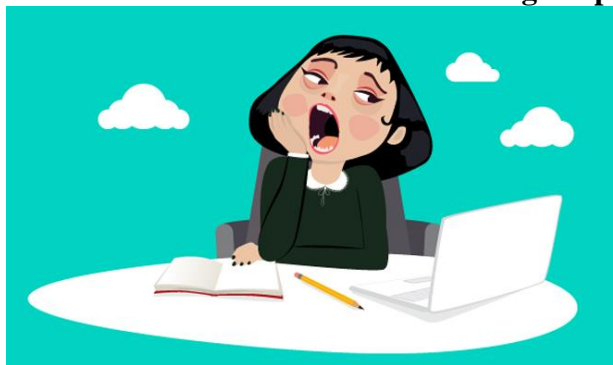
Professional boredom is an unpleasant passivity in which employees lack interest in their work and find it difficult to concentrate on them. Over the last decade, research on boredom at work has increased (Vodanovich and Watt, 2016). Boredom is now recognized as a factor that makes an employee bad. T.y. 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.
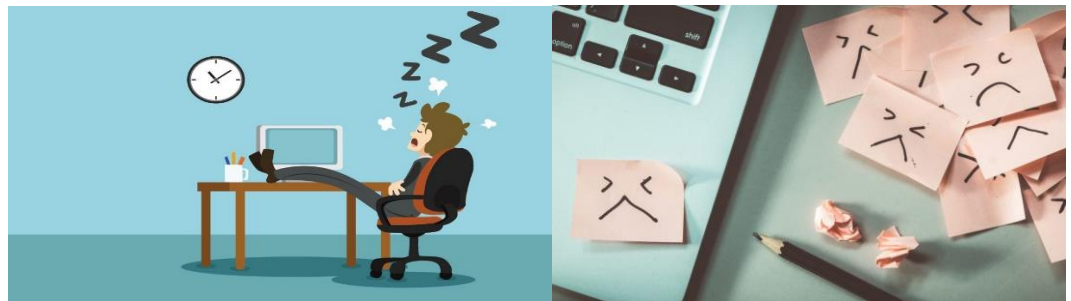
Over the last three decades, the importance of boredom in occupational activity is increasingly being explored. A study by Malachowski (2005) shows that almost one third of workers spent 2 hours on their own working day for their own needs because they were bored. Boredom at work can be a serious problem 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.

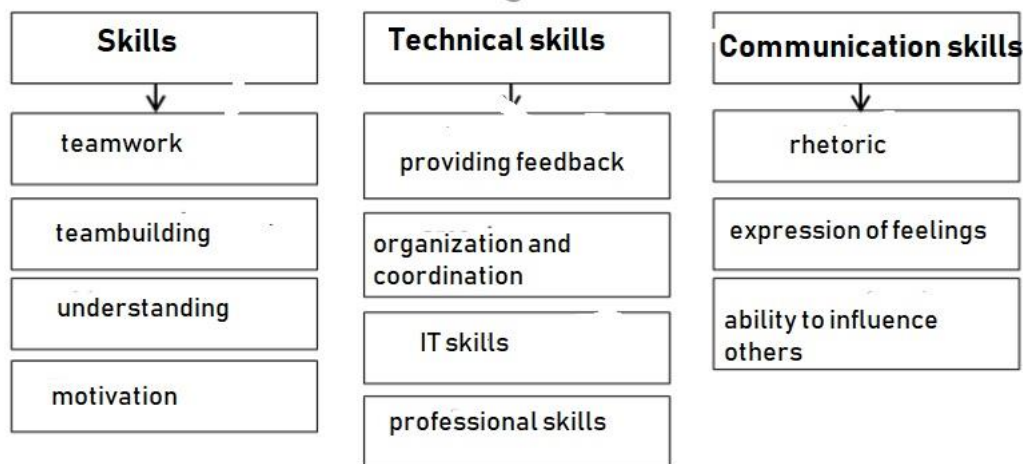**Subject 6: Using a personal "brand" in a career**

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.

Дysfunction also arises due to uncertainties. Supporting Che¬ney 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, Doori, 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..

Skills	**Technical skills**	**Communication skills**
teamwork	providing feedback	rhetoric
teambuilding	organization and coordination	expression of feelings
understanding	IT skills	ability to influence others
motivation	professional skills	

Human skills necessary for creation a personal brand
Slource: 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 valuesmą*).
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	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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