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**PSYCHOLOGY OF COMMUNICATION  
AND PROFESSIONAL DEVELOPMENT  
OF THE PERSONALITY**

*Course of lectures*

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The course of lectures «Psychology of communication and professional development of personality» consists of lectures, questions and tasks for independent work and control for each theme. In generalized form, the general theoretical provisions underlying the psychology of communication and professional development of the personality are presented. The course of lectures «Psychology of communication and professional development of personality» addressed to master students of the specialty 1-23 80 03 Psychology. It can be useful for psychologists, teachers, speech pathologists, students and all those who are interested in the psychology of communication, professional development and personality formation.

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## INTRODUCTION

The purpose of studying the discipline is to deepen knowledge in the field of psychology of communication and professional development of the individual, as well as the development of practical skills and abilities that contribute to the achievement of heights in professional, spiritual, moral and physical development.

Discipline objectives:

- study of general and particular laws of achieving professionalism;
- identification of conditions and factors that promote or hinder the professional development of the individual;
- mastering effective skills and modern technologies of business communication.

In the master's training system, the discipline "Psychology of Communication and Professional Development of the Personality" is included in the module "Psychology of Professional Interaction" (a component of a higher education institution). The discipline "Psychology of communication and professional development of personality" is based on the wide use of knowledge of the disciplines "General psychology", "Developmental psychology", "Psychology of work", "Social psychology", "Psychology of personality". The discipline "Psychology of communication and professional development of personality" is a brief systematic presentation of ideas about the knowledge accumulated by modern psychology and related sciences about the development of an adult, about various approaches and methods of psychological and acmeological support for diagnostics, correction, activation and counseling of those aspects of development, the consideration of which is important to optimize human life.

The program is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The program focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Psychology of communication and professional development of personality", the following are discussed: categorical and conceptual apparatus, business communications, their types and features of manifestation; personality as a subject of professional communications, verbal and non-verbal means of business communication, effective technologies for the formation of business communications, conflicts in business communications and ways of resolving them, the concept of personal professional development.

As a result of studying the academic discipline, the master student:

**must know:**

- the main results of the latest research on the problems of personal professional development, the achievement of the heights of professional excellence;
- modern methods and effective technologies for the formation of professionally important qualities and business communications.

**be able to:**

– to form forecasts for the development of specific socio-psychological processes of professional development.

**to own:**

– the categorical and conceptual apparatus of the professional development of the individual;

– skills of professional communications, their types and features of manifestation;

– skills of independent research work.

In the process of mastering the discipline "Psychology of Communication and professional development of personality", a master's student develops the competence: to be able to apply psychological methods of organizing and correcting communications in professional activities.

Forms of current certification in the academic discipline: exam.

This manual includes: a course of lectures on all topics of the discipline, the basic concepts of the topic, questions and assignments on each of the topics, a list of references (main, additional, Internet resources), applications. The materials of the applications can be used for independent work on the topics of discipline, psychodiagnostics of communication, communication difficulties and diagnostics of states associated with difficulties in implementing communication, assessing the severity of aggression, its orientation in the field of interpersonal relations and determining the significant values of an individual, etc.

# MODULE 1

## THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE COURSE



### **Lecture 1. Introduction to the course “Psychology of communication and professional development of the individual”**

#### **Lecture plan:**

1. Communication theory: a short excursion into history.
2. The theory of communication as a science and its subject.
3. The concept of communication.
4. The methods of the research of psychology of communication.
5. The connection of psychology of communication with other sciences.

**Basic concepts:** *communication, theory of communication, types of communication.*

#### **1. Communication theory: a short excursion into history**

Homo sapiens can also be called homo communicants (a person who communicates). The emergence of speech as a new means of communication led to the emergence of a modern human (Homo sapiens). Thanks to communication, man stood out from the animal world. Man can speak, animals do not.

Communication acts as a way of forming a person's personality. All spheres of human activity are possible through communication. According to the American psychologist Abraham Maslow, the communicative need is one of the basic human needs.

In the 20th century, communication became the subject of special scientific research, and the theory of communication began to develop.

In Ancient Greece, communicative disciplines were studied:

**logic** (from the Greek logos – word, concept, reasoning, reason) - the science of laws and forms of thinking,

**rhetoric** (Greek rhetorike) – the science of oratory. In ancient Greece, a need arose for the art of public speech, the ability to convince and win in a dispute. During the reign of Alexander the Great, they began to study the language. Scientists who have studied a language are called grammars, and the results of their research are called grammars. Linguistics also appeared (from Lat. Lingua – language) – a science that studies languages.

In the Middle Ages, **grammar, dialectics, hermeneutics** (the science of understanding and interpreting texts) appeared. Hermeneutics interpreted Homer's texts and then the Bible.

In modern times, disciplines have appeared: **linguistics, psychology and sociology.**

Linguistics has described various languages. Sociology considered communication in society. In psychology, self-observation, the body's reactions to environmental stimuli, the structure of consciousness were studied.

In the twentieth century, **semiotics** appeared (Greek semeion - sign) – it studies the production, structure and functioning of sign systems.

Yu. M. Lotman defined semiotics as the science of communicative systems and signs used in the process of communication. **Sections of semiotics are:** *communication and interaction of people; group psychology; psychology of Personality.*

In social psychology, three aspects of communication are investigated:

*communicative interaction* as a way of information exchange,

*interactive communication* as an organization of joint activities,

*perceptual communication* as mutual recognition of each other by people.

In the modern period, the general impetus for the formation of communication psychology as a science was the information-theoretic approach, which was marked by the emergence and popularization of information theory (mathematical theory of communication) – the basis of cybernetics – and the modeling method.

## **2. The theory of communication as a science and its subject**

In the second half of the twentieth century, communication became an object of study both in social sciences (sociology, social psychology, social philosophy, cultural studies, political science) and in special and applied sciences (management, marketing, advertising theory, public relations, etc.).

Initially, *the science of communication* was called “**Theory of Communication**”, then – **communicology**.

*F.I. Sharkov* defines *communicology* as a science that studies:

- communication theory;
- theories of various communications (theory of mass communication, theory of intercultural communication, theory of sociolinguistic communication, etc.);
- directions studying various communications (sociology of communication, psychology of communication, etc.);
- theory and practice of communicative activity in various spheres of society using different means and with different subjects.

Communicology investigates: types of communication; communication models; the basics of the process of intercultural communication; methods of researching the communication process in various social spheres (in the field of management, business, education).

Within the framework of communicology, problems of ethnic, national, territorial, social belonging of communicants and their personal characteristics are also investigated.

International scientific journal "Communicology" is published. However, the term "**Communication Theory**" is more established.

### 3. The concept of communication

Communication is understood as a link during which there is an exchange of information between systems in animate and inanimate nature, as well as information messages between people.

In *the theory of communication*, there are the following meanings of this concept.

**1. Universal:** communication is a way of connecting any objects of the material and spiritual world.

**2. Technical:** communication - a way of communication, the connection of one place with another, means of transferring information and other objects from one place to another.

**3. Biological:** used in biology, especially in the section of ethology, in the study of signaling ways of communication in animals, birds, insects, etc.

**4. Social:** communication is a variety of connections and relationships that arise in human society.

Communication is a complex multidimensional process of establishing and developing contacts between people (*interpersonal communication*) and groups (*intergroup communication*). The establishment and development of contacts involves interaction between people, consisting in the exchange of information between them. As a result of this exchange, interpersonal relationships are formed.

According to the content and goals, *non-business and business communication* is distinguished.

**Non-business communication** is associated with solving internal psychological problems: resolving internal conflict, expressing one's attitude to events.

**Business communication** is included in the productive activity of people. Aimed at improving the quality of this activity.

### 4. The methods of research of psychology of communication

In the psychology of communication, the same methods are used as in psychology and in psycholinguistics. There are 4 groups of research methods: organizational, empirical, processing, interpretive.

With **the help of organizational methods**, a study of the patterns of formation and implementation of speech activity is organized. These include:

**1. A comparative method**, the essence of which is to compare different groups of subjects or different (but "comparable") the sides of speech activity. For example, groups of individuals with normative speech development and speech pathology (aphasia, alalia, dysarthria, dysgraphia, etc.) are compared. The method is very popular, and with its help a lot of valuable information about the processes of speech generation and perception has been obtained. However, this method is also "insidious"; this is due to the fact that pathology and norm are phenomena of different "worlds", and it is illegal to transfer the characteristics of one phenomenon to another. In addition, in the process of spontaneous or directed compensation of pathology, functional rearrangements occur, and therefore it is sometimes



very difficult to distinguish "pathology proper" (specific manifestations of pathology) from these functional rearrangements. Nevertheless, in establishing many particularly significant characteristics of speech processes, studies of speech pathology often help a lot.

**2. Longitudinal** (longitudinal) method. (longitudinal – from fr. longitude – longitude; correspondingly – longitudinal – fr. longitudinal – prolonged (elongated).) These are "longitudinal", as a rule, long-term observations of the development of a particular component of speech activity or communication in a certain person or group of persons. The longitudinal method is most often used in studies of language acquisition by children (as an example, the "classical" works of A.N. Gvozdev can be cited).

**3. The complex method** is interdisciplinary research. As an example, we can cite the study of the process of memorizing sentences of various constructions in various speech perception conditions (in the presence of any psychological "noise", "interference" and under normal conditions) in combination with the use of myography.

**Empirical methods include:**

**1. Objective observation.** Thus, the study of reservations, "mishears", "descriptions" or "outlines" allows us to identify many specific properties of speech processes, communication, as well as cases of speech and communicative behavior of the subjects of interest to researchers.

**2. Self-observation.** As an example, A. Einstein's well-known observation of the process of his theoretical thinking, in which, according to the scientist, there are no words; words are hardly found by him to describe an already completed thought process.

Empirical methods also include conversation, questionnaires, questionnaires, tests and a number of others.

**3. Experiment.** This includes various types of laboratory, natural, psychological, pedagogical and other experiments. For example, a well-known experiment that showed the important role of the installation in the perception of speech. Different groups of subjects were asked to listen to the same, recorded on magnetic tape, inarticulate utterances and non-speech noises. The subjects had to decipher these noisy recordings, i.e. determine the content of speech (although there was no content in the recordings). One subject was told before the audition that the sermon of the priest (pastor) was recorded, others that the instructions of the coach to the basketball players at halftime were recorded, etc. It turned out that, despite the sameness and meaninglessness of the recording, the subjects deciphered it and deciphered it in full accordance with the "semantic" installation given to them.

**Processing methods.** These are various statistical methods, a method of describing the obtained research data.

Interpretive methods occupy a special place in the psychology of communication (in particular, due to the insufficient development of experimental research methods so far).

## **5. The connection of psychology of communication with other sciences**

Psychology of communication at the present stage of its development is organically included in the system of psychological sciences. If, following A.N. Leontiev, we understand psychology as...the concrete science of the generation, functioning and structure of the mental reflection of reality, which mediates the life of individuals, then language and speech activity participate in the formation and functioning of this mental reflection itself, and in the process of mediating this reflection of people's vital activity.

The psychology of communication is most closely related to general psychology, especially personality psychology and cognitive psychology, social psychology, developmental psychology (child and age psychology) and ethnopsychology.

The psychology of communication is "organically", inextricably linked:

- with philosophy, which contributes to the general direction of research;
- with semiotics – the science of language signs and their meaning (the language we are interested in as a means of carrying out speech activity is precisely an integral sign system);
- with logic (at the same time, the researcher of the problems of psychology of communication most often chooses for himself one or another logic of conducting scientific research);
- with sociology. It should be mentioned here, in particular, the study of relations very significant for the personality within the psychology of communication: speech activity – different levels of socialization of the individual (personal, group, global, etc.);
- with medicine, mainly with neurology, which contributed a lot to the study of pathology and norms of speech, as well as with psychiatry, otorhinolaryngology and a number of other medical sciences, with logopathology, speech therapy and other sciences of the logopathological circle, providing a lot of valuable data for understanding the processes of speech generation and perception;
- with some technical sciences (in particular, with those that make possible hardware and computer support for studies of speech activity and language signs); with acoustics and psychoacoustics, etc.

The psychology of communication is closely connected with linguistics.

Linguistics (linguistics) is traditionally understood as the science of language – the main means of communication, social communication. The subject of linguistics is a system of linguistic means used in speech communication (communication). At the same time, in general linguistics, emphasis is placed on the consistency of these means characterizing the structure of any language, and in applied linguistics – on the individual specifics of a particular language (Russian, German, Chinese, etc.).

An important subject of modern linguistics research is the "nature" of the text – the basic and universal unit of speech communication. And the psychology of communication is increasingly interested in texts, their specific structure, variability, functional specialization.

In addition, the psychology of communication constantly interacts with sociolinguistics, ethnolinguistics and applied linguistics, especially with that part of it that deals with computational linguistics.

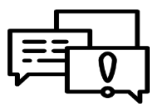
The connection between the psychology of communication and physiology is the oldest, since the ancient Indians already described sounds on a physiological basis. Physiology and neurophysiology study the structure of the speech apparatus, the formation of speech sounds in it, the perception of the speech flow by the organs of hearing, the reflex physiological basis of language. About the middle of the XIX century, under the influence of the evolutionary theory of Ch. Darwin formed a union of linguistics and biology, there is a view of language as a natural, natural phenomenon – a naturalistic direction in linguistics.

Psychology of communication is connected with pedagogy. Language teaching (linguodidactics) has its foundations in linguistics, psychology and pedagogy (especially in didactics). The modern methodology covers not only the methodology of teaching the native language, but also the methodology of teaching a non-native language.

The psychology of communication studies the connections of language with cognitive processes, personality and behavior.

The psychology of communication is related to neuro-linguistics. Neurolinguistics as a scientific discipline originated in the mainstream of biological linguistics at the junction of neurology, psycholinguistics and studies the language system in relation to the brain substrate of linguistic behavior. Neurolinguistics studies the systemic structure of higher mental functions and the presence of correlations between the structure of the language system and neurophysiological disorders of language behavior (aphasias).

The importance of communication psychology for speech therapy. Speech involves the use of various linguistic units of different levels and the rules of their functioning. They can be broken in different ways in various speech disorders. Knowledge of the laws and the sequence of the child's assimilation of the norms of the language contributes to the clarification of the logopedic conclusion, is necessary for the development of logopedic impact. In the study and elimination of systemic speech disorders in modern speech therapy, data from the psychology of communication and psycholinguistics are widely used, based on the teachings of L.S. Vygotsky, A.R. Luria, A.A. Leontieva on the complex structure of speech activity.



### **Questions and tasks**

1. Define the concept of “communication”.
2. Call the components of the information transmission process over the communication channel. What does each of the components include?
3. List the scientific disciplines included in the theory of communication.
4. Describe the relationship of communication psychology with other scientific disciplines.

*Task 1.* Write a small text message (1–2 pages) on the topic "The connection" of Psychology of communication and professional development of personality"

with other sciences" (to show which sciences of psychological, pedagogical, sociological, linguistic directions "Psychology of communication and professional development of personality" is connected with, what is this connection).

*Task 2.* Get acquainted with psycholinguistic experimental techniques. Diagnose your friend with any method. Process the results. Present it in the form of a report.



## **Lecture 2. Categorical and conceptual apparatus of the discipline**

### **Lecture plan:**

1. Concepts, categories, terms. Key concepts of professional education psychology.
2. Competence of a specialist.
3. Communicative competence.

**Basic concepts:** *professional education, professional workmanship, acmeology, communicative competence, communication abilities, communicative knowledge, communication skills*

### **1. Concepts, categories, terms. Key concepts of professional education psychology**

**The concept** is a form of thought that generally reflects objects and phenomena by means of fixing their essential properties" (The Newest Philosophical Dictionary / Compiled by A. Gritsanov. - Minsk: Skakun, 1998. – 896 p.).

**A category** is a general concept that expresses the essential properties, connections, relationships of a particular phenomenon of reality.

**To define a concept** means to highlight its main general and specific essential features. Concepts (many) and categories (few) are expressed in terms.

**A term** is a word that precisely defines a concept.

**Scientific terminology** is distinguished by accuracy, unambiguity, brevity, definiteness, consistency.

#### **Key concepts of professional education psychology**

**Qualification** – the degree and type of professional training of an employee, whether he has knowledge, abilities and skills, as well as professionally important personality traits.

**A profession** is a certain type of professional activity that requires special knowledge, abilities, skills and personality traits for its performance.

**Specialty** – a specific area of work within a profession.

**Professional education** is a scientifically grounded organized process and the result of the professional formation and development of a person's personality and his mastery of certain types of professional activity.

**Acmeology** (from the Greek acme – top) is the science about the professional and personal self-improvement of a mature person, about the development and implementation of his creative potential as a subject of professional work, life and activity.

**The peak of a person's maturity (acme)** is a multidimensional state of a person, which covers a stage of life that is significant in terms of time, shows how much he has taken place as a citizen, as a professional, as a spouse, as a parent. Acme is not a static formation, it differs in variability and variability, it manifests itself in different ways in each person.

**Personality maturity** is the ability for self-improvement (physical, moral, mental, professional) by means of self-education, self-organization, self-control and self-correction of one's own activity.

**Professional skill** is the basis of a specialist's professionalism, which includes possession of theoretical knowledge and practical skills within the chosen specialty, as well as developed professional and personal qualities.

**Professional workmanship** - a complex of social and professional personality traits, ensuring a high level of the process of professional activity and the quality of its results; perfected professional skill

**Professional creativity** – a high level of quality of professional activity and its results; at the same time, the activity is characterized by novelty and originality, rationalization of technologies, methods and techniques of work

**Professional innovation** - the introduction and implementation of innovations (innovations): new progressive ideas, technologies, methods, techniques that increase the quality of professional activities, giving an innovative character.

## **2. Competence of a specialist**

**The competence of a specialist** is the normatively specified components of the content of his professional training, experience of social and professional activity. Competencies provide a professional's awareness and credibility.

**The specialist's competence includes:**

- readiness to solve problems of social and professional activity;
- a system of professional and personal values and relationships;
- the ability to make independent decisions and resolve new situations;
- skill (what a person can be taught by transferring relevant knowledge and skills).

*The qualities a person needs to achieve a professional acme (A.A. Bodalev):*

- physical and mental maturity of a person (the formation of his mind, feelings, will);
- personal maturity (attitude towards others, towards the world and oneself);
- the ability to resist unfavorable circumstances, to carry out their plans;
- universal human values become the meaning of life;
- creativity;
- independence and independence;
- workaholicism (a pronounced need for work and a stable ability to satisfy this need);

- perseverance (clear formulation of the implementation of ideas);
- self-confidence;
- the strength of the personality (the ability of a person to maintain self-esteem in the most unfavorable circumstances).

### 3. Communication competence

**Communicative competence** is a complex personality characteristic that includes communicative abilities and skills, psychological knowledge in the field of communication, personality traits, psychological states that accompany the communication process.

**Communicative competence** includes: *communication abilities, communicative knowledge; communication skills*.

All people have *communication abilities* but they are expressed to varying degrees.

*Communicative knowledge* is knowledge acquired in the process of communication. They should be supplemented with theoretical knowledge in the field of business communication theory, psychology, social psychology, linguistics, etc.

*Communication skills* are formed on the basis of communicative knowledge and in the course of communication practice.

People have different levels of communicative competence.

Communication competence can be high or low.

The main signs of *high communicative competence*:

- fast, timely and accurate orientation in the situation of interaction and in partners;
- striving to understand another person in a specific situation;
- setting in contact with a partner, a benevolent attitude towards him, taking into account his condition and capabilities;
- self-confidence, adequate involvement in the situation;
- control of the situation, flexibility, willingness to take the initiative in communication or transfer it to a partner;
- greater satisfaction with communication and a decrease in neuropsychic costs in the process of communication;
- the ability to communicate effectively in different positions;
- ability to interact in group work.



### Questions and tasks

1. Describe the components of communicative competence.

*Task 1.* Write down 10-15 concepts of the course in the dictionary.

*Task 2.* Go through the methodology for assessing the level of sociability of V.F. Ryakhovsky (Appendix A). Discuss its results in a group of students.

*Task 3.* Pick up games and game exercises to improve communication, improve speech for teenagers and adults.

## MODULE 2

### SOCIO-PSYCHOLOGICAL ASPECTS OF BUSINESS COMMUNICATION AND PROFESSIONAL DEVELOPMENT OF THE INDIVIDUAL



#### **Lecture 3. Personality as a subject of professional communications**

##### **Lecture plan:**

1. Theoretical approaches to the research of personality and its structure.
2. Temperament. Communicative behavior with different types of temperament.
3. Character. Types of accentuations and features of communication.
4. Rigidity and anxiety as factors of defective communication.

**Basic concepts:** *personality, psychological structure of personality, temperament, character, accentuation of character, rigidity, anxiety, defective communication.*

#### **1. Theoretical approaches to the research of personality and its structure**

Whole scientific disciplines investigate the problems of personality as a complex systemic phenomenon, and each science sees personality in its own way. In philosophy, the concept of personality is associated with the most significant individual characteristics of a person associated with the nature of social relations, with the ability of a person to influence his own social development. In ethics, a person is the highest value, a subject of moral activity, possessing a sense of duty, conscience, dignity and beliefs. Sociologists study socially significant aspects of a person's activity, its social functions as elements of social relations. In jurisprudence, a person is a capable person, a subject of legal relations, who consciously makes decisions and is responsible for his actions. Medicine is interested in the mental health of the individual, the presence of pathologies, accentuations, their impact on somatic health and vice versa. In pedagogy, personality is the subject of design and directed formation. In the theory of communication and related disciplines, personality is considered as a subject of communication.

There are different definitions of personality in psychology. In humanistic psychological concepts, personality is a person as a value for which the development of society is carried out.

Psychologists of biogenetic orientation consider a personality as an individual possessing certain anthropogenetic and properties (inclinations, temperament, biological age, gender, body type, neurodynamic properties of the brain, etc.),

which undergo various stages of maturation as the phylogenetic program of the species is implemented in ontogenesis.

Representatives of sociogenetic orientation interpret personality through the prism of human socialization, the development of social norms and roles, the acquisition of social attitudes and value orientations, the formation of social and national character.

Scientists of the personogenetic orientation A. Maslow and K. Rogers analyze the personality in the process of its self-realization, personal choice, incessant search for the meaning of life. Great importance is attached to the activity of the individual, its creative orientation, individuality.

Thus, a person is understood as an individual as a subject of social relations and conscious activity, endowed with properties, qualities, abilities that allow him to realize himself.

Personality is a very complex formation that has its own structure. The personality structure is understood as a relatively stable connection and interaction of all sides of the personality as an integral entity. The concept and structure of personality is a controversial issue between many psychologists: some believe that it is absolutely impossible to structure and rationalize it in any way, while others, on the contrary, put forward new theories of personality structure.

In psychology, a number of attempts have been made to substantiate the structure of personality by both foreign psychologists (Z. Freud, K. Jung, E. Kretschmer, etc.) and domestic ones (A.G. Kovalev, S.L. Rubinstein, V.S. Merlin, A.N. Leontiev, K.K. Platonov, etc.).

A.G. Kovalev distinguished the following components of the structure of personality

S.L. Rubinstein described in the personality structure such components as orientation; knowledge, skills and abilities; individual typological properties (character, temperament, abilities).

V.S. Merlin included 2 substructures in the personality structure: the properties of the individual and the properties of individuality.

The personality structure according to K. K. Platonov includes 4 substructures, the criteria for their selection are the ratio of biological and social, innate and acquired. Hence the personality structure is:

1) the lowest level of personality is a biologically determined substructure (temperament, type of nervous system, gender, age, body constitution);

2) the second level of personality is the individual characteristics of a person's mental processes (features of memory, perception, attention, sensation, thinking), which depend both on innate factors and on training, development, improvement of these qualities;

3) the third level of personality is called individual social experience. It is acquired by a person in the form of knowledge, skills, skills and habits. This substructure is formed mainly in the learning process, has a social character;



4) the highest level of personality is its orientation (drives, desires, interests, inclinations, ideals, views, beliefs, worldview, character traits, self-esteem).

It should be noted that the differences between people are significant, and therefore on each of the substructures there are differences in beliefs and interests, experience and knowledge, abilities and skills, temperament and character. That is why it is not easy to understand another person, to avoid discrepancies, contradictions, even conflicts with other people. To understand yourself and others more deeply, you need certain psychological knowledge combined with observation.

Traditionally, the psychological structure of personality includes the following components:

- personality orientation;
- personal abilities and abilities (musical, artistic, sports);
- character (it expresses the personality as a whole, namely its properties, orientation, will, intellectual and emotional qualities, typological features manifested in temperament);
- self-awareness of the individual or "self-image" (self-control, self-management, correction of actions and deeds, anticipation, planning of life and activities);
- mental processes, properties and states of personality.

## **2. Temperament. Communicative behavior with different types of temperament**

In the process of communication, a person's temperament is manifested.

The famous ancient Greek physician *Hippocrates* (V century BC) is considered the founder of the doctrine of types of temperament. He argued that people are distinguished by *four main fluids: blood, mucus, yellow bile, and black bile*. The name of the *types of temperament* comes from Hippocrates:

- *sanguine* (Latin sanguis – "blood", "vitality"),
- *choleric* (Greek - chole, "bile"),
- *phlegmatic* (Greek phlegm, "phlegm", mucus "
- *melancholic* (Greek melena hole, "black bile").

The four types of temperament identified by Hippocrates (sanguine, choleric, phlegmatic and melancholic) became the subject of research by the great philosopher Aristotle, the ancient Roman physician *Galen* (II century AD), and the German philosopher I. Kant.

In the twentieth century. the doctrine of temperament was developed by *I.Pavlov*, who linked temperament with the properties of the nervous system. The study of types of temperament I.P. Pavlov was led by dogs. Research findings have been carried over to humans.

In modern psychology, **temperament** is defined as "a complex of psychodynamic properties of an individual, manifested in the peculiarities of his mental activity – the intensity, speed and pace of mental reactions, emotional tone of life."

The four basic types of temperament (sanguine, choleric, phlegmatic and melancholic) are based on such characteristics as *extraversion and introversion*, the rate of the course of nervous processes and their strength, plasticity and rigidity, reactivity and activity.

**Extraversion** is a personality trait that manifests itself in the direction of its perception, experiences, interests in the world around it.

**Introversion** is a personality trait manifested in absorption in one's own problems and experiences and a weakening of attention to the world around.

**The rate of reactions** is the rate at which various mental reactions and processes occur, which are expressed in the rate of speech, dynamics of gestures, and quickness of mind.

**Strength** - the ability of nerve cells to maintain normal performance under significant stress of excitatory and inhibitory processes.

**Plasticity and rigidity** are manifested in the ease of adaptation of a person to external influences (plasticity) or inertia and inertia of his behavior, habits, judgments (rigidity).

**Reactivity** - the degree of involuntary reactions to external or internal influences, manifests itself in the pace, strength and form of the response, emotional impressionability.

**Activity** - the intensity (vigor) of a person's impact on the outside world and overcoming obstacles in achieving goals.

### **Characteristics of the main types of temperament**

**Sanguine:** extrovert, has a strong, balanced, agile nervous system. Emotionally stable, active, energetic. Easily adapts to new conditions, is productive in work, if it is interesting to him. Easily switches to new activities, sociable.

*Weaknesses:* inconsistency in actions and deeds. Does not bring the matter to the end, overestimates his capabilities, weak volitional qualities.

**Choleric:** extrovert, strong, unbalanced, with a mobile nervous system. Emotionally unstable, with a quick reaction, energetic, prone to dominance. Takes on complex tasks, leads people.

*Weaknesses:* excessive haste in actions, impulsiveness, excessive straightforwardness and harshness in communication, periodic aggressiveness, conflict.

**Phlegmatic:** Introvert, has a strong, balanced, but inert nervous system. Purposeful, able to work long and hard, patient. Has a strong will, emotionally stable, reliable.

*Weaknesses:* stinginess on emotions, slow involvement in work, difficult adaptation to new conditions, lack of initiative.

**Melancholic:** introvert, has a weak, unbalanced type of nervous system. He is not energetic, unstable, gets tired easily and has little capacity for work. Long goes through various events, kind, vulnerable, ready to help his neighbor.

*Weaknesses:* low efficiency, indecision, lack of self-confidence and self-confidence; a tendency to depression.

In all forms of communication, it is necessary not only to take into account the partner's temperament, but also to manage the manifestation of your temperament: to show restraint, endurance, tact.

*Temperament also influences communication behavior.*

The most pronounced communication skills are among *sanguine people*, who easily and quickly establish psychological contact with communication partners, maintain an active dialogue with them.

*Phlegmatic people*, in comparison with sanguine people, do not easily establish contacts with people, but they are able to maintain stable relationships with partners for a long time. Their social circle is less wide than that of sanguine people.

*Melancholic people* experience difficulties in communication, which are associated with an inner fear of new situations and new people. In the process of communication, melancholic people are often lost and embarrassed, support from colleagues is required.

*A choleric person* is psychologically difficult to communicate. It is difficult for him to communicate, it is difficult to communicate with him. The establishment of good and long-term psychological contact with partners of a choleric person is prevented by his hot temper and incontinence. Choleric constantly strives for leadership in interpersonal relationships, which causes opposition from partners.

*In the process of communication, you need:*

- study the characteristics of your temperament, its strengths and weaknesses;
- take into account the peculiarities of the partner's temperament and clearly not respond to those manifestations of his temperament that impede communication;
- learn to restrain the expression of your feelings;
- restrain involuntary reactions.

### **3. Character. Types of accentuations and features of communication**

The character of a person is formed in the process of his upbringing as a result of the interaction of biological and social factors. Character is associated with a person's personality.

A. Maslow introduced the concept of a psychologically mature and psychologically immature personality.

The ability to control one's character and control its manifestation is inherent in psychologically mature individuals.

All manifestations of character are divided into four groups:

- orientation of the individual, the system of his relations in society;
- features of volitional regulation;
- emotional characteristics;
- intellectual features.

Direction sets the main tendencies of personality behavior, which are manifested through its character. In character, *the following subsystems* can be distinguished, which manifest themselves:

- in relation to work;
- in relation to other people;
- in relation to oneself.

*Volitional character* traits are stable individual-typological features of behavior regulation. They are manifested in the ability to overcome difficulties in achieving the goal. *Strong-willed qualities* of a person are important for communication: purposefulness, determination, perseverance, endurance, self-control, etc.

*The emotional characteristics* of an individual's character are the most obvious indicator of his mental properties.

Emotions are the physiological states of the body that have a pronounced subjective color and cover all types of feelings and experiences of a person.

The emotional experiences of communication partners are varied. Includes positive emotions (interest, joy, satisfaction, delight, hope, pleasure), negative (fear, anxiety, disgust, irritation, anger, despondency) and mixed.

*Intellectual character traits* are stable individual-typological features of the intellect (productivity of the mind, originality of the mind, mastery of generalization, intellectual orientation of the individual (curiosity), prudence, thoughtfulness, etc.

Communication disorders, inability to deep psychological contact are characteristic of people with a certain personal orientation and a special character structure. A typical example of violations is the interaction of accentuated personalities.

According to A. E. Lichko's definition, "*character accentuations* are extreme variants of his norm, in which certain character traits are excessively enhanced, which is why selective vulnerability to certain kinds of psychogenic influences is revealed with good and even increased resistance to others."

Accentuations have common features with psychopathies, but the main difference is the satisfactory adaptation of the accentuated personality to life circumstances. Satisfactory adaptation of accentuated personalities is manifested in the unmistakable choice of a partner for collaboration and recreation.

*Types of accentuations and features of communication*

**Hysteroid orientation.** Communication and behavior of accentuated persons of hysteroid orientation have very specific characteristics:

- dramatization of events with emotional coldness;
- exaggeration of their own emotional states, claims to be more interesting people than they really are;
- sensitivity to feedback, to the emotional states of others, impressionability; suggestibility and autosuggestion;
- the desire to be the center of attention, the demand for recognition, egocentricity, deceitfulness, simulation, various tricks;

- activity and competence in communication, high need for contacts and leadership, expansiveness.

The accentuants of the hysteroid orientation are distinguished by boundless egocentrism, thirst for increased appreciation, narcissism, empathy, the ability to ingratiate themselves into trust, outwardly exaggerated reactions. However, they are not able to maintain long-term friendly contacts, work below their capabilities, and often cheat. Their traits also include erratic behavior, chaotic activity, high pretensions, self-confidence and self-demonstration. Hysteroids have a shallow emotional sphere, they do not tolerate those who are "higher"; they are dreamers, "leaders for an hour".

These features of hysteroid people are most clearly manifested in confidential informal communication.

**Narcissism.** It is impossible not to mention the difficulties that those whom we call narcissists bring to other people and to themselves; these people represent, if I may say so, the quintessence of hysteria. Most of all, they are distinguished by demonstrativeness, egocentrism and internal inconsistency.

They are characterized by such traits as infantilism, egocentric orientation of motives and needs, a sense of inferiority, constant mental and physical fatigue, preoccupation, hypochondria, alienation, an insane desire for perfection. They are perfectionists by their very nature. At the same time, they strive to achieve special perfection in such activities or in such hobbies, where they are provided with admiration, constant emotional support, for example, for women it is embroidery, cooking, etc. classes that satisfy the need for affection and reverence from loved ones.

It must be remembered that narcissism is a personal syndrome, and therefore cannot be corrected.

*There are five components of narcissism syndrome.*

1. In the sphere of communication - excessive idealization of those with whom they meet, and then disappointment and devaluation of friendly and intimate relationships, envy of objects of identification, hatred of their own kind, persecution of them as protection from their own insolvency.

2. In the intellectual sphere – low ability to learn and assimilate new things, lack or weak expression of creativity, unproductivity, low motivation in activity, self-affirmation.

3. Egocentric perception and thinking, monologue of communication, uncriticism. Once in the company, such a person usually does not give a word to others, feels like on the stage of a small theater, continuously shares impressions, memories, experiences. If someone intercepts the initiative or simply besieges it, then displeasure and annoyance with what is happening and those present will be demonstrated to everyone without hesitation and tact.

4. The moral and ethical sphere is not developed, hence often internal permissiveness, lack of high goals or their declarativeness.

5. Manipulativeness – high manipulative skills (the goal is to take more, to possess the best) as an integral feature of "narcissists".

**Schizoid orientation.** People with such an accentuation have a fear of informal contacts. They lack empathy, there is clumsiness and social awkwardness, high inward-looking, tension. The facial expressions of schizoids are inexpressive, emotionality is low. They are inadequate, quickly get tired of informal contacts that do not satisfy both partners, do not understand the reasons for the rapid cooling in the relationship and are hard going through breakups. They do not predict relationships well, they are difficult to convince, stubborn (in thinking); they are loyal, responsible, unbearable in their personal life.

**Psychasthenic, sensitive.** Psychasthenics in the field of communication are distinguished by intuition, modesty, vulnerability, pedantry, accuracy of speech formulations, secrecy, high erudition. Quite often they have a gloomy mood background, doubts, autistic tendencies, lack of energy, at the same time – constant employment and inability to relax, relax; strong attachment to relatives; inferiority complex.

Representatives of the sensitive type of accentuation are closest in behavior to psychasthenics, which allows combining both on the basis of homogeneous communication defects. Sensitive accentuants are timid, shy people who are afraid to be left alone, are attached to relatives, and love older friends. They have a high intuition and a sense of inferiority. Conscientious, vulnerable, they are not energetic enough, but they are very responsible, sensitive to assessments. They are visited by suicidal thoughts.

**Epileptoid orientation.** These accentuants are unusually sociable, hypersocial, but at the same time gloomy, jealous, conflicted, prone to idleness, efficiency. They show a complete lack of shyness, they do not like collective and competitive games.

#### **4. Rigidity and anxiety as factors of defective communication**

**Anxiety** as a personality trait manifests itself in special difficulties and shortcomings of communication, makes it incomplete, curtailed, one-sided. It interferes with open, sincere communication, introduces an element of suspicion, unreasonable fears, and is a hindering factor.

Anxiety (anxiety, fear) is an individual psychological feature consisting in an increased tendency to experience anxiety in a variety of life situations, including those where nothing predisposes to it (K.K. Platonov).

By K. According to Izard, anxiety is an affective–cognitive structure consisting of dominant emotions of fear associated with one or more fundamental emotions, especially suffering, guilt, anger. This is a psychological state that has a specific emotional and psychological orientation and special psychophysiological manifestations - a change in the autonomic nervous system and body functions.

There are two types of anxiety:

a) neurotic – an unaccountable experience of anxiety directed to the future, with a certain content, in which criticism and the possibility of correction remain;

b) psychotic – a powerful, unrestrained, completely unreadable, meaningless experience.

The personal characteristics of anxious people are as follows: anxiety, disruption of activity, intolerance to difficult situations, self-doubt, a sense of inferiority. An anxious person perceives the outside world as filled with dangers; anxiety increases in situations of threat to self-esteem and personal adequacy, accurate assessment of actions, self-regulation are lowered. An anxious person quickly panics if, for unknown reasons, a meeting is postponed, a business partner is delayed, uncertainty arises. Often, such people form a kind of defensive fixed reactions – automatism: twitching shoulders, raising eyebrows, biting lips, etc.

An anxious and hypochondriac personality has pronounced properties: mania for order, the desire to regulate everything, create rules and prohibitions for himself. Such people are characterized by special strictness in judgments, thrift and avarice. All these properties turn out to be very burdensome for partners in informal communication.

M.K. Kasvinov in the novel "Twenty-three Steps Down" gives a vivid description of an anxious and insecure person, which, in his opinion, and the memoirs of contemporaries, was the Russian tsar Nicholas II.

"The usual facial expression was characterized by a strange, "mysterious" half-smile. She was drowning in a thick mustache and a small oval beard of light reddish color... He spoke slowly, in a low, deep voice, pondering each phrase, why the conversation was replete with long pauses that confused the interlocutor... During the conversation, he sometimes gave the impression of a man who was not completely confident, hesitating, but trying to hide his hesitation and uncertainty, which outwardly betrayed a twitch of his shoulder, frequent deliberate coughing, accompanied by an unaccountable stroking of his beard and mustache with his hand."

### ***Rigidity***

As well as increased anxiety, rigidity, lack of plasticity (especially characteristic of choleric and melancholic people), forms a communication defect, prevents a person from quickly adapting to changing conditions. For rigid people, for example, the situation of confrontation and discussion is difficult. Usually they try to get away from such situations not because of incompetence or unpreparedness, but because they already have experience of unsuccessful interaction in a stressful situation.

Rigidity in psychology is understood as inertia, viscosity, following dogmas. The trait opposite to rigidity is flexibility. There are a lot of shades of plasticity between them.

Rigidity is a state and property of personality, a property of temperament and character, active resistance to change, close to stubbornness, which manifests itself both in thinking and behavior. This is a fixed form of behavior that often occurs in a stressful situation.

According to K.K. Platonov, rigidity is difficulty, up to complete inability, in changing the activity program planned by the subject in conditions that objectively require its restructuring.

Other authors emphasize the different degree of awareness of rigid actions, which makes it difficult to adjust an individual's own actions with an objective need to make changes in accordance with changed conditions. According to G.V. Zalevsky, rigidity is the difficulty or inability to adjust the program, elements of activity and behavior in accordance with the requirements of the situation with varying degrees of their awareness and acceptance.

Rigid personalities are usually authoritarian and very conservative in their views, attachments, habits. A separate group consists of socially rigid individuals who poorly foresee the roles of others and poorly perform their roles. The positive side of rigidity is the low susceptibility of a person to distracting influences, but this property does not compensate for the communication defects that any partner of a rigid person has to face.



### Questions and tasks

1. What components, substructures are distinguished by psychologists in the study of personality. Describe these components.

2. Tell us about the types of temperament. How do people with different types of temperament manifest themselves in communication?

3. What is a person's character and how does character affect communication?

4. Why are rigidity and anxiety factors of defective communication?

*Task 1.* Write down several definitions of the concept of "personality" in the dictionary.

*Task 2.* Choose methods for studying temperament and character. Explore your temperament and character. Submit it in the form of a written report.

*Task 3.* Get acquainted with the questionnaire for the study of accentuated personality traits. N. Schmieschek. Adaptation by V.M. Bleicher, I.V. Kruk. Use the questionnaire to interview two subjects. Process the results. Make a conclusion.



### Lecture 4. Psychotypes of personality and their manifestations in the process of business communication

#### Lecture plan:

1. The concept of "psychological personality type". Classification of personality psychotypes.

2. Psychotypes of personality according to K.G. Jung.

3. Typology of P.B. Gannushkin's psychopathic characters.

4. Psychotypes of a person by appearance; handwriting; color.

5. Psychotypes of managers and employees. Psychological portrait of an effective manager.



**Basic concepts:** *personality, psychological personality type, classification of psychotypes, psychotypes of managers and employees, effective manager, business communication.*

### **1. The concept of “psychological personality type”. Classification of personality psychotypes**

The first character classifications were based on *observations of human behavior*. They were presented in the form of a philosophical and literary description.

The foundations for the classification of characters were laid by Aristotle's student, philosopher and physician, *Theophrastus* (c. 370-c. 285 BC), highlighting 30 types of people with a sharply predominant negative character trait. The description of the characters shows the connection between the inner essence of a person and his behavior. Later, various typologies of characters were developed, built on different criteria - biological, physiological, psychological.

#### ***Personality psychotype***

*The psychotype of the personality* is the mental characteristics of the personality that determine the individual's reactions to external stimuli and the style of behavior. The presence of common features in the style of behavior gave psychologists a reason to identify several groups (types) of people - psychotypes.

Hippocrates identified **4 types of temperament** based on the influence of internal body fluids:

- *sanguine person;*
- *choleric person;*
- *phlegmatic person;*
- *melancholic person.*

The Russian **psychophysiologist I. Pavlov** agreed with the classification of temperaments by Hippocrates. He did not connect the peculiarities of temperament with the influence of fluids on the body. I. Pavlov linked the type of higher nervous activity with the characteristics of the reaction of inhibition and excitement. Classification of types of temperament according to I. Pavlov:

- *sanguine* – strong and fast;
- *phlegmatic* – strong, but inert;
- *choleric* – strong and uncontrollable;
- *melancholic* – weak.

**I. Pavlov's research** was appreciated by the entire scientific world, his classifications formed the basis of many scientific studies of nervous activity and behavioral reactions.

K.G. Jung originally identified *two main psychotypes* of personality based on the reaction to external stimuli:

- *introvert;*
- *extrovert.*

*Extroverts* are open to the world, actively interact with the external environment and draw energy from the outside.

*Introverts* are closed to the outside world, react poorly to external stimuli and draw strength from internal reserves.

Knowledge of a person's psychotype helps to build non-conflict relationships with him based on trust and disposition.

Knowledge of a person's psychotype helps to avoid many misunderstandings and mistakes when interacting with the world and society.

## **2. Psychotypes of personality according to K.G. Jung**

Later **K.G. Jung** refined his classification. He talked about the fact that people differ from each other in their individual attitude towards society and identified 4 types:

- introvert and extrovert;
- intuitive and touch-sensitive;
- thought-logical and emotional-sensual;
- perceiving and decisive

**Introvert and extrovert** differ in the sources of energy. An **extrovert** draws it from communication with other people and nature, an **introvert** finds energy sources in the inner world.

The way of collecting and processing information distinguishes the sensory personality type from the intuitive one. The first type relies only on their own feelings, the second type trusts intuition more.

Decision making also divides people into two types - **emotional and logical**. **The emotional type** makes decisions under the influence of feelings and emotions, lives at the behest of the heart. **The logical type** analyzes everything, does not trust emotions.

Lifestyle also affects the personality type. The perceiving type lives spontaneously, perceives events as data from the outside. The decisive type plans his life, achieves the set goals, listens little to the opinions of others.

Modern psychologists use a *simplified classification of personality types according to C.G. Jung*:

- thinking;
- emotional;
- sensory;
- intuitive.

However, as in the classification of temperaments, these 4 types do not occur in "pure form", but form an infinite number of combinations. For example, **an extrovert** in his perception of the world and information processing can be sensory and intuitive. **An introvert** may have a rational type of mental activity, or may be romantic and sensitive.

### 3. Typology of P.B. Gannushkin's psychopathic characters

A distinctive feature of the typology of P.B. Gannushkin's psychopathic characters is the specificity of behavioral manifestations of psychopathic traits of an individual. These traits determine his mental appearance. Psychopathic personalities are people with far-reaching deviations from the average (normal) level. They are poorly adapted to the social environment and, therefore, are predisposed to conflicts.

Russian psychiatrist P.B. Gannushkin identifies *several groups of psychopaths*.

**Cycloids.** In this group, there are different species with characteristic features:

- constructively depressive (constantly lowered, pessimistic mood, high sensitivity to troubles, a tendency to self-flagellation, sullenness, a feeling of constant fatigue and frustration, the ability to easily fall into despair, responsiveness hidden from external eyes and the ability to "penetrate into the soul" of the interlocutor);
- constitutionally excited (gaiety, often artistic talent, superficiality and instability of interests, talkativeness, a tendency to build "castles in the air", restlessness, dexterity and resourcefulness, a tendency to risky behavior and bragging, intolerance to objections, a craving for disputes);
- cyclothymics (change of states of excitement and depression, simultaneous coexistence of elements of opposite moods);
- emotionally labile psychopaths (capriciousness, openness and even simplicity, mood swings for minor reasons, the ability to deep feelings and attachments).

**Asthénics.** They are united by high irritability, accompanied by bouts of anger and rapid mental exhaustion:

- neurotic hypochondriacs (excessive neuropsychiatric excitability, irritability, fatigue, lethargy, apathy, lack of initiative, restlessness);
- enthusiastic neurasthenics ("self-capture" of the personality by any interests, excitability and irritability, rapid fatigue and apathy following it);
- impressionable neurasthenics (excessive impressionability, feeling of inferiority, vulnerability, timidity, cowardice, shyness, "mimosa-like" sensitivity, self-esteem);
- psychasthenics (extreme indecision, fearfulness, constant doubts, distrust of oneself, the need for outside advice and help, constant anxiety, pedantry, formalism, shyness, inactivity, fantasy, propensity to greenhouse life, fear for the future, fear of the unknown).

**Schizoids.** This group is characterized by isolation from the outside world, unpredictability of behavior, lack of naturalness and harmony. The speech of schizoids does not agree with their facial expressions and gestures. It is distinguished by either ornate, pathetic and pompous, or monotony, expressionlessness and stereotyping. Schizoids do not understand the inner world of other people.

The behavior is marked by inconsistency, incoherent actions, a tendency to eccentricity and eccentricity. These are people of extremes. Suspicious, distrustful and withdrawn.

**Paranoids.** They are distinguished by their propensity for "super-valuable" ideas, which they zealously defend without showing self-criticism. Vindictive and vindictive, quarrelsome and aggressive. If a paranoid person has made a decision, then he achieves it at any cost. At the same time, the moral side does not matter to him.

**Epileptoids.** These are people of uncontrollable rage, irritability, longing, anger and fear. They are attracted by strong feelings, intense activity. They are characterized by intolerance to the opinions of others, selfishness, resentment, suspicion. The tendency to episodic mood disorders makes them obnoxious in business life. They are not able to worry about others.

**Hysterical characters.** The psyche of these people is marked by the desire to be the center of attention of others and in the imaginary world of their own uniqueness and originality. To achieve these goals, they use all means: personal attractiveness and ugliness, good luck and trouble, deception and flattery. Tantrums are fake and unnatural, theatrical and self-induced. Moreover, they themselves believe in what they are telling themselves, forgetting that it is a lie.

**Unstable psychopaths.** They usually include people who are extremely weak-willed and weak-willed, easily influenced by others. As a rule, they do not have their own interests. Among socially positive people, they seem to "dissolve", standing out only by disorder, unpunctuality and laziness. Psychopaths need constant care.

**Antisocial psychopaths.** This is a group of "moral insanity" with pronounced moral defects. Their emotional sphere is affected. They have no sense of shame, duty, honor and dignity, are lazy and deceitful, and often hate even their neighbor because he tries to keep them within the norm. They are not subject to correction.

**Constitutionally stupid.** Here there is a defeat of the intellectual sphere of the individual. They have a good memory and a lot of knowledge. They tend to stick to the template, say banal things without a shadow of originality and novelty. They are conservatives, afraid of everything new.

#### **4. Psychotypes of a person by appearance; handwriting; color**

You can learn about a person's character and his psychotype by appearance. Studies on this topic were of interest to ancient thinkers and sages. Consider the psychotypes of a person by: appearance; handwriting; color.

##### **Psychotype by appearance**

A person's eyes reflect the state of his soul. Wide-open eyes speak of a trusting and dreamy person, deep-set ones will tell about a greedy and selfish nature, small eyes speak of curiosity.

The shape of the lips also has a certain meaning. So, narrow lips speak of a secretive nature, a small mouth shows a weak nature, a wide lower lip tells about purposefulness, and a wide upper lip shows an inveterate egoist.

The shape of the nose is also of some interest. A long and pointed nose tells about the strict disposition of its owner, a wide nose reveals a rude nature, a turned-up one speaks of a frivolous personality.

**Psychotype by handwriting:**

- a kind and open person writes in large letters;
- small handwriting is inherent in secretive natures;
- tilting the letters to the left will tell about the selfish nature;
- the chaotic arrangement of letters shows the emotional instability of the personality.

**Psychotype by color:**

1. white is preferred by decent and organized individuals;
2. black color is loved by rebels who are ready to go ahead;
3. the color red is loved by passionate natures, hot-tempered, active and bold;
4. green color characterizes generous and kind people, hardworking and responsible;
5. the yellow tone shows a harmonious nature, not devoid of a creative streak;
6. the blue color speaks of a modest benevolent person, he is distinguished by calmness and responsibility.

**5. Psychotypes of managers and employees. Psychological portrait of an effective manager**

Professor of the University of Tokyo K. Ishikawa proposed a list of personal qualities of a good employee: striving for cooperation, sense of responsibility, desire to work, good health, sociability, competitive spirit, job satisfaction.

An interesting classification of employees was proposed by V.M. Shepel: collectivists – sociable workers who actively support social initiatives; individualists – gravitating towards personal responsibility, independence; pretensionists – workers who are characterized by vanity, resentment, a desire to be the center of attention; imitators – employees who imitate other people's manners and avoid complications; passive – weak-willed workers who do not showing initiative; isolated – workers with an obnoxious character.

**Psychological types of managers**

Psychologists of different schools have compiled many classifications of managers, but the very first and, accordingly, the classical one is the classification of the American psychologist Kurt Levin. He described three main leadership styles: authoritarian ("Dictator"), democratic ("Democrat") and liberal ("Liberal"). Each of them has a different attitude to subordinates, to the performance of their duties, to the conduct of business.

The offices of the "**Dictators**" are quiet, the doors are closed, most of the employees have their shoulders slightly raised, their head is stretched forward and their eyes are frightened, slightly from under their brows. Not all employees are aware of this, as their thoughts, as well as actions, are under strict control. Each employee has his own job description, which lies in a drawer of his own desk.

The "dictator" suppresses any initiative as unacceptable self-will and audacious free-thinking. The company's structure resembles an army situation with the motto: "Orders are not discussed – orders are carried out!".

The "Dictator" makes decisions alone and is never going to discuss anything with anyone. Subordinates are a tool for implementing the will of the boss. And like any other corrupted tool, it easily replaces some employees with others. But since it is bad for one person at all, even for someone like the "Dictator", over time he starts a narrow circle of like-minded people. But not in order to consult, but in order to get information, to hone your ideas. He does not accept the opposition, dismisses all oppositionists instantly. Controls all subordinates very rigidly. Meetings are held in order to distribute tasks and monitor the reaction to these tasks. Emotions are ignored, creativity is banished. In the business world, the rigid position of the "Dictator" works most often for him, to increase his authority and respect among partners.

It is much warmer in the company of "**Democrat**". You can hear both loud speech and laughter. Posters of creative content are hung above the desks of employees. The motto "We are a team!" is in the air. The "Democrat" convenes meetings to develop and adopt common decisions. He likes brainstorming, arguments, discussions. He strongly encourages collegiality and any initiative. Non-initiative employees fall out of his field of vision. The "Democrat" does not remember their faces and names. The one who does not sound is absent for him as a person. He skillfully delegates authority and shares responsibility. Understands humor and indulgently treats jokes, is always ready to take part in the general fun. At the same time, he likes when good words are said about him and show him their sympathy and loyalty.

The Democrat is distinguished by sincere attention to employees, is aware of family problems. For him, every employee is an interesting person. With such apparent softness, discipline in the team does not suffer, the people work not for fear, but for conscience. After the end of the working day, they work out of interest and excitement, knowing that their achievements will be noticed and appreciated. To exercise control, a "Democrat" usually finds an appropriate deputy and sometimes plays the "good guy and bad guy" game with his subordinates. As a rule, a "Democrat" is an excellent politician and a subtle diplomat, and this allows him to be successful in business.

The term "leadership" is not very suitable for a "**Liberal**". He is rather listed as a manager, is a formally appointed boss. Tries to avoid responsibility and decision-making. Exactingness, control, discipline are absent in his company. He prefers to give power to the labor collective. At the same time, there is always an

informal leader in the team who carries out the actual management of the company. In such a situation, only a hand is required from a "Liberal": to sign a contract, a payment document, an invoice. And this situation suits him very well. As a rule, a "Liberal" has a long-standing hobby, to which he passionately gives himself in his free time, and sometimes during working hours.

Often a "Liberal" does not have a strong will and a clear goal, does not have deep knowledge and the desire to master them. "Liberal" does not enjoy respect in the team, most often it is a condescending attitude on the part of employees and business partners.

As a rule, most managers combine different leadership styles with the predominance of one of them. According to statistics, "Dictators" are more common among women, men prefer a democratic leadership style. "Liberals" are found in equal numbers, both among men and women.

Analyzing the psychological portrait of an effective leader, psychologist L.R. Krichevsky provides criteria for evaluating the effectiveness of a leader. The performance criteria are divided into two classes – psychological and non-psychological. Psychological criteria include: 1) satisfaction with membership in the labor collective with its various aspects (relations with colleagues and the manager, working conditions, wages, etc.); 2) motivation of the team members (desire to work and desire to maintain membership in the team); 3) the authority of the leader in the team; 4) self-assessment of the team (concerns a number of important characteristics and represents the overall result of the success of its functioning).

Taking into account the above criteria for the effectiveness of leadership, L.R. Krichevsky comes to the conclusion that a leader is considered effective if the team he leads has high indicators according to the psychological and non-psychological criteria of group effectiveness.



### **Questions and tasks**

1. What is a "psychological personality type"? Give the classification of personality psychotypes.
2. Tell about personality psychotypes according to K.G. Jung, P.B. Ganushkin.
3. What are the psychotypes of managers and employees found in the team?
4. Tell about the psychological portrait of an effective leader.

Task 1. Take the Susan Dellinger psychogeometric test. What type of personality do you consider yourself to be?

Task 2. Based on the psychogeometric test by Susan Dellinger, make recommendations for communication with different types of personality.

<i>Psychogeometric characteristics of personality</i>	<i>Recommendations for communication with this type of personality</i>
«square»	
«triangle»	
«circle»	
«zigzag»	
«rectangle»	



## **Lecture 5. Business communications, their types and features of manifestation**

### **Lecture plan:**

1. Types of business communications.
2. Formal and informal communication. Rumors as an informal form of communication.
3. Communication barriers and its overcoming

**Basic concepts:** *business communication, types of business communication, rumors, communication barrier.*

### **1. Types of business communications**

*Business communications* are diverse. It is impossible to develop its uniform classification of species.

Information exchange with the external environment or within the system allows to represent business communications, both external and internal.

If the system is represented by a single element (for example, an individual entrepreneur), then his business contacts will be external.

*External communications* are communications between the organization and the environment. They are carried out with government and financial authorities, other organizations, suppliers, customers, partners, competitors, law enforcement agencies, etc.

*Internal communications* are communications within an organization carried out between different levels and departments.

*Business communications* in an organization are classified according to *their direction and way of origin.*

In terms of focus, *vertical* and *horizontal* types of communications are distinguished. Depending on the level from which the information is transmitted, the information flow can move either in *vertical or horizontal directions.*

The vertical direction includes *downward and upward communications.*



*Downward communications* are messages directed by top management to lower-level leaders. The lower levels convey information to subordinates. Such communications include orders, instructions, information on activities, performance criteria, performance evaluation. This type of information exchange is the main part of the communication process with the head. All official information for downward communication is in writing. Along with the written form, downward communication is carried out orally.

Also, any organization needs upward communications through which information flows from subordinates to management.

*Upward communications* are messages sent from the lowest level of the organization to the highest. The information transmitted through the upstream communication channels includes:

- reports on the work of individual employees or department;
- suggestions for improving the work;
- employee complaints against colleagues or direct supervisors;
- complaints about working conditions;
- signals of conflict situations, etc.

## **2. Formal and informal communication. Rumors as an informal form of communication**

According to the way of *origin of communication*, there are two types: *formal and informal*.

*Formal communications* are communications that are established using the rules enshrined in job descriptions and internal regulatory documents. In the process of formal communication, employees must follow *the rules of communication*.

1. All instructions and orders coming through downward communication channels must be followed, even if they seem inappropriate.
2. It is impossible to turn to the higher authorities with a request, complaint, proposal, bypassing the immediate superior.

*Informal communication* is defined as "a type of intra-organizational communication in which information exchange takes place between employees of an organization."

*Rumors as an informal form of communication.* There is another type of informal communication that occurs spontaneously in any organization. This type of informal communication in the form of rumors is called *grapevine*. The term originated during the Civil War in the United States, when signalmen, due to the absence of poles on the battlefields, threw wires from tree to tree. Information transmitted over such time lines was often distorted. The military figuratively called the source of the rumors a *grapevine*. In Russian, there is an exact expression to denote the spread of rumors: "*rumors spread*."

*From a socio-psychological point of view, the reasons for the spread of rumors are as follows:*

- the desire of a person to demonstrate his significance as the owner of exclusive information, close to the management;
- a sense of belonging to a group - by spreading rumors, a person feels included in the group;
- a sense of solidarity with colleagues, a desire to warn them about possible future troubles;
- conformism ("everyone speaks"), agreement with the group;
- anxiety and self-doubt;
- suggestibility and uncritical perception of information.

### **3. Communication barriers and its overcoming**

The following psychological communicational barriers are encountered.

1. *Moral barrier*. If your interlocutor is not honest, tries to deceive you, has evil intentions, hides his thoughts, it is difficult to communicate with such a person.

2. *Emotional barrier*. If there are negative emotions during communication, then productive communication will not work.

3. *Motivational barrier*. The subject of the conversation should be of interest to all participants in the communication.

Another group of obstacles of effective communication are collectively called barriers of misunderstanding, which include: *phonetic, stylistic, semantic and logical barriers*.

**1. Phonetic** (from ancient Greek. Φώνημα - "sound") barrier is associated with the peculiarities of the speaker's speech.

Consider the features of sounding speech that hinder understanding of the following.

The first feature is related *to the loudness of speech*. If the interlocutor speaks too quietly, then even with a great interest in the message, some of the information will be lost. If the interlocutor is not very interested in this information, then he simply will not listen. Speaking too loud and speaking too fast are the same obstacles.

The next phonetic barrier of communication is *the rate of speech*: some people have a fast rate of speech, others - a slow one.

The *speed of speech* depends on the characteristics of the nervous system: for sanguine and choleric people, a fast pace of speech, for phlegmatic and melancholic people, a slower one. Slow speech is irritating. Too fast speech also interferes with the correct perception of information.

**2. The semantic (from the Greek. Semantikos - denoting) barrier** of misunderstanding is associated with differences in the systems of meaning of concepts and vocabulary of the recipient and sender of information. Information exchange is possible only when partners speak the same "language". Age, social, cultural and other differences affect the degree of understanding of communica-

tion partners of the transmitted information. Natural language words are polysemantic, the same word can have several meanings, and by using seemingly the same words, communication partners can put different meanings into them.

The vocabulary of the communication participants is also different, therefore, misunderstanding may arise when professional terms are used, and the partner does not understand their meaning.

**3. The stylistic barrier of misunderstanding** arises when the style of speech of the sender of information and the communicative situation, the style of speech and the actual psychological state of the recipient of information does not match.

Communication barriers arise because the style may be inappropriate, too difficult, not consistent with the communicative situation and the partner's intentions.

**4. The logical barrier of misunderstanding** arises when you are unable to formulate your thoughts and express them clearly and understandably. If in the speech of the sender of information there is simply no causal connection, then the interlocutor becomes completely incomprehensible what and why he is talking.

A logical barrier also arises in cases where the logic of reasoning proposed by the communicator seems to be incorrect to his communication partner, contradicts his inherent manner of proof, or is too complicated for him.

Differences between participants in the communication process with male and female types of thinking become a communication barrier.

**5. Sociocultural barriers of communication** are associated with the fact that people as elements of the communication process are not abstract, but social individuals who are representatives of various ethnic groups, social and demographic groups, religious confessions, professional community and other groups.

We can give a number of recommendations that will help organize productive business communication and avoid possible difficulties:

- *Call the interlocutor by name*

In this way, you show respect and consideration. Anyone is pleased to hear their own name. He perceives better everything that the interlocutor says.

- *Smile affably*

A smiling person always disposes to himself, causes more confidence.

- *Say compliments out loud*

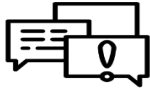
This is always pleasant to the interlocutor and encourages a more open dialogue.

- *Show attention to the interlocutor as to a person*

People are always pleased with sincere attention, respect and support.

- *Be honest and decent in your intentions*

It is very easy to spoil your reputation, it is enough to hide important information only once or present it in a distorted form. It is difficult to regain the trust of the interlocutor if he was once deceived.



## Questions and tasks

1. Describe the different types of business communications
2. What is the difference between formal and informal communication?
3. Describe rumors as an informal type of communication.
4. What are the communication barriers and how can they be overcome?

*Task 1.* Write a small text message (1-2 pages) on the topic "Communication barriers in a person's life and in my life".

*Task 2.* Choose a partner. Everyone should draw three figures on a card or on a piece of paper, consisting of several straight intersecting lines. Don't show the drawings to each other. The purpose of the exercise is to verbally instruct the partner so that he can reproduce your drawings. When transmitting an instruction, three conditions must be met:

a) When you explain your first drawing, you should turn away from your partner and not comment on his efforts in any way. He, in turn, is also not allowed to talk and look at you during this phase of the experiment. This is a situation where there is no feedback.

b) When you describe the second drawing, you can turn around and watch your partner work. You can comment on what he draws, but he is not allowed to speak or look at you. This is limited feedback.

c) Finally, speaking about the third drawing, you can interact openly: watch and comment on the partner's efforts, he can look at you, ask questions to control the accuracy of his work. This is free feedback.

If time permits, exchange roles.

1. Under what condition is copying faster? Why?
2. Under what condition is copying more accurate? Why?
3. Under what condition did you feel more confident in the role of the sender of the message? The recipient? Why?
4. Under what condition did you feel less confident as a sender? The recipient?
5. Is it possible to find parallels between this exercise and situations in everyday life?



## Lecture 6. Business communication, types and features of manifestation (continuation)

### Lecture plan:

1. Types of communications by orientation.
2. Types of communications for the purpose of the message.
3. Types of communications in the form of a communicative event.
4. Basic principles of business relations.

**Basic concepts:** *business communications, types of communications by orientation, types of communications by the purpose of the message, types of communications by the form of a communicative event, ethics of business relations/*

### **1. Types of communications by orientation**

In terms of direction, communication can be *direct and indirect*.

*Direct communication* is called communication in which partners direct their actions specifically at each other. **Direct** communication can be *immediate or mediated*.

*Direct immediate communication* is a natural face-to-face contact using verbal (speech) and non-verbal (non-speech) means. *Direct immediate* communication is characteristic of interpersonal communication and has various spheres of actualization, from the exchange of business information to purely personal.

*Direct mediated* communication is an “incomplete” contact that is carried out using written or technical devices (telephone, telegraph, Internet, etc.). This communication makes it difficult or time-separated to receive feedback between the participants in the communication.

**Indirect communication** - the partner receives information not directly, but through actions directed at objects of the environment or other people. For example, an opinion about a company is formed not only through direct communication between clients and the company's management (this does not happen often). The impression of the organization is formed on the basis of information obtained indirectly (stories of other people, the appearance of the product and its packaging, the content and effectiveness of advertising, etc.).

### **2. Types of communications for the purpose of the message**

Depending on the purpose of the message in the scientific literature, there are five communication models: *cognitive, persuasive, expressive, suggestive, ritual*. Each of these models has its own goals and expected results, organizational conditions, communication forms and means.

#### **Cognitive communication**

*Purpose:* to expand the partner's information fund, convey the necessary information, comment on innovative information.

*Conditions for organizing communication:* taking into account the cognitive capabilities of specific business partners, their individual attitudes to receive new information and intellectual capabilities for its processing, understanding and perception.

*Communicative forms:* lectures and seminars, conversations and consultations, reports, etc.

*Communication means and technologies:* commentary, argumentation and proof; characteristics of cause and effect relationships, comparative analysis; interpretation of new vocabulary, summarizing, the use of verbal and non-verbal

keys of access to the auditory, visual and kinesthetic channels, speech culture and oratory.

*Expected result:* assimilation of new information and its application in practice, introduction of innovations and self-development.

### **Expressive communication**

*Purpose:* to form a psycho-emotional mood in a partner, convey feelings, experiences, induce the necessary action.

*Conditions for organizing communication:* reliance on the partner's emotional sphere, the use of artistic and aesthetic means of influencing all the partner's sensory channels.

*Communicative forms:* speeches on a special occasion, presentations; conversations and meetings; rallies; brainstorming, etc.

*Communication means and technologies:* audio, video and art means; expressiveness of speech structures; emotionally colored, figurative vocabulary; skillful use of non-verbal means: smile, voice, look, gestures, etc.

*Expected result:* change in the partner's mood, provoking the necessary feelings (compassion, empathy), involvement in specific actions and actions.

### **Suggestive (suggestive) communication**

*Purpose:* to have an inspiring effect on a business partner to change motivation, value orientations and attitudes, behavior and attitudes.

*The conditions for organizing communication:* the suggestibility of the partner, his lack of awareness, insufficient criticality of the mind, high authority of the partner carrying out the suggestion, creation of an atmosphere of trust.

*Communicative forms:* conversations, meetings, press conferences, briefings, debates, advertisements, meetings, consultations, trainings.

*Communication means and technologies:* explanation of suggested attitudes; emotional stress management; threat, blackmail and other manipulation techniques.

*Expected result:* change in the behavior of the partner, change in attitudes, value orientations.

### **Ritual communication**

*Purpose:* to preserve the traditions of any communicative group: families, firms, enterprises - to create new ones.

*Conditions for organizing communication:* ritual (ceremonial) nature of the actions, artistically designed spatial environment; reliance on national, professional traditions and norms of communication.

*Communicative forms:* solemn, funeral speeches, ritual acts, ceremonies, rituals; holidays, dedications, celebrations; presentations and ceremonial meetings.

*Communication means and technologies:* the use of verbal and non-verbal means in the process of the ritual; inclusion of participants in active mass activity; originality of plots while maintaining traditions.

*Expected result:* formation of a sense of patriotism and national pride; corporate affiliation; preservation of traditions, consolidation of new rituals.

Knowledge of these types of communication allows you to correctly choose one or another communicative form, competently use communicative means and technologies, prepare more effectively for one or another communicative activity, develop a scenario of verbal and non-verbal behavior in a specific communication situation in order to get the planned result.

### **3. Types of communications in the form of a communicative event**

According to the form of the communicative event, the following types are distinguished:

- business conversations, meetings, negotiations;
- public speeches (reports, messages, greetings);
- press conferences;
- discussions, debates;
- presentations;
- business breakfasts, lunches, dinners, buffets.

Features of these types of communications are associated with their goals and methods of organization. The process and results of business communications are documented in the form of business letters, protocols, orders, contracts, resolutions, etc.

### **4. Basic principles of business relations**

*The principles of ethics of business relations* are a generalized expression of the moral and moral requirements accepted in society. These principles are the basis of business relations and the behavior of its participants.

In the work of the American sociologist L. Hosmer, modern ethical principles of business behavior are formulated:

Never do anything that is not in your long-term interests or the interests of your company (based on the views of Protagoras about personal interests combined with the interests of other people and differences in these interests).

Never do something that could not be said to be really honest, open and true. This can be openly and proudly said in the press and on television (based on the views of Aristotle and Plato about personal virtues – honesty, openness, moderation, etc.).

Never do what is not good, achieving a common goal, forming a team of like-minded people (based on the commandments of world religions about goodness and compassion).

Never do anything that violates the law (based on the teachings of T. Hobbes and J. Locke on the role of the state as an arbiter in the competition between people for the good).

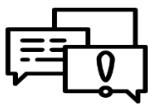
Never do anything that does not lead to greater good or harms society (based on the ethics of utilitarianism (the practical benefits of moral behavior), developed by I. Bentan).

Never do anything that you would not recommend others to do in a similar situation (based on the teachings of I. Kant about the universal, universal norm).

Never do anything that infringes on the rights of other people (based on the views of J.J. Rousseau on the rights of the individual).

Never do anything that can harm the weakest in society (based on the Rolls distributive justice rule).

Never do anything that would interfere with another person's right to self-development and self-realization (based on Nozick's theory of expanding the degree of personal freedom).



### Questions and tasks

1. Tell about various communications (by orientation, by the purpose of the message, by the form of the communicative event).

2. Describe the basic principles of business ethics

*Task 1.* The "Three I" test allows you to determine the most preferred strategy in interaction. Take the "Three I" test. Discuss its results in a group.

*Task 2.* Get acquainted with the test "Communication disorders in the scales of the KSADS methodology". Joan Kaufman. Translated into Russian by E.L. Grigorenko. Adaptation By E.L. Grigorenko, T.V. Kornilova, S.D. Smirnov. Diagnose two subjects. Process the results. Write a conclusion.



### Lecture 7. Verbal and non-verbal means of business communication

#### Lecture plan:

1. Communication: essence and content. Animal communication.
2. Communication among people. Communication structure.
3. Speech activity. Types of speech activity.

**Basic concepts:** *communication, communication of animals, communication of humans, speech, speech activity, types of speech activity, verbal and non-verbal means of communication.*



## 1. **Communication: essence and content. Animal communication**

The word communication comes from lat. *communicatio* - to share, communicate. *Communication* is a polysemantic concept and currently has three meanings:

- 1) means of communication of any objects of the material and spiritual world;
- 2) communication, transfer of information from person to person (exchange of ideas, ideas, attitudes, moods, feelings and others in human communication);
- 3) communication and exchange of information in society in order to influence social processes.

As follows from the definition, **communication** is carried out not only in human social systems. A certain kind of communication is also typical for animals (mating dances of birds, grousing a capercaillie, the language of bees, etc.), and for mechanisms, i.e. objects created by man (pipelines, sewers, transport, telegraph and telephone signals, the interconnection of computers on the Internet, etc.).

**Communication of animals** has always attracted increased interest of researchers. Communication systems in the animal world are more primary and primitive than human ones and are defined as “biologically expedient joint behavior aimed at adaptation to the environment and regulated by signaling” (I. Gorelov). Instinctive mechanisms in animals develop *in three directions*:

- preservation of the species (sexual behavior, taking care of offspring, etc.),
- preserving the individual (satisfying hunger and thirst, searching for food, stockpiling, etc.) and
- ensuring more or less permanent security (protection from bad weather conditions, enemies, separation from fellows, etc.).

*One example of communication is birdsong.* Birds learn to sing through the process of 'nurturing'. Each bird has its own way of performing the song, which is common for the whole species. Even more interesting is the way in which hazard information is disseminated. There are two kinds of danger: predators and nest destroyers. If a bird sees a predator, then it emits a specific sound, similar to a whistle, indicating the need to hide. If a nest destroyer appears, the bird emits an intermittent staccato sound, which serves as a call to battle, gathering neighboring birds in order to drive the attacker away from the nests. Birds learn to distinguish between predators during development and pass them on to the next generation.

*Primates have a complex system of communication:* to a certain, very limited extent, they are able to assimilate human language. South African monkeys have a set of gestures and sounds to indicate predators. It has four alarm signs to denote 1) flying predators, 2) four-legged predators (such as leopards), 3) snakes, and 4) other primates. Each of the alarm signs causes a different behavior. The leopard sign forces monkeys to climb the treetops, while the air raid sign causes them to fall like a stone into the depths of the tree foliage. The signals themselves are innate, but young individuals learn them from their elders and sometimes get confused.

Chimpanzees have cries of joy when food is found (loud screams with squeals, while they first hug and pat each other, only then turn to food), invocative sounds that inspire other members of the group when fighting an enemy, means of sound communication between mother and child and etc.

In addition to sounds, animals use other communication channels. Smell, so important for bees, and ants, and for lower apes, are less important for higher apes. In primates, silent communication is predominantly visual (gestures) and tactile (touch). In the campaign, the male walking in front raises his paw (hand?) - a stop signal for the herd (group?); a chimpanzee mother, by touching the shoulder of a cub (child), does not allow him, for example, to run somewhere; combing a fellow's coat is a sign of submission and lack of aggressive intentions.

An example of a demonstration of a dominant position: monkeys drum on the ground and their own chest, rearing their fur, making aggressive sounds, swinging specially broken off branches, twisting young trees into a ram's horn, pulling out tree roots, throwing themselves with sand or earth. A branch specially broken off to demonstrate its strength, and not for any physiological needs, is a sign, a means of communication. The desire for social domination has such a strong motivational basis that even nutritional and sexual needs can recede into the background.

Thus, the first means of communication arise from instinctive behavior, which can vary under the influence of conditions and behavior correction in the process of mutual learning. The memory of an animal stores not only behavior patterns, but also the reaction of the environment, that is, fellows. In the future, ineffective moments of the behavioral act are reduced, and those that are essential for changing the behavior of other communicants are emphasized. The behavioral act becomes a communicative act. Communication is a separate part of joint activity aimed at regulating this very activity.

## **2. Communication among people. Communication structure**

**Communication** in human society means communication, exchange of thoughts, knowledge, feelings, etc. It is more correct to say that we want to share our thoughts, share our feelings with someone, etc. Unlike animal communication (biologically expedient joint behavior aimed at adaptation to the environment and regulated, in particular, by signaling), human forms of communication are characterized mainly by the functioning of language - the most important means of human communication.

Thus, being a social process, communication contributes not only to the development of a person as a social being, but also to the development of society as a whole. That is why the level of communicative competence correlates with the level of socialization of the individual, with the level of manifestation of intelligence and other human qualities.

**Communication** is related to the processes of exchange and transmission of information and is associated with language as a means of transferring information.

Communication is a socially conditioned process of transmitting and perceiving information both in interpersonal and mass communication through different channels using various verbal and non-verbal communication means.

The essence of communication is that it is purposeful communication, realized in specific situations, according to the norms of speech activity.

It follows from the definition of communication that this is a complex process, which includes *three components, called the parts of communication*:

- *communicative aspect* of communication (exchange of information between people);

- *interactive aspect* (organization of interaction between individuals);

- *perceptual aspect* (the process of perception of each other by communication partners and the establishment of mutual understanding).

**The communicative side** (exchange of information) is characterized by:

- the ability to establish psychological contact;

- taking into account the peculiarities of the communicative influence;

- argumentation, consistency and adequacy of the communication situation;

- effective use of verbal and non-verbal means of communication.

**The interactive side** (interaction) is characterized by:

- the appropriateness of the adopted management decisions;

- a clear distribution of responsibilities among employees;

- skillful resolution of conflicts.

**The perceptual side of communication.** Interaction is impossible without mutual understanding. Perception (from the Latin "perceptio" - perception) is a process of perception that promotes mutual understanding between the participants in communication. A person is aware of himself through another person through certain mechanisms of interpersonal perception. It includes:

- people's cognition and understanding of each other (identification, empathy, attraction); knowledge of oneself in the process of communication (reflection);

- predicting the behavior of a communication partner (causal attribution).

**Identification** is a way of knowing another person, in which the assumption about his inner state is based on attempts to put himself in the place of a communication partner.

**Empathy** is emotional empathy for another.

**Attraction** is a form of knowing another person, based on the formation of a stable positive feeling towards him.

**Reflection** is a mechanism of self-knowledge in the process of communication, which is based on a person's ability to imagine how he is perceived by a communication partner.

**Causal attribution** is a mechanism for interpreting the actions and feelings of another person (finding out the reasons for the behavior of an object). When

studying the process of causal attribution, various patterns have been identified. For example, people attribute the cause of success to themselves, and failure to circumstances.

Successful communication presupposes feedback - the subject receives information about the results of interaction. The perceptual side of communication in joint activities is aimed at solving the following tasks:

- formation of the content of interpersonal perception;
- promoting mutual understanding;
- ensuring the influence of the participants in joint activities on each other.

Thus, considered in the unity of these three sides, communication acts as a way of organizing joint activities and relationships of people included in it.

In accordance with these aspects of communication, the main functions of communication are distinguished: information and communication (exchange of information between two individuals), regulation and communication (regulation of behavior and direct organization of joint activities of people in the process of their interaction) and affective and communicative (perception and understanding of another person).

### **3. Speech activity. Types of speech activity**

#### *Organization of speech behavior*

If a person does not calculate his speech behavior, it leads to failure. Any speech act represents an activity, because it has its own program, structural components are distinguished in it, the same as in any other activity.

It includes the following structural components of speech:

- 1) motivational and incentive component;
- 2) indicative component;
- 3) performing component - requires a person to perform actions;
- 4) control component (control level).

**Speech** is divided into *external and internal*.

**External speech** has four types, grouped in pairs:

*speaking - listening* (speaking);

*writing - reading* (written speech).

**Oral speech.** Oral (acoustic) speech is historically much older than written. Speaking includes *speaking and listening*.

*Speaking* is vocalization of thoughts, a code transition from internal speech to a sound (acoustic) code.

*Listening* is a code transition from an acoustic code to a code of inner speech, to a thinking code. This is the understanding of the perceived speech. A person's mental code is individual. Memory stores a fund of images, schemes, ideas, concepts and phonemic standards of words.

**Written speech.** Letter writing is used in all European languages, although it is not the most economical. The European alphabets have 26 to 33 letters.

Writing is the process of transcoding the content of thought from a mental code to a sound code, and then a graphic code.

*The concept of "letter" includes:*

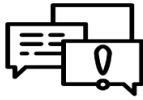
- a) preparation and formation of statements at the internal level with the anticipation of its synthesis;
- b) code transitions;
- c) writing technique - drawing the necessary graphic characters according to the rules of calligraphy, compliance with the requirements of graphic rules and spelling norms.

### **Reading - aloud and to yourself.**

The reading process is a code transition from a graphic code - printed or written text - to an acoustic one.

Reading process steps:

- a) the perception of graphic signs (reading technique);
- b) code transitions;
- c) comprehension of what has been read through the mental code, through its standard signs stored in memory.



### **Questions and tasks**

1. What is the essence of communication?
2. How is communication carried out in animals? Give examples.
3. How does communication differ from communication?
4. Name the structure of communication and describe its components.
5. What is speech activity? Describe the types of speech activity.

*Task 1.* Diagnose your ability to interpret facial expressions and gestures using the test "Do you understand the language of facial expressions and gestures?". Discuss its results in a group of students.

*Task 2.* Listen and watch the speeches of two or three live TV presenters, online conferences. Evaluate their speech in terms of the use of intonation, gestures, facial expressions and other forms of non-verbal expression. Pay attention to how details such as the color and style of clothing, jewelry, cosmetics, and hairstyle affect the perception of the content of the message. Submit it in the form of a written report.



## **Lecture 8. Verbal and non-verbal means of business communication**

### **Lecture plan:**

1. Types of communications by forms and number of communicants.
2. Types of communication in the form of a communicative event.
3. Types of communications by means.
4. Features of nonverbal communication.
5. Types of nonverbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor.
6. Alternative means of communication.

**Basic concepts:** *communication, communicants, types of communication, communicative event, verbal and non-verbal means of communication, alternative means of communication, willingness to communicate, sincerity of the interlocutor.*

### **1. Types of communications by forms and number of communicants**

Depending on which criteria are taken as the basis of classification, different types of communications are distinguished.

1) Communication is closely related to information. The transfer of information can be carried out in three communicative forms: 1) a monologue, where such communicative actions as unidirectional transmission of information from the organizer of communication to the recipient of information prevail; 2) a dialogue in which the subjects of communication interact and are mutually active. With this form of communication, information is exchanged. In dialogic communication, it becomes important to develop coordinated solutions; 3) polylogue – the organization of multilateral communication. Such communication has the character of a struggle for mastery of a communicative initiative and is associated with its most effective implementation.

2) Types of communications are distinguished by the number of communicants. This is a very significant difference for a professional communicator, since the technology of work in each case has its own specifics (even the volume of the voice in the case, for example, of a conversation with oneself, with one interlocutor or with a large group will differ).

Intrapersonal communication is equal to talking to oneself, a person dialogizes his inner "monologue", talking to his inner voice, alter ego, conscience, etc.

Interpersonal communication is usually associated with an ideal model of communication and is largely primary, two communicants participate in it (but there

are options for an observer, an included observer and an outsider, communication against the background of witnesses present, in a crowd, in a restaurant, etc.).

Group communication: within a group, between groups, individual– group (interview of a political leader or a conversation between a company manager and employees); there are differences – not so much quantitative as qualitative: different goals are in communication in small and large groups (chat rooms and forums on the Internet; message boards).

Mass communication occurs when a message is received or used by a large number of people, often consisting of groups that differ in their interests and communication experience (television; Internet; telephone and mail). Paradoxical phenomena arise at the level of mass and, partly, at the level of group communication. The sender can be an individual, and the recipient can be a group, collective, mass, party, people, etc.

## **2. Types of communication in the form of a communicative event**

According to the form of a communicative event, lectures, seminars, trainings, inaugurations, conversations, negotiations, presentations, meetings and many other events are distinguished. The features of these types of communications are related to their goals and methods of organization, which are described in detail in the scientific literature.

In addition, all communications can be divided into formal (business, and therefore forced) and informal (friendly, taking place in a relaxed atmosphere). Formal communications are carried out at the level of social roles – boss –subordinate, seller – buyer, teacher – student. Informal communication is possible if partners feel comfortable in each other's company and are interested in each other.

## **3. Types of communication by means**

There are distinguished *verbal and non-verbal means* of communication.

*Verbal means* (from Latin *verbalis* - verbal) are verbal means of communication. Verbal means of communication include speech (oral and written).

*Non-verbal means* of communication include:

- *handwriting*;
- *paralinguistic* (from gr. *Para* - near, at, outside and lat. *Lingua* - language) means - near-speech: intonation, voice volume, speech rate, speech rhythm, voice timbre, diction, sounds, accompanying speech - "e-e- e ", "hmm-m ", coughing, etc;
- *motor means*: facial expressions, gestures, body postures, gait, touching a partner, etc. The science that studies postures and body movements is called pantomime.

In his book about life among the Papuans, N.N. Miklouha-Maclay describes the first appearance on the shores of New Guinea. He communicated with the local population using expressive pantomime. It once saved his life.

The set of significant gestures, mimic and pantomimic movements, in other words, kinem is called kinesics (from the Greek *κίνησις* 'movement'). The term

"kinema" is used by the famous Italian *director P.Pazolini when analyzing the language of cinema.*

- *organization of the spatial environment* (distance between partners and the location of partners relative to each other). A science that studies the norms of the spatial organization of communication (proximity to each other, etc.) is called proxemics (from the Greek πρόξιμος ‘close’).

- *place of communication* (territory where communication takes place);
- *communication time*;
- *smells* (perfumes used by partners; individual smells captured at the unconscious level; smells of the environment that affect human emotions);
- *appearance of partners* (clothes, hairstyle, accessories, etc.).

For the most part, non-verbal means are universal, do not depend on any language, age, gender, nationality. In natural language communication, the non-verbal components of communication are secondary, since the main means of transmitting information is natural language. Non-verbal means, as a sign system secondary in terms of information content and significance, perform the following functions:

- *Contact-setting* - the function of anticipating verbal communication (knocking on the door, coughing, hail, turning the face).
- *Voluntative* - the function of expression of will (slam the door, turn away sharply).
- *Communicative* - the function of maintaining communication (nodding your head in agreement, display of disagreement "no, no").
- *Representative* - a function-call to the subject of thought ("Running through the letter, her eyes sparkled").
- *Syntactic function* - the substitution of non-verbal components of the components of the sentence ("Who is your head of the group?", - everyone looked at Olga. - Turning the head replaces the subject "she").

The famous psychologist M. Koltsova called the younger preschooler a “non-verbal creature”, since it was found that small normally developing children are especially sensitive to non-verbal means of communication - gestures, facial expressions, certain phonations of speech (affectionate voice), posture, etc. This indicates their special importance when communicating with a child. It has been experimentally proven that young children cannot immediately conduct telephone conversations, even when they recognize the voice of their mother (or another speaker): they need information from the speaker's face and posture to communicate. Non-verbal means of communication are ontogenetically older than speech in natural language.

Nonverbal and verbal communication, accompanying each other, are in a complex interaction.

There are several functions that nonverbal messages perform when interacting with verbal ones. These are the functions:

- additions (including duplication and reinforcement) of verbal messages;



- refutations of verbal messages;
- substitution of verbal messages;
- conversation regulation.

The addition means that nonverbal messages make speech more expressive, clarify and clarify its content. If you hug a friend at the moment when you tell him that you are very glad to see him, the hug serves as an addition to your speech message. Speech can be more accurately understood and better remembered if it is duplicated by gestures. For example, at the theater box office, a person accompanies a request for two tickets with a gesture (shows two fingers). Nonverbal signs can be used to reinforce the most important points of speech. So, you can attract the listener's attention by raising the volume of your voice, pausing before words or gesticulating in a certain way (for example, a raised index finger is a sign "this is important").

Refutation means that a nonverbal message contradicts a verbal one. If the interlocutor shows confusion to the question "Are you interested?", looks away, smiles guiltily and at the same time says: "In general, yes," then one should doubt the truthfulness of his answer. Even if a person controls his first reaction, the true state will be revealed after about 4-5 seconds. A smile or an expression of surprise that lasts longer than this time may indicate deception. That is why it is useful to observe the correspondence between speech and non-speech messages.

Substitution means using a nonverbal message instead of a verbal one. For example, in a noisy audience, you use gestures to tell a friend who is away from you that you need to go out to talk. During the discussion, the moderator can, without words, with the help of a glance and a turn of the head and body, invite someone from the participants to speak.

Regulation means using nonverbal signs to coordinate interactions between people. At the same time, the signs described above are often used to replace words – a turn of the head in the direction of the one who should speak; a tone of voice announcing the completion of the phrase; touching someone expressing a desire to ask about something, approving or disapproving exclamations to the speaker. These and many other signs regulate the flow of communication.

Thus, nonverbal messages are a necessary component of interpersonal communication. They are indicators of emotional states and indicators of a person's diverse relationships to the world around them. In any, even purely official and business situation, the nonverbally expressed attitude of the subject of communication to the situation itself, to the partner and to himself is present and actively forms it.

#### 4. Features of non-verbal communication

The difference between verbal and nonverbal communication can be presented as follows (Table 1).

Table 1 The difference between verbal and nonverbal communication

Verbal	Nonverbal
1. Exchange of messages about what is happening "here and now", within the framework of a specific situation, with people who have entered into direct interaction.	1. The exchange of messages, which may exist in addition to the person transmitting them (for example, in a retelling or in the form of a text), allows you to inform about missing objects or phenomena.
2. Nonverbal messages can hardly be decomposed into separate units; their core consists of a variety of body movements, faces, voices, spatial movements, etc.	2. The constituent elements of a verbal message (letters, words, sentences, phrases) are clearly separated from each other, their relationship is subject to certain rules.
3. Nonverbal behavior is spontaneous, involuntary movements prevail over voluntary, unconscious over conscious.	3. Verbal statements are largely conscious, they are easier to analyze, evaluate, understand, and control.
4. Nonverbal language people, as a rule, successfully assimilate themselves by observation / copying, imitation.	4. Children are taught to speak on purpose, the family and society devote a lot of time and effort to this.

The first highlighted feature of nonverbal messages is their situativeness: the tone of voice indicates the speaker's current state and his attitude to the subject of conversation and listeners, but cannot inform about his experiences last week; people will knock on the door differently depending on their emotional state and on whose door they are knocking on. A variety of expressive movements (gestures, looks, facial expressions, voice characteristics, etc.) that complement and contradict each other are associated with changing mental states of a person, his attitude to a partner and interaction situations.

The second feature of nonverbal messages is their synthetics. Expressive behavior is difficult to decompose into separate units.

The involuntariness, spontaneity of many nonverbal actions is the third feature. Even if people try to hide their intentions or emotions, to disguise their true experiences, most of them will certainly declare themselves through "expressive habits" that slip out of control.

Finally, the fourth feature is that if children are taught specifically (and the family and society devote a lot of time and effort to this), then people more or less successfully assimilate most nonverbal signs themselves – by observation, copying, imitation.

## **5. Types of non-verbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor**

*Open and closed non-verbal means* testify to the degree of readiness for communication.

Such communicative manifestations are called open, which indicate that the interlocutor is sincere, good-natured, seeks to speak frankly. Open communicative manifestations create neither a physical nor a psychological barrier between partners. Sincere smile, eye contact are examples of open facial expressions; open hands, palms up - an example of an open gesture; a raised head and lowered shoulders also mean openness.

Closed manifestations are those that create a physical and psychological *barrier* between partners. For example, crossed arms or legs, furrowed eyebrows, narrowed eyes, or looking away.

*The barrier* can also be created with the help of objects: glasses, clothes buttoned up with all the buttons, a tie, a high-necked sweater, as well as using a table, chair, bags that are between partners. Closed gestures indicate that contact is broken. This can happen because one of the interlocutors is bored, in a hurry, or does not agree with the other. There may be other reasons: dislike for a partner, distrust of him, fear, self-doubt, fatigue, pain, feeling of coldness or other discomfort, as well as a desire to "withdraw into oneself," that is, reflect on the topic of conversation or immerse yourself in memories. temporarily fenced off from everyone. That is, the reasons can be exactly the opposite, and outwardly the behavior can be similar. Therefore, in order not to be mistaken in explaining someone else's behavior, it is necessary to take into account the whole complex of non-verbal means and how they replace each other.

*Including and excluding non-verbal means* testify to the degree of the interlocutor's sincerity, frankness, inner harmony.

*Including* are non-verbal manifestations that carry the same information; exclusive - those that contradict each other and verbal means. For example, smiling, open gestures, slightly dilated pupils and relaxed posture are consistent with each other and signify pleasure, a sense of comfort (including). And constricted pupils, narrowed eyes, interlocking fingers in combination with a smile (*excluding* manifestation) indicate a person's insincerity.

*The partner's status* is emphasized by authoritarian and democratic communicative manifestations. Authoritarian ones are aimed at lowering the partner's status (these are various top-down movements), while democratic ones emphasize the equality of partners (mainly horizontally). Both the look and the pose in general can be authoritarian. For example, "lion pose", when an authoritarian person stands leaning on the table with both hands, as if hanging over him and over the interlocutor. An authoritarian handshake is one in which one partner covers the palm of the other with his palm. Democratic handshake - when the palms of the partner are in equal position.

## 6. Alternative means of communication

To include people with speech, hearing, vision, intelligence problems in interaction with other people, other means of communication are needed.

As such, objects of the immediate environment, their images, gestures, pictograms, conventional signs, etc. can act. These means complement (auxiliary or complementary) or replace (alternative) verbal communication. Such means are called supportive communication means.

Auxiliary (complementary) and alternative communication (AAC (Augmentative and Alternative Communication)) is any non-verbal form of language that facilitates social communication.

Complementary (auxiliary - augmentative communication) communication is used in relation to persons with problems of oral speech, and alternative (alternative communication) - when oral speech for some reason is absent at all.

*There are different types of AAC funds:*

1. Communication with the help of objects involves the use of real objects from everyday life ("eat - a plate", "play - a pyramid", etc.). It is used in the early stages of the formation of communication, as well as in work with children with visual impairments. Real objects can be replaced by their models or mock-ups (toy dishes, cars, etc.).

2. Communication by means of gestures is very convenient because gestures are "always at hand". There are several sign language systems (American Sign Language, British Sign Language, Macaton Sign System, Paget Gorman Sign Language, Exact Sign English).

Hearing impaired persons use the dactyl alphabet and sign speech to organize communication. Tactile alphabet represents the movements of the fingers (gestures), which denote the letters of the alphabets of national languages. Sign speech is a special kinetic system for compensating for impressive and expressive speech.

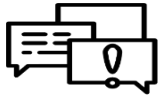
3. Communication with the help of graphic symbols (pictograms) that give an unambiguous indication of objects, actions and general statements. The detail or, conversely, the abstractness of the symbols used depends on the level of development of the child. Standardized systems include:

- *the Lob system* (developed in Germany by R. Loeb) includes 60 symbols (pictograms with the meaning of words printed under the picture) from areas of everyday use. The symbols are very unambiguous and correspond to a certain situation, however 60 symbols are very few for a differentiated form of communication;

- *Bliss system* (Bliss) or blissymbols (a hundred pictorial ideographs and randomly selected symbols that can be used both independently and in certain combinations) - a graphic system developed by Ch. Bliss in 1965.

4. Communication through photographs and images involves the use of photographs (or a set of pictures) of real objects. The system of exchange of pictures (pictures) is becoming more and more popular in the practice of special education (PECS - Picture Exchange System; Frostand Bondy, 1994). This type of AAC is widely used in organizing communication with a child with autism.

5. A means of complementary communication for persons with visual impairments is the Braille system - a relief-point typeface for writing and reading by the blind in the form of combinations of six points, developed in 1829 by the French blind typhlopedagogue Louis Braille. There are different language versions of L. Braille.



### Questions and tasks

1. Give a description of communication on various grounds (by the forms and number of communicants, by means, by the form of a communicative event). Describe nonverbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor.

2. Tell us about alternative means of communication.

3. What do verbal and nonverbal languages have in common? Is it possible to communicate only through non-verbal messages?

4. List the ways you know how to encode nonverbal information.

5. What is the kinesic structure of nonverbal behavior?

6. What functions do views perform in communication?

7. What does proxemics study?

8. Is it possible to determine a person's character by voice?

9. What can you say about a person by his gait?

*Task 1.* Express two opposite states (for example, anger and calmness, sadness and joy, fatigue and cheerfulness): a) using only facial expressions; b) using only gestures; c) using facial expressions and gestures.

*Task 2.* If possible, make a video recording of the interview between the members of your group, while trying to act as both an interviewer and an interviewee. When analyzing the video, note the facial expressions and gestures that most effectively emphasize the meaning of your words. Submit it in the form of an oral report.



### Lecture 9. Effective technologies for the formation of business communications

#### Lecture plan:

1. Business communication: content, purpose, functions.

2. The main ways of business communication.

3. Business conversation as a type of business communication.

4. Business meeting as a type of business communication.

5. Rules of effective business communication.

**Basic concepts:** *business communication, business conversation, business meeting, communication, effective communication*

### **1. Business communication: content, purpose, functions**

*Business communication* occupies a significant place in the life of many people, since it is constantly necessary to discuss issues related to the organization of production, with the life of the work collective, the performance of official duties, the conclusion of various kinds of transactions, contracts. Research in the field of management shows that 80% of the working time of managers at all levels is spent on communication.

Business communication is a process of interconnection and interaction, in which the exchange of activities, information and experience takes place, assuming the achievement of a certain result, the solution of a specific problem or the implementation of a specific goal.

Business communication is compulsory and differs from ordinary (unconstrained) communication in that in its process a goal and specific tasks are set that require their solution. Business communication involves achieving a specific result: a product of joint activities, information, career growth, power, etc.

*The subject of business communication* is a common cause.

The content of business communication is socially significant joint activities of people. The purpose of business communication is to organize and optimize a certain type of joint substantive activity.

- business communication performs the following functions:
- instrumental (social mechanism of management);
- integrative (association of business partners);
- self-presentation function (allows you to demonstrate personal potential);
- broadcast (transmission of specific methods of activity);
- social control (regulation of behavior and activities);
- socialization (development of business communication culture skills);
- expressive (emotional experiences).

### **2. The main ways of business communication**

The organization of business communication implies the well-coordinated work of the entire team, the achievement of the set goals due to quick and high-quality mutual understanding between its members. There are several main methods of business communication.

**1. Conversation.** It refers to conversations, the topics and results of which are important for improving the efficiency of the company. Such interaction is very useful for both the management team and ordinary employees. In the process, a number of important issues are resolved, goals and timing of their achievement are outlined, and the results already obtained are discussed.

**2. Correspondence.** Correspondence, however, is an equally important form of interaction. Here the participants exchange information through letters. To conduct business correspondence, you also need to have certain knowledge and skills. E-mails should be designed correctly and concisely, indicating the timing of the expected response (during which time its relevance will not be lost). By the way the correspondence is conducted, the partners form an idea of each other.

**3. Speaking to an audience.** It is used when there is a need to acquaint the audience with important information, to make a presentation. It helps to strengthen productive interaction between team members. The speaker should not only have a good command of the covered issue, but have certain personal qualities that will allow him to convey important information to the audience as accurately as possible. Among such qualities are confident presentation, literate speech skills. Also important are clear wording and an understandable sequence of presentation.

**4. Meeting.** General conversations with the team are not always enough. To make the work of the company more efficient and the interaction between employees more productive, it is often necessary to hold a business meeting. They resort to this if issues that require urgent discussion are ripe. The meetings are held either only with the management team, or as part of the interaction of the management with subordinates.

**5. Business discussion.** It may be the result of the birth of two opposing views on the same issue. According to the rules of business communication, it is unacceptable to voice opinions that go against the accepted moral foundations. However, a constructive dispute within the framework of accepted social norms is quite acceptable. In the course of discussions, new interesting views on the issues discussed are often revealed, which can be useful for making decisions.

### **3. Business conversation as a type of business communication**

A business conversation is a specially organized substantive conversation that serves the purpose of solving managerial tasks and occurs, as a rule, between representatives of the same organization.

A business conversation is a conversation mainly between two interlocutors, therefore, its participants can and should take into account the peculiarities of each other's personality, motives, and speech behavior. Thus, communication acquires an interpersonal character and involves a variety of ways of verbal and non-verbal influence of interlocutors on each other.

There are different classifications of business conversations. Depending on the goals and methods of conducting a conversation, it is customary to distinguish as independent types: job interview, job interview, problematic and disciplinary conversations.

The interview when applying for a job is in the nature of an interview, the main purpose of which is to evaluate the business qualities of the person entering the job. The form of the questions may vary, but their content is aimed at obtaining

information that can be grouped into the following blocks: 1) what is a person who applied for a job; 2) why is he looking for a job; 3) what are his strengths and weaknesses; 4) what are his views on effective leadership (in other words, his ideas about a good boss); 5) what salary does he expect.

The conversation when leaving work has two varieties: 1) a conversation related to the unplanned, voluntary departure of an employee and 2) a conversation in a situation where an employee has to be fired or reduced.

In the first case, during the conversation, it is necessary to identify the true motives for dismissal: it is caused by dissatisfaction with the production process, inattention or resentment, or there are other reasons. The need for an interview in this case is due to the concern of the manager about improving management activities at various levels of production. In such a conversation, it is useful to ask questions related to the content, scope, conditions of the employee's performance of production tasks, finding out his assessment of such tasks and the conditions for their performance. It is interesting to find out what the employee did not like and what he liked in his work. People who leave the organization on their own, as a rule, are sincere in their comments and wishes and share information that can improve the situation of those who remain.

Otherwise, conversations take place with an employee who has to be fired. The dismissal procedure by the decision of the management is extremely difficult for everyone who takes part in it. In the specialized literature, it has been called a "farewell conversation"; the implementation of this procedure is based on knowledge of the specifics of such a conversation and the technique of its conduct. So, a farewell conversation is never scheduled before weekends or holidays; it should not be held directly at the workplace of the dismissed person or in a room where a large number of people work; the conversation should not last more than 20 minutes, since an employee experiencing unpleasant news is not able to listen carefully and think about the various details that the supervisor tells him. If the manager has to reproach the employee for violating discipline or talking about other violations, then he must be accurate and correct in presenting the facts and not give the dismissed reason to doubt the fairness of the reproaches expressed. In foreign practice, it is recommended to show humanity towards the dismissed – for example, to offer him a list of vacant jobs at another enterprise or something like a "rehabilitation program", which provides for maintaining self-confidence, maintaining the authority of the dismissed in the eyes of others and family.

The need for problematic and disciplinary conversations can be caused either by failures in the employee's activities, the need to give a critical assessment of his work, or by facts of discipline violations. In the process of preparing a problem conversation, it is important to answer questions in advance about the meaning, purpose, results, means and methods of solving the problem. The main line of the head in preparation for a problematic conversation is to ensure that the subordinate accepts the position of leadership. At the same time, there are some rules that allow you to avoid "scolding" and conduct a conversation with constructive results. To do *this*, you should:

1. *Get the necessary information about the employee and his work.*



2. *Build a conversation, observing the following order in the message of information:*

- a message containing positive information about the employee's activities;
- critical message;
- a commendably instructive message.

3. *Be specific and avoid ambiguities (for example, phrases like: "you did the wrong thing"; "you did not complete the tasks", etc.).*

4. *Criticize the performance of the task, not the personality.*

These rules help to create a positive emotional background that will allow you to conduct the unpleasant part of the conversation constructively, without causing unnecessary hostility on the part of the employee, without forcing him to take a defensive position.

In a business conversation, in order to better hear the interlocutor, understand and take note of the meaning of what was said, you should listen to the following advice from psychologists.

**Tip 1.** As a rule, we treat information received from people who, for some reason, are unpleasant to us with a significant degree of prejudice. Therefore, if you are connected with a person by the interests of the case, try to soberly assess what annoys you – the information you heard from him, or the person himself (his appearance, character traits, moral qualities).

**Tip 2.** When perceiving information, it should be borne in mind that fundamentally new ideas that do not fit into already existing logical schemes or representations cause a certain emotional protest. Therefore, do not reject them out of hand. It takes time to think over new information, to find logical arguments to refute or confirm it. Do not contradict immediately, because of this, you may not hear the arguments of the interlocutor in favor of the stated consideration - and they may turn out to be quite weighty.

**Tip 3.** People who experience feelings of uselessness, loneliness, alienation, aggressive and anxious, who do not tolerate difficult situations are practically not amenable to persuasion.

#### **4. Business meeting as a type of business communication**

**A business meeting** is a form of organized, purposeful interaction between a manager and a team through an exchange of opinions.

This is a kind of forum for developing key decisions and a way to coordinate the activity of people and departments. The meeting is a management tool, and, like any means of achieving the desired result, it must be used appropriately. An unsuccessful meeting can cause material and psychological losses as a result of making inadequate decisions.

The success of the meeting depends on careful planning of elements such as objectives, participants, agenda and venue. Already at the planning stage, taking into account the peculiarities of group behavior becomes important. When decid-

ing whether to convene a meeting, it is useful to keep in mind the following. Experience shows that when solving problems, a group should be used in cases where:

- the problem is more complex than simple, and it is unlikely that one person will have all the information necessary to solve it;
- it is reasonable to share responsibility for solving this problem;
- not one, but several solutions to the problem are desirable;
- checking different views is useful;
- the manager seeks to establish a democratic management style or wants to gain the trust of subordinates;
- group members need to get to know each other better.

Interaction in any organized group is a guided process. This fully applies to business meetings. The effectiveness of meetings depends on their management. At all stages of the meeting, it is necessary to influence the participants in such a way that they are included in the discussion of the issues raised and strive to solve them. To achieve this goal, the manager must carry out a number of actions that take into account the peculiarities of group behavior. Among them:

- ensuring the start of the meeting at exactly the appointed time, the presentation of participants, the announcement of the agenda and the presentation of the subject and purpose of the meeting;
- a clear and understandable presentation of the problem put forward for discussion, raising questions, highlighting the main points that contribute to the emergence of a creative discussion at the meeting;
- recording of all statements that identify difficulties and obstacles and indicate ways to overcome them;
- save time;
- correct interruption of speeches that repeat the facts already stated, as well as those that are irrational, lengthy, contradictory and superficial or devoid of concreteness;
- periodic generalizations of what has already been achieved, a clear formulation of tasks that have yet to be solved, immediate clarification of all misunderstandings that arise between the participants of the meeting;
- summing up the results of the meeting, defining the tasks arising from it, specifying the persons responsible for their implementation, thanking employees for participating in the meeting.

## **5. Rules of effective business communication**

Effective communication is an essential component of personal and professional success. We use communication skills every day, and it is not only the ability to speak, but also the ability to listen, to feel the mood of others. To develop communication, you need to *use the following rules*.

### ***1. Confidential communication***

Effective communication is mutually beneficial communication, as a result of which both parties gain something. Communication will never be effective without trust. There should be no reticence, deception and lies in the conversation. Everything should be simple and honest.

### ***2. Don't avoid personal topics***

People appreciate it when in conversation with them they discuss not only general topics, such as work, but also when they are sincerely interested in other things. You can ask about your employee's academic performance, children's interests, or hobbies. This will help build trust. Such topics should not be brought up in general meetings, but during personal meetings they are desirable.

### ***3. Clarity and concreteness***

Effective communication is impossible without mutual understanding. Mutual understanding is impossible without clarity and concreteness. Don't be afraid to talk directly about what you expect from the communication. When communicating with colleagues, you should always strive to build communication that is understandable not only for you, but also for them. Always set clear goals, speak directly about what you expect from the work, describing the end result clearly. Demand the same from others.

### ***4. Focus on the expectations of the other person***

Remember that communication is a two-way process. Focusing only on what is important to you in communication, and ignoring the expectations of the other person, will be very difficult to achieve efficiency. Each of us pursues his own goals, but the ability to coordinate them with the desires of others, to take into account their interests is an indicator of mastery in communication.

### ***5. Be open***

Always try to understand the position of the interlocutor, especially if it does not coincide with yours. Don't block your mind by stepping back from information that goes against the way you are used to thinking.

### ***6. Learn to listen***

We must learn the skill of dialogue.

### ***7. Show concern***

Show concern for the other communicator

### ***8. Talk only about what you understand***

Don't try to impress people by talking about topics that you don't understand. Therefore, take care in advance to collect at least minimal information about the topic that the upcoming conversation will be devoted to.

### ***9. Change***

There are no universal rules in dealing with people. Every person is unique. What "works" for one does not necessarily work for the other. So be prepared for things to go wrong. Stubs based on books and articles are good help, but real experience is gained in daily communication.

## 6. Techniques of effective business communication

Here are a few tips to help you in your business meeting:

1. Create a pleasant and calm environment.
2. Give the first word to your interlocutor.
3. If you disagree with him, in no case interrupt him. Let him fully express himself.
4. Repeat his phrases, paraphrasing them slightly. This will demonstrate that you are listening to it carefully and will also help you make sure you understand it correctly.
5. If you disagree with the interlocutor's proposal, offer an alternative solution, supporting your speech with clear and weighty arguments. Please provide examples of an approach similar to yours that support its effectiveness.
6. Before ending the meeting, summarize it. Highlight the most important thing.
7. Regardless of the outcome of the meeting, express your intention to continue cooperation and thank the interlocutor for participating in the discussion.

To achieve maximum results, you should pay attention *to the means of non-verbal communication*.

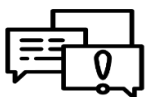
- Pose: Take an open pose. An open pose, when arms and legs are not crossed, speaks of openness and benevolence. Listening to the interlocutor, you should slightly tilt your head in his direction. You can occasionally nod, which means not only agreement, but attention and acceptance.

- Speech tempo and volume, diction: Do not forget to pause. Pay attention to whether the other person hears you well. The optimal speech rate is about 120 words per minute.

- Appearance (sloppy, or, conversely, inadequately formal appearance can be perceived as a manifestation of disrespect for the interlocutor)

- Gestures and facial expressions: copying the gestures and facial expressions of the interlocutor contributes to the establishment of trusting relationships. Such copying creates the feeling of a mirror, and your interlocutor will feel as comfortable as possible. But copying should be done carefully so that the interlocutor does not feel that he is being parodied.

Using the techniques described above, you can gradually learn to communicate effectively, which will have a beneficial effect on your personal and professional growth.



### Questions and tasks

1. What is business communication?
2. What functions does it perform?
3. Describe the main ways of business communication

4. Tell about the rules of effective business communication. Which ones are familiar to you? What surprised you in these rules?

5. Tell about the techniques of effective communication. Which ones do you use? Give examples.

*Task 1.* Write a small text message (1-2 pages) on the topic "My personal experience of business communication: strengths and weaknesses".

*Task 2.* What feelings could you hear in the statements below?

Sample:

Sayings	Feelings
You've completely stopped noticing me. Did I do something wrong?"	puzzlement, humiliation, resentment, rejection, jealousy, dependence

a) "What a wonderful dress! Where did you get it?"

b) –"I have a report tomorrow, an exam the day after tomorrow, rehearsals every night, and this afternoon we also arranged a meeting. I don't know if I'll be able to eat at all today. So - the whole month.

c) "I'm sure she'll get better grades than me. Of course, she is an only child, her mother and grandmother constantly take care of her. All she has to do is study. And I work, and I have to do everything at home myself.

d) "I can't understand why they don't write. It has never happened before that there was no answer for so long. Now I don't even know how to contact them."

e) "Thank you for a great evening. Lunch is fantastic, and so is music. Let's meet again.

f) "Well, how do I tell him how I really feel? He'll probably get angry and we'll start fighting. He'll think I don't love him if I tell him about my feelings."



## **Lecture 10. Effective technologies for the formation of business communications**

### **Lecture plan:**

1. Communicative qualities of speech that affect the effectiveness of business communications.

2. Questions and answers in business communication.

3. Listening in business communication.

4. Recommendations to the ideal listener.

5. Compliments in business communication.

**Basic concepts:** *business communication, communicative qualities of speech, questions and answers in business communication, listening in business communication, interference with listening, ideal listener, bad listener, compliments in business communication.*

## **1. Communicative qualities of speech that affect the effectiveness of business communications**

The communicative qualities of speech are understood as such its features, objective properties that optimally meet the needs of communication and testify to a high speech culture, its perfection.

In the classification of B. Golovin, the communicative qualities of speech that have the best effect on people are: *correctness, relevance, accuracy, consistency, purity, expressiveness, richness of speech.*

**The correctness of speech** is the observance of the norms of the literary language, which are perceived by its speakers as an “ideal”, a model. Linguistic norm is the central concept of speech culture. Allocate spelling, punctuation, orthoepic, accentological, grammatical, lexical norms. Language norms are registered with dictionaries, grammars, stylistics, rhetoric. Such registration, fixation of linguistic norms is usually called codification.

**Relevance** is the correspondence of speech to the environment in which communication takes place. The situation is understood not only the sphere of communication (everyday communication; the sphere of science, education; the sphere of official business relations; the sphere of socio-political relations), but also taking into account such factors as age, intellectual level, social status of the interlocutor (interlocutors); the degree of formality of communication (unofficial, semi-official, official).

**Accuracy** – the communicative quality of speech, which involves the use of words in strict accordance with the designated objects, phenomena of reality and manifests itself in the ability to find an adequate verbal expression of the concept. Accuracy, therefore, includes the ability to: 1) correctly reflect reality and 2) correctly express thoughts and form them using words. There are two types of accuracy: objective (factual) and conceptual (speech, communicative).

**Consistency** – a communicative quality, which consists in the ability to consistently, consistently and reasonably form the expressed content. Speech can be called logical if it corresponds to the laws of logic. Consistency presupposes rationality, correctness of inferences, structural correctness and harmony, as well as the coherence of the statement, i.e. such an organization of the utterance that makes it easier for the listener or reader to understand each sentence and the text as a whole.

**Purity** is a communicative quality, which consists in the absence of unnecessary words, parasitic words and non-literary words in literary speech: jargon, argotism, dialectism, colloquial words.

**Expressiveness** is the use of figurative and expressive means of the language in speech, the use of proverbs, sayings, phraseological units.

**The richness of speech** is the variety of words, phrases, sentences used in it. The richness of speech testifies to the erudition of the speaker, a high level of his intellect; good command of the language, the ability to control your speech.

## 2. Questions and answers in business communication

The effectiveness of business communication is largely determined by the ability to ask questions and answer questions. The question is one of the logical forms. It contains, first of all, the initial information, as well as an indication of its insufficiency and the need for further additions and extensions. It is impossible to ask a question without having an idea of the subject of discussion, just as in order to answer a question, you need competence, the ability to correctly assess the content and nature of the question.

The ability to formulate questions correctly and answer them skillfully helps to achieve a better understanding in business communication in many ways. Professional managers know how to get information quickly and accurately with the help of questions. A Russian proverb says: "Who asks, he leads." A partner who does not know how to ask questions forces his interlocutors to guess his intentions and expectations, because correctly asked questions allow you to direct the conversation, negotiations in the right direction. With the right questions, you can successfully convey your thoughts, build a chain of conclusions leading to the right conclusions.

*The meaning of questions in business interaction:*

- a question is a convenient form of motivation ("Could you ...?");
- with the help of questions, the attention of partners is attracted;
- questions carry certain information;
- with the help of a question, you can direct the partner to the desired answer (contained in the question itself, for example, a question requiring consent);
- immediately after the partner perceives the question, his nonverbal language shows the person's attitude to the topic of the question and to the questioner;
- questions help to get a partner to talk;
- a correctly formulated question allows you to diplomatically correct an error in argumentation or behavior;
- questions create the basis for a trusting relationship.

*How to ask questions correctly?*

At the initial stage of such a type of business communication as negotiations, it is advisable to conduct a conversation in such a way that the partner speaks, and for this he needs to be encouraged to talk. You can "force" a partner to talk about their intentions, needs and problems with the help of special questions. For example:

about his opinions; about facts in his work – suggestive, connected simultaneously with his business, activities and initiatives put forward later;

the question of consent: "Would you like to have such advantages?", supporting the partner's participation in the conversation and forming a favorable view of the offer from him.

If the answer is "No", then you can ask an explanation question: "Why?", revealing hidden objections.

If there is no certainty that the partner agrees to the deal, then a summing question is asked-an opinion: "Here are all the benefits... What do you think about this?".

If you are still not sure, then a question is asked related to the search for landmarks: "What advantages are you more interested in?", "Could you list your suggestions?".

After finding out, you can put a question-statement: "If I prove that this advantage is significant, will you accept the offer?".

If you hear the answer "No", then you can ask a question about a hidden obstacle: "Maybe there are some other reasons?". Thus, you collect information that allows you to adjust your decisions.

#### *How to answer the questions correctly?*

In order not to get into a difficult situation, you should know the intended communication partner well, his interests, and the level of competence. In the case of a competent forecast, answering questions will not only be interesting, but also pleasant.

1. Before answering the question, pause (at least 8 seconds).
2. If the question turned out to be complex in composition (i.e. consisting of several simple ones), then first divide it into its component parts.
3. If the question is difficult in content, then:
  - a) ask to repeat the question; accents may change in it, or even the whole meaning;
  - b) repeat the question as you understood it;
  - c) ask for a few minutes to reflect;
  - d) give a similar example from your own experience.
4. If you are asked an unexpected question and you do not know how to answer it, then ask permission to write down the question so that you can answer it after a while.
5. If you are misunderstood when answering, you must immediately correct the situation and reformulate your thought.

#### *What about incorrect questions?*

An incorrect question is a) a question that invades some secrets; b) a question that touches the intimate sphere of your life; c) a question that offends the dignity of your personality; d) a poorly formulated question.

Tricks to avoid answering an incorrect question:

- by answering a question to a question;
- forwarding, sending to a more competent person;
- ignoring;
- translation of the conversation to another topic;
- "urgent matter";
- demonstration of complete misunderstanding of the situation;
- negative assessment of the question itself; humor, irony, sarcasm.



### **Boomerang reception**

Sometimes, instead of a response, a "return strike" technique is used, or a boomerang technique. Its essence lies in the fact that the thesis or argument expressed by one of the partners turns against him, only the force of the blow increases many times. This technique is typical for a dispute, discussion.

No matter how the situation of business communication develops, if you do not have a suitable answer for a particular case, then you can always choose a technique that will allow you to get out of an unpleasant situation with dignity. But participants in business interaction should remember that it is impossible to abuse the techniques of avoiding answers.

### **3. Listening in business communication**

The practice of business interaction shows that the ability to purposefully, actively listen to others is of great importance for mutual understanding. The ability to listen is a necessary condition for a correct understanding of the partner's position, a correct assessment of the differences existing with him, the key to successful business communication.

The ability to listen is a necessary condition for a correct understanding of the partner's position, a correct assessment of existing disagreements with him, the key to successful business communication

*The ability to listen is:*

- *perception of information from speakers, in which the listener refrains from expressing his emotions;*
- *encouraging attitude towards the speaker, "pushing" him to continue the act of communication;*
- *insignificant impact on the speaker, contributing to the development of the latter's thought "one step ahead".*

The ability to listen is a prerequisite for a correct understanding of a partner's position, a correct assessment of existing disagreements with him, a guarantee of successful business communication.

Listening is an active process. Special studies have shown that modern administrators spend 40% of their work time on hearing every day, and the efficiency of listening is not very high for the majority – about 25%.

**The ability to listen** as a method of perceiving information is used in business communication much more often than the ability to read and write combined: listening – 40% of working time, speaking – 35%, reading – 16%, writing – 9%.

A person's listening style depends on many factors: *on the personality, character, interests, gender, age, status of the participants in communication, on a specific situation.*

There are **internal and external** hindrances to listening. **Internal hindrances** to listening include the habit of "thinking about something else." There is much more **external interference**:

- the interlocutor does not speak loudly enough or in a whisper;

- distracting manner of the interlocutor, his manner;
- interference (traffic noise, repairs, peeping into the office, etc.);
- too high or too low room temperature;
- poor acoustics;
- environment or landscape;
- glancing at the clock;
- phone calls;
- speaker's accent, monotony, too fast or too slow pace of speech;
- limited time, feeling that the regulations have been exhausted;
- excessive workload;
- bad weather;
- the color of the walls in the room (red - irritating, dark gray - depressing, yellow - relaxing);
  - unpleasant odors in the room;
  - the habit of holding foreign objects in your hands;
  - restlessness, fussiness of the listener, as well as the habit of chewing gum, tapping a pen, drawing).

Speaking about the hearing, one more question should be answered. Why do we often not hear others while listening? The following factors can be identified that cause this phenomenon:

- The volume of speech that falls on us every day does not allow us to take all oral messages equally carefully. According to some reports, up to 1/3 of our waking time, that is, 5 hours a day, or even more, we listen to teachers, colleagues, friends, family members, bystanders. If you add to this the time spent at the computer, TV, it becomes quite obvious that it is impossible for such a long time to constantly maintain attention in tension.

- We are often immersed in our own concerns, which are more important to us than other people's messages. It is difficult to focus on the interlocutor if you have to urgently hand over a job or you are still under the impression of yesterday's meeting with friends.

- Listening attentively is also difficult due to physiological reasons: we think faster than we speak. It is known that an ordinary person is able to perceive up to 500 words per minute, while the average speed of oral speech is from 125 to 150 words per minute. As a result, a kind of "free time" is formed, which the listener fills with thinking about his problems, dreams, plans, or begins to interrupt and adjust the speaker.

There is even a typology of "bad listeners".

"Pseudo listener": a person pretending to be listening. He looks at the speaker, nods his head in agreement or disagreement, utters sounds and replicas like "yes, yes," "hmm," "uh-huh," showing this kind of attention, while in front of us is actually "deaf." The reasons for this behavior can be very different – immersion in one's own worries, boredom, etc., but the result is the same – the process of "hearing" did not take place.

"Narcissistic listener": a person who wants to be listened to only by him, and has neither the time nor the desire to listen to another.

"Listener-writer": a person who never listens to the interlocutor to the end and, in order to make up for the missing or incomprehensible, invents events or reactions in accordance with his own logic or his own experience. Therefore, when he says "everything is clear", it does not mean that he understood his interlocutor.

"Bee listener": a person who listens only to what is interesting and important to himself. He ignores everything else, considering it unimportant or wrong.

"The listener is a sting": a person who is just waiting for the interlocutor to make a mistake or a slip of the tongue in order to tell him about it and talk only about it.

For some people, the described behavior is a typical communication style. At the same time, in a certain situation, any of us may turn out to be a "bad listener" due to the reasons described above. It is impossible to eliminate these factors, but it is necessary to control their action. Many recommendations of specialists aimed at improving the effectiveness of listening, pay attention to improving the skills of concentration, emotional self-control, working with information.

#### **4. Recommendations to the ideal listener**

1) *Do not interrupt or interrupt the interlocutor.* Let the person finish their thought. In addition, silence encourages people to keep talking.

2) *Don't look at your watch.* If you really need to look at your watch, do it discreetly. Otherwise, the client interprets this gesture as a lack of interest in him and as a desire to get rid of it as soon as possible.

3) *Do not finish the sentence for the interlocutor.* Interrupting the person with the words "I've already heard this," you discourage him from continuing to communicate with you)

4) *After asking a question, wait for an answer.* Many people ask a question and answer it themselves, saying that this is due to a pause that occurs. But a pause is good, it means that the client is considering your question, he should not give an answer instantly. The pause is unnerving, but if you asked a question, wait for an answer.

5) *Take the appropriate posture.* Do not lie back in your chair, thus telling the client: "Well, tell me, I am listening to you." Sit up straight, lean forward slightly. Leaning forward indicates a person's interest. Imitate the posture and gestures of your partner - this creates a comfortable atmosphere for the conversation, helps the interlocutor to open up.

6) *Do not engage in business contact if you are not feeling well.*

#### **Show the other person that you are listening:**

• *Maintain eye contact.* Even if you listen carefully to the interlocutor, and at the same time looks anywhere, he will draw the only conclusion - you are not interested and you are not listening to him.

- *Turn to face the other person.* Talking to a client, turning your side or back to him, and facing a computer or whatever, is simply ugly. When talking with a client, turn your body towards him, one turn of the head is not enough.

- *Nod.* This is a very effective way to show the interlocutor that you are listening and understanding. Agreeing or understanding what our interlocutor is talking about, we nod arbitrarily. But by nodding too often, you inform the interlocutor that your patience is over and it is time for him to wrap up.

- *Establish verbal feedback.* "Yes, of course, this is interesting ..." etc. - all this is a verbal reaction confirming that we are listening to our interlocutor. We all need confirmation that we are being listened to.

- *Ask clarifying questions.* If something is not clear to you or you are not sure that you have understood the client correctly, do not hesitate - ask clarifying questions. You will come across as someone who is trying not to miss important points of the conversation. There are many clarifying questions: "Do you mean that ...", "Did I understand you correctly ...", "Explain, please ...", "Do you want to say ...", etc.

- *Do not be tempted to refute information that is new to you.* People prefer to argue. If you hear from the interlocutor something that does not correspond to your beliefs or is different from your ideas, do not pounce on him and do not defend yourself, defending your point of view. Better just ask: "Where did you get this information?", "Why do you think so?", "What explains your position?"

- *Avoid the "And at me" syndrome.* The client can talk about anything, there is no need to try to impress him with his "even cooler" personal experience, snatching the initiative from him. You always have time to boast of yourself, but the client, after being interrupted, may completely shut up and shut down.

- *Take notes for yourself.* This has the following advantages: You suppress the impulse to interrupt the speaker; On paper, you can react to a possible beginning anger on your part and calm down for your answer in the future; already at the hearing you will be able to separate the important from the secondary; You can be sure that you have really gone into all the material issues in detail when it is your turn to speak; your negotiating partner sees that they are being taken seriously if you feel compelled to take notes to yourself as you speak.

## **5. Compliments in business communication**

Compliments, that is, pleasant words containing a slight exaggeration of a person's positive qualities, allow you to show business partners that you are interested in them.

### *Why say compliments?*

A person heard a compliment addressed to him about a certain quality of his personality. Due to the functioning of the installation on the desirability of this quality, it is taken for reality at the subconscious level, a sense of satisfaction arises, then a sense of satisfaction is always accompanied by the emergence of positive emotions (a feeling of pleasant). The positive emotions that have arisen

are associated according to the law of association with their source and transferred to the one who caused them, there is an attraction to this person.

By praising business partners, we help them feel important in the eyes of others, create a friendly atmosphere of business contact. By making our partner smile or pleasantly surprised with our words, we distract ourselves from our own problems and raise our spirits. Finally, the more compliments we give people, the more pleasant words come back to us.

#### *How to say compliments?*

A.Y. Panasyuk in the book "Managerial communication. Practical tips" formulated rules that reveal the psychological mechanism of the influence of a compliment on a person:

#### *Without ambiguity*

A compliment should reflect exclusively positive qualities of a person. A double meaning should be avoided in a compliment. But here the rule is clearly violated: "Listening to your conversations with people, I am surprised every time by your ability to evade the answer so subtly and wittily!".

#### *Without hyperboles*

A positive quality in a compliment should have only a slight exaggeration.

#### *Considering the high opinion*

An important factor in the effectiveness of this technique is a person's own opinion about the level of qualities reflected in the compliment. If a compliment is lower in importance than the partner's self-esteem, then for him such a compliment is a platitude, and the consequences can be negative.

#### *No complaints*

The partner may not strive to improve this quality. Moreover, he believes that it would be bad if this positive quality was expressed in him more strongly than it is, so a compliment to a strongly manifested such quality can cause him offense.

#### *Without didactics*

This rule is that a compliment should only state the presence of this quality, and not contain recommendations or practical tips for improving it.

#### *Without "seasonings"*

For example, "Your hands are golden, but your tongue is your enemy" or "I am very impressed with your ability to win people over. Only if this ability were in the interests of the cause." Such "seasonings" are a "fly in the ointment" and reduce or even negate even the best compliment.

#### **Rules:**

- 1) embed compliment words in a common phrase;
- 2) don't pause;
- 3) construct the phrase so that a meaningful text follows after the compliment; the longer the general phrase after the compliment words, the better;
- 4) arrange the utterance so that part of the general phrase after the compliment words contains something that would capture the listener's attention.

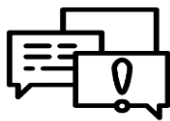
Every person strives to hear something definite about himself, because it is the concreteness of a compliment that allows a person to feel his truthfulness and sincerity. In addition, most people think that a person who has noticed some nuances of our personality and noted them with a compliment is actually showing sincere interest in us.

If compliments tell you...

Everyone should not only be able to say compliments, but also learn how to accept them correctly. As the practice of business interaction shows, it is very difficult for people to accept praise in their address. Most automatically reject compliments, which should not be done under any circumstances. Firstly, you offend the one who said nice words to you, and secondly, you should be grateful to this person: you accept a positive assessment and start believing it.

Follow a simple rule, answer simply "Thank you."

The compliment also has cultural specifics. So, some compliments to women can make a very strange impression on speakers of a different culture. In India, for example, you can flatter a woman if you compare her with a cow, and her gait with the gait of an elephant. A good compliment to a Japanese woman is a comparison with a snake, a Tatar and a Bashkir woman – with a leech personifying perfection of forms and movements. Addressing a woman "Goose!" in Russian culture is an insult, and in Egypt it is an affectionate compliment.



### Questions and tasks

Tell us about the communicative qualities of speech that affect the effectiveness of business communications.

2. Tell about the importance of questions in business communication. How to ask questions correctly?

3. What is listening in business communication? What are the internal and external obstacles to listening?

4. Tell the ideal listener about the recommendations.

5. Why do you need compliments in business communication? Give examples of compliments in business communication.

6. What is the difference between the ability to listen and the ability to hear?

7. Why is there distortion of information when transferring information from one person to another?

8. What goals can a listener pursue in different situations?

*Task 1.* In the process of business communication, it is very important for a person to be listened to, heard and understood. Therefore, in order for communication to be effective, we need to be able to listen. Take the test. The test "Do you know how to listen" (Appendix B). Discuss its results in a group.

*Task 2.* Choose a partner. Tell us about some event that happened to you and left you with a strong impression (5-7 sentences). After the story is finished, your partner should tell you how he understood this story, starting the retelling with the phrase "As I heard ...". It is important that at this stage the one who retells does not make any additions, judgments or interpretations. He should understand, not analyze or evaluate. At the same time, he should retell with his own language, and not just repeating the story word for word.

At the next stage, the narrator evaluates how accurate the retelling is. If there are any distortions, he repeats the story, and the listener must once again convey how he now understood the message.

Having reached the maximum possible understanding of the story told, the partners switch places.

After both partners have done the work several times, it is necessary to discuss the following issues:

1. Being in the role of a listener, how accurately did you manage to understand the content of the story from the first time?
2. Being in the role of a narrator, how did you feel when your partner tried to understand you?
3. What was the most and least difficult for you when you needed to understand your partner's story?
4. Compare the sensations you received while completing the task with your everyday communication experience.



## **Lecture 11. Conflicts in business communications and their overcoming**

### **Lecture plan:**

1. The concept of conflict, its structure.
2. Causes of conflicts.
3. Types of conflicts, dynamics (stages) of the conflict.
4. Strategy and tactics of behavior in conflict.
5. Conflict-oriented and consensus-oriented business interaction strategies.
6. Manipulation in communication.

**Basic concepts:** *business communication, conflict, consensus, structure of conflict, types of conflict, causes of conflicts, types of conflicts, dynamics of conflict, strategy and tactics of behavior in conflict, manipulation in communication*

## **1. The concept of conflict, its structure**

The word conflict entered the Russian language in the middle of the 19th century. In translation it means "joint strike", "collision", "struggle".

**Conflict** (from Lat. Conflictus - collision) is an acute way of resolving contradictions in interests, goals, views arising in the process of social interaction. The conflict consists in the counteraction of the participants in the interaction, usually accompanied by negative emotions.

Each of the parties to the conflict fights to achieve their goals, interests, acceptance of their point of view, opposes the other side to do the same.

Within the framework of conflictology - the science of the laws of origin, occurrence, development, resolution and completion of conflicts, the structure of the conflict is distinguished.

**The structure of the conflict** is a set of stable connections of the components of the conflict, ensuring its integrity.

**The subjects of the conflict are:** conflicting parties, competitors, opponents, conflicting parties, opponents, etc. The most optimal use of neutral terms: subjects of the conflict, participants in the conflict or opponents. The subjects are individuals, groups within an organization, social groups, organizations.

**The object of the conflict** is the value over which there is a clash of interests of the opposing sides. Values can be material (property, finances, resources), social (power), spiritual (status, idea, prestige).

**The object of the conflict** is an objectively existing or conceivable (imaginary) problem.

## **2. Causes of conflicts**

Each conflict has its own cause (source) of occurrence.

### **Reasons giving rise to conflicts:**

1. Lack of consistency and inconsistency of goals of individual groups and employees. To avoid conflict, it is necessary to clarify the goals and objectives of each department and employee. Convey the relevant instructions orally or in writing.

2. Obsolete organizational structure, unclear delineation of rights and responsibilities. The consequence of this is the double or triple subordination of the performers.

3. Limited resources. Even in the largest organizations, resources are always limited. Management decides how to properly allocate materials, human resources, finances, etc. between different groups to achieve the goals of the organization. Allocating a large share of resources to some will mean that other team members are not getting enough of them, which will cause discontent and lead to various types of conflict.

4. Insufficient level of professional training. The possibility of conflict exists due to the unpreparedness of the subordinate. As a result, he is not trusted to perform certain types of work performed by another employee. As a result, some workers are underworked while others are overworked.



5. Unjustified public censure of some and undeserved (advanced) praise from other employees. As a result, "confidants" and "favorites" appear. This situation always provokes conflict.

6. Contradictions between the functions that are part of the employee's job responsibilities and what he is forced to do at the request of the manager. This contradiction is especially acute if the manager is inclined to bureaucratic procedures.

7. Differences in demeanor and life experience. There are people who are constantly aggressive and hostile towards others and who are willing to challenge every word. Such people create a conflict situation around themselves. Differences in life experience, values, education, seniority, age and social characteristics reduce the degree of mutual understanding and cooperation between members of the work collective.

8. Uncertainty in growth prospects. If an employee does not have a growth perspective or doubts its existence, then he works without enthusiasm, and the work process becomes painful and endless for him. In such conditions, the likelihood of conflict is most obvious.

9. Unfavorable physical conditions. Extraneous noise, heat or cold, poor layout of the workplace can cause conflict.

10. Lack of benevolent attention from the manager. The reason for the conflict can be the manager's intolerance to fair criticism, inattention to the needs and concerns of subordinates, public "harassment", etc.

11. Psychological phenomenon. Feelings of resentment and envy (others are getting better, others are luckier, happier, etc.).

### **3. Types of conflicts**

**Conflicts** are very diverse and manifest in all spheres of life. There are social, socio-economic, ethnic, interethnic, political, ideological, religious, military, legal, family and other conflicts. There are four main types of conflicts:

**1. Intrapersonal conflict.** It arises when conflicting demands are made on one person. For example, the section manager may require the seller to be in the workplace at all times and "work" with the buyer. Later, the manager expresses dissatisfaction with the fact that the seller spends too much time with buyers and does not sort the goods.

Intrapersonal conflict can also arise from the fact that production requirements are not aligned with personal needs or values. For example, a subordinate was planning some family events on Saturday, on his day off, and the boss announced on Friday evening that he had to work on Saturday due to production needs. Intrapersonal conflict manifests itself as a response to work overload or underload.

**2. Interpersonal conflict.** This type of conflict is the most common. Most often it is the leader's struggle for limited resources, labor force, finances, etc. Everyone believes that if resources are limited, then he should convince the higher authorities to allocate them to him, and not to another leader.

**3. Conflict between the individual and the group.** Due to the fact that production groups set norms for behavior and performance, it happens that the expectations of the group are in conflict with the expectations of the individual. In this case, a conflict arises. In other words, a conflict arises between a person and a group if this person takes a position that differs from that of the group.

**4. Intergroup conflict.** As you know, organizations are made up of many, both formal and informal groups. Even in the best organizations, conflicts can arise between them.

In addition, conflicts are classified according to the **degree of manifestation**: hidden and open.

Latent conflicts usually involve two people who, for the time being, try not to show that they are in conflict. But as soon as one of them has "lost" nerves, the latent conflict turns into an open one.

The dynamics (stages) of the conflict goes through the following phases:

1. The emergence of objective contradictions between the parties.
2. Awareness of the conflict situation.
3. Transition to conflict actions.
4. Conflict resolution.

#### **4. Methods of conflict resolution**

A manager's behavior in a conflict environment has essentially two independent dimensions:

1) assertiveness, perseverance - characterizes the behavior of a person, aimed at realizing his own interests, achieving his own, often mercantile goals;

2) cooperativity - characterizes behavior aimed at taking into account the interests of other persons (persons) in order to meet his needs halfway.

The combination of these parameters defines five main ways of resolving interpersonal conflicts.

**1. Avoidance, evasion** (weak assertiveness is combined with low cooperativity). When choosing this strategy, actions are aimed at getting out of the situation, not giving in, not insisting on your own, refraining from arguments and discussion.

**2. Coercion (confrontation)** – high assertiveness is combined with low cooperation. With this strategy, actions are aimed at insisting on their path of an open struggle for their interests, the use of power.

**3. Smoothing (compliance)** – weak assertiveness is combined with high cooperation. Actions are aimed at maintaining or restoring a favorable relationship. Willingness to give in, neglecting their own interests.

**4. Compromise, cooperation** (high assertiveness is combined with high cooperation). Here actions are aimed at finding a solution that fully satisfies both one's own interests and the wishes of another in the course of an exchange of views on the problem.

**5. Solving the problem.** It involves recognizing differences of opinion and a willingness to become familiar with other points of view. The causes of the conflict are studied, the problems of all parties are being solved.

## 5. Strategies of business communication

The term "strategy" (from "stratos" – army and "ego" – I lead), literally translates as "I lead the army", or the art of a commander. Initially, this concept denoted the general plan of military activity. In the future, the concept of strategy began to be used in all spheres of activity, meaning the art of planning any activity for the future. A specialist in the field of management G. Mintzberg said: "A strategy is a model (pattern of behavior) in the flow of future actions or decisions." The strategy of behavior in conflict is considered as the orientation of a person (group) in relation to the conflict, the installation of certain forms of behavior in a conflict situation.

Conflict	Consensus
1. Object "I haven't heard that yet", "You see it in a distorted light", "You misunderstood me here"	1. Ask questions "What do you think about it?", "What topic do you want to address?"
2. Teach "You should carefully look at the documents again", "You should listen to me better", "So now you listen to me carefully"	2. State "This is a new aspect of the issue for me"
3. Justify "It apparently was so", "No one told me that"	3. "I"-appeal "I would like us to move on to the next question."
4. Convince "You're of the same opinion with me that..."	4. Listen carefully to "I understood you correctly, ...", "As for me, I agree with you, but ..."
5. To assert, to insist "There is no other way to do it", "I look at it this way..."	5. Argumentation to benefit "This means for you ...", "Thus you get a guarantee ...", "This will allow you ..."
6. Provoke, ignore, ironize "Your proposal shows that you are a theorist. Unfortunately, in practice it all looks different"	

## 6. Manipulation in communication

Manipulation is usually understood as one of the types of psychological influence used to achieve a one-sided win.

The fundamental difference between manipulative influence and personal influence lies in the following three criteria.

Manipulative in fluence	Personal in fluence
Secrecy and the secret nature of intentions (using the other as a means to achieve their own goals); – The desire to subordinate to one's will (to get a one-sided win); – The personality-destroying effect of the impact (first of all, the negative effect affects the personality of the addressee, but indirectly - on the personality of the manipulator).	Sincerity and openness of feelings, emotions, intentions and motives of the person exerting influence; – The presence in the act of the influence of their own goodwill and personal interests of interacting people; – Enriching, developing effect of influence (first of all, on the personality of the person being affected).

E.L. Dotsenko sees the destructive effect of manipulation in the splitting of the addressee's personality, its neurotization, increasing "robotness", compliance to external influence. He groups the means of manipulative influence according to the main signs of manipulation.

1. The secret nature of manipulative influence is ensured by the multi-vector nature of influence - the solution of several subtasks at once. For example, distracting the addressee's attention, limiting attention to the required content, reducing the addressee's criticality, increasing his own rank in his eyes, isolating the addressee from other people, etc.

2. To exert psychological pressure, a weapon of influence adequate to the goals is used: interception of the initiative, introduction of one's topic, reduction of time for decision-making, advertising oneself or hinting at broad connections and opportunities, appeal to those present, etc.

3. Penetration into the mental sphere of the addressee occurs through mental automatism – a structural and dynamic formation, the actualization of which with a high probability leads to a standard result, whether it is motivational tension (striving for success, money, fame, sexual pleasure) or some kind of action. The "strings of the soul" can be any significant motive: the experience due to short stature, fullness, illness, pride of the object of influence for its own origin, intolerance to some type of people, curiosity, hobbies, etc. Playing on the various interests and needs of the addressee and at the same time on his fears, lack of freedom or sluggishness, the manipulator can keep the addressee within his capabilities for quite a long time and influence him.

4. The exploitation of the addressee's personal qualities is an imitation of the decision-making process by himself. The first step is to create (or actualize) the state of competition of motives. It is possible to actualize only what is already available in the inner world of a person. And there is a lot there – you just need to be able to get access to one or another aspiration of a person. As soon as access is obtained, the aspiration will be actualized, the awakened energy will begin to act without external support. The second step is to change the motivating force of competing motives (changing the value of one of them, changing the price of achievement, managing the probability of achieving goals, etc.).

The final direction of manipulative influence is dictated by the manipulator's desire to shift responsibility for what he has done at his own instigation to his victim. It is this circumstance that determines the negative attitude to manipulation, due to the presence of a destructive beginning in it. Hence the need to be able to recognize manipulation and defend against it.

Recognition of manipulation and protection against it

Invariably inherent in every manipulator sign is the desire to master the will of the partner. The manipulator will always strive to put you in a subordinate, dependent position. He will draw this dependence from your weaknesses, fears, in any desires from which you are not free (the desire for money, power, fame, recognition, love).

The second distinguishing feature of a manipulator is deception, hypocrisy in his behavior: the sugary ingratiation that embarrasses you, the desire to please, or the persistence and stickiness, or the feeling that he does not finish something and "darkens".

The third difference of the manipulator you will always find in his judgments, where there will be a call not for unification, but for separation. He will convince you of the need to fight "for a place in the sun" ("the number of places is very limited"), of the need for a position of strength – "the greater your strength and ability to control others, the higher you rise as the master of the situation", "you should not be friends with people, but quarrel with them among themselves in order to win faster."

Intrigue is the manipulator's favorite hobby. The other is always just a means to achieve one's own goals.

Of course, it is very difficult to immediately recognize a skillfully done manipulation, but if you rely on your own intuition, it will always tell you that "something is wrong here." First of all, you need to listen to your own feelings. At the same time, it should be remembered that flight, aggression, crying and hysteria are childish ways of psychological protection and most often also have a destructive nature.

E. L. Dotsenko, for example, suggests that such actions as offering cooperation, destroying the fight scenario, exposing the manipulator's secret intentions with the help of direct or indirect questions, with granting him, however, the right to save his face (since the partner himself must be convinced of the ineffectiveness of his actions) will be more effective. When communicating with the manipulator should prevail:

- the logic of an active-waiting position (to gain time and get confirmation of any of your assumptions, ask questions). Boss to employee: "You say colleagues are dissatisfied with Ilya Petrovich's work? And what exactly do you mean, Elena Mikhailovna?";

- a sense of tact and self-control (do not get too emotionally involved in the situation, keep dissociated with it). "You're right, of course, Timofey, they're deceiving us that the goods are not coming, but let's wait another week before we arrange a showdown";

- faith in the partner's ability to give up the fight and faith in their own strength (the main thing is not to overpower, but to overpower). "I know another way to solve this situation, which will help us to do without bloodshed. What if we...";

- the intention to interrupt the usual, imposed scenario and the desire to offer your own, non-stereotypical, not meeting the expectations of the opponent. In a conversation with a Herbalife sales agent: "And I have heard that it is very fashionable and useful not to lose weight, but to eat whatever you want, but the main thing is that it should be prepared by yourself and from fresh products. Would you like me to tell you one simple recipe?";

- the mood for a joint solution of the problem. One employee to another: "I may be trusted by the boss, but let's tell him about this problem together."

The leading factor in resisting external pressure and manipulation, according to many psychologists, is personal potential, personal strength, which is resistance to external influence and at the same time the power of influencing people.



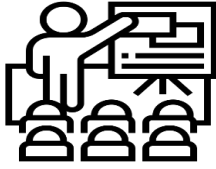
### Questions and tasks

1. What is a conflict? What is its structure?
1. What are the causes of conflicts?
3. Describe the types of conflicts. Tell us about the dynamics (stages) of the conflict.
4. Tell us about the strategy of conflict-oriented and consensus-oriented business interaction.
5. Which strategy of interaction in business negotiations (domestic disputes) do you use more often?

*Task 1.* Write (1-2 pages) recommendations for resolving a conflict situation in business negotiations or in a domestic situation.

*Task 2.* By changing the emotional coloring of words, you will be able to control your emotions in business interaction. In addition, you will help your partner to be more stress-resistant and emotionally restrained. Learn to replace "destructive" words with more "calm" expressions. Fill in the table

<b>Destructive words</b>	<b>Calm sayings</b>
must	
Necessary	
scary	
failure	
Confused	
failing	
need	
terrible	



## **Lecture 12. Conflicts in business communications and their overcoming**

### **Lecture plan**

1. The concept of social conflict. Classes of social conflicts.
2. Types of social conflicts. Modern approaches to the settlement of social conflicts.
3. Conflict behavior and ways to overcome it.

**Basic concepts:** *business communication, conflict, social conflict, types of social conflicts, conflict behavior, ways to overcome conflict behavior*

### **1. The concept of social conflict. Classes of social conflicts**

Conflicts in the field of business relations and business communications are classified as *social conflicts*.

**Social conflicts** are the relations between people leading to threats to the functioning and reproduction of social systems (family, social groups, labor collective, society as a whole).

Conflict is a failure in the reproduction of the system of human relations. The theory of conflict is associated with a person's tendency to conflict interactions. Social conflicts arise on the basis of social and social relations of people.

#### **Social conflicts arise from:**

- contradictions with yourself - with your conscience, common sense, reason, taste;
- contradictions with other people;
- contradictions with social institutions, "system", "order of things", etc.

#### **Classes of social conflict**

1. *Conflicts are contradictions with oneself.* Conflicts are based on the contradictions of self-awareness. The most important property of a person is that he can be painfully ashamed, embarrassed, hurt not only for himself, but also for other people, the country, the society in which he lives.

2. *Conflicts contradictions with other people.* They are also called conflicts of coexistence and interaction.

3. *Conflicts of delegitimation.* The term "legitimacy" comes from the Latin word *legitimus* ("lawful, legitimate"). The source of delegitimation is a motivational crisis that arises due to a systematic shortage of such a resource as "meaning".

The most important characteristic of social conflicts is **their fractal nature**. **Fractal** (Latin *fractus* - crushed, broken, broken) is a set that has the property of self-similarity. A fractal is an object that exactly or approximately coincides with a part of itself, that is, the whole has the same shape as its parts.

**The fractal nature of social conflicts is expressed in the fact** that they are reproduced on an ever smaller scale. Social and social relations that generate conflicts are reproduced on the scale of countries, regions, cities, settlements, labor and educational collectives, up to families.

## **2. Types of social conflicts. Modern approaches to the settlement of social conflicts**

The key concept for the classification of social conflicts is social tension - the state of the social system, containing a contradiction in the relationships, interests, actions of people, social groups. That is, a necessary condition for tension is social contradiction.

Social contradictions are relations between opposites in any social phenomenon, education or society as a whole.

### **Sources of social conflict include:**

1. *Conflicts based on the delineation of the sphere of presence.* People tend to delineate the boundaries dividing the world into their / others / strangers, mine / our / someone else's, we / they, permitted / unlawful, private / public, etc. In business and industrial relations, the boundaries outline spheres of influence, interests, control, competence, responsibility, authority. In industrial relations, these areas are standardized, described by job descriptions. In business relations, they are the object of competition and negotiations.

2. *Conflicts based on violations or mismatches of frames.* Social actions are always enclosed in forms, frames, rules that allow them to be recognized, interpreted and established their relevance. I. Hoffman calls these forms frames (English frame – frame; derivative framing - framing). An action that fits into a frame is perceived by us as “normal” and meaningful. An action that goes beyond the limits set by the frame is perceived as meaningless, inappropriate, provocative, annoying, etc. Differences in frames can adversely affect business understanding. In negotiations involving representatives of different ethnic groups, a situation is possible when the behavior of the other side may be perceived as unacceptable, etc. In general, “frame conflicts” are not specific to business communications, but can lead to problems within teams, mutual misunderstandings, misunderstandings, etc.

3. *Gender conflicts.* At the moment, there are institutions and practices of relationships, frames, etc., which exclude the possibility of a global conflict on a gender basis. It seems natural to a modern business woman to support herself, to have economic independence. Men had to get used to business negotiations with women, and back in the 90s in Russia, for example, such negotiations caused smiles in relation to women in traditionally male professions.

4. *Conflicts - battles for "a place in the sun".* Conflicts - battles unfold for places, statuses in social hierarchies. N. Smelzer believes that these are conflicts "over rewards", access to which gives the power. This is not entirely true. Conflicts over hierarchy are often power struggles, not just a means of gaining access



to rewards. The one who is at the top of the "power pyramid" is always "more human" than the rest.

5. *Conflicts of interest.* The subject of interests are: directly the conditions for the existence of people (goods); conditions that mediate access to goods (property, capital, power, control over the situation, "good profession", education, etc.).

6. *Conflicts with the system and institutions.* This conflict is related to the delegitimation of systems.

7. *Conflicts of verification of humanity.* The most important function of social relations and social systems as a whole is confirmation, recognition (verification) of the humanity of the individuals participating in them. To accept into the circle of friends means to recognize as a person. Statuses, reputation, etc. - all these are markers of the quality of humanity, "measures of humanity". Accordingly, rejecting friendship, love, claims of a person for status, etc., we deny him humanity. For example, we say that he is not a person of our circle. If an individual does not systematically receive recognition of his humanity, he feels like an outcast.

8. *Role conflicts.* Social role is a form of human participation in social relations. When a person plays a role, "he becomes a character in a drama that society has written"; a role is a kind of entrance on the stage of life in one form or another. A feature of social roles is the individuality of a person.

9. *Claims to the world of life as a subject of conflict.* Conflicts are based on people's claims to the world of life - a structure that allows different people to be "themselves" in the world, i.e. fully self-actualize. Ultimately, the world must be brought into line with the meanings of life that are meaningful to people. The world should "shine with meaning."

### **3. Conflict behavior and ways to overcome it**

Knowledge of the features of communicative behavior will help to avoid unnecessary conflicts in business communication. Consider the types of communicative behavior of people in relation to conflict and conflict actions.

**Conflict** behavior is behavior that generates conflict.

**Syntonic, or "consonant" behavior** - behavior in accordance with the needs of the communication partner, with the principles of nobility and justice.

**Neutral behavior** is a behavior in which conflictogens are removed, but synthons are not supplied.

Analyzing business communication A.P. Egides makes the following conclusions:

1. The condition for the prevention of conflicts is optimal communicative behavior (with the removal of conflict-generating factors and saturation with syntonic factors).

2. A condition for overcoming a conflict is the elimination of non-optimal forms of response to conflict genes and their replacement with optimal ones.

Most conflict-generating actions are characterized by a desire to demonstrate superiority by humiliating a communication partner.

### **There are the main types of conflict genes (A.P. Egides)**

**Negative assessments of communication partners**, which can be made in a rude form, or can be presented outwardly correctly. A negative appraisal inflames the atmosphere, provokes an aggressive response and creates conflict. By giving a negative assessment, a person humiliates another. It is impossible to negatively assess the personality of another as a whole, his aesthetic and ethical traits, intelligence, erudition, skills, taste, sense of humor.

**Syntonic behavior** is manifested in a positive assessment. You need to look for the good in a person and tell him about it. Topics of positive ratings are the same as negative ones. You should not note the positives of your partner before turning to him for help, it is better to just turn to.

**The accusations** are close to negative assessments, they include negative assessments. Accusations are more conflict-prone than negative assessments, since they are more aggressive. False accusations are especially controversial. The synthonic will be the removal of guilt from the partner, self-accusation, which generates a reciprocal self-accusation from the partner. The paradox of self-accusation is explained by the fact that if a person takes the blame upon himself, having freed another from the painful feeling of real guilt, then he acts nobly. Syntonic behavior works for conflict-free communication.

**Humor and irony towards a partner.** You can find funny features in every person, but no one likes it when they laugh at him. Z. Freud assessed humor as a symbolic destruction of the enemy. A negative assessment is unpleasant, but it is not destruction yet. A distinction is sometimes made between satire and humor. Humor is a kind, warm mockery that makes life easier. Satire is "hard humor", which implies accusation, but just humor implies only a negative assessment, not accusation. Both humor and satire are conflicting.

F. Nietzsche compared an ironic person with a dog that bites and smiles at the same time. The peculiarity of humor and irony aimed at a partner is that it is more difficult to defend against them than from a negative assessment. It is not customary to take offense at jokes even when it is offensive. An ironic person does not receive feedback from a communication partner and anger builds up towards him. In difficult times, he receives a blow from someone whom he once offended. If you really want to be ironic and humorously express yourself, then it is better to direct humor to yourself, to be ironic over yourself.

In contrast to the categorical conflict, one should use the synthon of uncertainty. "It seems to me so, but let's discuss ..."

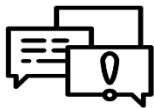
**Imposing your advice is like imposing your opinion.** When the interlocutor imposes his opinion in the form of advice, others have a desire to do the opposite. The counselor achieves the opposite effect - distrust and desire to do otherwise. Advice given in the presence of others is taken as a rebuke. It should also be remembered that giving advice is making an enemy. The one who advises is a helpless person who wants to relieve himself of responsibility. If then it does not work out very well, then there is someone to blame. The wise Socrates, when someone consulted with him whether to marry him or not, remarked: "Do as you know, anyway you will repent later."

**Interrupting the interlocutor**, as well as raising your voice or trying to direct another, is not polite and conflict-prone. The one who does this, by all means, shows that you need to listen only to him, his thoughts are more valuable than the thoughts of others.

**Listening carefully to the interlocutor**, we seem to give priority to the thoughts of the speaker over our own (hidden compliment). Interrupting the interlocutor, we seem to say: "Listen better than me, my thoughts are more valuable than yours. And whatever you want to say, I already know. "

**Strong resistance to interruption** should also be viewed negatively. Interrupting a partner, rigid resistance to interrupting, a long monologue are conflicting. The best form of communication is dialogue.

**Any signs of rejection of another person**, ignoring him, are a conflictogenic way of self-affirmation. Signs of rejection include a frowning face, ignoring another, silence as a withdrawal from communication, increasing psychological distance, forgetting a name. In contrast, signs of sincere acceptance of the other person - positive attention, a smile, address by name, a decrease in psychological distance, relieve tension and facilitate business communication.



### Questions and tasks

1. Give the concept of social conflict. What classes of social conflicts are distinguished?
2. Describe the types of social conflicts.
3. How can social conflicts be resolved?
4. What is the conflict behavior and how to overcome it?

*Task 1.* Go through the methodology for assessing ways to respond to a conflict (K.N. Thomas). Discuss its results in a group of students.

*Task 2.* Take the "Manipulator".

*Task 3.* Write recommendations on the topic "How to resist manipulation in communication?".



### Lecture 13. Development of personal professionalism

#### Lecture plan:

1. Professional development of personality.
2. Professionalization. Stages and stages of professional development.
3. Functions, criteria and structure of professionalism.
4. Obstacles to professional development.
5. Structure of professional competence.
6. Characteristics of methods of studying professional development.

7. A professionogram as a systematic description of the requirements for a carrier of a certain profession.

8. Acmeographic method of research of professional personality development.

**Basic concepts:** *professional, professionalization, professional development of personality, stages and stages of professional development, obstacles to professional development, professional competence, general and special/key competencies, methods of studying professional development, professionography, professionogram, acmeography, acmeogram.*

### **1. Professional development of personality**

The problem of professional formation of a personality is one of the psychological problems that are being actively developed.

Professional formation of a personality is a form of personal formation of a person, considered in the aspect of his professional activity.

The indicator of professional development is *formal criteria (specialist diploma, certificates of advanced training, position) and informal (professional thinking, ability to use non-standard means to solve problems, demand for work).*

In the process of professional formation of a person, an attitude to the profession is formed, the degree of emotional and personal involvement in it. Practical experience is also accumulating, the professionalism and skill of a specialist is being improved.

During the life of a person goes through **several stages** of professional development:

**1. Preliminary stage** – a person gets a general idea of the profession, realizes his own needs and abilities. Initially, it simulates professional interactions during the game. Then he receives information about professions and their features during classes at school, during supervision, in communication, on temporary part-time jobs, etc. At the end of this stage, the young man proceeds to the direct choice of his future profession;

**2. Preparatory stage** – a person receives secondary and higher professional education, acquires the necessary knowledge, skills, and skills. During this stage, a young person tries himself as an intern, intern, or works and studies at the same time;

**3. The stage of adaptation** is the beginning of professional activity, when a person learns practical skills and algorithms of actions, masters the main social roles, adapts to the rhythm, character, and features of work;

**4. The stage of professionalization** is the stage of turning a specialist into a professional. The process of improvement and self-disclosure of the subject of labor activity. In a strict sense, it is at this stage that the professional formation of a person takes place, and all the previous stages are only preparation for it;

**5. The stage of decreasing activity** is a decrease in professional activity associated with reaching retirement age.

Vocational education today goes beyond the narrow framework of the "preparatory stage" and extends to subsequent stages. The modern concept of continuing education implies that a person should not stop developing; he should be aware of technological innovations and the latest ideas in the professional field.

The personal formation of a professional is possible only if there is a positive motivation for professional activity, and the work itself causes a sense of satisfaction.

## **2. Professionalization. Stages and stages of professional development**

**Professionalization** is understood as the process of an employee becoming a professional, that is, a person who perfectly owns the skills, knowledge, and skills necessary for a certain type of activity. Professionalism is reflected in the authority of a person, the quality and efficiency of his work, the ability to pass on his experience to other people, the ability to cope with non-standard situations. The process of becoming an employee as a professional depends on the employee's personal abilities, working conditions, labor motivation and the interests of the employee himself. Professionalism depends on the experience in the industry, on the education of the person and the quality output of the employee.

*The concept of development of professionalism by A. Markova. Phases and stages of professional development.*

### **A. Markova identifies the following levels of professionalism:**

- pre-professionalism (a person is already working, but does not have the full range of qualities of a real professional);
- professionalism (a person is a professional, that is, he works stably and does everything that is required of him);
- superprofessionalism (creativity, personal development, what is called "acme" - the pinnacle of professional achievements);
- non-professionalism, pseudo-professionalism (outwardly quite vigorous activity, but at the same time either he makes a lot of "marriage" in his work, or he himself degrades as a person);
- post-professionalism (a person may turn out to be a "professional in the past", "ex-professional", or may turn out to be an advisor, teacher, mentor for other specialists).

### **A. Markova also identifies more specific stages of mastering the profession:**

- 1) adaptation of a person to a profession;
- 2) self-actualization of a person in a profession (adaptation of a person to a profession - "developing an individual professional norm", a "bar" for self-realization, which the employee tries to raise in the future);
- 3) harmonization of a person with a profession (close to the level of "skill"). A person works as if "playfully", easily performing tasks according to mastered technologies;
- 4) transformation, enrichment by a person of his profession. This is the level of creativity. Real creativity involves the search for new, more perfect ways to achieve the desired result; associated with the problem of forming an individual style of activity;

5) the stage of fluency in several professions. The specialist goes beyond the framework of his formal activity and becomes more and more a cultural being (E. Klimov calls this stage a "mentor").

6) the stage of creative self-determination of oneself as a Person. In his work, a professional strives to realize his main life idea and even finds opportunities and strengths for this.

At the same time A. Markova believes that stages four, five and six are stages of "super professionalism." Within each stage, A.K. Markova identifies even more specific substages.

### **3. Functions, criteria and structure of professionalism**

In general, the function characterizes the procedural and productive sides of the external manifestation of the properties of the object in question in this system of relations. From the procedural side, the main function of professionalism is the transformation of the subject of labor. The effective side of the function is to obtain generalized and specific useful results that satisfy certain social needs.

The specific functions of human professionalism are focused on ensuring the solution of the following professional tasks:

a) creation of consumer values, the quality, reliability and performance of which is not lower than the regulatory level;

b) production, preservation and development of a normatively approved method of specific professional activity, its development through individual enrichment;

c) reproduction, preservation and development of the professional community, of which this specialist is a participant and which, in turn, is part of the entire professional community and part of society as a whole.

The specification of the functions of professionalism allows us to turn to the analysis of those properties (qualities) of a professional person that ensure their implementation. These include professionally important qualities and attitudes of a person to professional activity and to the profession as a whole.

In general, the performance of functions is accompanied by obtaining not only useful results, but also certain costs (costs), which can be both material and non-material (social, psychological). The functional approach requires studying the conditions in which professionalism arises, is realized and develops.

Since functions characterize processes in terms of their results, which can be both external ("objective") and internal ("subjective"), the question of criteria for evaluating results is inevitable.

The criteria on the basis of which one can judge the level of professionalism can be of two types: external (objective) in relation to a person and internal (subjective).

Generalized criteria of professionalism are highlighted by Yu.P. Povarekov:

1. The criterion of professional productivity characterizes the level of professionalism of a person and the degree of compliance with his socio-professional requirements. This criterion is characterized by such objective performance indicators as the quantity and quality of products produced, productivity, reliability of professional activity, etc. The most important component of the generalized criterion of professional productivity is the effectiveness of professional activity,

considered as an integral indicator, including economic, social, psychological and "client-centered" components. The economic efficiency of an activity is determined by the ratio of income to costs when obtaining a useful result. Psychological effectiveness is determined by the ratio of satisfaction of a specialist and the psychophysiological "price" of his activity. Social efficiency is characterized by the ratio of a useful social result (this may be the social needs of the production group in which the specialist works) to the social costs of this group. By "client-centered" efficiency is understood the degree of orientation of the subject of labor not on momentary benefits, but on long-term relationships with the consumer.

2. The criterion of professional identity characterizes the importance of a profession and professional activity for a person as a means of satisfying their needs and developing their individual resource. It is evaluated on the basis of subjective indicators, including satisfaction with work, profession, career, and oneself. Professional identification of a person occurs by correlating the internalized models of the profession with the professional Self-concept. The professional Self-concept includes the idea of oneself as a member of the professional community, a carrier of professional culture, including certain professional norms, rules, traditions inherent in the professional community. This includes ideas about professionally important qualities necessary for a professional, as well as a system of human relations to professional values.

3. The criterion of professional maturity proposed by D. Super testifies to the ability of a person to correlate his professional capabilities and needs with the professional requirements that are imposed on him. This includes professional self-esteem, the level of claims, the ability to self-regulation, etc. Operational-activity and personal aspects are distinguished in the structure of professional self-assessment. The first of them is connected with the assessment of oneself as a subject of activity and is expressed in self-assessment of the level of professional skill (formation of skills and abilities) and the level of professional competence (knowledge system). The second aspect is expressed in the assessment of one's personal qualities in relation to the ideal of the sample ("I am the ideal") of the professional Self-concept.

When analyzing professional self-assessment, it is useful to distinguish between self-assessment of the result (reflecting satisfaction with one's achievements) and self-assessment of potential (reflecting a person's self-confidence). Low self-esteem of the result does not necessarily indicate professional immaturity or a "complex of professional inferiority"; in combination with a high assessment of a person's individual resource, it can often become a factor in his self-development.

The structure of professionalism is determined by a set of stable connections between the elements that form it. The above criteria are relatively independent of each other, which suggests the existence of three subsystems of professionalism, each of which has its own structure.

Each of the subsystems of professionalism is described by a set of components forming it, which are in a certain relationship. Different phases of professionalism are characterized by a different composition of components (factors), as well as a different structure. Each of the analyzed subsystems has its own system-forming factor directly related to the corresponding criterion of professionalism.

The subsystem of professional productivity forms a structure consisting of professionally important qualities and professional relationships that directly affect productivity, quality and reliability of activities. The components of the effectiveness of professional activity are accepted as the system-forming factors of this structure.

The subsystem of professional identity is characterized by a structure that, as elements, includes professionally important qualities and professional relationships that ensure the acceptance of the profession as personally significant. The system-forming components in the structure under consideration are professional orientation, as well as satisfaction with the profession and professional activity.

The subsystem of professional maturity is described by a structure that includes professionally important qualities of a professional and his professional relationships that ensure self-regulation and self-determination of the formation of human professionalism. The significant elements here are the meaning of professional activity, professional conscience and professional honor. The system-forming component in the structure of connections is professional self-awareness.

#### **4. Obstacles to professional development**

**Professional aging** – immunity to innovations, difficulty in adapting to changing conditions, slowing down the pace of work.

**Professional personality deformation** is a change in personality traits (stereotypes of perception, value orientations, character, methods of communication and behavior) that occur under the influence of long-term professional activity. Professional deformation has the greatest impact on the personal characteristics of representatives of those professions whose work is related to people (officials, managers, personnel workers, teachers, psychologists). A high level of professional deformation is also observed among medical workers, military personnel and special services personnel.

**Occupational diseases** are diseases that arise when the body is exposed to unfavorable occupational factors. They are nonspecific, but characteristic clinical syndromes and forms of diseases, the occurrence and development of which is etiologically associated with the impact of only certain working conditions, or diseases that occur when working with these factors naturally more often than under other conditions.



## 5. The structure of professional competence

**Professional competence** is a competence based on a person's stable ability to work professionally with knowledge of the matter, which consists of a deep understanding of the essence of the professional tasks and problems being solved, work experience, the ability to choose the means and methods of professional actions.

**L. Mitina** represents professional competence through *three substructures*: *activity-based* (knowledge, abilities, skills and individual ways of independent and responsible implementation of activities); *communicative* (knowledge, abilities, skills and methods of creative implementation of communication); *personal* (the need for self-development, as well as knowledge, skills, skills of self-improvement).

The structure of professional competence is determined through a set of competencies. Highlight general and specific / core competencies.

In most works, **general competencies** are presented as basic, universal competencies, common to all professions and specialties. The structure is characterized by the presence of three mandatory components:

– **a content component** that assumes orientation in the goals and objectives of professional activity;

– **resource-time component**, containing information about the complexity and complexity of tasks and activities to solve them, about the necessary and available levels of professional training of team members, technical, personnel and time resources;

– **the socio-economic component** due to the development of communication, the adequacy of interpersonal perception and interaction, the ability to prevent and resolve conflicts.

**Special / key professional competencies** determine the mastery of the actual professional activity at a sufficiently high level.

**Professional competence** is understood as a set of professional knowledge and skills, as well as ways of performing professional activities. **Professional competence** according to A.Markova represents:

- special professional competence;
- social professional competence;
- personal professional competence;
- individual professional competence.

**Special competence** – manifests itself in the possession of activities at a high professional level and highlighting not only the presence of special knowledge, but also the ability to apply them in practice.

**Social competence** - manifests itself in the possession of methods of professional activity and cooperation, methods of professional communication adopted in the professional community.

**Personal competence** is manifested in the possession of methods of self-expression and self-development, means of confronting professional changes.

**Individual professional competence** is characterized by possession of self-regulation techniques, readiness for professional growth, non-commitment to professional aging, and the presence of stable professional motivation.

## 6. Characteristics of methods for studying the professional development of personality

**Acmeology** (from ancient Greek ακμή, akme - top, ancient Greek λόγος, logos – teaching) is a branch of psychology that studies the patterns and mechanisms that provide the possibility of reaching the highest stage (acme) of individual development.

*Acmeological research methods: empirical and developmental methods:*

- longitudinal method combined with biographical;
- drawing up an acmeological description;
- comparative analysis of highly productive and unproductive professional activities;
- comparison of profессиogram, psychogram and acmeogram,
- acmeological trainings.

The same method can perform different functions:

• **diagnostic** (diagnostics of professionally important qualities; diagnostics for selection purposes, professional-target diagnostics; diagnostics of the success of education, training, professional tests; diagnostics of competence and expertise; certification of personnel, etc.);

• **developing** (methods of spiritual and personal-professional development, personal growth; reflexive methods; methods of self-regulation; game techniques and various kinds of group trainings, etc.).

• **subject-activity** (collection of characteristics and requirements of professional activity, its means, objects, conditions, situations, types, compilation of profессиograms using information, modeling, controlling, certification, training, algorithmic and other methods).

**Professiography** is a technology for studying the requirements of a profession for personal qualities, psychophysiological characteristics, socio-psychological indicators, natural inclinations and abilities, business qualities, professional knowledge and skills, the state of human health.

A **profессиogram** is a document that fixes the requirements for professional activity and for the personality of a specialist, necessary for a person to achieve a socially specified result.

**The structure of the profессиogram** includes a psychogram. The profессиogram allows you to reveal the necessary professional tasks, means, techniques and technologies, the result of labor and not only give a qualitative description of professional activity, but also formulate the regulatory requirements for specialists, and the psychogram - to their mental processes, functions and psychological qualities that affect the effectiveness of professional activities.

**Acmeography** is a technology for studying ways to achieve a high level of professionalism, identifying acmeological conditions and factors that contribute to the development of professionalism.

**Acmeogram** is a document that reflects the system of requirements, conditions and factors that contribute to the progressive development of professional skills and the personality of a specialist.

**Monitoring** is used to designate a set of scientific tools for operational observation, analysis and control of changes in the state of complex objects, which must change both within certain limits and in accordance with programs.

**Acmeological training.** It has a program-targeted orientation and acts as a means of optimizing the training and retraining of specialists and increasing the level of their professional competence. The orientation of acmeological training is understood as the orientation of training as a system of education and training of professional personnel to recreate the integral phenomenon of professional skill.

**Methodical complex of the game.** The role-playing aspect of the game is aimed at the formation of the interpersonal component of professionalism, the didactic aspect of the game is aimed at the formation of the instrumental component, and the situational aspect is the gnostic one. *The use of game techniques allows:*

- create the necessary context that simulates the situation of professional activity, which requires the use of the proposed and described psychotechnologies;
- create a more comfortable environment conducive to the efficiency of assimilation of the introduced technologies;
- organize classes in such a way as to activate the training participants to search for and master new effective psychotechnologies.

**The methodological complex of psychotherapy** is closely related to the complexes of education, training procedures and games and is, along with them, one of the main components of training. In addition to the training participants gaining the necessary knowledge and mastering psychic technologies in their subject matter, they are provided with psychotherapeutic assistance aimed at revealing and solving problems and facilitating intrapersonal changes.

**Psychological and acmeological counseling** is a way of supporting self-determination of a person as a subject of personal and professional achievements.

The counseling process includes three aspects of the acmeologist - consultant's work:

- 1) individual psychological counseling,
- 2) psychological counseling work with a group;
- 3) psychodiagnostic support of the entire consultative process.

## **7. A professionogram as a systematic description of the requirements for a carrier of a certain profession**

A professionogram is a systematic description of the social, psychological and other requirements for the bearer of a certain profession and the determination, based on these requirements, of the personality qualities necessary for this type of activity that form the basis of people's professional fitness.

The professionogram is compiled based on the analysis of the content of professional activity and includes: the general characteristics of the profession; the requirements that the profession imposes on a person.

The professionogram includes two main components: a workogram (characteristics of the objective aspects of this profession) and a psychogram (requirements that this profession imposes on the personality of a specialist). It is also advisable to indicate in the professionogram possible ways of vocational training and retraining, ways of acquiring psychological qualities necessary for this profession, ways of professional development and retraining, reorientation within this profession.

The basic principles of creating a professionogram are:

- the principle of complexity and purposefulness, i.e. the professionogram should contain the production characteristics of the profession, including sociological and socio-psychological, pedagogical (a list of the amount of knowledge and skills necessary for successful professional work, the duration of professional training, etc.) characteristics of the profession, as well as sanitary and hygienic characteristics of working conditions with an emphasis on the so-called harmful to health production processes; list of medical contraindications for working in this profession; psychogram;

The content and scope of the professionogram are determined by the practical tasks for which the study of the profession is carried out. In particular, the purpose of such a study may be a professional consultation.

- the principle of a personal approach. A psychogram (part of a professionogram) should provide for various psychological requirements designed for an average employee and for an employee with a high level of professional development.

- the principle of reliability. It involves taking into account the complicated conditions of the profession under study, that is, the requirements of the profession for the emotional stability of a person in stressful situations or in conditions of increased obstacles. This principle is primarily taken into account during the development of occupational profiles of professions associated with danger, risk (professions of a driver, operator, machinist, etc.).

- the principle of differentiation and typification. It requires taking into account the specifics of the various specialties included in this profession. For example, the profession of a travel agent-guide requires taking into account the competencies required of both the travel agent and the guide.

- the principle of typification involves combining various professions into certain groups based on the similarity of requirements to the psychological structure of a specialist (for example, a teacher, a primary school teacher).

- the principle of perspective and reality. Indicates the need to take into account development trends and changes in the psychological structure of the profession under study.

A professionogram may consist of the following sections:

1. Classification card of the profession
2. Dominant activities (specialist functions)
3. Qualities that ensure the success of professional activity (abilities, personal qualities, interests, inclinations)

4. Medical contraindications to professional activity
5. Areas of application of professional knowledge
6. Related professions that correspond to this socioeconomic type
7. Educational institutions that teach this profession
8. Career opportunities.

The content side of the professionogram includes the requirements of educational standards of specialties and the Unified Qualification Directory of positions of employees.

In the practice of career guidance work of the college, we use informational professionograms. They are intended for use in professional consulting and career guidance work to inform future applicants about those professions that have aroused their interest.

Thus, the professionographic material should contain not only an analysis of individual psychological characteristics of a person, but also an analysis of important professional relationships and value orientations essential for the characteristics of the profession. Information about the possibility of creativity, initiative, independence, the ability to self-realization and the use of new technologies in this professional activity is important.

### **8. Acmeographic method of research of professional personality development**

The development of professionography has led to the development of a new direction called acmeography, which means the study of not only the content of the profession and the requirements imposed on a person as a subject of work, but also the identification of the creative potential of the individual as a basis for professional growth. The acmeographic approach is based on the productive foundations of the professionography and, in addition to the role characteristics of the staff, identifies professional positions and individual characteristics of the activity that allow, under certain conditions, to achieve a high level of professionalism. As a result of the acmeographic study, an acmeogram is compiled that reflects the professional model of a person and the system of requirements imposed on him. Compliance with these requirements ensures the productive performance of their duties and contributes to the development of the creative potential of the individual.

Professional functions of any specialist are determined by objective characteristics of work activity. The activity-role characteristic is mediated by subjective data, the basis of which are professionally important qualities.

Acmeogram is the main method of the acmeographic approach. Acmeogram is a specific system of requirements, conditions and factors that contribute to the progressive development of professional skills and personality of a specialist.

The acmeogram is always individual, it is compiled exclusively for a specific specialist and is aimed at his individual personal and professional development. The development of the acmeogram should be carried out according to a single methodological scheme. In the standard scheme of the acmeogram there are sections related to the level of general (substructure of professional qualifications,

general acmeological invariants of professionalism), special (substructure of personality orientation, specific acmeological invariants of professionalism), single (substructure of abilities, characteristics, moral qualities).

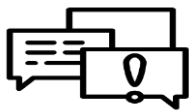
Various methods should be used in the acmeographic examination: testing, expert assessments, observation, interviews, surveys, etc., but special care should be taken when describing the characterological features and moral qualities of a person – mistakes are unacceptable here.

According to the results of the acmeographic examination, it is necessary to highlight:

- the dynamics of professional skill growth;
- bottlenecks and factors hindering this growth;
- features of changes in the motivational sphere;
- the dynamics of personal development and what contributes to or hinders it;
- the type of psychotechnologies that it is advisable to use for personal and professional development.

Acmeographic descriptions and acmeogram give a good idea of the starting conditions of a subject aimed at achieving high professionalism of personality and activity, its potential. The acmeographic description and acmeogram must contain individual recommendations.

The development of acmeograms requires very high qualifications – an acmeologist must be proficient in many methods of instrumental psychodiagnostics, be a good practical psychologist, respect the personality of the subject, because the tasks are solved extremely responsible, one might say fateful.



### Questions and tasks

1. What is professionalization?
2. Describe the stages and stages of professional development.
3. List and briefly expand the content of the levels of professionalism according to A.K. Markova.
4. Tell about the obstacles to professional development.
5. What is the structure of professional competence?
6. Describe the methods of studying professional development.
7. What is a professionogram and acmeogram?

*Task 1.* Write a small text message (1-2 pages) on the topic "My profession and competencies formed in my professional activity".

*Task 2.* Make a professionogram of any profession.

*Task 3.* Get acquainted with the Interpersonal Dependency Inventory questionnaire. R. Girshfeld. Adaptation by O. P. Makushina.

## SAMPLE QUESTIONS FOR THE DISCIPLINE EXAM

1. Objectives, scientific and practical tasks, object and subject of the course.
2. Research methods used in the discipline.
3. The categorical and conceptual apparatus of the discipline.
4. Personality as a subject of professional communications.
5. Temperament and character of business partners, its influence on the communication process.
6. Psychotypes of personality and their manifestations in the process of business communication.
7. Business communications, their types and features of manifestation.
8. The difference between business and personal communication. Features of individual and group communication.
9. Communication models. Communication barriers and its overcoming.
10. The communicative process, features of passing information on the elements of the communicative system in business communication.
11. Types of communication: cognitive, persuasive, expressive, suggestive, ritual.
12. Speech as a means of communication. Forms of language existence and types of speech.
13. Public speech in business communications. Documented support for business communications. Documentation systems and document culture.
14. Systems of non-verbal communication. Goals of non-verbal communication.
15. Mechanism and accuracy of decoding non-verbal messages. Methods for studying non-verbal communication.
16. Principles and rules of business communication.
17. Criticism and compliments in business communication.
18. Techniques and skills of successful communication. Technologies of rational behavior.
19. The concept of conflict in business communications, its structure and types.
20. Social conflicts, their nature and essence. Modern approaches to the settlement of social conflicts.
21. Strategy and tactics of behavior in conflict. Conflict behavior and ways to overcome it.
22. Professional deformation as a manifestation of intrapersonal conflict. Chronic fatigue syndrome and burnout syndrome as the main components of occupational deformation.
23. Prevention and correction of professional deformities.
24. The concept of professionalism. Principles of the theory of professionalism. Acmeological concept of professional development.
25. The structure and content of professional competence.
26. Characteristics of methods for studying the professional development of the individual. Professiogram and acmeogram as methods for researching professional development.

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## APPENDIX

### Appendix A

#### Test for assessing the level of sociability of V.F. Ryakhovsky

*Instructions: A few simple questions are offered to your attention. Answer quickly, unequivocally: “yes”, “no”, “sometimes”.*

The content of the test

1. You will have an ordinary or business meeting. Does her expectation unsettle you?
2. Does the assignment to make a report, a message, information at any meeting, meeting or other event cause you confusion and displeasure?
3. Do you postpone your visit to the doctor until the last moment?
4. You are offered to go on a business trip to a city where you have never been. Will you make every effort to avoid this business trip?
5. Do you like to share your experiences with anyone?
6. Do you get annoyed if a stranger on the street turns to you with a request (show the way, tell the time, answer some question)?
7. Do you believe that there is a problem of fathers and children and that it is difficult for people of different generations to understand each other?
8. Are you ashamed to remind a friend that he forgot to return the money he borrowed a few months ago?
9. In a restaurant or in the dining room, you were served a clearly substandard dish. Will you keep silent, just angrily pushing the plate away?
10. Being alone with a stranger, you will not enter into a conversation with him and will be burdened if he speaks first. Is it so?
11. You are terrified of any long queue, no matter where it is (in a store, library, cinema box office). Do you prefer to abandon your intention, or will you stand in the tail and languish in anticipation?
12. Are you afraid to participate in any commission for the consideration of conflict situations?
13. You have your own purely individual criteria for evaluating works of literature, art, culture, and you will not accept any other people's opinions on this matter. Is that true?
14. Having heard somewhere on the sidelines the statement of an obviously erroneous point of view on a well-known issue to you, do you prefer to remain silent and not engage in conversation?
15. Are you annoyed by someone's request to help you figure out a particular service issue or educational topic?
16. Are you more willing to express your point of view (opinion, assessment) in writing than orally?

## Test for assessing the level of sociability

The test of assessing the level of sociability makes it possible to determine the level of sociability of a person. There are 3 possible answers: "yes" – 2 points, "sometimes" – 1 point and "no" – 0 points.

Interpretation of the results

**30–31 points:** the result indicates the lack of communication of the subject, he himself, his loved ones, and work requiring group efforts suffer from this.

**25–29 points:** the result indicates isolation, taciturnity, a person prefers solitude. A new job and the need for new contacts, if not plunge into panic, then for a long time they are out of balance.

**19–24 points:** the result indicates that the subject is sociable to a certain extent and feels quite confident in an unfamiliar environment. New problems do not frighten him. And yet, he meets new people with an eye, he reluctantly participates in disputes and disputes. There is too much sarcasm in his statements, without any reason. This is a disadvantage that can and should be worked on.

**14–18 points** indicate normal communication skills. This is an inquisitive person who willingly listens to an interesting interlocutor, is patient enough in communicating with others, defends his point of view without hot temper. Without unpleasant experiences, he goes to meet new people. At the same time, he does not like noisy companies; extravagant antics and verbosity cause him irritation.

**9–13 points** indicate that the subject is very sociable (sometimes, perhaps, even beyond measure). Curious, talkative, likes to speak out on various issues, which sometimes irritates others. Willingly meets new people. He likes to be the center of attention, does not refuse requests to anyone, although he cannot always fulfill them, he is quick-tempered, but outgoing. Such a person lacks perseverance, patience, determination when faced with serious problems. If you wish, however, you can force yourself not to retreat.

**4–8 points:** very high level of sociability. A person is always aware of everything. Likes to take part in all discussions. Willingly takes the floor on any issue, even if he has a superficial idea about it. He feels at ease everywhere. He takes on any task, although he cannot always successfully bring it to the end. For this very reason, managers and colleagues treat him with some apprehension and doubts.

**3 points or less:** sociability is painful. A person is talkative, verbose, intervenes in matters that have nothing to do with him. He undertakes to judge problems in which he is incompetent, often causes various kinds of conflicts. Quick-tempered, touchy, often biased. It's difficult for people with such a person. It is necessary to work on yourself and your character: the education of patience and restraint, respect for people.

**Test «Can you listen to»**

*In the process of communication, it is very important for a person to be listened to, heard and understood. Therefore, in order for communication to be effective, we need to be able to listen. The test "Can you listen to" allows you to diagnose this communicative ability.*

*Instructions: "This test allows you to determine the quality of the interlocutor as the ability to listen. Evaluate the degree of your agreement with the statements in accordance with the proposed options."*

*The content of the test*

	Always	Very often	Sometimes	Rarely	Never
1. Do you try to "curtail" the conversation if the topic (or the interlocutor) is not interesting to you?					
2. Can the manners of the interlocutor annoy you?					
3. Can an unfortunate expression provoke you to be harsh or rude?					
4. Do you avoid engaging in conversation with an unknown or unfamiliar person?					
5. Do you have a habit of interrupting the interlocutor?					
6. Do you pretend to listen attentively while you think about something else?					
7. Does your tone, voice, facial expression, vocabulary change depending on who your interlocutor is					
8. Do you change the topic of conversation if the interlocutor touches on a sensitive topic for you?					
9. Do you correct the interlocutor if he mispronounces words, names, terms, uses vulgarisms?					
10. Do you have a condescending, mentoring tone, with a hint of disdain and irony towards the person you are talking to?					

*Processing of results*

*The answers are evaluated as follows: "always" – 2 points; "very often" – 4 points; "sometimes" – 6 points; "rarely" – 8 points; "never" – 10 points.*

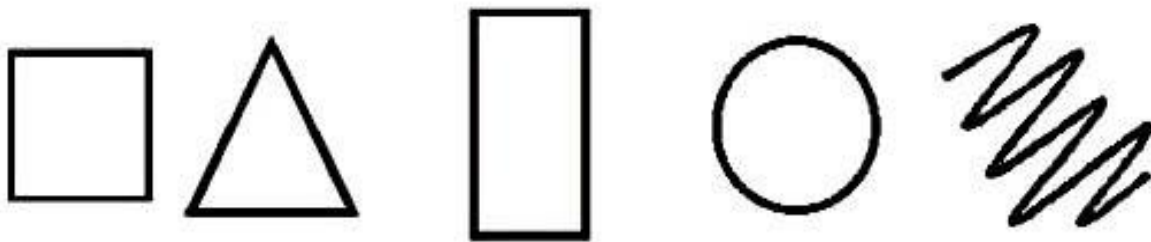
*Interpretation of results*

If in the end more than 62 points are scored, then the ability to listen is rated above the average level, the interlocutor is comfortable communicating with such a person. The average level of the ability to listen to the interlocutor is estimated at 55 points.

### The psychogeometric test by Susan Dellinger

Psychogeometry is a system of personality analysis that allows you to predict and evaluate certain character traits, behavior patterns and lifestyle of a person using the simplest geometric shapes. Developed in the USA by Susan Dellinger, Doctor of Psychology.

Psychogeometry is based on five personality types, which correspond to geometric shapes.



Look at the photo above for 10 seconds and from the suggested shapes (square, triangle, rectangle, circle and zigzag) choose the one you associate yourself with. Number the remaining figures in descending order of preference. The chosen figure determines the main character traits. And the last figure on your list may indicate the people with whom it will be most difficult for you to contact.

#### **Psychological characteristics and professional preferences of the main geometric choices**

"SQUARE" (WORKER). Those who choose a square as their preferred figure belong to the "left-hemisphere" thinkers (analytical mindset). It is easier for the "Square" to "calculate" the result by processing the data in a logical form than to intuitively guess about it. Endurance, patience and methodic make him a highly qualified specialist in the field of processing and systematization of information. The "Square" likes the routine once and for all: it is conservative, prefers to work with a certain, once-established rule and with a specific task. He does not like surprises and changes in the usual course of events. He arranges, organizes people and things around him, has a practical mindset, efficiency and perseverance.

"Squares" can become excellent administrators or performers. However, excessive predilection for details, the need for additional, clarifying information for decision-making deprives them of efficiency, which negatively affects organizational abilities and managerial professions. Neatness, order, observance of rules and decency can develop to a paralyzing extreme. In addition, rationality, emotional dryness and coldness prevent the "Squares" from quickly establishing contacts with different persons.

Professions in the field of "MAN – SIGN SYSTEM" are preferred, for example, such as typewriting, accounting, economics, statistics. In addition, the "Square" shows itself well in notary activities and programming.

**TRIANGLE (HEAD).** A characteristic feature of the "Triangle" is the ability to concentrate on the main goal. Triangles are energetic, unstoppable people with a strong will. They, as well as the "Squares", are "left-hemisphere" thinkers capable of deeply and quickly analyzing the situation. However, in contrast to "Squares", which are focused on details, "Triangles" are able to focus on the main thing, on the essence of the problem. A highly developed pragmatic orientation directs their mental analysis to search for the most effective solution to the problem in these conditions. "Triangle" prefers classes that require ingenuity, dexterity, and physical strength. The "Triangles" can make excellent managers of the highest level. They are perfectly able to present to the higher management the importance of their own work and the work of their subordinates, they feel a profitable business, they can go ahead to achieve their goal despite any obstacles. These are tireless fighters for whom the spirit of competitiveness, competitiveness and excitement is a familiar element. They are workaholics and therefore are in constant tension. The main drawback of "triangles" is a strong egocentrism, independence from moral norms.

Professions in the field of "MAN – TECHNIQUE" are preferred, for example, such as mechanic, electrician, engineer, agronomist, photographer, draftsman, cutter, bus driver, as well as professions related to decision-making and the transfer of business information.

**RECTANGLE (Transition type).** A "rectangle" is a personality type characterized by lability of moods, uncertainty in elections and is an intermediate, transitional option. The main character traits of this type are curiosity, inquisitiveness, a keen interest in everything that is happening. They like to work with animals, they like to take care of plants, they are sensitive to all living things. They are open to new ideas, values, ways of thinking and living, easily assimilate everything new. They try to approach any work creatively, do not recognize authorities, try to find their own non-standard solutions. At the same time, their constant companion is chaos, confusion, disorder. They often attract attention by clumsy behavior, nervous and vegetative reactions that reflect their internal state. They are distinguished by non-punctuality, a tendency to avoid direct conflicts, sarcasm and irritability. The "rectangle" is an unpredictable madcap who is under constant stress. The weak side of this type of personality is excessive credulity, suggestibility, naivety; such people easily become victims of manipulation.

For "Rectangles" the most preferred professional environment in the field of "MAN – NATURE", for example, the profession of zoologist, ecologist, hydrologist, archaeologist, meteorologist, etc. At the same time, they can be effective in the implementation of such professional activities as a designer, an editor of a scientific journal, a museum employee.

**CIRCLE (COMMUNICATOR).** Communicators are among all figures because they are the best listeners. They are the ones who confidently choose the

circle as the most preferred figure, sincerely interested, first of all, in good interpersonal relations. The highest value for the "Circle" is people, their well-being. He is the link of the collective, binds and stabilizes the group in which he is. "Circles" – the best have high sensitivity, developed empathy – the ability to empathize, sympathize, emotionally respond to the experiences of another person. The circle subtly feels someone else's joy and feels someone else's pain as its own.

The main character traits of the "Circles" can be dared to include humanity, sociality, the ability to understand people. They are quite active in both professional and social activities, easily adapt to people, show flexibility in communication, willingness to compromise. At the same time, because of its social orientation, the Circle tries to please everyone and preserve peace and friendly relations to the detriment of business issues. The "circle" is not distinguished by determination, it is easy to inspire, it is not difficult to persuade him, to convince him of something.

In their style, "Circles" belong to the "right hemisphere", their thinking is distinguished by imagery, intuition, integrativeness. The main feature of this style is orientation to the subjective factors of the problem (assessments, feelings) and the desire to find common ground even in opposite points of view. The most preferred professions for the "Circle" are in the field of "MAN – MAN". This category includes: doctor, teacher, educator, psychologist, sociologist, consultant in trading activities and many others.

**ZIGZAG (GENERATOR)** This figure symbolizes creativity in a person, the ability to create, i.e. the generation of new ideas, developed intuition. The dominant style of thinking of "Zigzags" is the synthetic style: they belong to the "right-hemisphere" thinkers. They do not fixate on details, but build holistic, harmonious concepts and images at once.

The element of "Zigzag" is a combination of completely different, dissimilar ideas and the creation of something new and original on this basis. "Zigzags" tend to see the world constantly changing, so routine, pattern, rules and instructions are unacceptable for them. They are looking to the future and are more interested in the possibility than the reality. The world of ideas is as real to them as the world of things is to other people. "Zigzags" are ambitious; the main goal of their life is self-expression.

"Zigzag" is by nature very emotional, sensitive and vulnerable. It is distinguished by an exceptional ability to perceive, has a developed aesthetic sense and taste. However, insufficient self-control often leads to the fact that the "Zigzag" first commits an act and only then thinks whether it was worth doing it. Accordingly, "Zigzag" is not suitable for classes that require accuracy, mathematical abilities, physical strength. Preferred for "Zigzags" is the professional sphere: "A PERSON is an ARTISTIC IMAGE", i.e. creative activities: music making, painting, literature, photography. Possible professions: translator of fiction, cartoonist, metal artist (ceramics), writer, poet, journalist, director, actor, architect, conductor, decorator, etc.

**The "Manipulator" test**

The "Manipulator" test allows you to determine the propensity to manipulate. The test contains 10 statements, depending on the degree of agreement with each of the statements, it is necessary to choose one of the five answer options and put a cross in the corresponding column in the answer form.

Instructions: "Depending on the degree of your agreement with each of the ten statements below, choose one of the five answer options and put a cross in the corresponding column in the answer form."

The content of the test

	Totally disagree	Partially disagree	I am neutral	Partially agree	I completely agree
1. Most people are mostly kind and good					
2. A person needs to take some actions only if he is fully confident in the moral right to these actions					
3. There can be no arguments to justify telling someone a lie					
4. When you ask someone to do something for you, isn't it better to tell them about the real reasons for your need than to invent more weighty ones?					
5. The best way to manage people is to tell them what they want to hear					
6. Every person who trusts someone other than himself brings danger (problems, troubles) on himself					
7. It is difficult to move forward without "cutting corners"					
8. We must assume that all people have a tendency to vice, which will still manifest itself someday					
9. Many people forget about the death of their parents more easily than about the loss of their property					
10. Generally speaking, people will not work hard if they are not forced to					



### *Processing of results*

*Compare the selected answers with the key and sum up the points received. Divide the resulting amount by 50, and multiply the result by 100%. Ключ к обработке результатов методике*

	Totally disagree	Partially disagree	I am neutral	Partially agree	Completely agree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	5	4	3	2	1
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5

### Interpretation of results

50–100%. The closer the result is to 100%, the higher the tendency to manipulation. People with a high score on this test assess the situation and act coolly, rationally, decisively, calmly and confidently manipulating people. You are doing everything as you plan. Sometimes it resembles the work of a well-oiled machine. But at the same time, with your prudence and determination, you often push people away, forget about them. Remember that there are real people next to you, not schemes and means to achieve the goal. Give a part of your soul, your precious time to your family and friends, and if you can, then just acquaintances.

25–50%. A normal tendency to manipulate people. Such people are able to get the necessary result, using their business qualities, and communicate mentally with people. But there is a tendency to develop a desire to manipulate people.

0–25%. The closer the result is to 0%, the lower your tendency to manipulation. People with a low degree of manipulation are "good guys" who are prevented by kindness from manipulating others. You need to learn how to maintain a business style in dealing with people, especially in cases where your well-being or the interests of your family and friends depend on it. Be demanding, do not pay attention to the fact that once again they are trying to "touch" your soul, they appeal to your kindness and responsiveness. Tell yourself: "Business is business, but we will leave personal relationships for later."

**Test «Three I»**

The "Three I" test allows you to determine the most preferred strategy in interaction. The test contains 21 statements, each of which must be evaluated in points from 0 to 10.

Instructions: "Evaluate in points from 0 to 10 how these statements characterize you."

The content of the methodology

1. I sometimes lack self-control.
2. If my desires interfere with me, then I know how to suppress them.
3. Parents, as more mature people, should arrange the family life of their children.
4. I sometimes exaggerate my role in any events.
5. It's not easy to fool me.
6. I would like to be a teacher.
7. Sometimes I want to fool around like a little one.
8. I think I understand all the events that are happening correctly.
9. Everyone must do their duty.
10. Often I do not act as I should, but as I want.
11. When making a decision, I try to think through its consequences.
12. The younger generation should learn from their elders how they should live.
13. I, like many people, can be touchy.
14. I manage to see more in people than they say about themselves.
15. Children should definitely follow their parents' instructions.
16. I am an enthusiastic person.
17. My main criterion for evaluating a person is objectivity.
18. My views are unshakable.
19. It happens that I don't give in to an argument because I don't want to give in.
20. Rules are justified as long as they are useful.
21. People must follow all the rules, regardless of the circumstances.

Processing of results

It is necessary to calculate the sum of points separately for three blocks of questions.

The key to processing the results of the test

№	Position	Questions
1	Child (C)	1, 4, 7, 10, 13, 16, 19
2	Adult (A)	2, 5, 8, 11, 14, 17, 20
3	Parent (P)	3, 6, 9, 12, 15, 18, 21

Arrange the results in descending order and write down the formula of your potential roles.

#### Interpretation of results

If the formula of ACP was obtained, it indicates the possession of a developed sense of responsibility, impulsiveness in moderation and the absence of a tendency to edification and teachings. These qualities will help in any business related to communication, collective work, creativity.

It is worse if P. is in the first place. Categoricality and self-confidence are contraindicated, for example, to a teacher, an organizer - in a word, to all those who mainly deal with people, and not with machines.

For example, if the formula has the form of a PCA, then some difficulties may arise that can complicate the life of the owner of such a formula. The "parent" cuts the "truth – uterus" with childlike spontaneity, not doubting anything and not caring about the consequences. But even here there is no reason for despondency. If a person is not attracted to organizational work, noisy companies, and he prefers to be alone with a book, a kulman or a sketchbook, then everything is fine, If not, and a person wants to move his "P" to the second and even to the third place, then this is quite feasible.

"C" in the first place is a completely acceptable option, for example, for scientific work. Einstein jokingly explained the reasons for his scientific success by the fact that he was developing slowly, and he thought about many questions only at the age when people usually stop thinking about them. But children's spontaneity is only good to a certain extent. If she starts to get in the way, it's time to take your emotions under control.

#### Characteristics of role positions

Position	Child (C)	Parent (P)	Adult (A)
Concept	emotionality, defenselessness, irresponsibility	the one who educates, punishes, etc.	Real imagination of the world
Words	want	should	must
Tone	insecure, moody	categorical, self-confident	Calm
emotions	anxiety, anxiety, fear, chagrin	anger, anger, contempt, hatred	calmness, satisfaction, poise
behaviour	uncertain	agressive	confedient

### Test "Do you understand the language of facial expressions and gestures?"

The test is aimed at recognizing the ability to interpret nonverbal signals in communication.

The test consists of 20 questions and involves choosing one of the three suggested answers.

Instructions: "This test allows you to determine the degree of your understanding of the language of facial expressions and gestures. Choose one answer option for each suggested question."

The content of the methodology

*1. Do you think that facial expressions and gestures are:*

- a) spontaneous expression of a person's mental state at a given moment;
- b) addition to speech;
- c) a treacherous manifestation of our subconscious.

*2. Do you think that women's facial expressions and gestures are more expressive than men's?*

- a) yes;
- b) no;
- c) I don't know.

*3. How do you greet very good friends?*

- a) cheerfully shout: "Hello!";
- b) a cordial handshake;
- c) hug each other lightly;
- d) greet them with a restrained hand movement;
- e) kiss each other on the cheek.

*4. What facial expressions and gestures, in your opinion, mean the same thing all over the world? (Give three answers):*

- a) shake their head;
- b) nod their head;
- c) wrinkle the nose;
- d) wrinkle the forehead;
- e) wink;
- f) smile.

*5. Which part of the body is "most expressive" of all?*

- a) feet;
- b) legs;
- c) hands;
- d) hands;
- e) shoulders.

6. *Which part of your own face is the most expressive, in your opinion? (Give two answers):*

- a) forehead;
- b) eyebrows;
- c) eyes;
- d) nose;
- e) lips;
- f) corners of the mouth.

7. *When you pass by a shop window in which your reflection is visible, what do you pay attention to first?*

- a) the way your clothes fit;
- b) on the hairstyle;
- c) on the gait;
- d) on the posture;
- e) no matter what.

8. *If someone, talking or laughing, often covers his mouth with his hand, in your view this means that:*

- a) he has something to hide;
- b) he has ugly teeth;
- c) he is ashamed of something.

9. *What do you pay attention to first of all from your interlocutor?*

- a) the eyes;
- b) on the mouth;
- c) on your hands;
- d) on the pose.

10. *If your interlocutor looks away while talking to you, this is a sign for you:*

- a) dishonesty;
- b) self-doubt;
- c) concentration.

11. *Is it possible to recognize the criminal by his appearance?*

- a) yes;
- b) no;
- c) I don't know.

12. *A man talks to a woman. He does it because:*

- a) it is always men who make the first step;
- b) the woman unconsciously makes it clear that she would like to be spoken to;
- c) he is courageous enough to risk getting turned away from the gate.

13. *You have the impression that a person's words do not correspond to the "signals" that can be caught from his facial expressions and gestures. Which will you believe more?*

- a) words;
- b) "signals";
- c) he will generally arouse your suspicion.

14. *Pop stars like Madonna or Justin Timberlake send "signals" to the public that are uniquely erotic in nature. What do you think lies behind this?*

- a) just buffoonery;
- b) they "turn on" the public;
- c) it is an expression of their own mood.

15. *You are watching a horror movie alone. What's going on with you?*

- a) look completely calm;
- b) react to what is happening with every cell of your body;
- c) close your eyes at particularly scary scenes.

16. *Is it possible to control facial expressions?*

- a) yes;
- b) no;
- c) only its individual elements.

17. *With intense flirting, you "express yourself" mainly:*

- a) with your eyes;
- b) hands;
- c) in words.

18. *Do you think that most of your gestures are:*

- a) "spied on" by someone;
- b) passed from generation to generation;
- c) laid down by nature.

19. *If a person has a beard, for you it is a sign of:*

- a) masculinity;
- b) the fact that a person wants to hide his facial features;
- c) that this guy is too lazy to shave.

20. *Many people claim that the right and left sides of their face are different from each other. Do you agree with this?*

- a) yes;
- b) no;
- c) only in the elderly.

#### Processing of results

The results of the methodology are processed according to the key. For each match, a certain number of points are awarded, which are eventually summed up.

Key for processing the results of the questionnaire

	a	b	c		a	b	c
1	2	4	3	11	0	3	1
2	1	3	0	12	1	4	2
3	4	4	3	13	0	4	3
4	0	0	1	14	4	2	0
5	1	2	3	15	4	0	1
6	2	1	3	16	0	2	1

7	1	3	3	17	3	2	1
8	3	1	1	18	2	4	0
9	3	2	2	19	3	2	1
10	3	2	1	20	4	0	2

### **Interpretation of the results**

77–56 points indicate the presence of good intuition, the ability to understand other people, observation. However, a person relies too much on these qualities in his judgments, words are of secondary importance to him.

55–34 points indicate the ability to interpret facial expressions and gestures, but insufficient ability to use this information in real life to properly build their relationships with others. A person is inclined to literally perceive spoken words and be guided by them. It is recommended to develop intuition, rely more on your feelings.

33–11 points indicate the inability to decipher the language of facial expressions and gestures, difficulties in evaluating people. A person does not attach due importance to nonverbal information. In this case, it is recommended to try to deliberately fix attention on the small gestures of the surrounding people, to train observation.

### Diagnosis of communication difficulties

#### Test "Self-regulation and success of interpersonal communication" V.N. Kunitsyna

Allows you to determine the communicative and personal characteristics associated with informal interpersonal confidential communication. The test, in particular, allows you to identify the degree of possession of communication skills and abilities, the presence of communication difficulties, the nature of these difficulties and the degree of their awareness, personality traits associated with these difficulties, communication styles, the degree of contact, communicative compatibility, as well as the overall level of social intelligence and communicative and personal potential.

The questionnaire includes 18 main and 18 additional scales. Each scale contains 6 statements. The severity of the properties is estimated from 1 to 12 points.

Main scales: Group 1 – properties that facilitate communication: ease and freedom of communication, spontaneity, initiative in contacts; self-regulation, possession of one's feelings, states, intentions; communication skills, ability to make contact, conduct a conversation; empathy, emotional empathy with the interlocutor; self-esteem, self-esteem, degree of self-acceptance, insight, the ability to understand people, trust, intuition; influence, the ability to influence, to persuade to one's side; compliant-partner style of communication, satisfaction with communication. and relationships in a close circle.

Group 2 – properties that make communication difficult: autism, avoidance of contacts, including visual ones; exhaustion, fatigue, inability to concentrate; alienation, reduction of social ties; egocentric self-disclosure in conversation; unresolved personal problems; loneliness; shyness; aggressiveness, irritability, excitability; authoritarian style of communication; "my mistakes", self-criticism (scale of lies).

Additional scales: reflexivity, trust, confidence, understanding, etc. people, motives of their behavior, adaptability, flexibility; manipulative communication style, motivation for help, introversion; feeling of loneliness, sensitivity (sensitivity, vulnerability); neuroticism (emotional instability), frustration; potential conflict, active position (initiative in contacts, in decisions), confidence, affiliation motive; communicative compatibility, ability to collaborate with different people. There are also: communicative and personal potential (SI - 2) – the most significant communicative skills and personality traits in the structure of SI (a separate scale of 12 judgments), each of which is basic in the corresponding scale of the questionnaire; SI – social intelligence (average score from the sum of the indicators on the 12 main scales of the questionnaire; average score it is also expressed in the range from 1 to 12) – successful interaction in changing circumstances, forecasting behavior, etc. people.



### **Drawn apperceptive test (DAT). L. N. Sobchik**

It is designed to identify deep complexes, internal conflict, zones of intense interpersonal relationships of an individual.

The stimulus material of the DAT technique is represented by 8 contour drawings, which depict 2, less often 3 little men; each character is depicted in a conditional manner: neither gender, nor age, nor his social status does not follow from the picture. At the same time, the poses, the expression of gestures, the features of the location of the figures allow us to judge that each of the pictures most likely depicts a conflict situation and at least 2 characters are involved in complex interpersonal relationships. At the same time, where there is a third participant or observer of events, his position can be interpreted as indifferent, active or passive. The respondent (group) is given a task – sequentially, according to the numbering, to consider each picture and compose a short story for each of them, which will reflect the answers to the trace. questions: 1) what is happening at the moment? ; 2) who are these people?; 3) what are they thinking and feeling?; 4) what led to this situation and how will it end? In addition to analyzing the plots and their content, the researcher is given the opportunity to analyze the respondent's handwriting, writing style, manner of presentation, language culture, vocabulary, which is also of great importance for assessing the personality as a whole. Protective tendencies can manifest themselves in the form of somewhat monotonous plots, where there is no conflict: they talk about dancing or gymnastic exercises, about yoga classes. Pictures reveal the respondent's attitude to the problem of power and humiliation, they are associated with conflict situations (for example, family), where a complex relationship between two people is experienced by someone else (for example, a child) who cannot decisively change the situation, etc. Interpersonal conflict, sounding in virtually every picture, not only allows you to determine the zone of disturbed relationships with others, but often highlights a complex intrapersonal conflict that underlies the disturbed interpersonal relationships. The use of the DAT test makes it possible to identify problems of adolescence in difficult family situations, and in a systematic multi-level study of personality using identification and projection mechanisms to identify deep, not always controllable consciousness experiences, as well as those sides of internal conflict and disturbed interpersonal relationships that other psychodiagnostic techniques do not reveal. The technique can be used in the practical work of a school psychologist, in family counseling, in the field of socio-psychological assistance, as well as in the clinic of neuroses.

### **Questionnaire for the study of accentuated personality traits.**

**N. Schmieschek. Adaptation by V.M. Bleicher, I.V. Kruk**

Designed to identify personality accentuations. It is based on the concept of K. Leonhard's accentuated personalities. According to this concept, there are personality traits (accentuations) that are not pathological in themselves, but can, under certain conditions, develop in positive and negative directions. These features are, as it were, the sharpening of some unique, individual properties inherent in each person. They are an extreme version of the norm. In psychopaths, these traits are particularly pronounced. According to the observations of K. Leonhard, neuroses tend to occur in accentuated personalities.

There are 10 main types of accentuation.

1) Hyperthymic personalities, characterized by a tendency to high mood; 2) "Stuck" personalities, with a tendency to delay, "stuck" affect and delusional (paranoid) reactions; 3) Emotive, affectively labile personalities; 4) Pedantic personalities, with a predominance of rigidity traits, low mobility of nervous processes, pedantry; 5) Anxious personalities, with a predominance of anxiety traits in their character; 6) Cyclothymic personalities, with a tendency to phase mood swings; 7) Demonstrative personalities, with hysterical character traits; 8) Excitable personalities, with a tendency to increased, impulsive reactivity in the sphere of drives; 9) Dysthymic personalities, with a tendency to mood disorders, subdepressive; 10) Exalted personalities, prone to affective exaltation. All these groups of accentuated personalities are united according to the principle of accentuating the properties of character or temperament. The accentuation of character traits, "features of aspirations" include demonstrativeness (in pathology – psychopathy of the hysterical circle), pedantry (in pathology – anancastic psychopathy), a tendency to "get stuck" (in pathology – paranoid psychopaths) and excitability (in pathology – epileptoid psychopaths).

The remaining types of accentuation K. Leonhard refers to the peculiarities of temperament, they reflect the pace and depth of affective reactions. The questionnaire consists of 88 questions. The answers to the questions are entered in the registration sheet, and then, with the help of specially prepared keys, an indicator is calculated for each of the types of personal accentuation. The use of appropriate coefficients makes these indicators comparable. The maximum score for each type of accentuation is 24 points. An indicator exceeding 12 points is considered a sign of accentuation. The results can be presented graphically. It is also possible to calculate the average accentuation index, which is equal to the partial of dividing the sum of all indicators for certain types of accentuation by 10. Shmishek's methodology was adapted by I. V. Kruk for children and adolescents, taking into account their age characteristics and interests.

### **Methodics for determining codependency. D. Fischer. Adaptation by V.D. Moskalenko**

It is designed to identify a woman's tendency to codependency, i.e. to develop dependence on a really or potentially unhealthy family member. Codependency is dependence on an addict, i.e. on a person experiencing some kind of pathological dependence, or on a problematic family member, which most often develops in family members of an alcoholic, drug addict, etc. Codependency manifests itself in excessive fixation of attention on the addict, forgetting one's own interests for the sake of treating a drug addict son (alcoholic husband, etc.), the inability to develop healthy relationships in the family, which manifest themselves primarily in violation of interpersonal relationships. The text of the questionnaire contains 24 statements. The results are processed by summing up the scores for each statement and revealing: norm, mild codependency, pronounced codependency.

### **The Stanford Shyness Questionnaire by F. Zimbardo**

Designed for introspection of the severity of shyness, its causes and manifestations. Shyness is a quality that can destructively affect the establishment of interpersonal relationships of the subject and the communication process as a whole. The questionnaire consists of 44 statements, which are divided into 3 large blocks. Each block has its own sub-blocks.

The first block is actually "shyness". This includes statements 1 through 10. The first three statements reveal whether the respondent has ever been shy. If it turns out that there has never been shyness, then the survey is terminated. The second block is the causes of shyness, the perception of shyness and the types of people causing shyness. This block includes statements from 11 to 36. The third block is the subject's reactions to shyness. This includes statements from 37 to 44. Since each block has its own election options, there is no unified processing scale. Each block is processed separately, and the corresponding scores are calculated.

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