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

*Methodological recommendations*

*Vitebsk  
VSU named after P.M. Masherov  
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Methodological recommendations “Psychology of communication and professional development of the 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. Educational edition 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 practical lessons on all topics of the discipline, 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

### Practical lesson 1

#### Introduction to the course “Psychology of communication and professional development of personality”

##### Plan:

1. *Theory of communication: a brief history*
2. *Communication theory as a science and its subject*
3. *The concept of communication, its relation to the concept of communication*
4. *Research methods in the psychology of communication*
5. *The connection of communication psychology with other sciences*

##### Questions and tasks

1. Define the concept of “communication”.
2. Name 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.** Get acquainted with psycholinguistic experimental methods (Appendix K). Diagnose your friend with any method. Process the results. Present it in the form of a report.

**Task 2.** Get acquainted with the method “Speech condition monitoring map” (Appendix B). Answer the questions of the methodology. Process the results. Share the results in a group.

**Task 3.** Choose a partner for communication. Tell us about some event that happened to you and left a strong impression on you. 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.

## **Practical lesson 2**

### **Categorical and conceptual apparatus of the discipline**

#### **Plan:**

1. *Concepts, categories, terms. Key concepts of psychology of vocational education*
2. *Specialist competencies*
3. *Communicative competence*

#### **Questions and tasks**

1. Describe the components of communicative competence.
2. Tell us about the basic competencies of a specialist (teacher-psychologist).

**Task 1.** Write down 15-20 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 undergraduates.

**Task 3.** Prepare a message on the topic "Associative experiment: the history of occurrence, general scheme, procedure, varieties (free, directional, chain, psychophysiological).

**Task 4.** 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**

**Practical lesson 3**  
**Personality as a subject of professional communications**

**Plan:**

1. *Theoretical approaches to the study 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*

**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 the accentuated personality traits of N. Schmieschek. Adaptation by V.M. Bleicher, I.V. Kruk (Appendix I). Use the questionnaire to interview two subjects. Process the results. Make a conclusion.

**Practical lesson 4**  
**Personality psychotypes and their manifestations in the process**  
**of business communication**

**Plan:**

1. *The concept of "psychological personality type". Classification of personality psychotypes.*
2. *Psychotypes of personality according to K. G. Jung*
3. *Typologies 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*



### Questions and tasks

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

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

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

<b>Psychogeometric characteristics of personality</b>	<b>Recommendations for communication</b>
“square”	
“triangle”	
“circle”	
“zigzag”	
“rectangle”	

**Task 3.** Comment on the given fragment. What communication problems does it illustrate? What can you say about the participants of the communication?

#### “Three Figures” (Indian parable)

One day Akbar, the Indian king, received as a gift three absolutely identical golden figures. The giver also said that each figurine has its own meaning and its own value. How did they differ from one another? This question had to be solved by the king’s advisers. No matter how much they searched for differences, they never found them. One of the sages, Birbal, nevertheless continued his search. Finally, in each of the figures he found a small hole in the ear. It was in them that the sage made a thin golden thread. Then it became obvious that one thread came out of the second ear, the other – from the mouth, and the third figure thread came out through the navel. It’s time to explain the value and significance of the figures. Birbal explained them to the king in this way:

– The solution is this. The first figure is a symbol of a person who flies into one ear and flies out of the other. The second reminds us of a person who, having barely listened to what was said, hurries to tell others about what he heard. The third figure symbolizes a person who, having heard something from others, tries to pass it through his own heart. This figurine is the most valuable of the three.

## **Practical lesson 5**

### **Business communications, their types and features of manifestation**

#### **Plan:**

1. *Types of business communications*
2. *Formal and informal communication. Rumors as an informal type of communication*
3. *Communication barriers and their overcoming*
4. *Types of communications by orientation*
5. *Types of communications for the purpose of the message*
6. *Types of communications in the form of a communicative event*
7. *Basic principles of Business Ethics*

#### **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 on a card or on a piece of paper three figures 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?

**Task 3.** For reference. The interactive side of communication is a conditional term denoting the characteristics of communication components related to the interaction of people, the direct organization of their joint activities.

The theory of transactional analysis was developed by the American psychotherapist Eric Bern in the 60s of the XX century. The main provisions of this theory are outlined by him in the book “People and Games” and are widely used in psychotherapy in the treatment of various mental disorders, as well as in the work of psychologists on the correction of human behavior. The concept of “transactional analysis” means the analysis of interactions. The central category of this theory is “transaction”. A transaction is a unit of interaction between communication partners, accompanied by the assignment of their position. e. Bern noticed that we take different positions in relation to each other in different situations, which is reflected in the interaction (transactions). The main positions in this case are three, which were conditionally named by E. Bern: Parent, Adult and Child (Child).

Child – shows feelings (resentment, fear, guilt, etc.), obeys, is naughty, shows helplessness, asks questions: “Why am I?”, “Why was I punished?”, apologizes in response to comments, etc. Parent – demands, evaluates (condemns and approves), teaches, guides, patronizes, etc. Adult – works with information, reasons, analyzes, clarifies the situation, talks on equal terms, appeals to reason,

Evaluate how these three “I’s” are combined in your behavior. Take the test “Three “I” (Appendix E). Process the results.

**Task 4.** Get acquainted with the test “Communication disorders in the scales of the KSADS methodology” by Joan Kaufman. Translated into Russian by E.L. Grigorenko. Adaptation by E.L. Grigorenko, T.V. Kornilova, S.D. Smirnov (Appendix I). Diagnose two subjects. Process the results. Write a conclusion.

## **Practical lesson 6**

### **Verbal and non-verbal means of communication**

#### **Plan:**

1. *Communication: essence and content. Communication in animals.*
2. *Communication in people. The structure of communication.*
3. *Social perception. Its role in communication.*
4. *Speech activity. Types of speech activity.*
5. *Types of communications by the forms and number of communicants, by the form of a communicative event, by means.*
6. *Features of nonverbal communication. Types of nonverbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor.*
7. *Alternative means of communication.*

## Questions and tasks

1. How is communication carried out in animals? Give examples.
2. Name the communication structure and describe its components.
3. What is speech activity? Describe the types of speech activity.
  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).
  2. Describe nonverbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor.
  3. Tell us about alternative means of communication.
4. What do verbal and nonverbal languages have in common? Is it possible to communicate only through non-verbal messages?
5. List the ways you know how to encode nonverbal information.

**Task 1.** Diagnose your ability to interpret facial expressions and gestures using the test “Do you understand the language of facial expressions and gestures?” (Appendix H). 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.

**Task 3.** For reference. Proxemics is a special field dealing with the norms of spatial and temporal organization of communication. One of the first to study the spatial structure of communication was the American anthropologist E. Hall, who introduced the term proxemics, the literal translation of which means proximity. The proximal characteristics include the orientation of the partners at the time of communication and the distance between them. The proximal characteristics of communication are directly influenced by cultural and national factors. E. Hall described the norms of human-to-human approach – the distances characteristic of North American culture. These norms are defined by 4 distances: 1) intimate distance (from 0 to 45 cm) – communication of the closest; 2) personal (from 45 cm to 1 m. 20 cm) – communication with familiar people; 3) social (from 1.20 to 3.60) – preferably when communicating with strangers and during official communication; 4) public (from 3.60 and further) – when speaking to various audiences.

Violation of the optimal communication distance is perceived negatively. The amount of interpersonal distance depends on cultural traditions, upbringing, individual life experience and personal characteristics.

Explain the following examples of cross-cultural and individual differences. What communication techniques shorten or lengthen interpersonal distance? Where is it longer, where is it shorter and why?

1. *The Japanese sit quite close to each other and use contact gaze more often than Americans; they are not annoyed by the need to touch their sleeves, elbows, knees; Americans believe that Asians are “familiar” and excessively “push”, and Asians consider Americans “too cold and official”.*

2. *A. Pease observed at one of the conferences that when two Americans met and talked, they stood at a distance of about a meter from each other and maintained this distance throughout the conversation; when a Japanese and an American were talking, they slowly moved around the room: the Japanese was advancing, and the American was moving away – each of them was trying to reach a familiar and comfortable communication space.*

3. *A young couple who had just emigrated to Chicago from Denmark was invited to a local American club. A few weeks after they were accepted into the club, the women began to complain that they felt uncomfortable in the company of this Dane, because he was “pestering them.” The men of this club felt that the alleged Danish woman was hinting by her behavior that she was quite sexually available to them.*

4. *Rural residents, brought up in conditions of a lower population density than the townspeople, have a more spacious personal space, therefore, when shaking hands, a “rustic” will stretch out his hand from afar and tilt his body forward, but he will not leave his place, and even better, he will simply wave his hand in greeting.*

**Task 4.** For reference. Visual communication is eye contact. Many researchers believe that eye contact between communication partners can serve as a measure of sympathy between them. In many ways, this factor depends on cultural traditions: in a number of countries, eye contact is avoided out of respect, in some peoples a direct eye-to-eye look is regarded as a challenge and aggression.

In the XVIII century, the famous politician Earl of Chesterfield, preparing his son for a diplomatic career, wrote to him: “When talking to people, always look them in the eye; if you avoid it, people begin to think that you consider yourself guilty of something; besides, you lose the opportunity to recognize by the expression of their faces what impression your words make on them.” Do you think the Count gave his son good advice? What recommendations would you give to diplomats?

**Task 5.** Express two opposite states (for example, anger and calm, sadness and joy, fatigue and cheerfulness): a) using only facial expressions; b) using only gestures; c) using facial expressions and gestures.

**Task 6.** If possible, make a video recording of the interview between the participants of your group, while trying to act as both the interviewer and the interviewee. When analyzing the video, note the facial expressions and gestures that most effectively emphasize the meaning of your words. Submit in the form of an oral report.

**Task 6.** Read the passage, the heroes of which – the doctors who saved a hopeless patient – are going to a televised press conference. Do you think they

are well dressed? Imagine that you are going to an important first business meeting with an unknown girl (young man). How and in what colors will you dress, what accessories will you pick up, what makeup, the smell of perfume will you choose? Why? Explain the answer with examples.

... [Sarah] chose a wide Madras skirt, a beige cotton blouse and a turquoise blazer of a loose fit. The outfit was complemented by a handmade Burmese belt and leather shoes without heels. The only thing she conceded, given the formality of the event, was wearing tights, which are so uncomfortable in the July heat.

... She grabbed the ornate bronze earrings, made to order by a master from Akha, and put them in her ears while going downstairs.

.. Glenn Paris met her in the waiting room of his office... As always, he was emphatically well dressed. Today, his brown suit, sky-blue shirt and red tie seemed to have been specially selected for television (M. Palmer).

## **Practical lesson 7**

### **Effective technologies for the formation of business communications**

#### **Plan:**

1. *Business communication: content, purpose, functions. The main ways of business communication*
2. *Business conversation and business meeting as types of business communication*
3. *Rules and techniques of effective business communication*
4. *Communicative qualities of speech affecting the effectiveness of business communications*
5. *Questions and answers in business communication*
6. *Listening in business communication. Recommendations to the ideal listener.*
7. *Compliments in business communication*

#### **Questions and tasks**

1. What is business communication? What functions does it perform?
2. Describe the main ways of business communication
3. Tell us about the rules and techniques of effective business communication. Which of them are familiar to you? What surprised you in these rules? What business communication techniques do you use? Give examples.
4. Tell us about the communicative qualities of speech that affect the effectiveness of business communications.
5. What is listening in business communication? What are the internal and external obstacles to listening? What is the difference between the ability to listen and the ability to hear?
6. Tell the ideal listener about the recommendations.

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

8. Why is it distorted when information is transmitted from one person to another?

**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?

*Example:*

statement	feelings
“You’ve completely stopped noticing me. Did I do something wrong?”	puzzlement, humiliation, resentment, rejection, jealousy, addiction

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.”

**Task 3.** Take the test “Do you know how to listen” (Appendix B). Discuss its results in a group.

## Practical lesson 8

### Conflicts in business communication and their overcoming

#### Plan:

1. *The concept of conflict, its structure. Causes of conflicts.*
2. *Types of conflicts, dynamics (stages) of the conflict.*
3. *Strategy and tactics of behavior in conflict Conflict-oriented and consensus-oriented business interaction strategies.*
4. *Manipulation in communication.*
5. *The concept of social conflict. Classes of social conflicts. Types of social conflicts. Modern approaches to the settlement of social conflicts.*
6. *Conflict behavior and ways to overcome it*

### Questions and tasks

1. What is a conflict? What is its structure?
2. 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. What strategy of interaction in business negotiations (domestic disputes) do you use more often?
6. Give the concept of social conflict. Describe the types of social conflicts.
7. What is the conflict behavior and how to overcome it?

**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.

“Destroyed words»	“Calmer statement»
Must	
Necessary	
Scary	
Failure	
Confused	
Need	
Awful	

## Practical lesson 9 Development of personal professionalism

### Plan:

1. *Professional formation of personality Stages and stages of professional formation*
2. *Professional self-determination at different stages of personality formation*
3. *Professionalization*
4. *Functions, criteria and structure of professionalism*



5. *Obstacles to professional development*
6. *Structure of professional competence*
7. *Characteristics of methods of studying professional development*
8. *A professionogram as a systematic description of the requirements for a carrier of a certain profession.*

### **Questions and tasks**

1. What is professionalization? Describe the stages and stages of professional development. Tell us about the obstacles to professional development
2. List and briefly expand the content of the levels of professionalism according to A.K. Markova.
3. What is the structure of professional competence?
4. Describe the methods of studying professional development.
5. What is a professionogram and an 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 the profession of a psychologist.

**Task 3.** Get acquainted with the materials of the topic and the textbook (Zeer, E.F.

Psychology of professions: A textbook for university students. – 2nd ed., reprint, supplement / E.F. Zeer. - M.: Academic Project; Yekaterinburg: Business Book, 2003.– 336 p.). Fill in three tables.

### *Professionally conditioned personality structure*

<b>Substructure</b>	<b>Socio-psychological and psychophysiological components of the substructure</b>	<b>Professionally conditioned ensembles of substructure components (key qualifications)</b>
Socio- professional orientation		
Professional competence		
Professionally important qualities		
Professionally significant psychophysiological properties		

## Professional self-determination at different stages of personality formation

Age	Stages of professional development	Methods of professional self-determination
Preschool childhood (up to 7 years)		
Primary school age (up to 11 years)		
Adolescence (up to 15 years)		
Early youth (up to 18 years)		
Youth (up to 23 years old)		
Youth (up to 27 years old)		
Maturity (up to 33 years)		
Maturity (up to 60 years)		
Old age (up to 75 years)		

## Methods of professional psychology research

Research objective	Group of research methods	Specific research methods
Description of the professional formation of the personality		
Characteristics of professions		
Measurement of professionally significant features		
Explanation of the professional formation of the personality		
Processing of research methods		

## **SAMPLE QUESTIONS FOR THE DISCIPLINE EXAM**

1. Goals, scientific and practical tasks, object and subject of the course.
2. Research methods used in the discipline.
3. Categorical and conceptual apparatus of the discipline.
4. Personality as a subject of professional communications.
5. Temperament and character of business partners, their influence on the communication process.
6. Personality psychotypes 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 their overcoming.
10. The communicative process, the features of the passage of 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 of business communications. Documentation systems and the culture of paperwork.
14. Nonverbal communication systems. The goals of nonverbal communication.
15. Mechanism and accuracy of decoding nonverbal messages. Methods of studying nonverbal 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.
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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*

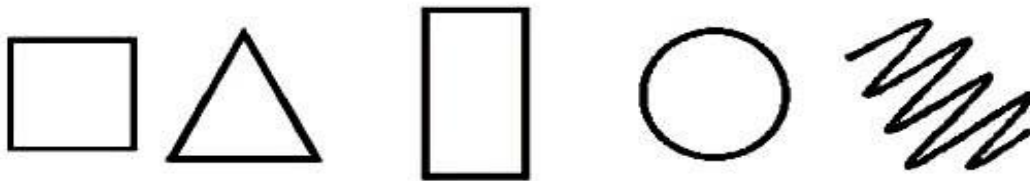
If in the end more than 62 points are scored, then the ability to listen is rated above the average level, the interlocutor is comfortable communicating with such a person. The average level of the ability to listen to the interlocutor is estimated at 55 points.



### 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	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 методуки*

	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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