Основний зміст лекцій

Тема 1. Поняття соціально-психологічної компетентності.

Вступ. Навчальні цілі. Структура курсу. Основні визначення. Категорії соціально-психологічної компетентності. Інтегральні соціально-психологічні навички. Результати розвитку соціально-психологічних знань та вмінь. Рефлексивний щоденник. Створення портфоліо. План особистого розвитку (ПОР). Способи оцінювання засвоєння курсу. Вправи.

Тема 2. Менеджмент власного життя, навички самоуправління (self-management).

Вступ. Навчальні цілі. Основні визначення. *Створення та підтримка власної мотивації.* Загальні теорії мотивації та поведінки, інструменти підтримки мотивації. Здатність працювати без нагляду: незалежність, полягання на себе та ініціатива. Здатність до концентрації та фокусування уваги. *Взяття відповідальності.* П'ять стадій взяття та реалізації відповідальності. Дослідження пов'язаних понять (локус контролю, розпорошення відповідальності, відповідальність та свобода). Шляхи запобігання відповідальності. Тренінг особистої відповідальності. *Постановка цілей.* Вступ до процесу постановки цілей. Теорія постановки цілей. *Управління часом.* Вступ до ефективного управління часом. Методи управління часом. Вправи.

Тема 3. Розвиток критичного мислення.

Вступ. Навчальні цілі. Основні визначення. Порівняння критичного та некритичного мислення. Рекомендації щодо критичного читання та оцінювання інформації. Рекомендації для ефективного написання звітів. Головні елементи критичного мислення. Техніки вербального та письмового переконання. Логічні похибки. Візуальні засоби раціонального прийняття рішень. Коректна інтерпретація статистики. Порівняння критичного мислення та загального інтелекту. Вправи.

Тема 4. Рефлексивне мислення та письмо.

Вступ. Навчальні цілі. Основні визначення. Модель рефлексивного мислення. Використання рефлексії: управління процесом створення плану особистісного розвитку (ПОР). Шляхи рефлексії. Рефлексивне письмо. Використання наочності (включаючи зворотний зв'язок). Вправи.

Тема 5. Навички презентації та самопрезентації.

Вступ. Навчальні цілі. Основні визначення. Підготовка, структура та час презентації. Реалізація презентації (повний сценарій). Форми мовлення, чинники середовища. Візуальні, вербальні та невербальні засоби. Взаємодія з аудиторією та управління питаннями. Контроль нервування. Репетиція. Зворотний зв'язок. Вправи.

Тема 6. Ведення академічних дебатів.

Вступ. Навчальні цілі. Основні визначення. Основи академічних дебатів. Головні формати дебатів. Слухання та реагування на критику. Врахування зауважень. Зворотний зв'язок та негативний зворотний зв'язок. Вправи.

Тема 7. Групова та командна робота.

Вступ. Навчальні цілі. Основні визначення. Переваги групової роботи. Які виклики несе групова робота та як з ними впоратися. Формування груп. Розмір груп, час праці, ролі, техніки, стратегії. Стимулювання групової роботи: успішна команда. Вправи.

Тема 8. Взаємодія з рівними партнерами.

Вступ. Навчальні цілі. Основні визначення. Партнерське навчання та чому воно важливе. Інтерактивний метод. Наукова основа партнерського навчання. Успішне партнерське навчання. Навчання лідерів партнерського навчання. Групи рівних радників в університетах. Вправи.

Тема 9. Лідерство.

Вступ. Навчальні цілі. Визначення лідерства. Теорії лідерства (теорії рис, взаємодії, ситуаційні, синтетичні). Трансформаційне лідерство і лідерство як обмін з послідовниками. Стилі лідерства та керівництва за К. Левіном, Блейком та Мутоном, Лайкертом, Фідлером, Реддіним. Помилки лідерів та їхні наслідки. Способи відновлення після помилок. Деструктивне лідерство. Гендер, культура, етика і лідерство. Вправи.

Необхідні матеріали лекцій

Тема 1. Поняття соціально-психологічної компетентності

Educational goals. Course structure. Methods of assessing the acquisition of the course. Basic definitions.
Types of communication. Characteristics of communication
Verbal and non-verbal. Formal and informal. Communicational principles. Main characteristics of communication: participants, messages, context, channels, interference, feedback. Honest and manipulative communication.

Topic 1. Communicational competence.
Reading and noting the item #1 (Chapter 1) and #5 from the list of basic literature.
1. *Communication Psychology: manual*. In 2 parts. Part 1 / comp. V. I. Ponomaryov, A. A. Osypenko, Ia. K. Iagniuk. – Kh. : V. N. Karazin Kharkiv National University, 2016. – 156 p.
2. Warnecke E. (2014). The art of communication. *Australian Family Physician*. Vol. 43, No. 3, pp. 156-158.

Topic 2. Types of communication. Characteristics of communication.
Reading and noting the item #1 (Chapter 2) from the list of basic literature and item #1 from the list of additional literature.
1. *Communication Psychology: manual*. In 2 parts. Part 1 / comp. V. I. Ponomaryov, A. A. Osypenko, Ia. K. Iagniuk. – Kh. : V. N. Karazin Kharkiv National University, 2016. – 156 p.
2. Barry J. Evans, Robb O. Stanley, Greg J. Coman & Vikki Sinnott (1992). Measuring medical students' communication skills: Development and evaluation of an interview rating scale. *Psychology & Health*, *6* (3), pp. 213-225.

Communication is simply the act of transferring information from one place to another, no matter whether it is **vocal** (using voice), **written** (using printed or digital media such as books, magazines, websites or e-mails), **visual** (using logos, maps, charts or graphs) **or non-verbal** (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. **This is our communicational competence**.

Communication (from Latin «communis», meaning «to share») is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior.

Communication is a process which includes different elements or **stages** such as:

1. *Conveying the information.* At this stage we send verbal and nonverbal information to somebody.

2. *Absorption of external information*. Namely through sense organs we simply absorb the sounds and colors, the spoken words and all external data provided to us.

3. *Interpretation analysis of information* involves using brain mechanisms and analyzing external stimuli as well as details such as expressions and subtle verbal and non-verbal cues, so interpretation is a subjective process.

4. *Reaction* to the information uses physical communication routes such as speech, language or expressions through facial and bodily movements. Reactions are the result of a subjective and an objective process. This is because when presented with certain stimuli we all have a set of predictable responses which are objective but depending on how we interpret the situation subjectively; the reactions might vary to an extent. Reactions can be imitative – you smile when you see someone smiling or it can be just the opposite as when someone tries to look at you and you try to look away.

Types of communication

People communicate with one another in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So, there is a variety of types of communication (table 1).

Types of communication №	Basis of communication	Types of communication
1.	Types of communication based on the communication channels used	– verbal communication (oral and written communication); – non-verbal communication
2.	Types of communication based on purpose	– formal communication; – informal communication
3.	Types of communication based on effectiveness and content	– informative communication; – affective communication;

		– indispensable communication
4.	Types of communication based on the number of participants	– intrapersonal communication; – interpersonal communication
5.	Types of communication based on the extent to which the interaction is shared	– small group communication; – public communication
6.	Types of communication based on the communicative stile	- Assertive - Aggressive - Passive-aggressive - Submissive - Manipulative

Communication principles

Principles are general truths. Understanding the principles of communication is important because they will provide a foundation for practicing and improving communication skills. The seven generally agreed principles are the following: 1) communication has purpose, 2) communication is continuous, 3) communication messages vary in conscious thought, 4) communication is relational, 5) communication is guided by culture, 6) communication has ethical implications, and 7) communication is learned.

Stages of communication – some rules about them

Rules for conveying information

Know who your recipients are – age, gender, state, culture, level of knowledge etc.

Think about their need, why they would need your message.

Clarify your goal for yourself – why you need to send them your message, what is your purpose.

There are really too many ways how to convey the information. **Andrew Blotky** formulate the Golden Rule of communication by this way: "*It does not matter what you say, it matters what people hear*".

Rules of listening (absorption information)

Active listening is a technique that has been developed within the framework of psychotherapy and psycho-training, but which is now successfully used in business and personal communication. It allows you to better understand the content of the conversation and the state of the interlocutor, as well as giving him the feeling of being listened to and understood.

Rules of active listening

Accept an active and open pose;

Confirm with gestures and facial expressions that you listen and understand;

Don't be distracted by other things (phone…);

Focus on the speaker's words, try to understand and remember the speaker's meaning, logic, main ideas and goals;

Do not make premature conclusions;

Ask the question correctly - in essence, tolerant, concise, interested.

<u>Giving a reaction – is giving and accepting feedback</u>

Giving and accepting feedback – is important principle of communication which enhance correct understanding between people, support good relationships, help to avoid wasting time for clarifications information. Feedback also enables us to evaluate the effectiveness of our message.

Getting feedback

We get feedback all the time. Here are some examples:

- people's facial expressions or body language in reaction to what you say or do;
- people's casual comments about you ('that's a nice jacket') or your views ('why on earth do you think that film was good?');
- people who seek (or avoid) your company;
- tutors' or other students' responses to your comments in class;
- things that work (or not) when you create or repair them.

When you get feedback, think about the following, to help make judgments about its value:

Who gave it? What do they know?

When did they give it? Immediate feedback is good. After time, memory may be faulty.

Does it make clear what was effective (or not) about what you did, said or thought?

What's the evidence for their views? Why do they think what they think?

What's the weight of evidence?

Remember: your aim is to get a feedback, not justify yourself. It's not a good idea to argue or defend yourself: people will be wary of giving you feedback again. If you asked for feedback, it's ungracious to then grumble about it. Just because you thank them, doesn't mean you agree with them.

When you give the feedback, remember:

Constructive feedback is respectful, non-offensive, thoughtful (avoids premature conclusions), restrained (does not interrupt and disturb the speaker), encouraging (supports the speaker if needed), directed mostly on the person's behavior rather than on his/her personality, and adequate (relevant to the situation).

<u>Styles of communication</u>

In Source: The Anxiety and Phobia Workbook. 2nd edition. **Edmund J Bourne**. New Harbinger Publications, Inc. 1995.

1. The Assertive Style

Assertive communication is born of high self-esteem. It is the healthiest and most effective style of communication - the sweet spot between being too aggressive and too passive. When we are assertive, we have the confidence to communicate without resorting to games or manipulation. We know our limits and don't allow ourselves to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, Assertive is the style most people use least.

Behavioural Characteristics

Achieving goals without hurting others

Protective of own rights and respectful of others' rights

Socially and emotionally expressive

Making your own choices and taking responsibility for them

Asking directly for needs to be met, while accepting the possibility of rejection

Accepting compliments

Non-Verbal Behaviour

Voice – medium pitch and speed and volume

Posture – open posture, symmetrical balance, tall, relaxed, no fidgeting

Gestures – even, rounded, expansive

Facial expression – good eye contact

Spatial position – in control, respectful of others

Language

"Please would you turn the volume down? I am really struggling to concentrate on my studies."

"I am so sorry, but I won't be able to help you with your project this afternoon, as I have a dentist appointment."

People on the Receiving end Feel

They can take the person at their word

They know where they stand with the person

The person can cope with justified criticism and accept compliments

The person can look after themselves

Respect for the person

2. The Aggressive Style

This style is about winning – often at someone else's expense. An aggressive person behaves as if their needs are the most important, as though they have more rights, and have more to contribute than other people. It is an ineffective communication style as the content of the message may get lost because people are too busy reacting to the way it's delivered.

Behavioural Characteristics

Frightening, threatening, loud, hostile

Willing to achieve goals at expense of others

Out to "win"

Demanding, abrasive

Belligerent

Explosive, unpredictable

Intimidating

Bullying

<u>Non-Verbal Behaviour</u>

Voice – volume is loud

Posture – 'bigger than' others

Gestures - big, fast, sharp/jerky

Facial expression – scowl, frown, glare

Spatial position - Invade others' personal space, try to stand 'over' others

<u>Language</u>

"You are crazy!"

"Do it my way!"

"You make me sick!"

"That is just about enough out of you!"

Sarcasm, name-calling, threatening, blaming, insulting.

<u>People on the Receiving end Feel</u>

Defensive, aggressive (withdraw or fight back)

Uncooperative

Resentful/Vengeful

Humiliated/degraded

Hurt

Afraid

A loss of respect for the aggressive person

Mistakes and problems are not reported to an aggressive person in case they "blow up'. Others are afraid of being railroaded, exploited or humiliated.

3. The Passive-Aggressive Style

This is a style in which people appear passive on the surface, but are actually acting out their anger in indirect or behind-the-scenes ways. Prisoners of War often act in passive-aggressive ways in order to deal with an overwhelming lack of power. People who behave in this manner usually feel powerless and resentful, and express their feelings by subtly undermining the object (real or imagined) of their

resentments – even if this ends up sabotaging themselves. The expression "Cut off your nose to spite your face" is a perfect description of passive-aggressive behaviour.

<u>Behavioural Characteristics</u>

Indirectly aggressive

Sarcastic

Devious

Unreliable

Complaining

Sulky

Patronising

Gossips

Two-faced - Pleasant to people to their faces, but poisonous behind their backs (rumours, sabotage etc.) People do things to actively harm the other party e.g. they sabotage a machine by loosening a bolt or put too much salt in their food.

<u>Non-Verbal Behaviour</u>

Voice – Often speaks with a sugary sweet voice.

Posture – often asymmetrical – e.g. Standing with hand on hip, and hip thrust out (when being sarcastic or patronising)

Gestures – Can be jerky, quick

Facial expression – Often looks sweet and innocent

Spatial position – often too close, even touching other as pretends to be warm and friendly

<u>Language</u>

Passive-aggressive language is when you say something like "Why don't you go ahead and do it; my ideas aren't very good anyway" but maybe with a little sting of irony or even worse, sarcasm, such as "You always know better in any case."

"Oh don't you worry about me, I can sort myself out – like I usually have to."

<u>People on the Receiving end Feel</u>

Confused

Angry

Hurt

Resentful

4. The Submissive Style

This style is about pleasing other people and avoiding conflict. A submissive person behaves as if other peoples' needs are more important, and other people have more rights and more to contribute.

<u>Behavioural Characteristics</u>

Apologetic (feel as if you are imposing when you ask for what you want)

Avoiding any confrontation

Finding difficulty in taking responsibility or decisions

Yielding to someone else's preferences (and discounting own rights and needs)

Opting out

Feeling like a victim

Blaming others for events

Refusing compliments

Inexpressive (of feelings and desires)

<u>Non-Verbal Behaviour</u>

Voice – Volume is soft

Posture – make themselves as small as possible, head down

Gestures – twist and fidget

Facial expression – no eye contact

Spatial position – make themselves smaller/lower than others

Submissive behaviour is marked by a martyr-like attitude (victim mentality) and a refusal to try out initiatives, which might improve things.

<u>Language</u>

"Oh, it's nothing, really."

"Oh, that's all right; I didn't want it anymore."

"You choose; anything is fine."

<u>People on the Receiving end Feel</u>

Exasperated

Frustrated

Guilty

You don't know what you want (and so discount you)

They can take advantage of you.

Others resent the low energy surrounding the submissive person and eventually give up trying to help them because their efforts are subtly or overtly rejected.

5. The Manipulative Style

This style is scheming, calculating and shrewd. Manipulative communicators are skilled at influencing or controlling others to their own advantage. Their spoken words hide an underlying message, of which the other person may be totally unaware.

<u>Behavioural Characteristics</u>

Cunning

Controlling of others in an insidious way – for example, by sulking

Asking indirectly for needs to be met

Making others feel obliged or sorry for them

Uses 'artificial' tears

<u>Non-Verbal Behaviour</u>

Voice – patronising, envious, ingratiating, often high pitch

Facial expression – Can put on the 'hang dog" expression

<u>Language</u>

"You are so lucky to have those chocolates, I wish I had some. I can't afford such expensive chocolates."

"I didn't have time to buy anything, so I had to wear this dress. I just hope I don't look too awful in it." ('Fishing' for a compliment).

<u>People on the Receiving end Feel</u>

Guilty

Frustrated

Angry, irritated or annoyed

Resentful

Others feel they never know where they stand with a manipulative person and are annoyed at constantly having to try to work out what is going on.

6 principles how to enhance communication skills (Halelly Azulay):

1: Start with safety and reduce threat.

2: Built trust.

3: Listen to understand.

4: Ask good questions.

5: Create verbal and non-verbal congruence.

6: Stay low on the Ladder of Inference.

Let's get started with number one, which is **start with safety**. That means you want to reduce threat. In our brain, the number one function is to keep us alive, and that means that our brain is always scanning information, first from the perspective of is this a threat? Is this something that's going to hinder my ability to keep me alive? To keep my safe? When we talk about communication, that is something that is usually not going to be a threat to physical safety, but the information that shows that in our brain, social safety is held in high regard pretty equal to that of physical safety. In other words, we can become triggered into a very defensive fight or flight mode when we feel like our social standing, status, is endangered or threatened. When we communicate with others, one of the reasons we often find ourselves walking on eggshells is because we have a sense that something that we're saying is triggering the other person's safety

threat mechanism and reaction. They go into fight or flight mode, which pretty much bypasses rational thinking. Or, at least hinders their ability to get back to rational thinking. When we get into that kind of fight or flight mode, we get very fidgety, our field of view narrows, our working memory gets reduced, we have fewer new insights, we become more pessimistic in our assumption about the other person's behavior and what it means toward us. We believe that it's for the worst. And when we are in that mode, it's really not a very good way to have a wonderful, productive conversation.

If you've threatened the other person, even unintentionally, or even if they rationally would agree that it's not a threat, then you've already set yourself up for this communication to not go as well as you would have hoped.

The second principle is **build trust**. The higher the level of trust between two people, the higher the likelihood that the conversation between two people will be productive and effective. It sounds really simple – build trust – but trust is very hard to build. **How do we create trust with other people?** The author **Keith Ferrazzi** describes three types of trust. There's <u>swift trust</u>, which is giving people the benefit of the doubt right away, even if we don't have any particular reason to trust them. But we also don't have any particular reason to distrust them. Most people will be able to give you this kind of swift trust, but that's not going to be long lasting. It needs to be replaced with the two other kinds of trust, which are much longer lasting, and usually built on evidence.

Those are <u>interpersonal trust and task-based trust</u>. So interpersonal trust is built over time through social interactions, through chitchat, through small talk, through finding out things about what the person likes and dislikes. Something about their personal life, their hobbies, their fears, their loves, eating with them, having a drink with them – coffee or whatever, breaking bread as you will – all of those things can help build interpersonal trust, and so the more that we can do that over time, the more that we can sustain our ability to communicate more effectively with a person because there's less of the likelihood that they will feel a lack of safety because they trust us.

The third kind of trust is <u>task-based trust</u>. Task-based trust is basically the kind of trust that you build by creating repeated patterns that show us as reliable, consistent, responsive, responsible. Doing what you said you'll do, coming through on your commitments, being a person of your word makes you more trustworthy to the others. That's a type of trust that is built through demonstration, through showing your ability to come through on promises. Again, it takes time but we can always find ways to build that trust up because we can always make small promises that we can then deliver on. Even something as simple as, "I'll call you on Friday," and then you call on Friday, or, "I promise I won't do that," and then not doing it. Or, "I'll make sure that I introduce you to so-and-so," and coming through and doing it. Whatever it is that you do, always try to create patterns of reliability and consistency, because that's going to help you develop trust.

Number three, which is **listen to understand**. **What is good listening?** "Good listening is listening with the willingness to be changed." Often we listen to the other person for our turn to talk. We listen to the other person so we can pick up pointers about why they're an idiot, or we listen while actually pretending to listen, and in our mind we're thinking about something else. If we could listen better, and especially if we could listen to try to really understand the other person's perspective, and maybe even have that openness to change our mind, to see that person as having it the right way and us having it the wrong way. So if you give yourself the chance to learn and understand and maybe even be changed by the other person, the level of listening and the way in which you will be seen as listening by the other person will create a much more effective communication. There's not even a doubt that this will create safety and trust in the other person.

Number four, the principle of effective communication is **asking good questions**. Questions are tools. There isn't an inherently right or wrong question, an inherently good or bad type of question. There are four general question types – open-ended questions, close-ended questions, probing questions and leading questions. [Probing questions are used to learn more about you, and often involve a series of follow-up questions. E.g. "Tell me more about that." "How do you know that?" "What eventually happened?"] [A leading question is a question which subtly prompts the respondent to answer in a particular way. E.g. "What problems do you have with your boss?"]

But, questions, like tools, are appropriate sometimes and inappropriate in others.

You have to use questions meaningfully, intentionally, and productively, depending on the outcome that you're trying to produce. Sometimes we think we're asking open-ended questions, but in fact ask a close ended question or leading question. Leading questions are generally undesirable as they result in false or slanted information. Use open ended questions, if you want to produce a more in-depth response, if you want to really get to the bottom of the other person's perspective, if you really want them to elaborate on something. Whereas a close ended question can help you get to a finite, straightforward, informational answer. There is no right kind of question, but there is the best questions for the need at hand.

Effective communication principle number five is **creating congruence between the verbal and the nonverbal part of your message**. If you have the kind of communication that you're worried is going to go wrong, there's probably a reason why you're worried. Often because it's not something that's dry, fact-based, informational communication. Usually there is some relationship aspect to that communication. There's some emotional layer to that communication. There's some trust and safety level of information that you want to make sure you communicate the right way. Writing it in an email or in a text message is probably the worst way to send that communication. You're missing the opportunity for the richness of the nonverbal part of the communication. Today we have video conferencing technology, so it actually doesn't even require you to be in the same geographic location. Because we need to make sure that we have congruence between the verbal message and the nonverbal message. If there is no congruence your brain,

since it's trying to figure out what's true, your brain is like, "Look, we can't have two opposite things be true at the same time. It's impossible. So your brain has to choose what's the truth because it needs to protect you to save you, it's going to go with the nonverbal messages being the truth (Dr. Albert Mehrabian back in the 1970s).

Number six is **stay low on the ladder of inference.** There is a ladder of inference that's operating in the background. This is a concept that was originated by Chris Argyris, and then popularized by Peter Senge. When our brain is taking the information, the actual facts, the words that were said, the facial expressions we might have seen, our brain goes to work to put that together with lots of other extraneous information that's stored in our brain from past experiences, from previous communications with this person, from other times we communicated with someone that had a similar kind of wording or a similar situation or a similar role and it comes into our worldview, it comes into our philosophy of life, cultural norms – all of those things come in to help us interpret the information.

That is why each person in the conversation could be interpreting the very same information in very different ways. When we convey information, the tendency, or when we're reading the other person, the tendency we have might be to go up that ladder of inference. In other words, to take the information we're seeing and to add to it all kinds of meanings that we invent in our head to fit the facts that we've collected and to infuse meaning into it. This is very risky and dangerous because we could be taking it into the very wrong kind of interpretation. Based on that interpretation, we make some assumptions, we adopt beliefs about the person, about the situation, good, bad, right, wrong, moral, immoral, whatever, and now we actually take action. Like we say something, we don't say something, we do something, we don't do something, that is based on what they said but also how we interpreted it and the assumptions that we made and the beliefs that we held.

The recommendation is to stay low on the ladder of inference. Try to base your actions, your decisions, more on facts and less on assumptions. More on actual evidence, like what do I actually know is something that this person said. You can say yourself: "Wait a minute? Do I actually know this is true or am I making assumptions about this person or the situation that are not founded in reality?"

For example, if I see someone and their arms are crossed, I could make an assumption that they are angry or that they're unwelcoming. But it could be that they are just feeling very cold and chilled by the very low temperature on the air conditioning, and I could have made the wrong assumption about their intention if I didn't check my facts, if I didn't ask them more questions. Making decisions on how to interact with somebody based on an assumption that's unfounded is very harmful to relationship and communication.

Conclusion

Communication is complex and we need all the time enhance it. These rules are actionable and you can try to put them into reality right now to make your communication more effective.

Ability to focus your attention

W. James defined *attention* as a 'withdrawal from some things in order to deal effectively with others. *Attentional control* refers to an individual's capacity to choose what they pay attention to and what they ignore.

Attention span is the amount of concentrated time on a task without becoming distracted. Ability to focus attention on a task is crucial for the achievement of one's goals.

Problem

- One of the main problems with maintaining attention is to control it under distractors which almost unconsciously switch your attention on the simpler and more pleasant activity then you decided to do.

- Problem is, once we get distracted, it takes on average **25 (!)** minutes to return to our original task.

- But you can learn how to identify and control your distractors.

Activity 3. Practical exercise for attention developing

- Your task is to count backwards in your mind from 150 to 0 by 7-th. Be very attentive during doing this work to your distractive thoughts, desires, impulses, reactions on the irrelevant stimulus which appear in your mind.

- Write these distractors as quickly as you have noted them and then continue to count. Look at this list of distractors – how many are them and are they your usual ways to distract from pursuit your goals or maintain intellectual attention?

- Let discuss the results in the group.

Activity 3. (continuation) Group discussion

- There are a lot of rules designed to help us to prolong our attention span and not to be distracted from important goals pursuit. May be you know some of them or you can conclude them by yourself.

- Students propose some rules.

Now we can compare your rules with the list from the literature which will be demonstrated on the next slide.

Rules for concentrate and maintain attention

1. Being totally in the here-and-now. You cannot know the future and you cannot re-do the past. You can correct past weaknesses and mistakes, and reduce their likelihood in the future, but it has to be done in the now.

2. Be more aware. Consciously attend to what you are doing, why, and how. Be aware of how you feel. Emotions affect the ability to focus. If how you feel interferes with concentration, change how you feel. It **is** a choice.

3. Organize and plan your activity. Divide your work on logical and convenient parts for perception, numerate them. Thus you can better understand the work volume and control your progress.

4. Get out from your visual space all things which are not need for your continuous work. In the contrary they will be the distractors.

5. You need the energy to maintain intellectual attention. That is why you need be in optimal functional state. Do the most difficult parts of work when you are after the good rest and you have enough time. Do the breaks when you see that all tries to maintain your attention are unsuccessful. Do some physical exercises. If it does not help, put your head on your hands and lie down with eyes closed on the table, so you can sleep 10-15 minutes. Then return to your work.

Monitor progress of your move to the goal. Highlight important parts of your working plan by colored markers, tabs etc. Cross out and mark by 'plus' the completed points of your planned work to clearly see what elements are still need to fulfill. Write down your ideas and thoughts which appear during the implementation of your task.

7. Do not let you interrupt your work at any moment. Try to finish some logical part before you will take a rest.

8. Don't multitask. This is the enemy of attentiveness and profoundly interferes with the ability to learn and, especially, to remember. Multitasking creates a superficial way of thinking that also imperils the ability to think deeply. Think about or do one thing at a time.

9. Learn to meditate. See how long you can sustain focus on your breathing. Notice all things associated with the breathing, but nothing else. Hear the sound of the moving air with each breath.

Test "Taking responsibility"
Consider your last conflict with a friend, family member, loved one, colleague, boss, etc. then answer the questions below.

1. Did you spend much of the time defending yourself, your actions, or your position?
2. Did you do most of the talking?
3. Do you see yourself as being unjustly attacked or injured?
4. Did you avoid conflict by just saying what you had to say to get out of the situation?
5. Did you make promises you didn't keep?
6. Did you say yes when you really needed to say no?
7. Did you discount, minimize, or deny your feelings or needs?
8. Did the other person have to push and prod you to express your thoughts or take action?
9. Did you share with others the details of your conflict and your feelings instead of talking with the person whom you had conflict?
10. Did you hold a grudge or act angry, silent, and withdrawn after the conflict?
11. Did you send messages through a third person to the one with whom you were upset?
12. Did you expect others to read your mind?
13. Did you stop trying to communicate after the first sign of resistance or misunderstanding?
14. Did you walk out on the conversation, not return calls, refuse to communicate, use the silent treatment, put the conversation off for days or weeks?
15. Did you abandon the relationship without any warning or at the first sign of difficulty?
16. Did you express to friends what the other person did wrong while simultaneously struggling to see or admit what you did wrong or how you might have made the situation worse?
17. Did you get defensive, angry, or withdrawn after others expressed how you might have handled the situation ineffectively?
18. Did you express that you know something is wrong with you and that you need to change but since then you haven't sought help, taken action, or followed through with a plan for change that lasted for more than a few days or weeks?

As you read these questions are you analyzing how the other person was deficient in these ways rather than seeing a few of these behaviors in yourself?

Interpretation
If you answer yes to four or more of the questions above than you're definitely NOT taking enough responsibility for your part in the problems of your relationship.

This is also the case if you didn't answer YES to any of the questions above, which would be a sign of, not your perfection, but your denial and lack of personal insight.

What Does it Mean: To Take Responsibility?
1. Responsible people take responsibility for making things better.
2. Responsible people take action rather than wait to be told.
3. Responsible people don't expect somebody else to do it.
4. Responsible people keep their focus.
5. Responsible people practice self-discipline.
6. Responsible people take care of the small stuff.
7. Responsible people start what they finish.
8. Responsible people give back what was given to them.

Personal responsibility training

- **Instruction: finish these unfinished sentences by phrases of responsible person like in example.**

- **Example:** If you don't have the courage or confidence to speak up, know and accept … that your views simply can't and won't be taken into consideration.

- If you lie and get found out, know and accept that…

- If you bully someone and then he/she make a complaint against you, know and accept that…

- If you trip over a hazard that you have walked over ten times before, know and accept that…

- When an error is noticed in your work, know and accept that…

- When the work you have delegated to someone else is not done, know and accept that…
- When your career isn't progressing as you wanted, know and accept that…
- If your work ethic and attitude is lousy, know and accept that…
- If you're feeling under the weather at work on a Friday or Monday, know and accept that…
- Know that in the workplace laziness, under assertiveness, aggression, low self esteem, selfishness, and dishonesty all bring consequences and when things go wrong, the first person you should look to is …

Task for self-work: Read chapter 2 – Self-Management from e-manual of Soft Skills.

Тема 3. Розвиток критичного мислення.

CRITICAL THINKING

Learning outcomes
1) Give the definition of critical thinking, get knowledge about its main components;
2) Learn to critical reading, evaluating information and effective report writing;
3) Recognize techniques of verbal and written persuasion;
4) Know and recognize the main logical fallacies.

Definition

- The activity to think critically is a multidimensional capacity and basically encompasses cognitive, metacognitive and dispositional components. The cognitive components more often include such skills: to discover assumptions, to make inductive and deductive inferences, to evaluate information, to interpret causes, to predict effects, to formulate and test hypotheses, to make decisions and to define and solve problems. Critical thinking also includes creative skills to generate many varied and original ideas.

- The metacognitive components include consciousness, knowledge and regulation.

- The dispositional components include motivations, orientation to goals, attitudes.

Comparison features of the ordinary and critical thinking (M. Lipman, 1988)

Critical Thinking	*Ordinary Thinking*
Estimating	Guessing
Evaluating	Preferring
Classifying	Grouping
Assuming	Believing
Inferring logically	Inferring
Grasping principles	Associating concepts
Hypothesizing	Supposing
Noting relationships among other relationships	Noting relationships
Making judgments with criteria	Making judgments without criteria

The main elements of critical thinking

Understanding and use of oratory	Prediction and prevention of problems	Knowledge of the basic "logical fallacies"
Critical reading and writing style	Correct goal setting	Recognition of manipulating statistics
Recognition of manipulating in advertising and propaganda	Countering techniques of dishonest dispute	And many others…

Critical reading and evaluation information

Use the criteria: Who? Why? What? When?

Who? Look at the qualification of the authors and sources of experience. Whether they are experts in their field? Whether they are published anywhere else? Are they sponsoring by someone or not? Were they cited by other specialists in their field? Is the publisher recognized and authoritative organization? Do they provide contact information?

Why? Look at the purpose of the information. Whether the information is intended to inform, persuade, or entertain? Is there sufficient evidence that there have been no complaints? Were the studies sponsored? Is this objective or biased? Who is the target audience? Is it use emotional language?

What? Look at the relevance of the information. Does it provide information at the appropriate level for your needs? Is this true in terms of geographic location? Is this an original or a secondary material? What this material is focused on? How limited is the coverage?

When? Look at the novelty of information. Is there a publication date? When was it last updated? Are the links still active (the site)?

Recommendations for effective report writing

To write well-structured report it need to involve such writing abilities:

- Ability to draft an outline plan.

- Ability to formulate the head of report.

- Skills to write abstract if the report is long.

- Ability to set up the goal and the tasks of your report.

- Skills to structure materials and to design the detailed plan of your report.

- Ability to formulate conclusions, to add necessary appendix.

Academic style of writing

The following characteristics are typical of academic writing:

- Use of correct grammar and punctuation;

- Use cautious (probabilistic) language;

- Avoid subjective and emotive language;

- Use linking words and phrases;

- Use correct referencing;

- Clear and concise language;

- Formal writing style.

Activity 1. Group work on academic writing
- Work in pairs;

- Get this scientific article, quickly view it;

- find and copy out in your note-books phrases of academic / critical writing – entering and linking words and phrases, phrases of presenting other authors opinions; phrases of presenting own results;

- find them in Introduction, Main body and Conclusion of the article;

- tell to the whole audience what you have found.

Techniques of verbal and written persuasion
These techniques show the reader that the point of view of the author should act as their own point of view.
    1. Rhetorical question: means that the answer is so obvious that other answer is not required .
Example: Can we expect that our teachers will maintain a high level of professionalism, if we do not pay them a fair wage?
2. The Rule of 'Three': based on the theory that people remember things when they are listed in three. The same idea can be told in 3 different ways.
Example: "Stop, look, and listen"; "Is your car old? rusting? ready to be replaced?"
3. Emotional language: it is using adjectives (nouns, verbs), so that the reader could feel a certain emotion.
Example: Management will not stop these cuts, and all of our children will go hungry. Then they close the plant and leave us without work and on the street.
4. Hyperbole: The use of exaggeration for extravagant effect; often used humor.
Examples: "A hundred years have not seen," "I've said it a thousand times."
5. Sound model: designed to attract the reader's attention and remember the contents better:
- Rhyme, - alliteration (repeated one the same sound at the beginning of words etc.), the repetition of the same consonant sound, repetition of vowel sounds.
 Examples: sweet smell of success; dime a dozen…
6. Comparisons: show a relationship between two unlike items in one of three ways:
metaphor
Examples of metaphor: ''golden hair'', ''sunny smile'' .
simile (uses "like" or "as")
Examples of simile: the foreman is tough as nails.
personification (uses an animal compared to a non-animal)
Examples of personification:
she eats like a pig;
he's an ostrich — he won't face his problems.

Activity 2. Recognize rhetorical techniques
1. ''In conclusion, let me say that voting for this candidate - is a vote for a perfect world''.
2. She is smart, intelligent and successful.
3. She knows how to get things done. Other candidates want to take us back to a time when jobs are scarce, people were scared and the government intervened in the lives of people. Let's not let that happen.

4. Why turn the clock back, if we can move forward to a brighter future ?
Hyperbole _____
Rhetorical question _____
"The Rule of Three" _____
Emotional language _____

Logical Fallacies

False Dilemma	Post Hoc (after this, therefore because of this)	Hasty generalization (Jumping to conclusion)
Unfinished claim	Circular Reasoning	«Slippery Slope»
Equivocation	"Red herring"	Composition fallacy

«Slippery slope». The argument might have two true premises, and a conclusion that takes them to an extreme.

Example: "We have to stop the tuition increase! Today, it's $5,000; tomorrow, they will be charging $40,000 a semester!"

False dilemma - which presents in its major premise just two options ("either-or") when in reality there are others.

Example: "Stop wasting my time in this store! Either decide you can afford the stereo, or go without music in your room!"

Circular reasoning - there is just one premise, and the conclusion simply restates it in a slightly different form.

Example: "I told you to clean your room!" "Why?" "Because I said so!"

Equivocation - uses a word twice, each time implying a different meaning of that word, or uses one word that could mean at least two different things.

Example: "Hot dogs are better than nothing. Nothing is better than steak. Therefore, hot dogs are better than steak."

"Red herrings" – are simply any unrelated topic that is brought into an argument to divert attention from the subject at hand.

Example: "Nuclear power is a necessity, even though it has the potential to be dangerous. You know what is really dangerous, though? Bathtubs. More people die in accidents in their bathtubs every year than you can imagine."

Post Hoc (after this, therefore because of this) – occurs when an assumption is made that, because one event precedes another.

Example: A tenant moves into an apartment and the building's furnace goes faulty. The manager blames the tenant's arrival for the malfunction.

Hasty generalization – when premises do not contain enough evidence to draw a conclusion.

Example: That new police drama is a really well done show. All police dramas are great shows.

"Chicken and egg" fallacy - an error by confusing cause and effect.

Example: Last night I had a fever. This morning, I have a cold and a fever. The fever caused the cold.

Composition fallacy – by focusing on parts of a whole and drawing a conclusion based only on those parts. Example: Every player on their team is excellent. So their team must be excellent, too.

Unfinished claim – when advertising claims the product is better, or has more of something, but does not finish the comparison.

Examples: "Magnavox gives you more." *More what?*

"Anacin: Twice as much of the pain reliever doctors recommend most."

Does not say twice as much of what pain reliever.

Activity 3. Group reflection: the results of poor critical thinking

- As was found by H. A. Butler et al. (Butler et al., 2012) that high developed critical thinking predicts less quantity of negative life outcomes and vice versa.

- In free discussion suppose possible practical consequences if people have weak critical thinking (write them on the board or on the paper).

- Present your results.

Thank you for your attention and activity!

Тема 4. Рефлексивне мислення та письмо

TEXT OF LECTURER "REFLECTIVE THINKING AND WRITING"

Learning outcomes

- Understand conception of reflection;

- Know the model of reflective thinking;

- Master skills of reflective writing;

- Reflect on and appraise your skills/experience in identifying and meeting your own needs/wants.

- **Introduction:**

- When you look in a mirror, you will see your own *reflection*.

- Reflections in a mirror enable you to see with your eyes something you might want to change.

- Reflecting upon your learning enables you to think about what you have gained, and what you want to improve in the future.

- **Definitions**

- Reflection is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self and which results in a changed conceptual perspective.

- (Boyd, E.M., Fales, A.W., 1983: 99)

- Reflection is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation.

- (Boud, D., Keogh, R. and Walker, D., 1985: 3)

- **Experience**   **Describe**   **Analyse**   **Revise**

- EDAR (Gravells, 2008)

- *Experience* is a significant event or incident you would like to change or improve.

- *Describe* aspects such as who was involved, what happened, when it happened and where it happened.

- *Analyse* – consider the experience more deeply and ask yourself how it happened and why it happened.

- *Revise* – think about how you would do things differently if the same event happened again and then try this out if you have the opportunity.

- **Kolb (1984) proposed a four stages of continuous learning process. His theory suggests that without reflection, people would continue to make mistakes.**

- Kolb model is posted lower.
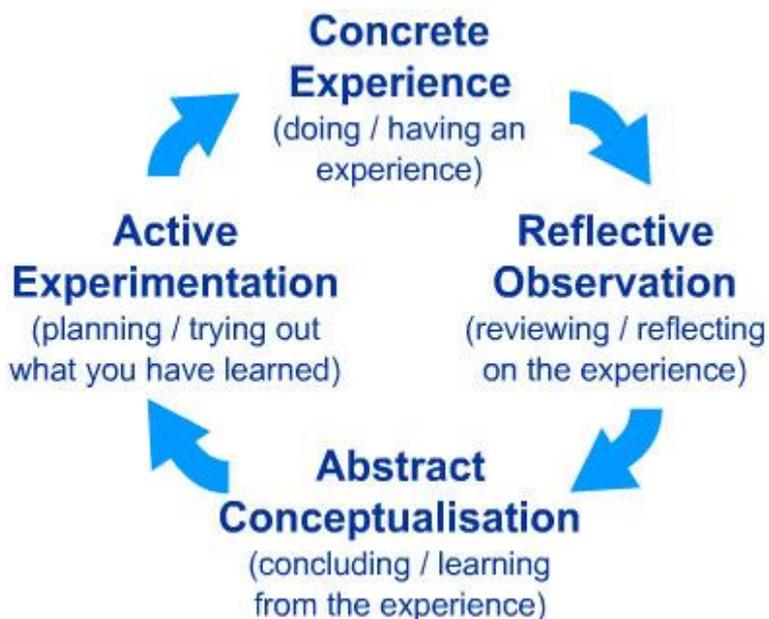
Reflection is similar to the process of being critical. There is, however, a difference. In higher education, 'being critical' is often related to situations and information outside yourself, whilst 'reflection' is often related to what you do. Evaluating what you've learnt, done or thought is part of reflection (Drew & Bingham, 2010).

What for do we need reflection?
- Personal/Professional Development Planning (PDP);

- action planning, identifying actions and recommendations;

- handling time and pressure;

- producing portfolios and journals (including diaries, blogs etc.).

Your logs or reflective assays may include:
- My Strengths – e.g. good time keeping and the ability to meet deadlines.

- My Weaknesses – e.g. easily distracted and this means that tasks take much longer time than planned.

My Tasks – e.g. to develop a realistic timeframe for both the preparation and completion of work.
Activity: write these points now
- My Strengths – …………………………...

- My Weaknesses – ………………………………..

- My Tasks – ……………………………………….

What have you written?
Ways of Reflecting: (Drew & Bingham, 2010)
Talk to somebody about it
Write about it - кеер a diary or journal
Make diagrams, charts, or draw
Reflective Writing
We will start from what reflective writing is not. **It is NOT:**
- conveyance of information, instruction or argument in a report or 'recipe';

- straightforward description, though there may be descriptive elements;

- a straightforward decision, e.g., about whether something is right or wrong, good or bad, etc.;

- simple problem solving like recalling how to get to the nearest station.

- **Reflective writing is…**

- It could be seen as a melting pot into which you put a number of thoughts, feelings, other forms of awareness, and perhaps new information.

- It is also worth recognizing that reflective writing may be a means of becoming clearer about something.

- A metaphor for reflection or its expression in reflective writing is 'cognitive housekeeping' to imply its nature as a sorting out, clarifying process.

- **Reflective writing may apply to anything that is relatively complex. You might reflect on:**

- • how to go about your dissertation topic;

- • how well you wrote an assignment;

- • experiences gained in your part-time work;

- • what your essay title means and how to go about writing it;

- • how to present some project work;

- • how you want to behave differently in some context;

- • the way in which your non-work activities relate to the programme that you are on;

- • the quality of a relationship with someone (in your programme or family, etc.);

- • how well you got on in your programme last semester;

- • your process in solving a difficult problem (e.g., use statistical methods in your academic work);

- • what you need to do to improve your study processes.

Questions to facilitate reflective writing:
- What is the nature of the significance of this issue to you?

- How do you feel about it?

- How do your feelings relate to any action?

- Was it good/bad - and what are the implications?

- What do you need to do?

- What other information do you need (ideas, knowledge, opinion, etc.)?

- Are there previous instances of this event, arising issue that will help you to think more or differently about it?

- Are there others, or the views of others, who are relevant to this matter - and in what way?

- Is there another point of view that you could explore - are there alternative interpretations to consider?

- Are others seeing this issue from different points of view that may be helpful to you to explore?

- If you 'step back' from this issue, how does it look different?

- How do you judge your ability to reflect on this matter?

- Do you notice that your feelings about it have changed over time - or in the course of writing this - suggesting that your own frame of reference has changed?

- Are there ethical/moral/political wider social issues that you would want to explore?

(Moon, 2004)

Using evidence:

We get feedback all the time. Here are some examples:
- people's facial expressions or body language in reaction to what you say or do;

- people's casual comments about you ('that's a nice jacket') or your views ('why on earth do you think that film was good?');

- people who seek (or avoid) your company;

- tutors' or other students' responses to your comments in class;

- things that work (or not) when you create or repair them.

When you get feedback, think about the following, to help make judgements about its value:
- Who gave it? What do they know?

- When did they give it? Immediate feedback is good. After time, memory may be faulty.

- Does it make clear what was effective (or not) about what you did, said or thought?

- What's the evidence for their views? Why do they think what they think?

- What's the weight of evidence?

Remember: your aim is to get a feedback, not justify yourself. It's not a good idea to argue or defend yourself: they'll be wary of giving you feedback again. If you asked for feedback, it's ungracious to then

grumble about it. Just because you thank them, doesn't mean you agree with them. (Drew & Bingham, 2010)

Activity

1. Let's divide on several groups (e.g. 2-3).

2. Each group just now write a short reflective assay on topic: "Do we believe that psychotherapy helps people and why?" (two pages) – 15 minutes.

3. Representative of each group will read their assay for all .

4. Members of other groups give them a feedback about what was most interesting and what they mostly preferred in their assay. They can pose questions. – 10 minutes for each group.

Meditation -example of reflective thinking

Naranjo (in Naranjo and Ornstein, 1971) distinguished 3 types of meditation:

Way of Forms, the Expressive Way and the Negative Way.

The *Way of Forms* includes concentration upon external symbols and objects such as candle flames, mandalas, and mantras.

The *Expressive Way* includes those meditations which involve receptivity to the contents and processes of consciousness.

This is the way of freedom. It involves letting go of control and being open to inner voices, feelings and intuitions. Best illustration is shamans trans.

The Negative Way is vipassana meditation, a Buddhist approach involving 'bare attention'. In this method the meditator merely registers sense impressions, feelings, and mental states without reacting to them by act, speech, or mental comment.

It involves elimination, detachment, emptiness, centering.

"Noting" meditation technique – video.

You can try technique "noting" to observe you mind during some time (e.g. 10 minutes a day).

Just watch what is going in your mind – your thoughts, your feelings, intentions, body sensations… See what are them – anger, anxiety or discomfort in your back etc.

This can help you to understand yourself better and then decide what to do – accept them or try to change something .

Tips to reflect on your learning:

1. Don't blame yourself if things don't go quite to your plan.

2. Also try not to blame others for incidents that may happen within your   plan maintenance.

3. Attend standardisation events which give you the opportunity to compare your perfomance with others.

4. Don't become complacent and dismiss the idea of further training as too time-consuming; be positive and treat it as a new challenge.

… and a last tip:

To reach your goals you need Commitment, Motivation, Enthusiasm and Passion for what you try to improve.

Task for self-work

Read Chapter 4 – "Reflective thinking and writing" from e-manual "Soft Skills for Professional Development"

Would you like to share your thoughts and impressions about the film *'Fear and trembling'* ?

Questions? Thank you for listening and activity!

Тема 5. Навички презентації та самопрезентації.

PRESENTATION SKILLS

Learning outcomes

- communicate clearly, effectively and confidently with a range of audiences in a range of different contexts;

- improve your research and design skills, and strengthen your delivery techniques;

- enhance your use of different support electronic and other tools;

- increase your confidence level in interacting with audience and control your nervousness.

Presentation Definition
A presentation is the set of techniques and skills required to successfully present oral information to others.
Three types of presentation might be identified:
Information-giving (lecture, report)
Discursive (conference report, dissertation presentation)
Demonstrative (master-class, work-shop)
When we use presentation skills?
- Group and individual presentations for a given topic as part of your learning process.

- Conference presentation providing an overview of some research carried out by you or your group.
- Diploma or dissertation-related presentation to demonstrate your ability to manage a research project.
- A job interview where you have been asked to present for several minutes on a given topic.

(Chivers B., Shoolbred M., 2007)

Self-control questions before preparation presentation
- What is the main aim of the presentation and what message you want to deliver to the audience in the time limit set?

- What is the current knowledge level of the audience and what new knowledge or awareness do you want the audience to have gained from your presentation?
- What is the most effective way to communicate this knowledge?

<u>Preparation</u>
1. prepare the first draft of the presentation
2. prepare the first set of slides
3. put the presentation aside for a while
4. review, revise and edit first version
5. decide on the audio-visual aids that will be useful
6. prepare the 'good enough' set of slides

(Burns, T., Sinfield, S., 2004)

<u>Structure:</u>   Introduction   The Main Body   Conclusion
How to remember this structure?
1. Introduction. Tell them what you are going to tell them.
2. The main body. Tell them.
3. Conclusion. Tell them what you have told them.
Introduction
- ✓ It should previously inform audience about main content of your presentation;

- ✓ You may do it in the form of presenting a series of statements, but can be better presenting a puzzle, picture or telling a story for catch audience attention. Be careful with a jokes;

- ✓ Give the purpose or outcomes of your presentation to listeners;

- ✓ Keep 'needs' of your audience very firmly in mind.

Avoid such phrases at the beginning

"I'm nervous / tired / jet lagged". "Sorry, we're starting a little late". "Can you hear me well?" "Can you read / see this?" "I'll try to be short ..." "Sorry for that mistake there".

Main body of the presentation
- ✓ **3** or **4** main points for a presentation of up to a halfhour and no more then **7** main points for longer presentation;

- ✓ Use examples, stories, statistics, quotes from expert sources, or research findings to support your ideas;

- ✓ You may use questions or initiate discussion to activate listeners.

Don't try to include too much information in one slide!
(Example with Steve Jobs and presentation of Macbook Air) Not to tell: size and weight, display, storage, processor and memory and battery power.
Sometimes a single image is worth thousands of words… "It's so thin that it fits into an office envelope". Instead of an overloaded slide, you can make several slides. You also need to consider certain transitions from slide to slide when you are changing the content or structure of a presentation.

Conclusion
- ✓ Tell to the audience what you have already said – repeat it again in short;

- ✓ Always leave your audience with something memorable, say a powerful visual or a convincing conclusion, with a key idea, a central theme to take away and want to reflect on later.

- ✓ Thank the audience for their attention and invite questions or discussion.

The main challenge is to try to fit all gathered information that you consider relevant
into the time that is allocated

Timing:
- It is usually better to
deliver less content at
a reasonable pace.
- You should fit the topic
into the time limit set
and plan time for breaks,
asides, questions.
- You should think clearly about what to include and exclude from the final version of your presentation.
<div align="center">(Chivers B., Shoolbred M., 2007)</div>

Form of language
- Use explanations or definitions for new terms;

- Use correct language and proofread;

- Avoid gender stereotyping;
- Avoid racist and racism stereotyping;
- Avoid words-parasites, being aggressive, swearing or obscenities;
- Use the language that can include everybody.
(Drew, S., Bingham, R., 2010)

Environment:
Check: position of speaker, acoustics, type and size of room, lighting, equipment.

Use images
to improve understanding; to save time; for interest; for impact

Aspects of Personal Presentation
Your personal presentation includes:
- • Clothes; - keep official dress-code;

- Accessories:

- your notes, luggage, bags, phones, jewellery, watches, and scarves;

- Style of hair, nails, makeup (for women);

- Body language; and

- Voice.

- **Verbal means and appearance**

- 55% of our impact comes from our look (how we look);

- 7% of what we understand comes from the words;

- 38% of information comes from the tone of voice;

- Make sure that you project your voice to the back of the room.

Aspects of Effective Speaking
- Accents.

- Finding your voice.

- The effect of breath on voice and speech.

- Pauses.

- Vocal production (Volume - to be heard. Clarity - to be understood. Variety - to add interest).

<u>**Non-verbal means**</u>
eye-contact body   language   hand gestures
<u>**Interacting with audience**</u>
If you want to start discussion:
- Ask people to discuss in 2s or 3s for a minute, then share with the group.
- Make discussion points or activities clear.
  - Have a prepared list of

question to ask them.
(Drew, S., Bingham, R., 2010)
Activity: interacting with the audience
Let's begin group discussion: what is more important in the presentation – content or expressive style?
From the previous slides you can found that expressive style value more then information itself (e.g. intonation against words).
But there are an opposite opinion, which is going from psychophysiology. It is known that quality of the signal is less important then it's significance. We can percept significant information even in unconscious (subliminal) level. Other argument – example of D.Ogilvy and A. Crompton.
<u>**Handling nerves:**</u>
- get as much practice as you can;

- concentrate on exposing yourself to similar situations;

- practice deliberate relaxation, e.g. breathing techniques, visualization techniques;

- drink water, smile, use pauses, slow down, move around, stop thinking about yourself;

- prepare for each specific presentation.

Rehearsal

- Rehearse and learn the factual content and structure.

- Rehearse speaking aloud.

- Rehearse in front of a mirror or video

camera.

- Time the rehearsals.

- Rehearse before other people.

- Rehearse in the physical environment.

Get Feedback:

You should remember that for communication to take place, information has to flow in two directions – that is, the 'receiver' picks up the message from the 'sender' and confirms receipt by giving some form of recognizable feedback.

- ✓ Formal evaluation

- ✓ Informal evaluation

- ✓ Self-evaluation

In conclusion…

When you are making a presentation, you are presenting a package: you and your message. The more you are aware of the impact of every element, the more effective the package will be as a whole.

Homework and task for the next learning session

1. Prepare your own 5-minute presentation;

2. Choose the topic of it;

3. Use the Power Point software to do it;

4. You will deliver your presentations on the next learning session, answer the questions of the audience;

5. You will ask the questions and give feedback as a listener of the presentations of your peers.

6. Don't forget the file of your presentation

at home…

7. Read Chapter #5 of e-manual.

Tips for PowerPoint presentations

1. Use the logical order for your slides.
2. Select a clear font such as Arial or Helvetica.
3. Use bold rather than underline and avoid italics;
4. A dark background (deep blue or black) and light-colored text (white or yellow) for contrast will make your words stand out.
5. Use a font size of 24 or over: e.g. use a 36 point for titles and a 28 point for body text.
6. Check grammar mistakes.
7. Use pictures and icons and beware of the special effects, e.g. spinning words or sound effects.
8. Keep the presentation consistent, e.g. in background and style. Do not suddenly switch fonts half way through. You may not notice but your audience will.
9. Try not to use more than 30 words per slide, 5–6 words for headings, and maximum of five points per slide.
10. Keep the number of slides down to one per minute or one per 30 seconds.

(Malthouse, R., Roffey-Barentsen, J., 2010), (Craig, C., 2009)

Questions? Thank you for listening.

Тема 6. Ведення академічних дебатів

Academic debate

Learning outcomes
- Work in team or lead the team during implementation of learning tasks.
- Discuss effectively in a certain debate format.
- Reflect on and react to constructive criticism provided by others.
- Can use debate assessment criteria.

Public Forum (also called Ted Turner Debate or Controversy) Format
Public Forum is one of the newest formats.
Affirmative and negative teams choose two representative persons (Speaker 1, Speaker 2).
Instead of cross-examination speeches, Public Forum has crossfire. During this time, the debaters who just finished speaking can ask and answer questions of each other.
The summary speeches allow the debaters to recap the best arguments for their side. This is a chance for more refutation but not new arguments. In the last shot, each team will reprise the one argument that they believe will win the debate for them. (Rybold, G., 2006)

"Plastic bags must be prohibited for consumer use" (example)
4 min. Team A Speaker 1
4 min. Team B Speaker 1
3 min. Crossfire (between Team A Speaker 1 & Team B Speaker 1)
4 min. Team A Speaker 2
4 min. Team B Speaker 2
3 min. Crossfire (between Team A Speaker 2 & Team B Speaker 2)
Summary 2 min. Team A Speaker 1
Summary 2 min. Team B Speaker 1
3 min. Grand Crossfire (all speakers)

Description of assessment criteria – see in Attachments

Activity. Peer-to-peer assessment of debate using video and criteria

Every student assesses debates of two teams (affirmative and negative) during video watch with these criteria. Then all group account general marks for both teams and define the winner. Teacher give the feedback to the participants.

Тема 7. Групова та командна робота.

Group Work

Learning outcomes
- Effectively work cooperatively;

- Contributing to groups with ideas, suggestions, and efforts;

- Healthy respect for different opinions, customs, and individual preferences;

- Ability to participate in group decision-making.

Why work in a group?
- The personal benefits of group work are important: you will improve your communication and negotiating skills and build rapport and friendships.

- It provides solutions beyond the scope of individual effort.

- It is one of the most useful ways of learning about cooperation, project planning, and time management.

- Learning how to work successfully in a group has a close association with how we participate in the workplace.

- To share responsibility.

- Allows for more participation by the organization's members.

- Demonstrate diversity (i.e. values, beliefs, cultures, etc.).

- Exposure to other viewpoints that an individual may have never considered.

- Working in groups promotes an effective learning environment.

Definition of "**GROUP WORK**"
a method, used by professional social workers, of aiding a group or members of a group move toward individual adjustment and increased participation in community activity by exploiting the mechanisms of group life.
(Random House Unabridged Dictionary. http://dictionary.infoplease.com/group-work)

Connection between group size and time duration
Group size can vary in according to the length of time that members work together.
Pairing is great for thirty-second or one-minute problem solving.
Groups that work together for ten to 45 minutes might be four or five people. (If there are more than four or five, some members will stop participating).
Maximum group size may be near 15. For example, such groups are eligible for focus-interview, brainstorm, group discussion, group project etc.

Groups can be formal or informal
Informal groups may be simple dyads (where each student turns to a neighbor) or ten-minute "buzz groups" (in which three to four students discuss their reactions to a reading assignment).
Formal group assignments can serve semester-long group projects.

Characteristics of an effective group
➢ Clear understanding of expectations;

➢ Shared responsibilities, equitable participation from all members;

➢ Open lines of communication, discuss irritations before they develop into a problem;

➢ Completes assigned tasks in timely manner;

➢ Members **listen** to each other.

Dysfunctional Group
➢ Members are confused about what the task to be completed;

➢ Most members tend to be slackers;

➢ Members don't communicate openly, assume that others know what they are thinking;

➢ Difficulty in finishing tasks on time.

Roles Within a Group
- **Leader** – keeps the group on task, takes charge;

- **Active Participant** – give own opinion, prepared, discuss or support other points of view;

- **Follower** – goes along with what other group members think, no individual opinions;

- **Distracter** – prevents the group from performing its task (talks, laughs, doesn't pay attention);

- **Non-participant** – doesn't talk much, not prepared, provides minimal input to the finished product.

Six stages in group work
1. Getting to know your group;

2. Setting the ground rules;

3. Planning the work and establishing roles;

4. Doing the work;

5. Monitoring progress;

6. Reflecting and assessing.

Techniques used in group work
✓ Brain storming;

✓ Buzz grouping;

✓ Controlled discussion;

✓ Free discussion;

✓ Games and simulations;

✓ Role play;

✓ Snowballing.

Brainstorming is
a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.
This group work format has two stages – without critics and with critics.
Benefits of brainstorming
- Is highly motivating.

- Promotes spontaneity and creativity.

- Is efficient and productive. Scores of ideas and suggestions or problems and obstacles can be listed in a few minutes.

- Involves participants in the ownership of ideas. Problem solving is made much easier when communal commitment is guaranteed.

- If do it regularly it provides a permanent record of ideas and aids in developing solutions to problems.

A buzz group is
a small, intense discussion group usually involving up to 3 persons responding to a specific question or in search of very precise information.
The full plenary group is subdivided into the small groups. It's called a 'buzz' group because it mimics the sound of people in intense discussion (as noise of bees)! **How to use**
The learners are divided into small groups, usually twos or threes. These small groups meet for a short period to consider a simple question or problem. The ideas, thus exchanged, may then be presented to the other participants by each of the small groups in turn, so promoting further discussion.

Benefits of a buzz groups
1. Highly participative.

2. Very focused and direct.

3. Very frequently it integrates theory with experience.

4. Short, intense and using members own information so there is ownership of the output by all members.

Activity. Let's try buzz group discussion
- Divide on threes and discuss this problem – do we need curator for every students group at our University? – 3 minutes

- The related questions:

- Why students so rarely visit curator's hour?

- Why they don't keep initiative (or very seldom) to organize any events or excursions for curator's hours?

- Why students don't ask (or very seldom) their curator for help in solving personal, interpersonal and learning problems?

- Share small group's opinions for whole audience and formulate your general opinion – 10 minutes

Controlled discussion
a type of meeting, but it differs from the formal meetings in a number of ways:
- ❖ It may not have a specific goal – many group discussions are just that: a group kicking around ideas on a particular topic. That may lead to a goal ultimately...but it may not.

- ❖ It's less formal, and may have no time constraints, or structured order, or agenda.

- ❖ Its leadership is usually less directive than of a meeting.

- ❖ It emphasizes process (the consideration of ideas) over specific tasks to be accomplished.

- ❖ Leading a discussion group is not the same as running a meeting. It's much closer to facilitation.

Example – "round table". Good in the beginning of the project, not at the end.

Free discussion
- a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas.

- It is a dialectical method, often involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict himself / herself in some way, thus strengthening the inquirer's own point of view.

Snowballing

This method involves progressive doubling: members first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, members come together for a plenary session in which their conclusions or solutions are pooled.

It is good to provide a sequence of increasingly complex tasks so that members do not become bored with repeated discussion at multiple stages.

Activity: Snowballing group work

Problem: Child abuse (domestic violence) often happens in families. **How to reveal it and help to the victims?**

Child abuse may be subdivided into physical, sexual or emotional abuse. Childhood physical abuse has been defined as the deliberate infliction of physical harm by an adult to the child.

Childhood sexual abuse is defined as sexual contact with a child, including acts from watching pornography with child to genital penetration.

Psychological abuse refers to intentional caregiver behaviors that indicate to the child that he/she is worthless, flawed, unloved, unwanted or in danger.

- We start from individual work – everybody writes their solutions for 5 minutes.
- Next you gather in pairs, join your ideas and design common solution – for 10 minutes.
- Next you gather in forth, join your ideas and design general plan for solving this problem – for 10 minutes. Think and take in account in your solution that violent parent often try to impact child not to tell anybody about this maltreatment. Reminding these problems to such children can lead to secondary traumatization. What methods can you propose to use with these children?

- Next discuss in whole audience your decisions and design general plan to solve the problem – for 15 minutes.

- Elect the leader and present your plan for audience (e.g. in press-conference) – for 10 minutes. You can use tribune, microphone, board.

Questions? Thank you for listening and participation!

Тема 8. Взаємодія з рівними партнерами

PEER-TO-PEER INTERACTION

Learning outcomes
- Understand conception of peer-to-peer interaction;
- Exchange and actualize your learning experience;
- Facilitate self-organization and self-understanding;
- Help each other in studying process;
- You may help to first-year students to integrate themselves into the process of study and adapt to the university life.

PEER means

A person who belongs to the same social group as the other people. Social group could be based on similarity of age, sex, social-economic background, learning or professional activity, health status etc.

People are embedded in a variety of social networks. A peer group consists of those who are of roughly equal status. Peers are a collection of individuals with whom the individual identifies and affiliates and

from whom the individual seeks acceptance or approval. Two elements are particularly salient in this definition: connection and acceptance.

<u>Peer instructor at the university is</u>
<u>a student!</u>

P2P Method – definition
- Interaction and learning method (technology) when the source of knowledge is not a professor but a peer instructor (peer student).
- An educational practice and interactional framework fostering learning in many forms of life – e.g. at work place or in the volunteer activity.
- One of pedagogical strategies that promotes participation and interaction.

Importance at the university

Peer-to-Peer activity includes both trainers and trainees into university life and promotes a sense of belonging that combats the anonymity and many students' isolation experience at large universities during the first year of study.

Peer assisted learning is NOT

- teaching by students;
- targeted at weak or problem students – all participants should benefit;
- a mean of reducing existing lecturer-student contact;
- an environment for social chatting.

Activity: give the examples

1) In my Judo section the coach gives to learners some exercises in pairs. And we work in pair with some partner during whole training. Your partner can know some Judo-element better than you so he/she helps you to learn it during this part of training. If you know or understand some element better, than you help your peer partner. Also peers conduct warm-up.
2) …………..
3) …………… (students tell their examples)

"PROs" of the P2P Method

```
                    ┌─────────────────┐
                    │   Stimulates    │
                    │  interpersonal  │
                    │  communication  │
                    └─────────────────┘

    ┌──────────────────┐        ┌──────────────────┐
    │  Gives a chance  │        │   Facilitates    │
    │   to display     │        │ critical analysis│
    │ students' initiative│     │ of academic success│
    │  in opening their│        │   and failures   │
    │organizational skills│     └──────────────────┘
    └──────────────────┘
```

Stimulates interpersonal communication

Gives a chance to display students' initiative in opening their organizational skills

Facilitates critical analysis of academic success and failures

Forms an environment for the joint study and researches

Fosters deeper and more active learning process

Promotes communicative, leading and executive skills

Stimulates creative thinking and team work

Gives students an opportunity to learn from and teach each other

Stimulates habits to work in group and lead in this activity

Assists another one to avoid possible unproductive steps

Famous teams built from students

Steve Jobs & Steve Wozniak - Apple

Sergey Brin & Larry Page - Google

The main benefit for trainers

If you want to understand something better and test how strong is your own knowledge – learn other person and let him/her ask you any necessary questions and give feedback.

The Main Benefits for Trainees

Students receive more time for individualized learning;
Direct interaction between students promotes active learning;
Students feel more comfortable and open when interacting with a peer;
Peers and students share a similar discourse, allowing for greater understanding.

Peer learning results for both tutor and tutee
 • team-building spirit and more supportive relationships;
 • greater psychological well-being, social competence, communication skills and self-esteem;
 • higher achievement and greater
productivity in terms of
enhanced learning outcomes.

General forms of P2P Learning

Individual / Group Meetings
Formal / Informal
Regular / Situational

P2P strategies
- traditional instructor model, in which senior students tutor junior students;
- students of the same year form partnerships to assist each other with both course content and personal concerns;
- other models involved discussion seminars (clubs, SSS - CHT, Students Council etc.), private study groups, a buddy system or counseling, peer-assessment schemes, collaborative project or laboratory work, projects in different sized groups, workplace mentoring and supervising activities.

Activity. Game 'The Snakes and Ladders'
- Divide in several groups
- Write the "Ladders" – aims, desires and resources in your learning – 5 minutes
- Write the "Snakes" – problems, obstacles in your learning – 5 minutes
- Be honest
- Give the quantitative coefficients for them in 100-scores system, e.g.:

Examples:
Laziness – 30 scores (snake)
Creativity – 25 scores (ladder)
What is the balance of "Ladders" and "Snakes" in your group: is it positive or negative?

- Share in whole group – what you wrote in small groups, about your balances…
- Compare the results of different groups and advice others how to solve their problems…

P2P tutoring methods

1) Directive versus   2) nondirective tutoring
1)   A tutor becomes a surrogate teacher, taking the role of an authority and imparting knowledge.
   Under the directive approach, the tutor give knowledge on the tutee and explains or tells the tutee what he/she should think about a given topic.

2) The tutor is more of a facilitator, helping the student draw out the knowledge he already possesses.
   Under the non-directive approach, the tutor draws knowledge out of the tutee, asking open-ended questions to help the student come to his own conclusions about the topic.

Both – directive and nondirective - are valid methods, but different levels of each should be used with different students and in different scenarios.

Activity. Same year students assistance
This is a form of reciprocal peer learning – a kind of cooperative learning.
1. Divide yourselves to pairs.
2. Think about your own best knowledge or skills (e.g. statistics, diploma research, foreign languages, some studying courses) – 5 minutes.
3. Share with your peer student some part of your best knowledge or skill by giving some advise or explain you finding or some useful rule. Then change your roles – 10 minutes for both.

Code of Ethics for P2P Instructor

1. Respect, promote and protect human rights
2. Respect diversity of beliefs
3. Facilitate gender equality and justice
4. Ensure and keep confidentiality
5. Not impose on the values
6. Escape unpleasant personal situations (judging, praising or mockery);

7. Provide accurate, competent and unbiased information;
8. Be aware of the own disadvantages and understand that the own behavior influences the peers;
9. Avoid an abuse of the peer instructor status in P2P interaction.

Activity 4. Aid to 1st year students

Group discussion with a brainstorming technique.

During 20 minutes all students give the ideas without critics about what to recommend for first-year students for successful learning and development during studying years that not to lost the opportunities and not to repeat your faults. One person write on the blackboard.

Also look for the ways how to present or deliver your recommendations to first-year students.

Brain-storming: 2nd stage

- During next 10 minutes critically assess the ideas and form the suitable recommendations in structured and well formulated list.
- Also choose final way for delivering your peer-to-peer assistance to first year students.

Thanks for your attention and activity!

Тема 9. Лідерство.

Leadership

Learning outcomes
- To know basic theories of leadership.
- Be able to describe the famous styles and types of leadership.
- To understand their benefits and vulnerabilities.
- To define leadership errors and their peculiarities.
- To understand the ways to recover from these errors.

Definition

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.

P. Northouse

Trait Theories (E. Bogardus et al.)
Congenital set of characteristics (charisma):
- Intelligence;
- Dominance;
- Sociability;
- Confidence;
- Initiative;
- A sense of humor;
- Enthusiasm
- and others ... about 80!

Theories of interaction style (A. Yago, etc.)
Leadership is a process of interaction between the leader and the followers:
- Depends on the way the leader interacts with the followers;
- May be a learning result;
- Accessible to anyone;
- Depends on the situation.

Leadership as a function of the group (G. Homans et al.)

A leader is understood as a person who, to a greater extent, than all other members of the group, meets its expectations and most consistently adheres to the norms and values adopted in it - "The Retinue plays the King".

Contradiction:

"Idiosyncratic credit" - trust, which has a leader from the group on deviation from the norms accepted in it.

Synthetic Leadership Theories

Theories that take into account the personality traits, the style of interaction, the peculiarities of the social group and situation - F. Fiedler, B. D. Parygin, etc.: emotional leader, business, moral leaders, leader-motivator, leader-organizer, universal, situational, etc.

The styles of leadership by K. Lewin - an authoritarian style

Formal side	Content side
Business, short orders; Prohibitions without exception, with threats; Clear language, unfriendly tone; Praise and punishment are subjective; Emotions are not taken into account; Examples display is not a system; The position of the leader is above the group.	Tasks are planned in advance in full; Only the immediate goals are defined, the future ones are unknown; The leader's word is decisive.

Leadership styles by K. Lewin - democratic style

Formal side	Content side
Instructions in the form of proposals; Friendly tone; Praise and punishment with tips; Orders and prohibitions - with discussions; Leader position - inside the group.	Group activities are planned not in advance, but in the group; All members are responsible for the implementation of the proposals; All parts of the work are not only offered but also discussed.

Leadership styles by K. Lewin – laissez-faire style

Formal side	Content side
Tone - conventional; Lack of praise or punishment; No cooperation; The leader's position is not visible, "from the side of the group."	Affairs in the group go by themselves; The leader does not give directions; The tasks of the work originate from the individual interests of the group members or come from the new leader.

Consequences of using different styles

Authoritarian:

"+" More work is done; high speed;

"-" Low motivation, less originality, less group cohesion, lack of collective thinking, greater aggressiveness, anxiety, conformism, dependent and submissive behavior.

Laissez-faire:

"+" More game, more autonomy;

"-" The volume of work is lower, the lower quality of work, the goals are often not achieved.
Democratic:
"+" High quality of decisions, high motivation, less load on the leader;
"-" The complexity of providing the conditions for effective work, the process of work and decision-making is slower.

Transformational Leadership
A process of engaging with others to create a connection that increases motivation and morality in both the leader and the follower.

Core elements of TL:
A concern with emotions, values, ethics, standards, and long-term goals.
Includes assessing followers' motives, satisfying their needs, and treating them as full human beings.
4 I's: Ideal, Inspiration, Individuality, Intellect
While transformational leadership focuses on *change* within an organization, the goal of transactional leadership is generally to *maintain consistency* by reinforcing existing rules.

Negative Effects of Transformational Leadership:
Burnout. Getting subordinates to do "more than expected" is not always such a great thing
Can be seen as manipulative and serving of those higher up in the organization

- Transformational and transactional leadership does not always contradict each other.
- They can be complementary levels of leadership.

Leader Mistakes: How they happen and what you can do about them

What is a leader error?
An avoidable action or inaction is chosen by a leader which results in an initial outcome outside of the leader's original intent, goal, or prediction
Famous leader's errors
- Stalin's ignoring of warnings and unpreparedness before Hitler's attack, 1941
- Unpreparedness of USA for attack on Pearl Harbor, 1941
- USA invasion in the Bay of Pigs, Cuba, 1961
- The Three-mile island, the largest nuclear accident in the United States, 1978
- Soviet invasion in Afghanistan, 1979
- "Challenger" catastrophe, 1986

How are mistakes unique for leaders?
A leader's role is complex, thus errors are more likely.
How are mistakes unique for leaders?
A leader's role is public thus errors are more visible.
How are mistakes unique for leaders?
A leader's role is influential thus errors are more harmful.

Error Recovery Strategies
Apology
Justification
Excuse/Blame
Denial

Explanations and examples

Vulnerabilities of the strategies

- Excessive <u>apologies</u> show that the leader is incompetent.
- Excessive <u>excuses</u> show that the leader does not affect the situation.
- Abuse of <u>deny</u> shows that the leader does not deserve trust (dishonest).

How to choose a recovery strategy?
- You can choose combinations or look for a strategy that is more optimal in this context.
- Studies show that honesty is more important because it can not be restored, and competence can be restored.
- Mistakes can be used as means of learning and if demonstrate this to people, it can turn them into your resources.

«Positive errors»
- Sometimes mistakes lead to unexpected positive results.
- Such positive outcomes include training, increased resilience, creativity, and the emergence of innovation (van Dyck, Frese, Baer, & Sonnentag, 2005; Sitkin, 1996; Dormann & Frese, 1994).

Activity – group discussion
The purpose of the task is the transfer of knowledge.
Remember the Presidents of Ukraine or other countries and determine their leadership traits / leadership styles. Can you note any their errors?
5-10 min for self-replies.
10-15 min for discussion.

Презентації до усіх тем курсу розміщені на сайті:
http://psydilab.univer.kharkov.ua/index.php/en/education/148-soft-skills-for-professional-development (англійською мовою) та
http://psydilab.univer.kharkov.ua/index.php/uk/uchjoba-2/147-sotsialno-psikhologichna-kompetentnist-dlya-profesijnogo-rozvitku (українською мовою)