R.Sopivnyk, I.Sopivnyk, D.Suprun, T.Hryhorenko

Social Leadership and Team-building

R.Sopivnyk, I.Sopivnyk, D.Suprun, T.Hryhorenko

Social Leadership and Team-building

Київ
2023

Рецензенти:

Марія Купріянівна ШЕРЕМЕТ – доктор педагогічних наук, професор, факультет спеціальної та інклюзивної освіти УДУ імені Михайла Драгоманова, почесний академік НАПН України

Олена Анатоліївна БІДА – доктор педагогічних наук, професор, завідувач кафедри педагогіки та психології Закарпатського угорського інституту ім. Ференца Ракоці ІІ

Олександр Володимирович КУЧАЙ – доктор педагогічних наук, доцент, професор кафедри педагогіки НУБіП України

Світлана Миколаївна АМЕЛІНА – доктор педагогічних наук, професор, завідувач кафедри іноземної філології і перекладу НУБіП України

Рекомендовано рішенням Вченої ради Національного університету біоресурсів і природокористування України (протокол №4 від 25.10.2023 р.)

CONTENTS

UNIT	TITLE	Themes and materials for studies:	Language skills:	Career skills:	Vocabulary:	Dilemma & Discuss:
I P.8	SUBJECT AND TASKS OF THE «LEADEROLOGY» COURSE	1. Subject and tasks of the «Leaderology» course 2. Concepts of «administration», «management», «leadership», «power» 3. The essence of the concepts «leader» and «leadership» 4. Leadership as an informal interaction	translation practice	Development of personality	words and expressions for talking about education	What is the best way of leadership as an informal interaction ?
II P.19	THEORIES OF THE LEADERSHIPS ORIGIN	1. Evolution of approaches to the classification of leadership theories 2. Psychoanalytical approach in leadership 3. Situational approach in leadership 4. Motivational leadership 5. Value leadership theories	translation practice	Managing personnel	words and expressions for talking about, multi-part verbs, synonyms	What is the best leadership approach?
III P.34	TYPOLOGY AND FUNCTIONS OF LEADERS AND LEADERSHIP	1. Types of leaders and leadership 2. Types of leaders based on moral and ethical and value factors 3. Psychological Leadership Styles 4. Resonant leadership. Resonant and dissonant styles of leadership	translation practice	Achieving the goals	words and expressions for talking about leadership, personal qualities	What should be the best leadership style?

IV P.54	MANAGEMENT AND LEADERSHIP CHARISMA AND FUNCTIONS OF A LEADER	1. Managerial knowledge, skills, and performance 2. Management vs. Leadership 3. Psychological Leadership Styles 4. Factors affecting leadership styles 5. Managerial leadership 6. Charisma and functions of a leader	translation practice, prepositions	Motivating personnel	Motivational factors, multi-part verbs, synonyms	What is the best way of motivation?
V P. 80	LEADER AND GROUP TEAM BUILDING	1. The essence of the concepts «group», «collective» 2. Types and models of the group 3. Team building: Working as a team. Team Building Concept. Team roles 4. Leadership as an informal interaction	translation practice	Making a contribution Playing an active role Leading the team	words and expressions for successful interview	Why Should We Be a Team? Why would someone want to become part of a team? Culture at work: successful team-working Exchanging information
VI P.118	MODELING OF THE LEADERSHIP QUALITIES CLUSTER. SELF-REALIZATION OF LEADERSHIP POTENTIAL	1. RETROSPECTIVE ANALYSIS OF THE LEADER'S QUALITIES 2. SELECTION OF LEADERSHIP QUALITIES 3. CHARACTERISTICS OF LEADERSHIP QUALITIES 4. SELF-DIAGNOSIS OF LEADERSHIP TENDENCIES AND LEVEL OF FORMATION OF LEADERSHIP QUALITIES 5. DEVELOPMENT OF LEADERSHIP POTENTIAL. DEVELOPMENT STAGES OF LEADERSHIP QUALITIES	Modal forms	Doing a job interview Motivational Letter Writing CV Personal Thank You Letter Hypnotic Resume	words and expressions we need for team-building and team-working	The best way of career Promotion

VII P.142	REALIZING LEADERSHIP POTENTIAL (TIPS FROM SUCCESSFUL PEOPLE)	1. J.Maxwell: 21 mandatory qualities of a leader 2. Manfred Kets de Vries on the development of a leader's emotional intelligence 3. J.Yudelovitz, R.Koch, R.Field on leadership 4. A.Maneghetti on the role of the irrational in leadership	translation practice	Developing ethical and cultural skills Business Correspondence	words and expressions for talking about Professional Ethics	Are high ethical standards part of the leadership?
VIII P.153	LEADERSHIP INDIVIDUAL POTENTIAL (TIPS OF SUCCESSFUL PEOPLE ON REALIZING IT)	1. Lee Iacocca: 9 secrets of success of a genius manager 2. Bill Gates' rules of life 3. Leadership lessons of Steve Jobs 4. Secrets of Mark Zuckerberg's success 5. Biography and secrets of success of the founder of Amazon	translation practice (orally and in writing form)	Achieving the goals by opinion study and discussion skills Etiquette guidelines for the cellular set	terms, thematic words and expressions	Secrets of successful leadership
IX P.166	COMMUNICATION IN OUR LIFE	1.The nature of managerial communication 2. Communication and understanding 3.Communication style 4. Why do people fight? 5. Communication strategy 6.Expressing opinion 7. Non-verbal communication 8. Your actions speak louder… 9. Our family therapy 10. Voice mail may cost company's business 11. Voice mail: not the answer?	translation practice (orally and in writing form)	Achieving the goals by opinion study and discussion skills Etiquette guidelines for the cellular set	terms, thematic words and expressions	In social interactions, small talk has a big role Say it Right: How to Talk in Any Social Situation
X P.237	TECHNOLOGIES OF HIDDEN INFLUENCE	1.The essence of the concept of «manipulation». 2. Characteristic features and peculiarities 3. Types of manipulative influences. Influence on consciousness and subconsciousness, techniques of manipulation 4. Cases of manipulation according to Viktor Sheinov 6. Methods of manipulating mass consciousness according	translation practice (orally and in writing form)	Achieving work-life balance Role of ergonomics in the workplace	terms, thematic words and expressions	What should a leader know about technologies of hidden influence? The best Ways of protection of manipulation

		to Noam Chomsky 7. Ways of protection against manipulation 8. Application of the techniques of "compliance professionals" according to Robert Cialdini				
XI **P.263**	LEADERSHIP QUALITIES AND SKILLS OF FAMOUS COMMANDERS OF THE PAST	1. Alexander the Great 2. Pyrrhus Epirus 3. Hannibal 4. Spartacus 5. Julius Caesar 6. Sviatoslav the Warrior 7. Ivan Sirko 8. Petro Konashevich-Sagaidachnyi 9. Genghis Khan Chingiz Khan (Temuchin) 10. Tamerlan 11. Joan of Arc Jeanne d'Arc 12. Napoleon Bonaparte	translation practice (orally and in writing form)	Basic Requirements for Applicants The main skills we need in contex of Student Mobility developing	terms, thematic words and expression	What should a leader BE, KNOW and DO according to world history?
XII **P.301**	S POLITICAL LEADERSHIP IN WORLD HISTORY	1. Pericl 2. Octavian Augustus 3. Constantine the Great 4. Niccolo Machiavelli 5. Richelieu Armand Jean du Plessis 6. Charles Talleyrand 7. Churchill Winston 8. Franklin Roosevelt 9. Mao Zedong 10. Indira Gandhi 11. Margaret Thatcher	translation practice (orally and in writing form)		terms, thematic words and expressions	Successful Leadership: A Review of the International experience
P.339	**PHOTO COPIABLE RESOURCES**					
P.354	**APPENDICES**					
P.381	**LITERATURE**					

Unit I
SUBJECT AND TASKS OF THE «LEADEROLOGY» COURSE
THE ESSENCE OF THE CONCEPTS «LEADER»
AND «LEADERSHIP»

Themes and materials for studies:
1. Subject and tasks of the «Leaderology» course
2. Concepts of «administration», «management», «leadership», «power»
3. The essence of the concepts «leader» and «leadership»
4. Leadership as an informal interaction

Language skills: translation practice

Career skills: Achieving the goals

Professional Formation of the Leader Personality

Vocabulary: words and expressions for talking about leadership, personal qualities

Dilemma & Decision: What should a leader BE, KNOW and DO?

Task 1. Read and translate Subject and tasks of the «Leaderology» course

Reasons to study the discipline «Leaderology»? Students are the future intelligentsia, leading individuals who will determine the prospects for the development of society, and therefore will act from the position of a leader. In life, each of us has to face issues of administration and leadership (leader-subordinate, leader-follower). Thus, we should know the essence, patterns and principles of administration and leadership.

Questions answered by the «Leaderology» course:

How to manage people by directing their efforts in a socially useful direction?

What should be known about the manipulation of consciousness and behavior?

What types of leaders exist?

What are the management and leadership styles?

What is the difference between leader and manager?

What are the theories of leadership?

What personality qualities can be considered as leadership?

How to construct a cluster of leadership qualities taking into account the specifics of the situation (future profession)?

How to develop your own leadership potential? Etc.

The subject of the «Leaderology» course will be all those phenomena, regularities, theories, facts, concepts that determine the essence, origin, types, examples of power and leadership at various spheres

of social life, ways of achieving success, realization of leadership potential, characteristic features of the process of administration and leadership, team building, time management, resources, people.

Thus, **the discipline «Leaderology»** (from the Latin «leader» – leading, the first, the one who leads; and «logos» – teaching, science) is the science of the essence, theories of the origin of leadership, its types, styles of leadership behavior , ways of realizing the leadership potential of an individual, the secrets of a person's success, tools of leadership in politics, military affairs, art, sports.

The discipline includes an applied component that will allow: to master the methods of self-education of leadership qualities, methods of influencing the consciousness and behavior of a person, the skills and abilities of group management, the use of constructive manipulation and the blocking of destructive manipulative techniques, the construction of harmonious interpersonal relationships in the team; to form a readiness to perform roles in the system of «leader-follower» relations, the ability to build productive social relations within the framework of «value exchange» models of humanistic, transactional, distributive, servant-leadership, etc.

Task 2. Read, translate and learn the main tasks of «Leaderology»:

-deepening, expanding, integrating knowledge about phenomena, patterns, theories, facts, concepts that determine the essence, origin, types, examples of power and leadership in society;

-ways of success achievement;

-realization of leadership potential;

-characteristic features the process of administration and management.

As a result of studying the academic discipline, we have:

to know:

-the essence of the concepts «leader» and «leadership»;

-types of leaders and leadership;

-theories of the leadership origin;

-styles of leadership behavior and management;

-methods of development and self-education of leadership qualities;

-the evolution of ideas on the selection of leadership qualities;

-ways of constructing a cluster of leadership qualities in accordance with the requirements of future professional activity;

-examples of leadership in world and national history;

-ways of leadership skills training.

be able to:

-win people's sympathy and trust, apply leadership behavior styles (adaptive leadership) appropriately to the situation, exercise managerial influence in the «leader-follower» system, build productive and harmonious relationships with the social environment, plan, organize, control the work of the group from the position of a leader, and also provide motivation and coordination of followers' activities;

-determine styles of leadership behavior and types of leadership;

-block destructive manipulation and use techniques of hidden influence;

-select, apply methods of self-diagnosis and development of leadership potential, methods of managerial influence;

-correctly use verbal and non-verbal communication to stimulate activity and build productive relationships with followers.

Task 3. Read and translate the next concepts of «administration», «management», «leadership», «power».

Administration – (from Latin. «Administro» – «I manage») – leadership, management, administration. In a negative sense - leadership based on coercive management methods, imposing the will of higher officials on lower ones, issuing orders to carry out certain works without logical justification, based on subjective decisions. Administration is bureaucratic leadership by means of orders and orders instead of intelligent leadership that dynamically responds to change and takes into account human needs. In a negative sense, management carried out only by means of orders and orders, ignoring the management of educational and explanatory

Management means directed influence on the system or individual processes occurring in it, with the aim of changing its state or properties and qualities. *Situational* management – making strategic decisions as potential problems are identified. *Targeted* management is a method of management activity, based on the selection of the most important tasks in the current period, on the implementation of which the main efforts of the management organization are directed.

Leadership is an arbitrary (purposeful) influence on subordinates and their communities, which leads to their conscious and active behavior and activity, in accordance with the intentions of the leader. Therefore, leadership can be called management, but not all management is leadership.

Thus, **power** in all cases is the inducement of another person to do what he would not do if given to himself. A person is motivated to act in different ways. Very often using violence.

The *main forms of power are:* based on coercion, based on reward, expert, standard (charisma), legal (traditional).

It is based **on coercion**, if the subordinate feels that the manager can deprive him of certain resources, benefits or fire him from work, etc.

It is based **on reward**, if the subordinate feels that the manager can satisfy one or another of his needs.

Expert, if the subordinate believes in the manager's sufficient knowledge to make effective decisions.

Standard (charisma), if the subordinate perceives the behavior of the manager as an example for himself.

Legitimate (traditional), if the subordinate believes in the legality of the decisions of a higher level manager and therefore obeys the direct manager.

Task 4. Read, translate and learn by heart the essence of the concepts «leader», «leadership»

According to the Oxford dictionary, the term «leader» appeared around 1300. The word «leader» comes from the Anglo-Saxon «Laed», which means «road», «path». The leader indicates the direction of movement, locates vessels or an entire flotilla in space, stands at the head, in front and determines the course, the direction of forward progress.

Task 5. Read, translate and add two or more signs of leadership:
-   a member of the group;
-   interpersonal relations are the source of leadership nomination;
-   the center of group processes, the embodiment of the power of all in one person;
-   presence of followers;
-   responds to group requests;
-   shares group values;
-   has authority;
-   the leader has high indices in the field of activity significant for the group;
-   is promoted to the role of leader in the group spontaneously; exerts an influence on group characteristics;
-   is able to lead group to the set goal;
-   ensures the dominance of his will over the will of others, etc.

Task 6. Read, and translate text:

LEADERSHIP AS AN INFORMAL INTERACTION

A person who influences his followers, but they in turn influence the leader by drawing attention to their interests.

The leader becomes the individual whose influence dominates, or the one who can more accurately understand and express the wishes of the social community, the participants of the interaction.

A leader is the most authoritative member of a group or other community, who, thanks to developed personal qualities, as a result of group differentiation, stood out for the role of an unofficial or formal leader and exerts a significant influence on group activity in the process of organizing communication and activities of group members, stimulating them to achieving high productivity with minimal resource costs.

Leadership is a process of socio-psychological interaction of members of a group or collective, when in an activity important to him, roles are distributed, relationships are hierarchized and relations of dominance-subordination arise, in which an individual, recognized by the group as the most competent, authoritative and influential member of it, directs the group efforts to achieve socially beneficial goals.

Task 7. After reading this text, one understands that the leadership process is more important than basic definitions. Read and translate the text:

LEADERSHIP

Defining leadership is a difficult task. However, the application of leadership principles is even more complex. Leadership is a process that fluctuates; however, its basic fundamentals remain constant.

WHAT SHOULD A LEADER BE? Leaders implement the process by possessing three leadership attributes: (1) character, (2) knowledge, and (3) skills.

WHAT SHOULD A LEADER KNOW? Leaders consider four major areas of concern: (1) the leader, (2) the follower, (3) communication and (4) the situation. These four factors have a significant impact on leadership behaviors and timing.

WHAT SHOULD A LEADER DO? The fundamental purpose of a leader is to enhance the current and future performance of their subordinates. Leaders provide vision and direction. In addition, they instill trust and confidence. The ultimate focus for leadership is to bring about improved performance and since this performance has to be delivered through subordinates, leadership has to achieve its success through influencing subordinates to perform 'better'. The aim of leadership is to have a positive impact on subordinates.

Excellent leadership is a quality that transcends all organizational, police, military, or civilian sector. Effective leaders are in demand, they accept responsibility and accountability. But management is considered as important support function. One must not underestimate the value of excellent management skills. Managers require efficiency, while leaders point the way. Both management and leadership skills provide a total quality psychology service. Adequate leadership preparation has no substitute. Knowledge is power and serves as the foundation for leadership excellence. To gain the appropriate expertise, one must pursue knowledge vigorously. A leader's expertise is essential to being respected. Leaders with expert power will be respected and sought out for advice and assistance.

Psychologists will have confidence in leaders who have the ability to perform, the end result being the cooperation and support from others. Preparation for leadership includes understanding the leadership process. Self-improvement requires that study time be dedicated to personal growth and development. Enjoy leisure time and life; however, invest in the future.

Those who desire to be successful leaders in the Twenty-First Century must prepare now. New assignments expand capabilities and therefore opportunities. Real leaders use leadership materials and take every opportunity to keep pace with future. They anticipate and prepare for leadership positions that may become available in the future.

Task 7.1. Answer the following questions according the information from the text:

1. What should a leader be? What are the main leadership attributes?

2. What should a leader know? What major factors does leadership include?

3. What should a leader do? What is the fundamental purpose of a leader?

Task 7.2. Complete the following sentences:

1. Leadership is…

2. Leaders implement the process…

3. The fundamental purpose of a leader is…

4. Preparation for leadership includes…

5. Real leaders anticipate and prepare for…

Task 7.3. Translate the following into Ukrainian:

1. Leadership is an objective phenomenon that characterizes relations between people in the group.

2. Psychological leadership depends on many factors, among them the role of human personality - not just managers in psychological sphere, but also any member of the any group.

3. The ultimate focus for leadership is to bring about improved performance and since this performance through influencing subordinates to perform 'better'.

4. Psychological leadership is phenomenon of group activities and display relations arising during this activity.

Unit II
THEORIES OF THE LEADERSHIPS ORIGIN

Themes and materials for studies:
1. Evolution of approaches to the classification of leadership theories
2. Psychoanalytical approach in leadership
3. Situational approach in leadership
4. Motivational leadership
5. Value leadership theories

Language skills: translation practice
Career skills: Motivation development. Achieving the goals
Vocabulary: words and expressions for talking about leadership
Dilemma & Decision: What is the best leadership approach?

Task 1. Read and translate text about Evolution of approaches to the classification of leadership theories

One of the earliest theories of leadership appeared in the first half of the 20th century as part of a ***personological*** *approach* focused on the study of leadership qualities (traits) of a person. The «trait concept» was a development of the «Great Man» concept, which states that outstanding people lead because they are born with traits that distinguish them from other individuals. The founders of the concept of «Great Man» include the English psychologist and anthropologist, one of the creators of biometrics F. Galton (Galton), who in the book «Inheritance of talent, its laws and consequences» (1875) explained the phenomenon of leadership on the basis of hereditary factors. The development of this idea was the proposed assumption that all effective leaders are owners of a set of qualities (traits) common to them, thanks to which they occupy leading positions (unesdoc.unesco.org).

If researchers (O.Teed, E.Wigham, J.Dowd, F.Woods, H.Eysenck, R.Kettel) really succeeded in identifying the ***absolute leadership traits*** that make a person unquestionably a leader, then on this basis it would be possible to identify young people who have these traits at an early stage and develop their leadership potential. In this case, ***the «leadership factory»*** would bring great political and economic dividends (unesdoc.unesco.org).

In the 1930s, ***the behavioral approach to leadership*** research began to develop actively. It is based on the study of the leader's behavior and his interaction with followers. Early research in the direction of this approach relied exclusively on the theory of the behaviorist direction. Accordingly,

behavior was in the zone of close attention, and «leadership style» was the central concept. Among the researchers who worked on the development of the problem of leadership style, K. Levin, who is rightly considered a pioneer in this area, should be mentioned first of all. His leadership styles are widely known: *authoritarian, democratic and liberal.* Significant studies within the framework of the behavioral approach were also conducted by V.Vroom, D.McGregor, F.Fiedler, and others (unesdoc.unesco.org).

The development of the behavioral approach was the development of **motivational theories** of leadership. They are largely based on the idea that the human being is by nature a complex motivated organism. So, the leader needs to transform the organization and interaction with employees in such a way that, on the one hand, each individual is provided with the freedom to realize his own goals and needs, and on the other hand, it ensures the realization of the goals of the organization (A.Maslow).

The study of the leader's ability to influence the motivation of followers opened a new facet of the phenomenon of leadership, related to the problems of self-realization and self-improvement of the individual. This served as an impetus for the development of *value theories* (unesdoc.unesco.org).

Value theories of leadership (late 1980s-1990s) became a continuation, and partly a kind of opposition to motivational theories. Value leadership can be considered as a special type of fusion of organizational and emotional leadership, developed to a qualitatively higher level. A valuable leader is focused on the development and support in the

organization of values that contribute to self-realization and personal improvement of followers.

The study of leadership from the point of view of its interrelationship with issues of values, ethics, and morality has increasingly become the subject of philosophical analysis (K.Hodgkinson, G.Fairholm, S.Einarsen).

Thus, based on the brief analysis, *four areas of leadership research* can be identified:

1. The *personal sphere* is the subject of socio-psychological analysis. It involves the study of personal qualities of leaders, leadership «I-concept», motives, needs, even instincts of leaders (psychoanalysis).

2. *Situational sphere* – the subject of consideration of situational theories includes the study of the relationship between the effectiveness of leadership and the conditions of its manifestation (environmental, social-psychological, professional, etc.).

3. The *sphere of behavior and interaction* is the subject of analysis in behavioral, transactional, attributive and motivational theories of leadership. They examine the behavior of the leader, his interaction with followers, as well as mutual perceptions and expectations of each other.

4. The *sphere of value* includes the study of life philosophy, worldview, values of leaders and followers and their relationship with the leadership process.

Task 2. Read and translate main points about Psychoanalytical approach in leadership

PSYCHOANALYTICAL APPROACH IN LEADERSHIP

In *psychoanalysis*, Z. Freud compared consciousness to the tip of an iceberg. He believed that a person is actually aware of only a small part of what is happening in his soul and characterizes his personality. The main part of experience and personality is outside the sphere of consciousness, and it can be explored only with the help of special procedures developed in psychoanalysis.

According to Freud, the personality structure consists of three components or levels: *«It», «I», «Over-I».*

«It» is an unconscious part of the human psyche, a cluster of instinctual urges, either sexual or aggressive, that lead to immediate gratification regardless of the subject's attitudes to external reality.

«I» corresponds to consciousness. This is, as a rule, a person's self-awareness, perception and assessment of own personality and behavior. «I» is oriented towards reality.

«Over-I» is a system of moral feelings and requirements for the behavior, actions and decisions of the «I» of the subject. «Over-I» is guided by ideal ideas – moral norms and values accepted in society.

Unconscious drives very often lead to a conflict between «It» and «Over-I», which is resolved with the help of "I", that is, consciousness, which, acting in accordance with the principles of reality and rationality, seeks to satisfy the drives of «It» as much as possible and at the same time not to deviate from moral standards.

Psychoanalytic theory believes that leadership is based on repressed libido – mental energy, mostly unconscious sexual drive, which is sublimated into creative and leadership abilities. The developers of the theory believe that human energy, directed to the realization of main instincts through cultural transformation (sublimation), is manifested in creativity, which gives the individual the opportunity to occupy a leading position in various spheres of human life.

A well-known student of Z.Freud, who spoke out against the biological approaches of his teacher was A.Adler (1870-1937). He emphasized that the main thing in a person is not his natural instincts, but «social feeling» or «a sense of community». This feeling is innate, but must be developed throughout life.

According to A.Adler, the determinant of personality development is the *desire for superiority, the desire for power*, and *self-affirmation* in the community. However, this drive is not always realized, for example due to defects in development or unfavorable social conditions. Then a feeling of inferiority may arise. A person strives to find ways to overcome feelings of inferiority and uses various types of compensation, which are the basis of all human activity. The feeling of inferiority manifests itself in the form of «the goal of victory», «the goal of supremacy», which are of a social nature. A.Adler considers leadership as form of compensation for physical and mental inferiority. So, Charles XII, Napoleon were of short stature, Hitler had short stature, physical disabilities, neurological disease; Caligula was mentally ill, Stalin had an underdeveloped left hand, Ernesto Cheguevar, Julius Caesar had epilepsy. But at the same time, it is possible to cite

examples of leaders who did not have significant physical or mental defects (Spartak, Fidel Castro, Silvio Berlusconi, etc.).

Psychoanalytic theory reduces the subconscious to an absolute, explains the leader's behavior through biological animal instincts, minimizing the importance of social, cultural factors and the rational, which largely depends on the level of development of personal qualities that determine the status of a person in the community

Task 3. Read and translate main points about Situational approach in leadership

SITUATIONAL APPROACH IN LEADERSHIP

Expanded in the first half of the 20th century, large-scale studies led to the selection by various researchers of a large number of leadership qualities. As a result, in 1940, the American psychologist K.Berd, after analyzing the available researches on leadership, compiled a single list of traits mentioned by various researchers as leadership, which consisted of 79 names. However, an analysis of the mention of these traits by different authors showed that none of them occupied a firm place in their lists.

In 1948, R.Stogdill reviewed 124 studies aimed at researching the personal qualities of leaders and noted that their results often contradict each other. In different situations, there were leaders who showed different, sometimes opposite leadership qualities. Based on analysis, R.Stogdill concluded that «a person does not become a leader just because he possesses some set of personal attributes». The attempt to single out exceptional leadership qualities was unsuccessful, as it became obvious that such qualities do not exist.

However, the personal and business qualities of the leader are also of far from the last importance and, being the basis of activity, largely determine its effectiveness. It can be argued that the success of an individual's development as a leader depends on ability to demonstrate the necessary qualities (including abilities, skills) in appropriate situations.

A limitation of early reserches aimed at highlighting leadership qualities was that they did not take into account such aspects as the nature of the professional interaction of the leader and followers, especially their relationship, the environmental conditions ets.

As an alternative to personological theories, in the first half of the 20th century, a *situational approach* to the study of the problem of leadership began to develop. In its direction, researchers' efforts were aimed at studying the specifics of the impact of situational factors on leadership effectiveness. Proponents of situational theories emphasized the relativity of leadership traits. According to their beliefs, different circumstances require qualitatively different leaders.

Thus, leadership was connected to them first of all with situational aspects and only then with the properties of the individual.

The *situational theory* of leadership finds its continuation in the development of the *probabilistic model of the leader's effectiveness* by *F.Fiedler* (1922-2017). According to the scientist, the leader's style remains constant (unchanged), and he is unable to adapt it to a specific situation. F.Fiedler concludes that the work of a leader depends on his personal qualities and the specifics of the organization. F.Fiedler claims that a leader tends to be effective in certain situations. Leaders, according to the researcher, differ from each other in terms of needs, namely: the need to

establish and develop interpersonal relationships and the need to complete tasks. Leading needs are determined individually by different leaders. Based on this, *two leadership styles* are distinguished:

1) relationship-oriented style;

2) task-oriented style.

The situation can be clarified by three points:

1) «leader-subordinate» relations (favorable or unfavorable);

2) the structure and essence of the group task;

3) positional power (the range of powers that a leader has over followers in the matter of applying incentives or penalties).

Task 4. Read and translate main points about Motivational leadership
MOTIVATIONAL LEADERSHIP

In 1954 A.Maslow in the work «Motivation and Personality» formulated the next assumptions about the motivational «nature of man»:

people constantly feel certain needs;

the state or feeling of unsatisfied needs prompts a person to act;

needs form a hierarchy with elementary needs at the bottom and higher needs at the top.

At the same time, A.Maslow identified five levels of needs:

1. *Physiological needs* (survival needs, without satisfaction of which people will die) – food, water, housing.

2. *Security needs* – protection from danger, deprivation, uncertainties in the future.

3. *Social needs* – love, friendship, communication, involvement in the team.

4. *«Ego» needs* – respect, reputation, status in the organization.

5. *Needs for self-actualization* – realization of one's own potential, self-expression and self-improvement.

A.Maslow presented needs in the form of a pyramid, placing the primary, i.e., physiological needs at its base, and the needs for self-realization at the top. A person can realize and be motivated by higher-level needs only after satisfying lower-level needs.

At the same time, it should be taken into account that motivation is largely a reflection of a person's place in the official social hierarchy, accordingly, a person's motivational motives may change in the process of his professional growth and promotion on the official ladder.

In 1972 by the American psychologist Clayton Alderfer from Yale University proposed his version of the development of the theory of human needs, calling it the *«ERG Theory» (from the English words existence, relatedness, growth)*, which was developed. Three groups of needs are arranged hierarchically:

1. The first level – *needs for existence* – vital, that is, physiological needs and security needs, namely: physical conditions and material needs, such as food, water, availability of work and factors of safety and security.

2. The second level is the *need for a relationship* that brings satisfaction in interpersonal relationships, that is, the relationship between a person and society (for example, acceptance into a group) both at work and outside of work.

3. The last level – ***needs for growth*** – combines a sense of self-worth and the need to develop one's abilities, internal potential, foresees the need for personal growth, expansion of competencies to meet the needs of respect and self-realization. Movement in meeting needs can occur both from the bottom up and from the top down. Alderfer calls the process of moving up the levels of needs the process of ***meeting needs***, and the process of moving down ***the process of frustration***.

David McClelland (American author of the books «Achievement Society» (1961), «Motivation of Economic Achievements» (1969), «Motivation and the Expansion of Human Freedom» (1978) proposed the theory of ***acquired needs***.

D.McClelland's three-factor theory considers three types of acquired needs, activate human activity: ***power, success and involvement.***

The need for ***power*** is expressed in the desire to influence the behavior of other people. Individuals with a high need for power can be divided into two groups: those who seek power for the sake of domination, the ability to command other people, the satisfaction of their vanity, and those who seek to achieve power to perform responsible managerial work, for the sake of successfully solving group tasks.

The need for ***success*** is connected with the desire to solve some difficult tasks, to bring the work to a successful conclusion, to achieve great achievements, to surpass other people.

The need for ***affiliation*** is expressed in people's interest in establishing close personal friendships, striving to prevent conflict, helping others, and receiving approval and support from others.

According to D.McClelland, a high need for power often leads people to achieve high positions in the organizational hierarchy. The pursuit of achievements leads people to entrepreneurial activities associated with competition, high risk and responsibility. People who need warm human relations are good integrators, successfully coordinate the activities of several divisions of the company (for example, brand managers, project managers.

Motivational theories of leadership were largely developed along the lines of behaviorism. Their representatives (among whom T.Mitchell, S.Evans, etc.) drew attention to the fact that the effectiveness of a leader in many ways depends on his ability to influence the motivation of followers through the satisfaction of the needs underlying their leading motives In particular, T. Mitchell and R. House justified the leadership model, which found the conventional name *«Path-goal».*

The concept of *transformative (transformational) leadership* appeared in the late 1970s, James McGregor Burns defined traditional leadership as transactional, contrasting it with transformational leadership aimed at meeting the needs of followers. According to Burns, leadership can be either transactional or transformational. The latter is a process aimed at achieving collective goals through the *mutual use of motives* that the leader and followers have.

Task 5. Read and translate main points about the Value (humanistic) theories of leadership

Value theory of leadership developed by Polish scientists S.Kuchmarski and T.Kuchmarski in the 1990s. It is based on the postulate

that people are ready to follow someone who has something to learn (new knowledge, management techniques and methods, leadership behavior, effective building of relationships, etc.). Each member of the organization sees in the relationship with the leader his advantages of value exchange, which are based on two important circumstances:

1) the leader exerts a significant influence on the development of values and norms of both individual members and the organization;

2) leadership, which is based on values, must and can be learned in the process of activity: leaders do not become leaders by accident; leadership must be learned, and this process is permanent; a person who wants to become a leader should not stop at self-improvement, but constantly gain the necessary experience through practical activities and interaction with other individuals.

To implement these two aspects, the leader needs to develop interpersonal relationships and create conditions for open and trusting communication. At the same time, the training of followers in the basic models of leadership behavior is ensured, and their management competence increases.

R.Greenleaf's *theory of service leadership*. The concept of servant leadership was introduced into scientific circulation by Robert Greenleaf. In his work «Servant leadership: a journey through the nature of legitimate power and greatness», the author noted that the concepts of «servant» and «leader» can be perceived as opposites, but are in unity. In fact, a great leader is one who helps (serves) other people. A servant leader behaves ethically and cares about followers. The leader creates conditions to meet their professional needs. Therefore, the indicator of the effectiveness of

service leadership is the professional growth and development of the personality of followers, the degree of freedom of their actions.

The concept of ***destructive leadership.*** This is the antithesis of constructive leadership style. The term «destructive leader» was defined by the Norwegian scientist S.Einarsen. He noted: a destructive leader is popular, but not loyal, destructive, tyrannical. There are different types of relations between a manager and a subordinate within the framework of destructive leadership:

1) associated with bullfighting, called «bullying» – rough tone of statements, sometimes with the use of physical force; the behavior of such a leader is a source of upset, anger, frustration, disappointment;

2) «mobbing» – psychological terror, violence to which employees of a certain organization are subjected; real leaders never resort to mobbing, it leads to many harmful consequences (reduced work productivity, frequent staff illnesses, unhealthy psychological atmosphere).

The theory of distributive leadership. The advantages of distributive (distributed) leadership, according to American scientists P.Gronn, J.Spillane, are that there are potentially not one but many leaders in an organization (group, community), that is, the phenomenon of leadership is distributed among many people.

Conclusion:

Therefore, the analysis of leadership theories shows its complexity and multifacetedness. Different scientists referring to such concepts in the explanation of the phenomenon of leadership as «behavior», «style», «group

function», «situation function», directly or indirectly mean the corresponding human abilities that underlie the given concepts.

Such theories as *value exchange, distributive, situational, servant leadership* provide an opportunity for self-realization as a leader of a significant number of individuals who do not oppress others by dominating, but strengthen their valuable potential, and this, in turn, can significantly revitalize the dynamics of development industry or its separate process.

Unit III
TYPOLOGY AND FUNCTIONS OF LEADERS AND LEADERSHIP

Themes and materials for studies:

1. Types of leaders and leadership
2. Types of leaders based on moral and ethical and value factors
3. Psychological Leadership Styles
4. Resonant leadership. Resonant and dissonant styles of leadership

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: What is the best way of leadership as an informal interaction ?

Task 1. Befor main reading about Types of leaders and leadership few words about typology…

The typology of leadership is determined by taking as a basis a certain criterion (criterion, measure), or a certain sign, the content, style, nature of the leader's activity, his psychological and managerial properties, personal qualities, methods of activity, value orientations, the nature of the participation of leaders in the organization of political power, scale and the level of their activity, the ideology guided by the leader, which, in turn, allows creating a number of classifications, typologies of leadership.

The simplest classification of leadership by the nature of manifestation: **universal** (when the same person is a leader in different situations) and **situational** (when you are a leader in a certain situation, this or that type of activity).

Task 2. After reading this text, one understands that the typology leadership process is more important than basic definitions. Read and translate:

One of the first attempts to **typologize leadership** belongs to **M. Weber**, who carried identified **three main types of political leadership**:

1. **Traditional leadership,** which is based on the belief of both rulers and subordinates that power is legitimate because it rests on the authority of hallowed and inviolable traditions and customs of following it. This type of leadership forms the basis of the existence of any monarchical power. Traditional leadership is characteristic of pre-industrial, that is, slave and

feudal society. The power of traditional leaders is primarily the power of the aristocratic nobility. In modern societies, traditional leadership is manifested, for example, in succession to the throne in countries with a monarchical form of government.

2. **Rational and legal,** or **bureaucratic leadership**, which is based on faith in the legality of rationally established rules and procedures for electing a leader and faith in his business competence. This type of leadership corresponds to the republican forms of government of the New and Modern times. Its characteristic features are the presence of legal election procedures, the correspondence of the applicant's personality to the desired set of necessary professional qualities, competitiveness and periodicity of leadership changes.

Rational and legal leadership, which is based on the law and is sometimes called bureaucratic, is the main type of leadership in modern democratic states. Leaders of this type gain political power, as a rule, on the basis of elections.

3. **Charismatic leadership**, which is based on an irrational belief in extraordinary, supernatural, inaccessible to others, divinely revealed qualities of the ruler, which give him the opportunity and informal right to subjugate the masses (charisma is an exceptional, mystical gift of God, peculiar to man). Charismatic leadership is characterized by the regime of the leader's unlimited power, which is based on the idea of the masses serving the interests of society and the state, personified by the leader; full personal devotion and trust, due to the presence of the leader's imaginary qualities of a prophet, messiah, leader; uncritical attitude of the masses to both the leader and his policies. As history shows, the condition of

charismatic power is not only the fanatical devotion of the masses to the leader. Charisma quite often in current conditions has formal and legal protection in the form of procedures for the canonization of the figure of the leader, the president, the nomination of the «father of the nation and peoples» as the only candidate in the elections, etc.

Since certain value orientations are always manifested in leadership, its typology is often based on the leader's attitude to the cultural and ideological values prevailing in society. According to this principle, leaders are divided into the following types:

- **a conservative leader**, whose activity is aimed at the revival and preservation of established values and traditions, norms and rules of social behavior. They mainly include leaders of conservative, republican and Christian-democratic parties and movements (Francisco Franco, Otto von Bismarck, Margaret Thatcher);

- **a liberal leader (reformer)** who, without rejecting the values prevailing in society. These are the leaders of liberal and social-democratic parties (Solon, Roosevelt, etc.);

- **a revolutionary leader** whose activities are aimed at denying existing values and establishing new ones. Leaders of revolutionary democratic, communist and anarchist parties (Che Guevara, Lenin, Oliver Cromwell) belong to this type;

- **a reactionary leader** who defends outdated, obsolete values and traditions. These are mainly the leaders of far-right and far-left parties, which gravitate towards totalitarianism and dictatorship and very often give rise to a charismatic type of leader.

Common in political science is the typology of political leadership depending on the meaning of political activity of leaders. Along with the charismatic, this typology provides for the identification of **Caesarist, plutocratic, populist** and **professional** types of political leadership.

The Caesarist type of political leadership is characterized by the concentration of all power in the hands of the leader (as it was during the reign of Julius Caesar). A leader of this type has unlimited freedom of decision-making, wide opportunities for making a huge impact on the environment. This type of leadership may be justified in extreme conditions, but is unacceptable in a democratic society.

The plutocratic type of political leadership is based on wealth and represents the interests of the wealthiest social strata (hence its name: the Greek plutos means «wealth»). It also provides for the leader's use of all power. Inherent in all stages of socio-historical development, but most characteristic of industrial society (John Rockefeller, Windsors, John Pierpont Morgan, John Jacob Astor, Joseph Bezos, etc.).

The populist type of political leadership is based on populism. In its original meaning, the term «populism» (from the Latin «populus» – people) meant the struggle for the rights and interests of the people. Subsequently, opponents of populism gave this term a negative meaning: it began to denote activities aimed at achieving popularity among the masses at the cost of unsubstantiated promises, demagogic slogans, etc. In modern politics, a populist leader is an actor who flirts with the masses.

Another type of political leadership from the above list is **professional**. He is a professional leader of a post-industrial society, whose respect and trust are based on his competence and personal behavior. He

organically combines high intelligence, willful aspirations, developed ability to generate his own original and perceive other ideas, high morality.

In theoretical and practical political science, it is common to divide leadership into **formal** and **informal** according to the criterion of the nature of the participation of leaders in the organization of social and political life. **Formal** leadership is associated with established rules for the nomination and appointment of a leader-manager, **informal** leadership arises as a result of the leader's personal relations with a certain community thanks to the conquest of his own authority.

J.Moreno also singles out a **sociometric type** of leader - this is a person in whom formal and informal leaders converge.

It is of great importance to carry out a typology according to *the scale* of leadership. Leaders of **national, regional** and **local** levels are distinguished, as well as leaders of **certain classes, groups** and **ethnic** communities.

So, V. Olshansky derives several types of leadership (this typology uses medical, psychological and psychiatric terms):

Paranoid type or **suspicious style** of leader, distrustful of the environment, hypersensitive to hidden threats, predictable, seeks control over others. Such leaders worsen the moral and psychological climate and can create tension in the team. In extreme situations, such leader can behave quite inappropriately, because he has a distorted picture of the world.

Demonstrative type. The leader is an artist prone to dramatization, wants to be in the center of attention. Evaluates himself depending on how much others like him.

Compulsive type. Leaders have an obsessive desire to do everything in the best way («excellence syndrome»). They behave stiffly, rarely relax, are concerned about details, are scrupulous, and dogmatically approach the implementation of prescriptions and instructions. In the conditions of changes, the «exceptionalist» feels discomfort, deviations from the planned actions are painful for them.

Depressive type. Such a leader is looking for someone to join in order to protect him personally from failure and to get help. Can be characterized by conservatism, passivity, pessimism.

Schizoid type. A self-eliminating leader avoids participation in specific events. Takes the position of an outside observer. He is alone in his actions. Trying to evade responsibility.

R.Kettel distinguishes **focused** and **distributed** leadership. **Focused** leadership occurs when all members of the group are united around one person. It is the focused leader who directs the activity of the group to solve the task, he concentrates the proposals of the group members, the relationships between them and conflicts, organizes work and meaningful leisure time. **Distributed** leadership is a type in which leadership functions are performed by different people, when there is no clear hierarchy of relationships.

There are a number of typologies based on taking into account the characteristics of the leadership style, as an individual-typical system of methods, techniques and methods of the leader's influence on followers. The style of management (leadership), the type of manager, the effectiveness of

the group's activities and the management culture existing in it are interrelated.

Task 6. Read the text:

PSYCHOLOGICAL LEADERSHIP STYLES

<u>Leadership</u> is defined as any attempt to influence the behavior of an individual or the group. Accomplishing a task or reaching a goal; through the efforts of other people means a person is engaged in leadership. Real police leadership means managing people fairly for mutually rewarding and productive purposes, and has nothing to do with manipulation – taking unfair advantage of or influencing others for self-interest, or making people feel uncomfortable.

Motivating and controlling police officers toward accomplishment of planned objectives requires 3 important skills: understanding past behavior – predicting future behavior – directing, changing and controlling behavior!

Research studies indicate that effective psychology leaders can be engaged in different types of behavior: task behavior and relationship behavior.

Task behavior provides guidance and direction — the, leader psychologist clearly spells out duties and responsibilities to an individual or group about everything.

Relationship behavior emphasizes two-way communication with followers and exchanging information with them. This type tends to be more nonverbal than task behavior.

Synonyms for relationship behavior are supporting, facilitating, and encouraging.

Some police leaders manage to combine both types of behavior in their work, though all of them have different leadership styles.

Leadership style is defined as the leader's patterns of behavior – including both words and actions. Organizations may need different types of leadership at different periods in their development:

<u>There are 4 the main leadership styles:</u>

• High task, low relationship behavior (leader provides specific instructions and supervises followers closely, sometimes it's called «telling»);

• High task, high relationship behavior (leader explains decisions and provides followers with opportunities for clarification – "setting")

• High relationship, low task behavior (leader shares ideas with followers and facilitates decision making – «participating»);

• Low relationship, high task behavior (leader turns over responsibility for decisions and implementation to followers – «delegating»).

We have another approach to examine different styles of leadership. Table 1 shows the different ways in which leaders can involve others in the decision making process.

Autocratic. An AUTOCRATIC leadership style is one where the manner sets objectives, allocates tasks, and insists on obedience. Therefore the group become dependent on him or her. The result of this style is that members of the group are often dissatisfied with the leader. This results in little cohesion, the need for high levels of supervision, and poor levels of motivation amongst employees.

Autocratic leadership may be needed in certain circumstances. For example, in the armed forces there may be a need to move troops quickly and for orders to be obeyed instantly.

Democratic. A DEMOCRATIC leadership style encourages participation in decision making. Managers may consult employees or could attempt to 'sell' final decisions to them. It is argued that, through participation and consultation, employees know and believe the objectives of management because they have had some involvement with it. This will result in employees being more motivated and willing to work harder.

Democratic leadership styles need good communication skills. The leaders must be able to explain ideas clearly to employees and understand feedback they receive. It may mean, however, that decisions take a long time to be reached as lengthy consultation can take place.

Laissez-faire. LAISSEZ-FAIRE type of leadership style allows employees to carry out activities freely within broad limits. The result is a relaxed atmosphere, but one where there are few guidelines and directions. This can sometimes result in pool productivity and lack of motivation as employees have little incentive to work hard.

So, leadership style varies: some prefer to delegate responsibility to subordinates whereas others prefer to use their authority to control operations directly.

Task 6.1. For additional information, review Table below and short summery:

Leadership styles

	Autocratic	Democratic		Laissez-faire
Type of leadership	Autocratic	Persuasive	Consultative	Laissez-faire
Method	Leader makes decisions alone. Others are informed and	Leader makes decisions alone. Others are persuaded by the leader that the decision is the right	Leader consults with others before decision is made. There will be group influence in the	There is no formal structure to decision making. The leader does not

carry out decisions.	one, i.e. leader 'sells' the decision to the group.	final decision, even though it is made by the leader.	force his or her views on others.

PSYCHOLOGICAL LEADERSHIP STYLES

The Autocratic or Authoritarian Leader
The Democratic or Participative Leader
The Laissez-faire or Delegative Leader

ANOTHER LEADERSHIP STYLES

The Charismatic Leader
The Servant Leader

The **Autocratic** or **Authoritarian** Leader

- Given the power to make decisions alone, having total authority.

- Closely supervises and controls people when they perform certain tasks.

The **Democratic** or **Participative** Leader

- *Includes one or more people in the decision making process of determining what to do and how to do it.*
- *Maintains the final decision making authority.*

The **Laissez-faire** or **Delegative** Leader

- *Allows people to make their own decisions.*
- *Leader is still responsible for the decisions that are made.*
- *This style allows greater freedom and responsibility for people.*
- *However, you need competent people around you or nothing will get done.*

Laissez-faire is a French phrase meaning "let do"

The **Charismatic** Leader

- *Leads by creating energy and eagerness in people.*
- *Leader is well liked and inspires people.*
- *Appeals to people's emotional side.*

The **Servant** Leader

- *The highest priority of this leader is to encourage, support and enable people to fulfill their full potential and abilities.*
- *Helps people achieve their goals.*
- *Works for the people.*

Combinations of Styles

- A leader can also be a combination of styles…
- What leadership styles do you think Adolf Hitler used?

Questions

1. Which leadership style do you think is the most effective? Why?
2. Which leadership style do you think is the least effective? Why?
3. Which style do you like leaders to use when they are in charge of you? Why?
4. What leadership style best describes you?

Task 7. Read the text:

FACTORS AFFECTING LEADERSHIP STYLES

The type of leadership style adopted by managers will depend on various factors.

The task. A certain task may be the result of an emergency, which might need immediate response from a person in authority. The speed of decision needed and action taken may require an authoritarian or autocratic style of leadership.

The tradition of organisation. A business may develop its own culture that is the result of the interactions of all employees at different levels. This can result in one type of leadership style, because of a pattern of behaviour that has developed in the organisation. For example, in the public sector leadership is often democratic because of the need to consult with politicians etc.

The type of labour force. A more highly skilled workforce might be most productive when their opinions are sought. Democratic leadership styles may be more appropriate in this case.

The group size. Democratic leadership styles can lead to confusion the greater the size of the group. (eprints.ibu.edu.ba)

The leader's personality. The personality of one manager may be different to another manager and certain leadership styles might suit one but not the other. For example, an aggressive, competitive personality may be more suited to an authoritarian leadership style.

Group personality. Some people prefer to be directed rather than contribute, either because of lack of interest, previous experience, or because they believe that the manager is paid to lake decisions and shoulder responsibility. If this is the case, then an autocratic leadership style is more likely to lead to effective decision-making.

Time. The time available to complete a task might influence the leadership style adopted. For example, if a project has to be finished quickly, there may be no time for discussion and an autocratic style may be adopted.

Key terms

Autocratic leadership – a leadership style where the leader makes all decisions independently.

Democratic leadership – a leadership style where the leader encourages others to participate in decision making.

Laissez-faire leadership – a leadership style where employees are encouraged to make their own decisions within limits.

Management by Objectives (MBO) – a management theory that suggests that managers set goals and communicate them to subordinates.

Task 7.3. You read an extract from an essay about the role of leaders in the Psychology sphere. And now discuss the following questions:

1.　　What qualities do you think a person needs in order to be a successful Psychology manager?

2.　　In your opinion, which three of the following are the most important qualities for a leader Psychologist?

•charisma

• management skills

• organisational skills

• foresight

• ambition

• ability to cope with change

3.　　What personal and professional skills do you need for a successful career in the Psychological sphere e.g. specialist training, knowledge of foreign languages, outgoing personality? (For additional information concerning important qualities for a successful leader and manager, review Leadership qualities below and **Appendix 1**):

Task 7.4. Put the words in the box under the following headings:

　A. **Positive adjectives**

　B. **Negative adjectives**

ridiculous	Selfish	polite
caring	hard-working	thoughtful
horrendous	Greedy	friendly
rude	Lazy	sociable
open	Interested	impertinent
easy-going	Tactless	devoted
generous	Honest	broad-minded
helpful	Impolite	constructive

Task 8. Read and translate the text:

Resonant leadership: Self-improvement and building fruitful relationship with people on the basis of active consciousness, optimism and empathy / Richard Boyatsis, Annie Macky; Trans. with English - M.: Alpina Business Books, 2007. - 300 p./

Modern leader must be observant and attentive, sensitively listen to the world around him and understand the feelings of others, never deviate from principles. Such leaders do not betray their values and live a full, emotionally saturated life. They have a developed emotional intelligence and are endowed with an active consciousness (they are constantly engaged in introspection and strive to live with a deep understanding of people, nature and society). Wise leaders, despite the uncertainty that reigns in the world, do not lose optimism and inspire those around them with their belief that with joint efforts, the dream can be made a reality.

Researchers, taking into account the emotional potential of the individual, his ability to restore his positive feelings, divides leaders into resonant and dissonant experiences. Resonant leaders know how to tune in to the «wave of others», under the leadership of such a leader, people work in unison and harmoniously. These leaders can intuitively understand the essence of emotional intelligence by mastering skills such as self-awareness, self-control, social sensitivity and relationship management. They create a contagious power of emotion and understand that their psychological state has a determining effect on followers and their performance and productivity. Resonant leaders understand that it is possible to control subordinates on the basis of negative emotions (anger, fear), but these

emotions do not last long and leave behind only confusion, anxiety and a feeling of exhaustion. Leaders do the hard work. All this leads to moral, intellectual, emotional and physical exhaustion. Therefore, modern leaders must master the method of restoring leadership potential. If this does not happen, then the leader, having lost physical and mental strength, having received too little in return, may succumb to the so-called «victim syndrome» and become a dissonant leader. The top carries a negative emotional charge that does not contribute to dedicated creative work. Employees subtly feel stress, negative emotions are transmitted to them. General oppression, desolation and dissatisfaction, low productivity of labor is increasing. A closed circle arises: managerial stress, emotional burnout, dissonance, even greater tension and even greater exhaustion.

The leader can overcome the state of dissonance, get out of it and restore the favorable moral and psychological climate of the community through self-renewal by developing in himself:

• *active consciousness* (when a person constantly listens to himself, carefully observes the reactions of others, is well aware of his experiences, is marked by heightened receptivity, inquisitiveness, concentration of attention; sometimes the activity of consciousness is called minute-by-minute clarity of mind);

• *optimism* (an emotional state that is accompanied by a clear understanding of one's capabilities and an idea of how to achieve what one wants. Optimistic thinking is a combination of a defined goal with faith in its achievement, the ability to build a plan for this achievement and move in the right direction, getting satisfaction an optimistic mood activates the parasympathetic system, which adds cheerfulness, energy and enthusiasm);

• *empathy* (active care, which is based on a selfless desire to be useful to another person and to understand him as himself).

For successful leadership, empathy and coaching must be the foundation of the corporate culture.

Task 9. Read and translate the text:

Top 10 Leadership Qualities

Everybody defines leadership differently but I really like the way John C Maxwell defines leadership, «A leader is one who knows the way, goes the way, and shows the way». Irrespective of how you define a leader, he or she can prove to be a difference maker between success and failure. A good leader has a futuristic vision and knows how to turn his ideas into real-world success stories. In this article, we take an in-depth look at some of the important leadership qualities that separate good leaders from a bad one

Top 10 Leadership Qualities That Make Good Leaders

◉ Honesty and Integrity

◉ Confidence

◉ Inspire Others

◉ Commitment and Passion

◉ Good Communicator

◉ Decision-Making Capabilities

◉ Accountability

◉ Delegation and Empowerment

⦿ Creativity and Innovation

⦿ Empathy

⦿ Honesty and Integrity

Unit IV
MANAGEMENT AND LEADERSHIP
CHARISMA AND FUNCTIONS OF A LEADER

Themes and materials for studies:

1. Managerial knowledge, skills, and performance
2. Management vs. Leadership
3. Psychological Leadership Styles
4. Factors affecting leadership styles
5. Managerial leadership
6. Charisma and functions of a leader

 Language skills: translation practice

 Career skills: Achieving the goals

 Professional Formation of the Leader Personality

 Vocabulary: words and expressions for talking about leadership, personal qualities

 Dilemma & Decision: What should a leader BE, KNOW and DO?

Task 1. Read and translate the text:

MANAGEMENT STYLES

This unit looks at factors that motivate us, including office culture and management styles.

There are differing views on the best way to motivate and inspire, e.g. leadership by example, inspiring respect / affection / fear, financial reward, non-financial reward (respect, status etc.). The most appropriate way of motivating staff may differ according to the situation and the personal and cultural background of those involved. However, there is a certain amount of agreement on how to delegate effectively; the most common mistakes are reluctance to hand over control / responsibility to other psychologists, or handing over work without giving sufficient information.

Management styles can vary from one department to another and from one manager to another manager, and can also be influenced by cultural factors. Some organizations have an authoritarian company culture. This means that the manager's role is to pass down information and implement decisions from above. Decisions are often made at the highest levels in the hierarchy, so a manager might have little true power or responsibility. This can lead to a company culture where psychologists avoid making decisions in case they get the blame if things go wrong. In addition, when decisions have to be made it can be time consuming, as they may need to be passed back up the management chain for approval or be decided by committee. In a participative organization, the manager's job is

to provide assistance to subordinates to allow them to do their job effectively. Subordinates may also take part in the decision-making process.

It is not only the culture of a whole organization, which affects motivation. Psychologists can be motivated or demotivated according to job-satisfaction, management support, working environment and their own needs and expectations. Many psychologists would also want the opportunity to progress in their career and learn new skills. A positive or negative working atmosphere can also differ from department to department, and can be influenced by management style. Research suggests that there are four major management leadership styles worldwide:

• **Democratic:** the leader consults staff and empowers them to make decisions

• **Collaborative:** the leader negotiates targets and solutions with the team, becomes involved as a team player

• **Autocratic:** the leader controls staff, makes decisions, demands loyalty

• **Paternalistic:** the leader is a paternal (or maternal!) figure who looks after the group's interests.

Also we can outline next two styles:

Situational management – making strategic decisions in the process of identifying potential problems.

Destination management – a method of management activities, based on the selection of the most importantPP tasks in this period, the implementation whose main efforts are directed administering organization.

The employees of psychologists' team can be demotivated if they encounter a style of management or leadership that they have not

experienced before and do not know how to adapt to. This can be a particular challenge for international cooperation, if psychologists attempt to apply a style of management which is acceptable in their own culture but which meets resistance in the culture that they are working in.

Task 3.1. Complete the text with the following words:

| hierarchy | level | reward | superiors subordinates |
| responsibility | senior | seniority | |

Some departments have a complex[1]_____with many levels of management;[2] _____managers are very powerful, so it is important to show them great respect and [3] _____are generally afraid to question the decisions of their[4]_____. Other companies are less hierarchical. People respect each other because of their skills, not because of their[5]_____. These companies give younger employees more [6] _____. They[7]_____ good ideas from every[8] _____ in the organisation.

Task 4. Read and translate the text:

What's the Difference Between Leadership and Management?

Many wonder about the differences between leadership and management. Are they mutually exclusive? Do professionals have both qualities – or do they learn one or the other over a long period of time? These questions are just the tip of the iceberg. We will take a look at both.

The words "leader" and "manager" are among the most commonly used words in business and are often used interchangeably. But have you ever wondered what the terms actually mean?

What Do Managers Do?

A manager is the member of an organization with the responsibility of carrying out the four important functions of management: ***planning, organizing, leading, and controlling***. But are all managers leaders?

Most managers also tend to be leaders, but only IF they also adequately carry out the leadership responsibilities of management, which include communication, motivation, providing inspiration and guidance, and encouraging employees to rise to a higher level of productivity.

Unfortunately, not all managers are leaders. Some managers have poor leadership qualities, and employees follow orders from their managers because they are obligated to do so – not necessarily because they are influenced or inspired by the leader.

Managerial duties are usually a formal part of a job description; subordinates follow as a result of the professional title or designation. A manager's chief focus is to meet organizational goals and objectives; they typically do not take much else into consideration. Managers are held responsible for their actions, as well as for the actions of their subordinates. With the title comes the authority and the privilege to promote, hire, fire, discipline, or reward employees based on their performance and behavior.

What Do Leaders Do?

The primary difference between management and leadership is that leaders don't necessarily hold or occupy a management position. Simply

put, a leader doesn't have to be an authority figure in the organization; a leader can be anyone.

Unlike managers, leaders are followed because of their personality, behavior, and beliefs. A leader personally invests in tasks and projects and demonstrates a high level of passion for work. Leaders take a great deal of interest in the success of their followers, enabling them to reach their goals to satisfaction – these are not necessarily organizational goals.

There isn't always tangible or formal power that a leader possesses over his followers. Temporary power is awarded to a leader and can be conditional based on the ability of the leader to continually inspire and motivate their followers.

NOTE

A difference in terminologies – a Manager has 'Subordinates',
while a Leader has 'Followers'.

Subordinates of a manager are required to obey orders while following is optional when it comes to leadership. Leadership works on inspiration and trust among employees; those who do wish to follow their leader may stop at any time.

Generally, leaders are people who challenge the status quo. Leadership is change savvy, visionary, agile, creative, and adaptive.
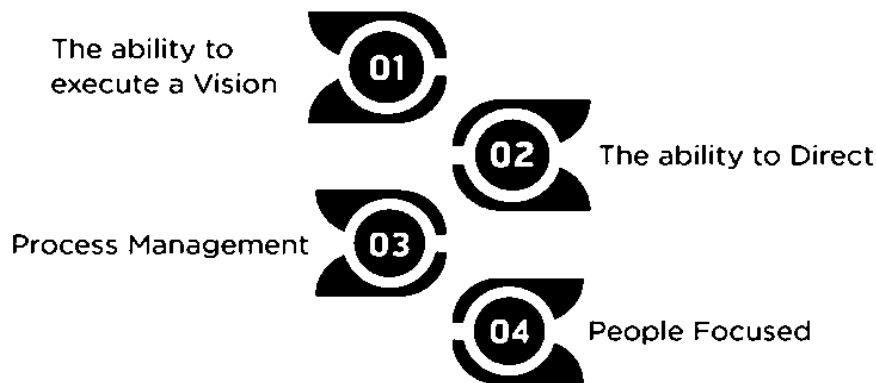
Below are four important traits of a manager:

#1 The ability to execute a Vision: Managers build a strategic vision and break it down into a roadmap for their team to follow.

#2 The ability to Direct: Managers are responsible for day-to-day efforts while reviewing necessary resources and anticipating needs to make changes along the way.

#3 Process Management: Managers have the authority to establish work rules, processes, standards, and operating procedures.

#4 People Focused: Managers are known to look after and cater to the needs of the people they are responsible for: listening to them, involving them in certain key decisions, and accommodating reasonable requests for change to contribute to increased productivity.
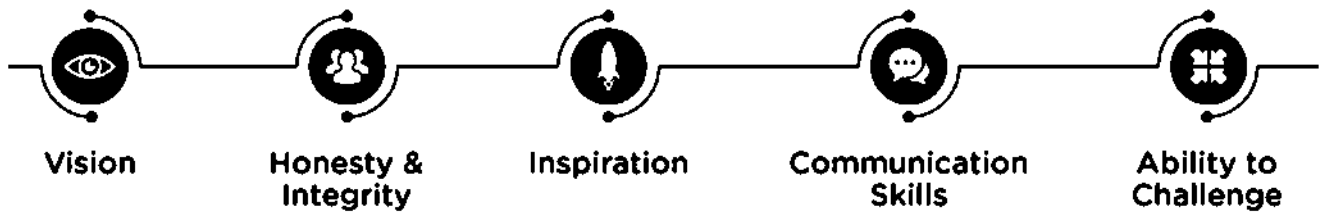
Below are five important traits of a leader:

#1 Vision: A leader knows where they stand, where they want to go and tend to involve the team in charting a future path and direction.

#2 Honesty & Integrity: Leaders have people who believe them and walk by their side down the path the leader sets.

#3 Inspiration: Leaders are usually inspirational – and help their team understand their own roles in a bigger context.

#4 Communicational Skills: Leaders always keep their team informed about what's happening, both present and the future – along with any obstacles that stand in their way.

#5 Ability to Challenge: Leaders are those that challenge the status quo. They have their own style of doing things and problem-solving and are usually the ones who think outside the box.

The Three Important Differences

Being a manager and a leader at the same time is a viable concept. But remember, just because someone is a phenomenal leader it does not necessarily guarantee that the person will be an exceptional manager as well, and vice versa. So, what are the standout differences between the two roles?

#1 A leader invents or innovates while a manager organizes.

The leader of the team comes up with the new ideas and kickstarts the organization's shift or transition to a forward-thinking phase. A leader always has his or her eyes set on the horizon, developing new techniques and strategies for the organization. A leader has immense knowledge of all the current trends, advancements, and skillsets – and has clarity of purpose and vision. By contrast, a manager is someone who generally only maintains what is already established. A manager needs to watch the bottom line while controlling employees and workflow in the organization and preventing any kind of chaos.

#2 A manager relies on control whereas a leader inspires trust.

A leader is a person who pushes employees to do their best and knows how to set an appropriate pace and tempo for the rest of the group. Managers, on the other hand, are required by their job description to establish control over employees which, in turn, help them develop their own assets to bring out their best. Thus, managers have to understand their subordinates well to do their job effectively.

#3 A leader asks the questions "what" and "why" whereas a manager leans more towards the questions "how" and "when."

To be able to do justice to their role as leader, some may question and challenge authority to modify or even reverse decisions that may not have the team's best interests in mind.

Good leadership requires a great deal of good judgment, especially when it comes to the ability to stand up to senior management over a point of concern or if there is an aspect in need of improvement. If a company goes through a rough patch, a leader will be the one who will stand up and ask the question: «What did we learn from this?»

Managers, however, are not required to assess and analyze failures. Their job description emphasizes asking the questions "how" and "when," which usually helps them make sure that plans are properly executed. They tend to accept the status quo exactly the way it is and do not attempt a change.

Conclusion:

Managers and leaders are both important – and when you find both qualities in the same person, it's like hitting a professional jackpot.

Task 5. Read and translate the text:

MANAGEMENT VS. LEADERSHIP

Psychological leadership is different from Psychological management, but not for the reasons most people think. Leadership isn't mystical and mysterious. It has nothing to do with having charisma or other exotic personality traits.

Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile police environment. Most organizations today need to develop their capacity to exercise leadership. They are aware of this fact don't simply sit around waiting for leaders to come along. And they actively seek out people with

leadership potential and expose them to career experiences designed to develop that potential. Indeed, with careful selection, nurturing, and encouragement, dozens of people can play important leadership roles in organization. But while improving their ability to lead, companies should remember that strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other.

Of course, not everyone can be good at both leading and managing. Some people have the capacity to become excellent managers but not strong leaders. Others have great leadership potential. Organizations value both kinds of people and work hard to make them a part of the Psychological team.

When it comes to preparing people for executive jobs, organizations rightly ignore the recent literature that says people cannot manage and lead. They try to develop leader-managers. Once organizations understand the fundamental difference between leadership and management, they can begin to provide both.

Management is about coping with complexity. Without good management, work of Psychology organizations tends to become chaotic. Good Psychological management brings a degree of order and consistency to key dimensions like the quality work. Psychological leadership, by contrast, is about coping with change.

These two different functions – coping with complexity and coping with change – shape the characteristic activities of management and leadership. Each system of action involves deciding what needs to be done, creating networks of people and relationships that can accomplish an

agenda, and then trying to ensure that those people actually do the job. But each accomplishes these three tasks in different ways.

Leading an organization to constructive change begins by setting a direction – developing   a vision of the future (often the distant future) along with strategies for producing the changes needed to achieve that vision.

Management develops the capacity to achieve its plan by organizing and staffing – creating an organizational structure and set of jobs for accomplishing plan requirements, staffing the jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan, and devising systems to monitor implementation.

Finally, management ensures plan accomplishment by controlling and problem solving – monitoring results versus the plan in some detail, by means of reports, meetings, and other tools; identifying deviations; and then planning and organizing to solve the problems. But for leadership, achieving a vision requires motivating and inspiring – keeping people moving in the right direction, despite major obstacles to change, by appealing to basic but often untapped human needs, values and emotions.

Task 5.1. Translate the following phrases:

Відмінні і взаємодоповнюючі системи, провідні організації, конструктивні зміни, встановлення напрямку, розробки концепції для майбутнього, стратегії змін, досягнення бачення, обсяг діяльності, необхідний для успіху, складне середовище, вирішення проблем створення організаційної структури, набір завдань для виконання,

забезпечувати контроль за допомогою звітів, нарад, планування, моніторинг результатів.

Task 5.2. Translation practice:

1. Керівництво та управління – дві відмінні, але взаємодоповнюючі системи, кожна з яких має свою власну функцію і обсяг діяльності. Те й інше є необхідним для успіху в складному і нестійкому середовищі поліції.

2. Провідні організації конструктивних змін починається з встановлення напрямку – розробки концепції для майбутнього (часто віддаленого майбутнього), а також стратегій змін, необхідних для досягнення бачення цих змін.

3. Управління реалізується шляхом створення організаційної структури і набору завдань для виконання кваліфікованими працівниками.

4. Керівництво забезпечує контроль й вирішення проблем шляхом моніторингу результатів в порівнянні з планом, за допомогою звітів, нарад, планування тощо.

Task 5.3. For additional information concerning management versus leadership, review Table below; translate into Ukrainian in written form:

The role of the manager is often relegated to organizing, planning, controlling and logistics. The role of the leader is to get things done and care for the morale of the department. Ideally, leadership and management are essential to successful accomplishment of the mission. For additional

information concerning management versus leadership, review Table below:

LEADERSHIP	MANAGEMENT
Gets things done with very little motion Instruction through deeds not words	Generates excessive paperwork
	Leads by memorandum and regulations
Keeps informed, highly visible	Lost in the details
Catalyst for change	Fears change
Accessible	Preoccupied with details
Does the right thing	Does things right
Coaches	Manages
Concerned with vision	Concerned with present
Understands the mission	Budgetary constraint issues
Leads from the front	Leads from the office
Defines goals	Concern for immediate tasks

Task 6. Read and translate the text:

FUNCTIONS OF THE LEADER

In all cases, promotion to leadership is determined, ultimately, by the effectiveness of a group member's contribution to solving group tasks. Accordingly, the leader always performs a number of functions, namely:

1. Innovative

2. Motivational

3. Communicative

4. Organizational

5. Coordination

6. Integrative

The innovative function means that the leader consciously introduces new, constructive ideas for the functioning and development of the group.

Accumulating and generating new ideas, the leader formulates new goals and objectives, substantiates priorities in the development of the group, tactical methods and methods of their achievement.

Motivational function – involves encouraging oneself and other group members to act in order to achieve certain goals.

The communicative function assumes the reflection of the entire spectrum of needs and interests of group members. The leader is a kind of accumulator of ideas and attitudes in the group, an exponent of the interests and needs of the group, represents them in relations with other groups.

The organizational function logically follows from the innovative and communicative functions. To direct and organize the actions of the group, the leader must have organizational qualities, the ability to gain the trust of group members, and combine their efforts to achieve certain goals.

The coordination function is a continuation of the organizational function and is aimed at coordinating and coordinating the actions of all members of the group, as well as practical executive decisions.

The integrative function is aimed at maintaining the integrity and stability of the group

Therefore, leadership is the art of influencing people, the ability to inspire them to strive to achieve the desired goals.

Task 7. Read and translate the text:

Managerial leadership

Managerial leadership is a special relationship between the head of the organization (or heads of departments) and subordinates, as a result of which

it is easier or more difficult for each of the participants in the relationship to fulfill their duties. Even Jean-Jacques Rousseau noticed that the problem of social existence consists in finding such a form of coexistence that would combine joint efforts for the good of all while preserving personal freedom.

Leadership is defined as a process of social influence in which the leader seeks the voluntary participation of subordinates in activities to achieve organizational goals or as a process of influencing group activity aimed at achieving goals.

A leader is also defined as «a person who performs specific actions to coordinate and manage the activities of the group».

The leader influences his followers, but they in turn influence the leader by drawing attention to their interests. The leader becomes the individual whose influence dominates, or the one who can more accurately understand and express the wishes of the social community, the participants of the interaction.

Formal or ***managerial leadership*** is the process of managing communication and activities of group members, which is implemented by the leader as a representative of legitimate authority based on legal relations and his personal influence.

Informal leadership is a process of social and psychological self-organization and self-management of communication and activities of members of a small group, which is carried out by the leader as a subject of spontaneously formed interpersonal relationships in groups based on perception, imitation, empathy, mutual assessment, understanding of each other. Informal leadership is informal in nature. Formal, managerial

leadership – involves the regulation of official relationships within a certain social organization.

Managerial leadership is fueled by an extensive system of information sources, some of which have a high degree of sanctioning influence, which allows the leader to transfer part of the responsibility for results to these sources.

Informal leadership is based on relationships based on like or dislike. This type of leadership strongly depends on the mood of the group members and many other factors that affect the relationships within the group. Informal leadership is carried out outside the framework of the system of official sanctions that act in relation to management and subordinates in the format of managerial leadership. The leader's influence is determined solely by his personal qualities and authority in the group. The influence of managerial leadership involves both personal influence and the power of the sanctioning action of orders and orders determined by his official status of organization.

There are similarities between the concept of manager and leader, but these concepts are different. A managerial leader is a force that accumulates the abilities of a group of people to perform work at a higher level or to achieve better results, leadership captures people and motivates them to do more.

A manager is a force focused primarily on planning, coordination and management, control of routine, planned activities, which can also, but not necessarily, be carried out in a burst of inspiration. Therefore, if the organization is characterized by the presence of managerial leadership, then its competitive capabilities increase significantly .

Edgar Schein observes that the talent of a leader must first of all be directed to the creation and management of organizational culture, which is understood as the dominant values demonstrated by the organization. Other researchers note that organizational culture is a philosophy on the basis of which organizational policy is formed in relation to employees and customers.

Organizational culture means a set of dominant stereotypes, values and rules that are embodied in typical encouraged behavior models, interactions of organization members with each other and representatives of the external environment, as well as in other products of organizational activity. According to the author, subcultures of functional organizational units (departments, departments, workshops) may also exist within the organization. Subcultures of stable groups based on their geographical location, education and experience, intellectual capabilities, professionalism. Under the influence of these subcultures, a universal culture is produced in a separate organization.

If the leader does not take measures aimed at forming the appropriate organizational culture, the organization will function ineffectively

Effective managerial leadership involves the ability to manage groups, including teams. Communication is a circulating system that permeates the organization, providing it with the necessary information. Every organization has formal and informal communication channels. Managers, as a rule, control formal channels, leaders control informal ones. And the managerial leader controls all channels. Therefore, it is necessary to create an effective communication system in the organization and clearly manage it.

A managerial leader has exceptional opportunities to influence not only the internal environment of the organization (followers), but also the external environment (representatives of various structures, institutions, organizations with which the institution cooperates with the leader). To work effectively, a leader must build extensive relationships with individuals, groups, and external organizations.

The leader must plan and implement changes in a timely manner, according to the most promising ideas. A leader knows how to overcome obstacles that arise when introducing something new. Based on the cultivated organizational culture, the managerial leader and his followers reduce the gap between the goal and reality, changing the latter in the right direction.

Task 8. Read and translate the text:

CHARISMATIC LEADERSHIP

«Charisma» is translated from Greek as «gift», «grace». In the Antiquity era, it was usually used in the sense of «gift of the gods». According to Hesiod, there were three charites: Euphrosyne (Grace - Good-minded), Thalia (Elegance – Flowering) and Aglaia (Beauty – Brilliant) – (beauty, grace and elegance).

In our context, these are special traits and abilities, qualities of people chosen by the gods, who impressed others with their extraordinaryness. Therefore, they had unlimited trust in charismatic leaders and unconditionally obeyed their will, followed them. Sociologist Max Weber was the first to take the concept of «charisma» beyond the boundaries of

religious tradition. Charisma is considered by him as the basis of one of the types of legitimate rule - charismatic. It arises from the relationship between a leader endowed with special qualities and the ability to influence people, and his followers, who perceive them as supernatural, superhuman, «gifted» from above to fulfill a special mission. It must meet the expectations of followers, and the leader himself must constantly reinforce his exclusivity and right to unconditional power with "prophecies", victories, and successes. Otherwise, the charisma of the leader, for the emergence of which crisis situations are most favorable, may disappear.

H.Trice and J.Beyer derived 5 elements of charisma:

1) extraordinary giftedness;

2) social crisis or emergency;

3) availability of ideas for overcoming the crisis;

4) the presence of followers who are attracted by the leader's extraordinaryness, connection with transcendental forces;

5) confirmation of the leader's giftedness and his extraordinary capabilities with success that is constantly repeated.

Subconscious foundations of the phenomenon of charismatic leadership. Charisma is depicted here as a phenomenon of mass group fantasies and mass psychoses.

French psychologists G.Tarde and H.Lebon tried to contrast «genius», «outstanding personalities» with their environment and followers, and through the prism of their interaction to reveal the reasons and goals of the active activity of «geniuses». «All the achievements of civilization», H.Tarde insisted, «are the result of the activities of great leaders who, thanks to their hypnotic influence on the masses, capture and subjugate the latter».

The psychologist tried to prove that following the leader is the main law of social life. The masses themselves find their leaders, pushing them out of the crowd. H.Lebon claimed that the power of a charismatic leader is based on his unconscious use of the laws of psychology, the crowd is unable to remain without a leader, instinctively obeys his will and obediently follows whoever offers him a new illusion. The merit of these authors is an attempt to determine the mechanism of manifestation of the genius of such personalities.

E.Fromm considered charismatic leadership as the behavior of an authoritarian personality. Fromm explains its appearance with the urbanization of modern society, which turns the individual into a part of the crowd. He characterized the irrational moment of such power, which is guided, first of all, by emotions. For him, charismatic leadership is an instinct: «man is a herd animal by nature. Her actions are determined by the impulse to follow the leader and cling to the animals that surround her».

A similar attempt was recently made by researcher and business coach R.Gandapas. His conclusion sounds quite categorical: «There is no charisma. There are only specific people who at one moment or another, in one or another context, in a certain situation are perceived as having charismatic influence. It is an illusion that can be sustained – and yet it is an illusion».

The analysis of the main concepts of charisma and charismatic leadership proves the main trend in the study of these interrelated phenomena: from their semi-mystical to rational perception. However, attempts to focus attention and find the main mechanisms of the emergence of leader charisma in one of the segments of charismatic relations (the

personality of the leader, his behavior, followers or the situation) usually led to too categorical conclusions, the limitations of which became obvious over time. At the same time, it is not necessary to level the personality of the leader, the features, qualities and behavior of which are perceived by his followers as his charisma. Moreover, since the formation of a leader, including a charismatic one, is significantly influenced by the subconscious mind, which always carries a certain transcendence, the leader's charisma is shrouded in a haze of mysticism and mystery.

Modern researchers emphasize that charisma has several structural components: psychological, communicative, image and mystical. The psychological component is the structure of a person's personality, a set of character traits, habits, etc. This component is difficult to change, it is given to a person by nature. The communication component can be strengthened by developing communication skills. It is possible, for example, to learn to speak publicly, to «ignite» and inspire people during their speeches, to build specific relationships within the team – a system of subjugation and exercise of power. The image component is what the people on whom he tries to influence think about the leader. It is most easily changed even in short periods of time. And we should not forget the most important thing that charismatics have something supernatural (mystical, divine), some extraordinary energy and magnetism.

A charismatic personality always seeks to seize leadership positions. A charismatic leader is always a protester, performs the function of a world changer. A charismatic personality offers his own understanding of the hierarchy of values, morality and ideology. There is no self-serving charismatic leader, he is always the servant of some extraordinary («high

value») idea and the leader of the group that follows him. Such a leader gives up life's joys and blessings for the sake of realizing his dreams and ideas. But, at the same time, one cannot be a charismatic leader for all people at once, such an individual becomes an authority for a larger or smaller group, which acts as an opposition to other groups and seeks to impose its goals on them.

A charismatic leader is the ideal leader, followed not out of a sense of duty or external compulsion, but because they believe in him and trust him. For the sake of such people, their followers themselves take the initiative, trying to surpass themselves, because they subconsciously have a desire to become as great as their leaders. Guided by blind faith in leaders, followers of charismatics are capable of self-sacrifice in order to bring the arrival of the «bright future» closer.

Charisma is a relative concept, so there will always be an audience in which the manifestation of the leader's charisma will be low. The task of a charismatic leader is to strive to make such audiences as small as possible. This problem is usually solved by banning outside criticism, so charismatic leadership tends to establish authoritarian and even totalitarian management methods.

A charismatic leader must always maintain external calmness, he must not show his weakness and ordinary human emotions. An angry cry, hysteria, and panic clearly do not belong to the behavioral arsenal of a leader who always has the situation under control. In addition, the owner of charisma is forbidden to complain! Complaining about the injustice of fate or a careless subordinate (colleague), he kills self-respect in the eyes of his supporters. The only possible option in case of temporary failures and

difficulties is stories about his past exploits, something like «it was difficult, bullets whistled, but I overcame everything and defeated everyone».

A charismatic leader always selects among his followers a few people on whom he can rely in a difficult situation. This inner circle consists of three to ten people who communicate directly with the leader, receive orders only from him and report only to him. The main function of such persons is to transmit the leader's charisma down the steps of the group hierarchy and to the outside world. The main thing is that a member of the closest circle «plays for the leader», and not works for self-aggrandizement. A person close to the leader must be able to critically evaluate information, he is even allowed to criticize the latter's orders in private conversations with the leader. This creates an opportunity to prevent the leader from making mistakes.

The foundation of the *charismatic image* is a myth, which can be reduced to six main points. *The first* is called «charisma of the foreigner», that is, there is such a phenomenon that people with foreign roots or those who live in foreign territories have a potentially greater charismatic influence. *The second* point is «a state of eternal struggle». *The third* is «stigmata», that is, signs by which you can identify the «chosen» person against the background of others.

Charismatic leadership arises in society, as a rule, in periods of crisis. The motivating motive for the transfer of power to a charismatic leader is the awareness of the masses, as well as a significant part of the ruling elite, of the inability of the representative institutions present in the country to lead the country out of the crisis, to consolidate society around one or another goal of social development. This calls for a sharp increase in the

influence of the executive power and the search for a political leader as a messiah capable of leading the country out of a deep and protracted crisis.

For his part, in order to become a charismatic leader, a political figure must be endowed with special psychological and social qualities: a pronounced strong-willed character, purposefulness, the ability to exert a significant influence on large groups of people, the ability to inspire people with hope for a better future, sensitively capture the mood of the masses and express common will However, it is not his traits that create a charismatic leader, but the masses who want to see a leader like that.

Nowadays, the charismatic type of political leadership is most characteristic of backward countries or those that are on the path of radical social transformations. As a rule, charismatic leadership is distinguished by an authoritarian style of political leadership, a tough political course. For some time, such a course gives positive results and enjoys the active support of the broad masses of the population. In some cases, charismatic leadership stretches for decades, in others it is not long-lasting. In relatively favorable periods of social development, charismatic leadership is transformed into a more democratic type of leadership - rational-legal.

The American researcher C.Major justifies the charismatic type of leader. A charismatic leader is a person endowed with charm, self-confident, and able to persuade. They are eloquent and have an innate ability to sense the needs of their followers, inspire confidence and show the direction of movement. When followers are gripped by fear of threat, constant stress, then such an atmosphere contributes to the emergence of a charismatic leader and his success in the organization.

H.Trice and J.Beyer derived 5 elements of charisma:

1) extraordinary giftedness;

2) social crisis or emergency;

3) availability of ideas for overcoming the crisis;

4) the presence of followers who are attracted by the leader's extraordinaryness, connection with transcendental forces;

5) confirmation of the leader's giftedness and his extraordinary capabilities with success that is constantly repeated.

Scientists singles out the following types of charismatic leaders:

1) charismatic messiah – a type of charismatic identity that is given to a person from birth along with passion;

2) a charismatic militarist – one who manifests himself in a military environment and aims at destruction;

3) charismatic-populist – an artificial type of charismatic, characterized by conflict;

4) charismatic-intellectual – an artificial type that manifests itself in the humanitarian sphere;

5) charismatic-marginal – mainly manifests itself in the period of social transformations, does not perceive others, is aimed at destroying the existing system, very rarely acts as a creative principle (creates by the method «from the opposite»).

Unit V
LEADER AND GROUP
TEAM BUILDING

Themes and materials for studies:
1. The essence of the concepts «group», «collective»
2. Types and models of the group
3. Team building: Working as a team. Team Building Concept. Team roles
4. Leadership as an informal interaction

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: Why Should We Be a Team?
Why would someone want to become part of a team?
Culture at work: successful team-working
Exchanging information

Task 1. After reading this text, one understands that the essence of the concepts «group», «collective» is more important than basic definitions. Read and translate:

The essence of the concepts «group» and «collective»

Let's stop at clarifying the essence of two concepts – «group» and «collective». The word «group» («groppo») appeared in the 17th century and was used by artists to denote a way of arranging figures into coherent plots. In the 18th century the word "group" begins to be used as the name of human communities whose members have a certain common feature. With the development of social psychology, the group became the subject of many psychological and pedagogical studies.

It should be noted that in Western European and American pedagogy and psychology, such a concept as «collective» does not exist. Scientists, when talking about a small community of people, call it a group.

The word «collective» comes from the Latin «collectives», which meant something gathered, a collective name. The word «collectives» was formed from «collegere», which meant «to collect together». At the beginning of the 20th century the term «collective» meant the sum of individuals who make up a single aggregate formed by a certain feature.

An important stage in the development of the collective theory is the teaching developed by A.Macarenko It was A.Makarenko has the main role in creating and substantiating the theory of the collective, which today is not perceived unambiguously in connection with the absolutization of a person-

oriented approach and individualism in socio-political and cultural processes, in education.

Task 2. Read and translate:

Types and models of the group

A. Makarenko believed that the collective is a living social organism based on the socialist principle of association. A. Makarenko used the term «collective», equating it with the word «community», «educational community».

How to distinguish a team from just a group or from any other association of people? Of course, according to certain signs, namely:

- the presence of a socially useful purpose; joint activity is aimed at its achievement;
- functional bodies of self-government; the sovereignty of the collective (a person freely enters the collective, and the collective requires unwavering obedience from this individual);
- relationships of responsible dependence (the success of the entire team depends on the results of each individual's activity);
- «major tone» (optimism and a healthy moral and psychological climate);
- the discipline of moving forward (the team is in constant activity, which is a means of its development);
- the presence of a formed pedagogically-directed collective thoughts; unifying traditions;

- collective cohesion (the presence of strong, emotional, as well as mediated by the purpose and content of joint activity, interpersonal ties of individuals);

- orientation to humanistic, highly moral values; predominance of acts of collectivist self-determination, etc.

Since the collective has characteristic features that, in the educational and social terms, distinguish it favorably from among simple groups that have not yet become collectives, then a number of different groups can also be distinguished. ***Prosocial associations*** are groups whose values do not contradict the values of society (an example of a prosocial association is a society of collectors). ***Antisocial associations*** – groups with an orientation towards antisocial values (an example of an antisocial association is a group of hooligan teenagers). ***A corporation*** is a group in which interpersonal relationships are mediated by the personally significant, often antisocial content of group activity for its members. A corporation can be considered a well-knit group that opposes itself to society, violates the norms of morality and law, and cares only for selfish group interests. This is a closed association, fenced off from the influence of society. It has an authoritarian leader who applies strict management methods. A typical example of a corporation is ***a mafia association***. Asocial associations differ from corporations in their structure and nature of actions. They do not have a stable leader and strict management methods.

A collective is a group in which ***interpersonal relations*** are mediated by the socially valuable and personally meaningful content of joint activity. It is the highest level of group development, because in it, in addition to the feature characteristic of the previous three types of groups (personal

significance of activity), a new social value of activity appears. The *collective* is an ideal community of people, therefore any society seeks to recreate itself in collectives that fought for the embodiment of its ideals and values.

In the process of various activities in the team, interpersonal connections and relationships are established. In a united team, they have a humane character. Other connections have the nature of cooperation, cooperation, when several primary teams enter into direct contact during the implementation of a common practical task; the third is patronage ties, when a team that has achieved high results in solving certain practical tasks, interacting with another team, transfers its experience to it, provides help and support.

Scientific studies have revealed the *three most common models* of relationships between an individual and a team:

a) the individual obeys the collective (conformism);

b) the individual subjugates the collective (nonconformism);

c) the individual and the team are in an optimal relationship (harmony);

In each of these models, many lines of mutual relations stand out, such as:

- the collective repels the individual;

- the individual rejects the collective;

- coexistence based on the principle of non-interference, etc.

Each type of relationship in its own way affects the formation of personality in the team.

There are also *formal (visible)* and *informal (invisible)* relationships between team members.

There are 2 interconnected subsystems in the team: *official (business)* and **unofficial (emotional)**.

The official one is created on the basis of the organizational structure of the team defined by society (for example, the headman, proforge, sportsman, duties and relationships arising in connection with the implementation of the main production and role functions).

The state of the collective is optimal when formal and informal groups coincide as much as possible. This coincidence of formal and informal structures ensures the cohesion of the team and increases the productivity of its work.

Due to inconsistencies in structures, when the manager does not have authority in the team, and group norms and rules differ from collective ones, a struggle between formal and informal structures may arise in the organization, which inhibits effective activity and the process of achieving organizational goals.

Therefore, one of the most important tasks of the manager is the convergence of formal and informal structures, positive orientations of informal groups and the fight against negative manifestations in the team.

Social status is a person's place in the system of social relations, which is established by his rights, obligations and privileges. It is determined by the following factors: position, level of education, personal traits, participation in social life, family background. A social role is a realized behavior expected from an individual who has a certain status. The status seems to impose the obligation of the individual to behave in a certain way.

Usually an individual realizes several social roles, for example, teacher, director, father, son, etc.

The status of leader is always held by the most authoritative and respected members of the team. The appearance of a leader, communication and interaction with him causes positive emotions in those around him. In interpersonal conflicts, he often assumes the role of arbitrator.

Task 3. Read and translate the next opinions:

Why Should We Be a Team?

When staff use their skills and knowledge together, the result is a stronger agency that can fulfill its mission

To provide accurate information that would assist individuals in achieving a better quality of life

People working together can sustain the enthusiasm and lend support needed to complete the work of each program

Task 4. Read and translate the next points. Make your own report on topic:

A Teams succeeds when its members have:
- a commitment to common objectives
- defined roles and responsibilities
- effective decision systems
- communication and work procedures
- good personal relationship

Team Building Concept

Teamwork
- Concept of people working together as a team
- A team player is someone who is able to get along with their colleagues and work together in a cohesive group

Team Building
• Process of establishing and developing a greater sense of collaboration and trust between members

Team Morale Depends On
• Support
• Resources
• Communication
• Personalities

Teamwork Skills
• Listen
• Question
• Persuade
• Respect
• Help
• Share
• Participate

Stages in Team Building

Forming
Storming
Norming
Performing
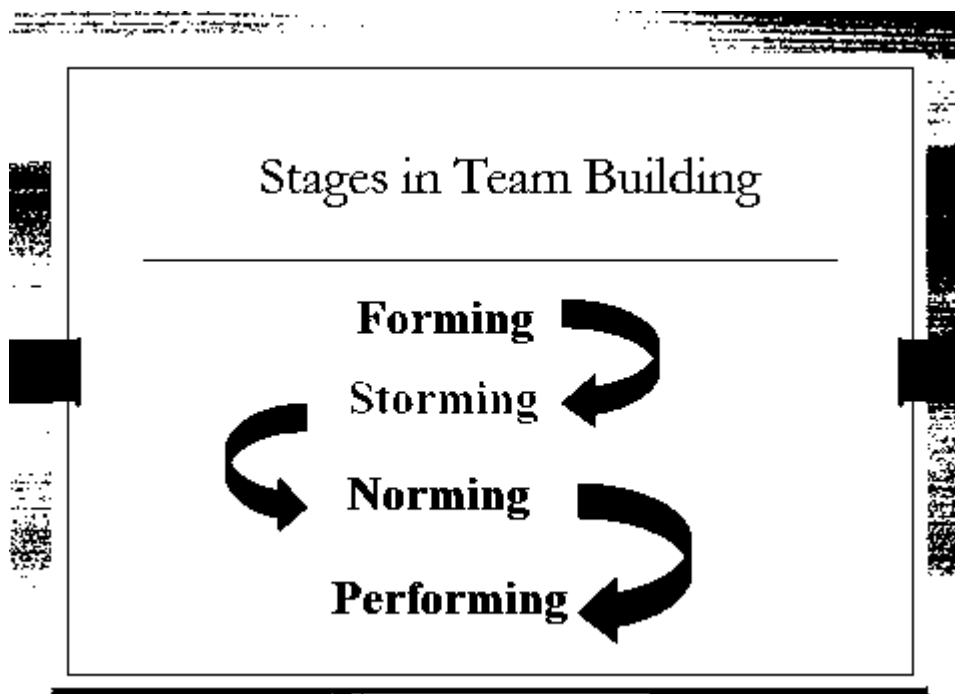
Stage 1: Forming The Team
• defines the problem
• agrees on goals and formulates strategies for tackling the tasks
• determines the challenges and identifies information needed
• individuals take on certain roles

- develops trust and communication

Team Roles – Leader
• Encourages and maintains open communication
• Leads by setting a good example
• Motivates and inspires team members
• Helps the team focus on the task
• Facilitates problem solving and collaboration
• Maintains healthy group dynamics
• Encourages creativity and risk-taking
• Recognizes and celebrates team member contributions

Other Team Roles – Members Can Formally or Informally Take on These Roles
Initiator – Someone who suggests new ideas. One or more people can have this role at a time.
Recorder – This person records whatever ideas a team member may have. It is important that this person quote a team member accurately and not "edit" or evaluate them.
Advocate/Skeptic – This is someone whose responsibility is to look for potential flaws in an idea.
Optimist – This is someone who tries to maintain a positive frame of mind and facilitates the search for solutions.
Timekeeper – Someone who tracks time spent on each portion of the meeting.
Gate Keeper – This person works to ensure that each member gives input on an issue. One strategy to do this is to ask everyone to voice their opinion one at a time. Another is to cast votes.
Summarizer – Someone who summarizes a list of options.

Read and translate the next information. Make your own opinion:
From Individuals   A Group Forms
Help members understand each other

Myers-Briggs Type Indicator (MBTI)
Extraverts ----------------- Introverts
Sensors --------------------- Intuitive
Thinker --------------------- Feelers
Judger ---------------------- Perceiver

By selecting one from each category, we define our personality type, ESTJ, ENTJ…INFP

Relevance to Teams (E/I)

* Extraverts
  * Need to think aloud
  * Great explainers
  * May overwhelm others

* Introverts
  * Need time to process
  * Great concentration
  * May not be heard

Relevance to Teams (N/S)

* iNtuitive
  * Great at big picture
  * See connections
  * May make mistakes in carrying out plans

* Sensor
  * Great executors
  * May miss big picture, relative importance

Relevance to Teams (T/F)

* Thinker
  * Skillful at understanding how anything works

* Feeler
  * Knows why something matters

Relevance to Teams (J/P)

* Judger
    * Good at schedules, plans, completion
    * Makes decisions easily (quickly)
    * May overloo¹⁻ vital issues

* Perceiver
    * Always curious, wants more knowledge
    * May not get around to acting

Stage 2: STORMING
During the Storming stage team members:
* realize that the task is more difficult than they imagined
* have fluctuations in attitude about chances of success
* may be resistant to the task
* have poor collaboration

Negotiating Conflict
* Separate problem issues from people issues.
* Be soft on people, hard on problem.
* Look for underlying needs, goals of each party rather than specific solutions.

Addressing the Problem
* State your views in clear non-judgmental language.
* Clarify the core issues.
* Listen carefully to each person's point of view.
* Check understanding by restating the core issues.

Stage 3: NORMING
During this stage members accept:
* their team

- team rules and procedures
- their roles in the team
- the individuality of fellow members

Team members realize that they are not going to crash-and-burn and start helping each other.

BEHAVIORS

❖ Competitive relationships become more cooperative.
❖ There is a willingness to confront issues and solve problems.
❖ Teams develop the ability to express criticism constructively.
❖ There is a sense of team spirit.
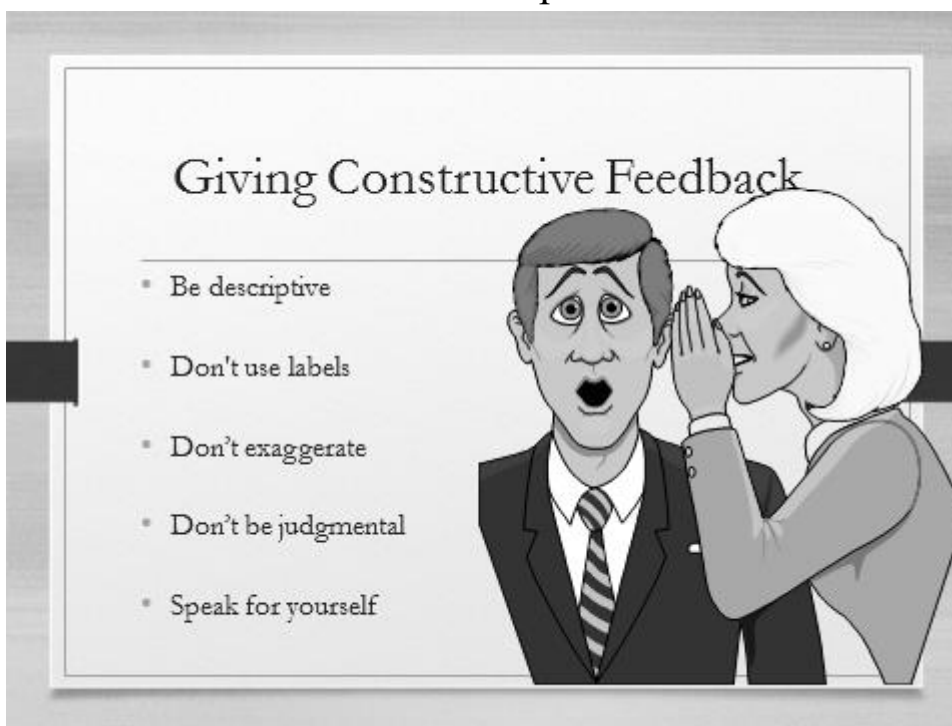
Giving Constructive Feedback

Use «I» messages.
Restrict your feedback to things you know for certain.
Help people hear and accept your compliments when giving positive feedback.

Receiving Feedback

Listen carefully.
Ask questions for clarity.
Acknowledge the feedback.
Acknowledge the valid points.

Take time to sort out what you heard.

Stage 4: PERFORMING
Team members have:

- gained insight into personal and team processes
- a better understanding of each other's strengths and weaknesses
- gained the ability to prevent or work through group conflict and resolve differences
- developed a close attachment to the team

Recipe for Successful Team

- Team members have:
- gained insight into personal and team processes
a better understanding of each other's strengths and weaknesses
gained the ability to prevent or work through group conflict and resolve differences
- developed a close attachment to the team

- Effective systems and processes
  - Clear communication
  - Beneficial team behaviors; well-defined decision procedures and ground rules
  - Balanced participation
  - Awareness of the group process
  - Good personal relationships

Task 5. Read and translate the text:

TEAM BUILDING

Teams are small groups held together by strong social bonds and which cooperate for the common good. Superior teams proficiently perform their tasks and possess a high degree of skills that can be applied in stressful

circumstances. Strong mutual interaction and cooperative behaviors evidence effective teamwork. Managers in psychological sphere, working together as team members identify with the group, its goals, and objectives.

In the future, leaders who can successfully integrate team members will be in demand. They will have people skills that maximize the potential of men and women. They will emphasize cooperation and diversity.

Teamwork will serve as the central theme for organizational management and the administration of agencies. Psychological culture will strive toward creating an environment in which the rewards for working together will outweigh those of working for individual interest. The foundation for teamwork will be based on a reward system that encourages teamwork. This new police culture will improve teamwork and community relationships.

Leaders in psychological sphere should use carefully selected and trained teams for critical situations. So, successful leaders explain the benefits of psychological training. Furthermore, they will create the need for accepting the knowledge by focusing on what officers need to understand. The training emphasis will be on community-oriented and problem-solving policing.

Team leaders should be very cautious about judging a team's decision. If the proper process was followed and team members are behind the decisions and results, then the team leader should present the findings as just that: the team's decision. Of course, the parameters of the task should have been shared fully with the team at the beginning. This wasn't the case, but under the circumstances, the team offered seemingly practical ideas. In fact, you know what, presenting the team's ideas would have been a perfect

example of leadership! Who knows, good management may even have approved a budget for the team's suggestions.

Additionally, psychologists may need to be aware of different roles played by the participants in psychological sphere. A good team will have a range of roles represented and in some instances members may need to take on roles they feel less comfortable with. Researches are often quoted regarding team roles. They describe team members who are:

• *Action-oriented:* are focused on the tasks, like to see results, are efficient.

• *People-oriented:* are good at delegating, motivating and promoting decision making. They listen to others and encourage harmony.

• *Ideas-oriented:* are creative and are bored by routines.

So, there are different ways of referring to roles within a team. Some people use job titles such as team secretary and team coordinator. Others use more descriptive behavioural roles such as action role, people role and ideas role. A member of a team who plays an action role would consider practicalities, bear the overall goals in mind, aim to get decisions made and make sure decisions are actioned. Someone in a people role would aim to ensure everyone in the team is happy and to maintain harmony. Someone in an ideas role would generate new ideas and look at the situation from other perspectives. A troubleshooter is a person who considers potential problems.

And at last, cultural attitudes may have an impact on the following team-building aspects too:

• Spending time on small talk before the meeting or getting straight down to business

• Socialising with colleagues outside working hours

• The listening versus action balance

• The amount of involvement team members have in the decision-making process.

Task 5.1. In any team, different people play different roles. That means they each behave, contribute and relate to others in a different way, depending on their personality. Is it a good thing that people play different roles within a team? Why? / Why not?

Match each of the main roles 1-3 with the types of behaviour a-h. There are two or more types of behaviour for each role:

1 Action role	a Ask other people what they think or feel.
2 People role	b Offer to do something practical.
3 Ideas role	c Remind people about goals.
	d Put forward new suggestions.
	c Try to reach a decision that everyone can agree with.
	f Suggest an alternative viewpoint.
	g Push people to make a decision.
	h Delegate actions to people.

Task 5.2 Playing a role in team meetings. Match the phrases below with the types of behaviour a-h above:

1 Remember that our main objective is ... (to save money).

2 Harry - could you take notes, please?

3 Maybe there's another way to look at this. We could ... (ask for more time).

4 Pete - you're looking worried. What are your thoughts on this?

5 I'll research the options and let you know next week.

6 Have you thought of... (asking the customers)?

7 OK. We've discussed this point long enough. Can we try to come to an agreement?

8 Sarah, would this decision cause problems for you?

Task 6. Read and translate the next points. Make your own opinion:

Why would someone want to become part of a team?

An effective team helps one feel they are:

- Doing something worthwhile for themselves and the organization

- Enjoying a more satisfying work life

- More in control of their jobs

- Making contributions which are well used

- Learning new skills

- Recognized and respected

When a team is operating well the leader and the members:

- Are clear on team goals and are committed to them

- Feel ownership for problems rather than blaming them on others

- Share ideas

- Listen to and show respect for others

- Talk more about "we" and less about "I" and "me"

- Understand and use each others know-how

- Know about each other's personal lives

- Give each other help and support

- Show appreciation for help received

- Recognize and deal with differences and disagreements

- Encourage development of other team members

- Are loyal to the group, its members, the leader and the organization

- Make decisions based on facts not on emotion or personalities

- Play a variety of roles – serve as leader, teacher or coach

Task 7. Read and translate the text:

WORKING AS A TEAM

The importance of a positive team spirit so that senior managers pull together and yet discuss frankly all the key issues is self-evident,but this is not easy to achieve. Why should a group of top general managers and directors get on? They are quite likely to disagree with each other as to the best ways forward. Even if they agree, they may not like each other's style and personality.

A Cranfield top executive leadership survey in several countries found that about one-thirdof companies report fundamental splits of vision at top management level. Even more interesting is the fact that more than half of the companies report personality tensions and style differences. To

allow such tensions and differences to continue unabated would be destructive. To try and prevent disagreements would be equallycounter-productive.The secret is to achieve an openness of conversation while maintaining a positive team spirit.

Hence an additional element of discretion is achieving good teamwork. Where there are several different views on how to make the company successful, an acceptable way forward is likely to emerge from a robust dialogue between the top managers. What does each senior manager consider are the strengths, weaknesses and challenges the company faces? What does each think are the appropriate steps to improve current conditions? If disagreement exists, why is this? (There may be good reasons for differences of view.) A good team is one where the top managers have a sound relationship, where they can bring their disagreements to the surface. What if the relationships among the top team members are not well developed? What if people feel too inhibited and sensitive to talk to each other? What if people feel that to make critical comments about one's boss or colleagues could lead to being sacked? What happens if top managers feel that to speak out is inappropriate?

Knowing the nature of the company's problems is not sufficient. Senior managers may still not speak out. People can have all the necessary insights as to what is wrong and what to do about it, but still end up doing nothing. Bringing certain issues to the surface may be too uncomfortable.

Therefore the final aspect of using the discretion in one's role effectively is maturity. Are the top managers of the organisation sufficiently mature to talk about sensitive issues? Nobody is born with maturity – it is a quality that people can develop during their life if they so choose. In fact,

many people seem to be unduly lacking in this personal quality. Maturity helps individuals cope with situations of ambiguity, disagreement and tension by enabling them to listen, discuss and contribute with others. A piece of sound advice for any senior manager is to leave your ego at home. That way, others find it easier to talk to you.

Task 8. Choose the correct forms of the words in italics in the team-building course description:

Building a successful team

Your team [1]*must be / might be* just [2]*forming / formed,* or you may be [3]*will renew / renewing* your goals for the coming year. Perhaps you *have lost / were lost* some members recently or *had recruited / recruited* new ones. This course [6]*is taking / will take* you through the various stages of a team's development.

Task 8.1. Choose the correct forms of the words in italics (0 = no article)

Becoming an effective team member

The key to [7]*a / 0* team's success is *the / an* effort that each team member makes. This course *teaches / is teaching* key points for developing [10]*a/the* team-oriented attitude, and by the end you [11]*must have learned / should have learned* how best to work with [12]*the / 0* colleagues and other team members. Very quickly, you [13]*will see / will be seeing* better team results as you develop [14]*the / 0* communication skills and as you fulfill your specific role and encourage other team members to do [15]*the / 0* same.

Task 9. Team building involves individual members being positive and putting the team's interests ahead of their own. Look at the following useful sentences.

a *We're definitely moving in the right direction.*

b *Go on, I'm listening.*

c *That's a great idea.*

d *Let's look at ways of getting round this problem.*

e *I'm confident you'll get it done on time.*

f *Tell me more.*

Task 9.1. Good team members generally have qualities 1-3 below. Match the qualities with sentences a-f above:

1. They are active listeners.

2. They praise and encourage other team members' work.

3. They have an optimistic and positive attitude.

Task 10. Which two roles do you think are most important for a good team coordinator to be able to play?

Understanding and identifying team roles is important for building and managing teams effectively. Members of teams need to value and respect each type of role. Individuals benefit from recognising the role they usually play in a team so that they can develop their strengths and use them to make a valuable contribution. Dr Meredith Belbin of Henley Management College has identified three main types of team roles.

Team members who are action-oriented

- have drive and like to see results

- are more focused on tasks than on people

- are good at turning ideas into action

- are reliable and efficient

- deliver on time

Team members who are people-oriented

Coordinators:

- are confident and clear about goals

- are good at delegating action

- are good at motivating and involving people

- promote effective decision-making

Team-workers:

- are cooperative, mild and diplomatic

- listen to others' opinions

- try to avoid friction and seek harmony within the team

Team members who are ideas-oriented

- are creative and imaginative

- don't always play by the rules

- are bored by routine

- have a different way of looking at things

- are good at solving difficult problems

- are often not good team players but are valuable when new directions
  are needed

Task 10.1. Choose one of these four roles: coordinator, team-worker, action role, ideas role. Think of what you might say in each of the situations below:

A) Someone wants to introduce a new agenda point which he/she feels strongly about. It would take a long time to discuss this point and it isn't very relevant to the goals of the meeting.

B) Four out of five team members agree to change a work routine. The fifth person is very unhappy about it.

C) Someone handed out a long discussion document at the start of a meeting. No one has had time to read it. It is important for the next agenda point.

D) The meeting should have finished half an hour ago. You still haven't decided on a key issue.

Task 10.2. Objective: Play an active role

Read the case below and choose a role for yourself. (Note that there is now an extra role: troubleshooter.) Don't tell the others your role. Use it to help the team reach the best decision. If you see that someone else is playing the same role as you, or that there is no one fulfilling a key role, you may decide to change your role to balance the team.

Case

You are members of a team of six. You are all working overtime in order to complete the project by the end of the month. Now one of the key members in your team has been injured in an accident and will be off work for the next two weeks at least. Should you:

- try to manage with the remaining team members?

- bring in a new member to take the place of your colleague?

- try to persuade management to extend the deadline for the project?

- look for another solution?

Roles

A Coordinator: Remind the team of your main objectives; be positive and motivate people.

B Team-worker: Find out what others are thinking; try to find a solution that everyone can agree with.

C Action role 1: Offer to do something practical.

D Ideas role: Try to think of alternative ways of looking at the problem.

E Action role 2: Push the others to reach a decision quickly and efficiently.

F Troubleshooter: Point out the disadvantages of each idea.

Analysis. Did you recognise the roles the other team members played? Did people play their roles successfully, do you think? How easy did you find it to play your role? Which kind of role do you feel most comfortable with?

Self-assessment. Think about your performance on the tasks. Were you able to:

- make a contribution?   □ yes   □ need more practice

- play an active role?   □ yes   □ need more practice

Task 11. Objective: Make a contribution

You are all members of a newly-formed international team which will share ideas for activities in psychological sphere. Each of you is psychologist in a different country. You are all of equal status in the organisational hierarchy. Hold an initial meeting to cover the agenda below. Everyone should make a contribution to the meeting. You can use **Appendix 5**. Be sure to keep to the time limit.

Exchanging information. Members who need to be able to participate actively and effectively must consider, the following general points:

• Be clear about the agenda and what is to be achieved (the objectives)

• Listen actively, checking and clarifying if necessary

• Offer ideas and opinions, giving reasons

• React to the comments made by the other participants.

Participating in a meeting may mean different things and involve different roles. Consider the next plan:

1. Choose a Team Coordinator.

2. Choose a Team Secretary (to take notes at meetings, keep everyone informed and keep people to deadlines).

3. AOB: Someone brings up this problem:

Case

One psychologist has made an excuse not to be present today. You think he may be reluctant to come to team meetings because he has a much lower level of English than the rest of you. He told one of you that he doesn't feel

he can contribute much. How can you encourage him to take part in future meetings?

Analysis. Did your team reach agreement on the three points within the time limit? How did you choose the roles of Coordinator and Secretary? Was it a natural, choice or a difficult one? In your discussions, who ...

- reminded others about the goals of the meeting?

- kept an eye on the time?

- made the most creative suggestions?

- paid most attention to different people's opinions?

- offered to do something practical?

Discuss the questions in pairs/small groups. What is your own experience of working in multicultural teams. You may find it helpful to look at the Culture at work table (Appendix 7).

Task 12. Team players

Step 1 Work in groups. Discuss what you, as a positive team player, would say in each of the following situations. How do you think negative team members would respond?

Step 2 Role-play the situations.

1. The team is working to very tight deadline. Everything could be late and team morale is very low. You've spoken to management and they've refused to extend the deadline, but they've agreed to assign two new people and to pay overtime. Talk to team.

2. One of your colleagues, who is usually a hard worker and positive team member, seems depressed and tired. He doesn't seem to be concentrating on his work and he is slowing down the team's progress.

You feel sure he has personal problems at the moment and that it would help to talk things over.

3. You have been assigned the task of collating the team's work and putting forward the best proposals they've come up with. Two solutions appear to be potentially good. One was suggested by you and would be a quick and easy solution. The others, a little more complicated, was suggested by a team member who had very negative feedback on her last project and whose morale needs boosting. Present the best proposals.

Task 13. Team roles. Read the article below about team roles. Which role (1-5) is being referred to in each of the following statements?

A They make sure everyone has the chance to give their input in meetings.

B They are focused mainly on task not process.

C They are focused mainly on process not task.

D They can describe what was said during meetings.

E They can play any role on the team.

F They tell the facilitator if the meeting is going on for too long.

G They discuss progress with people outside the team.

Team roles are specific and interdependent

Team leader

The team leader may or may not be part of the managerial staff. It is his/her job to provide an environment that helps teams to get their work done. The leader organises locations and times for meetings and is responsible for providing resources required by the team to carry out their tasks. It is the job of the leader to

remind the team what result the organisation expects of them and how their tasks fit in with the overall goals and mission of the department. He/She works closely with the facilitator in planning the agenda of a meeting, setting outcomes and ensuring next steps are assigned, as well as communicating on the team's progress with other members of the organisation.

Team facilitator

The team facilitator helps develop and apply the procedure for teamwork. He/She establishes the ground rules and then makes sure that they are respected. If, for example, it is agreed at the outset that all members should give their input, it is the role of the facilitator to make sure decision-making is not dominated by strong personalities in the team. As the role of the facilitator in decision-making is neutral, it is a good idea to rotate from team member to team member.

Team recorder

The team recorder is responsible for writing down key points, ideas and decisions at meetings. Recorders need to prepare for meetings by reviewing the agenda carefully. Recording ideas is particularly important, and the recorded text should be as close to the actual words used as possible. The recorder's notes are very different from the minutes of a meeting, which are a summary of what was said at a meeting.

Timekeeper

The timekeeper's job is to monitor how long the team is taking to accomplish its tasks and provide regular updates to the team on how well or poorly they are using their time. He/She also collaborates with the team leader and facilitator and other team members to determine new time schedules if these are necessary.

Team members

All team members must be enthusiastic and committed to the team's purpose. They should be willing to share responsibility and to accept different roles such as facilitator or leader. They must share knowledge and expertise and never keep information to themselves. They should respect the opinions and positions of others in the team.

Task 13.1. Read the article again. Whose role (1-5 above) is it to do the following?

review the agenda

remain neutral

provide resources

provide updates

write down key points

establish ground rules

Task 13.2. Work in groups of four. Discuss roles 1-4 above and decide which of them would be most suitable for each person in your group. (Try to agree on one role per person.)

Task 14. Use the following words in the box to form collocations beginning with *team*. Put them into three groups: People, Things to do, Concepts.

project	**morale**	**leader**	**spirit**	**player**	**task**
goal	**member**		**building**		

Task 15. Find the multi-part verbs which mean the following:

1. tolerate   a) look forward to

2. be excited about   b) come up with

3. think of   c) put up with

Task 16. Complete the article below with the appropriate form of words from the box:

brainstorming	attend	agenda	participants	team task
team building	come up with	team spirit	team morale	team
member				

When three people from our department left to join another company, [1] _team morale_ was very low. We knew we had to recruit new 2_____and that a long integration process would slow our work down considerably We were worried that the positive atmosphere and 3_____ that had taken us a while to build would be affected by this setback. It was decided to have a meeting, and the first item on the 4_____ was a(n) 5_____session to 6_____ideas on the best way of organising a(n) 7_____activity that would help the new recruits to fit into the structure as quickly as possible. All the 8_____ at the meeting put their ideas forward and finally we agreed that we should all 9_____a day's training session organised by a specialist consultant. The day will be spent socialising and completing simple 10_____set by the consultant. We hope to have the new team operating as efficiently as ever in the next couple of weeks.

Task 17. Work in small groups. Imagine you work for a company that has had increasing difficulty in recruiting new staff. Fill out details of the company's situation and write legible notes on a piece of paper under the following headings (Photocopiable resource 5):

Name of company:

Company activity:

Description of recruitment problems:

Possible reasons for the problems:

Then exchange your piece of paper with another group. The other group has to discuss together possible solutions to the recruitment problems. When the your group are ready, report back to the group that presented the problem. Alternatively, all groups report the problems and solutions back to the rest of the class.

Task 18. Read the article and translate.

Erich Bern about the leader and the group

Erich Bern considers leadership from the standpoint of group processes, and calls a group a social aggregation that has an external boundary and an internal boundary. The organizational structure itself is just a skeleton. A group will not come to life until it is activated by filling some or all niches with specific individuals. These people make up the individual structure of the group. The most important thing in each group is the fact of its existence. A group that has ceased to exist becomes a historical phenomenon, so the main concern of each group is to survive and work until the task is completed. There are 2 types of threats to the group: destructive forces from outside and disorganizing forces from within. The existence of the group is its structure, which must be preserved at all costs. In some cases, a member may fight for his own, private structure in this group, for his real or imagined personal relationship with the leader. For the ideals that the leader represents from his point of view. A good leader makes sure that these motives are reinforced.

There are *3 types of group survival*: *ideological, physical and effective.*

Ideological is the existence of a group in the minds of members or their descendants, even after the group ceases to exist (example, the land of Israel).

Physical survival is the real existence of a group with an existing structure and leader.

Effective survival is the group's ability to act or fight in an organized manner. In a certain sense, history is the attempts of various groups to maintain their existence in the fight against external and internal threats. The strength that resists pressure and excitement and arises from the need of loyal members to maintain the orderly existence of the group is called group cohesion. The main group process is the conflict between individual inclinations and group cohesion. And this process must be masterfully managed by the leader so that the energy of the enemies falls on the «mill» of the group structure. The degree of group organization is the ratio between the number of members and the roles they perform. The most important hero is the one who is seen as the founder of the group (primary leader). After his death, the primary leader tends to undergo a process of euhemerization (assignment to the pantheon of heroes, endowment with divine traits). Sometimes portraits of euhemerians are replaced by their quotes. Euhemer serves as a unifying principle for the cohesive forces of the group.

Task 19. Read the article to summarize.

IN CONCLUSION (SUMMARY)

What is a team? A team is a specially selected group of people to combine their efforts aimed at solving a problem situation or jointly performing an important task. Characteristic features of the team:

- presence of a common goal;

- intensive cooperation;

- defined status-role relations;

- leadership (formal or informal);

- team cohesion;

- developed communication relations;

- group norms of behavior, established traditions;

- similarity of basic life values, attitudes;

- specific methods of making collective decisions;

- favorable social and psychological atmosphere.

The life cycle of a project team consists of the following stages:

formation,

establishment of relations,

work stage,

reorganization and

disbandment.

At the stage of *group formation*, team members get to know each other, the goals and objectives of the project, and the ways to achieve them. The members of the project team do not yet have common values, do not

feel a team, do not trust each other. In many cases, a person in a new environment feels fear, uncertainty, confusion, is under the influence of stress.

At the stage of *establishing relations*, a group is formed, the atmosphere of which is characterized by psychological tension, a high level of conflict, different views on methods and work style. The team creates its own hierarchy, internal culture, values and norms, leaders and the status of other team members are determined. Each team member clarifies his duties related to his position and the tasks he has to perform.

The *working stage* is characterized by revealing the individual characteristics of each team member, his creative potential, role and place in the team. At this stage, team members try to take into account each other's interests and needs, and crisis situations are mainly related to purely project activities. The main function of the project manager during this period is to maintain team spirit, create effective motivational mechanisms, and establish a favorable psychological climate.

The *stage of reorganization* is explained by a change in the composition of the team or project. This can happen in those cases when there are significant shifts in tasks and goals, when the project management structure changes, when part of the project is completely completed, and therefore it is appropriate to reduce the number of team members, when there is a qualitative replacement of specialists due to the professional incompetence of individual team members, etc.

The *disbanding stage* begins upon completion of the project as a whole or its individual components. At this stage, the issue of further employment is important for the members of the project team, which may

negatively affect the results of their current work in the project. At the stage of disbanding, most members of the project team are filled with feelings of instability and danger.

The work of the project team is influenced by *many factors*:

- the reasonable distribution of roles and responsibilities,
- the orientation of all members of the project team towards achieving the goals and current tasks of the project,
- the correct use of the personal and professional qualities of specialists when combining them into a team,
- a high level of teamwork skills,
- consideration by project managers not only of project tasks, but also of a positive working atmosphere.

And, on the contrary, bad leadership, lack of a clear orientation of the group to the overall result, inefficient work methods, lack of conditions for self-development, etc., will have a negative impact on the activity of the project team.

The most optimal option is a *project group of 7-9 people*. If the number of group members is too large, it threatens to break the trust between project team members, reduce the desire to work, create separate groups within the group with their own leader, and increase the likelihood of conflict situations.

Stages of creating a team and organizing its work:

The first stage. Creation of the team. Separation of a new field of activity, obtaining an important complex task, emergence of a problematic situation (emergency event, hopelessness, unexpected appearance of additional opportunities) is carried out. An official decision is made (when

creating a formal team) or a spontaneous association of people (in the case of forming an informal team).

The second stage. Formation of the team, its quantitative and qualitative composition is determined. Selection of team members is carried out, who must meet the established requirements. A complex of issues related to the organization or self-organization of teamwork is resolved.

The third stage. Adaptation of the team. Acquaintance (in the case of recruiting new people), rapprochement, observation, demonstration of the capabilities of team members. Overcoming individualism. Determination of the need to attract additional members. Staffing of the team at the choice of its members.

The fourth stage involves stabilization of the team. Awareness of a common goal and definition of status-role relations between team members comes. The team work method is selected and general norms of behavior are developed.

The fifth stage involves the functioning of the team. At this stage, communication links are worked out ties and team cohesion takes place. A favorable social and psychological atmosphere is created. A synergistic effect is achieved from teamwork.

Methods of organizing team work.

The first method is the method of *expert evaluations*. Team members independently and anonymously formulate their opinion on solving the problem, generalization and decision-making is carried out by the manager. The decision is made based on the average assessment of experts - team members. A summary of all evaluations is presented to each team member

to clarify the reasons for the deviation, repeating this procedure until consensus is reached.

The second method is the «brainstorming» method. A critical evaluation of the previously proposed decision option is carried out. Get immediate answers to questions posed to those who lead the discussion. The generation of ideas for solving the problem situation, their public discussion until mutual agreement of positions are carried out.

Rules for creating a team:

- when creating a team, it is necessary to focus on its quantitative composition (from 5 to 12 members) depending on the specific task;
- it is necessary to involve in teamwork participants who differ in knowledge profile, age, work experience, gender, etc.
- form heterogeneous groups;
- check whether all team members have correctly understood the essence of the problem or task;
- determine the team work method in advance;
- provide team members with all information and documentation; timely report on new aspects, circumstances and conditions regarding a problematic situation or task;
- set priorities and carefully prepare for the team discussion;
- plan the sequence of discussion, determine priorities and separate work stages;
- distribute participants' tasks during team discussion;
- determine the time limit for each stage and monitor compliance with the established deadlines;

- monitor the changing roles of team members and ensure maximum use of the potential of discussion participants;
- train your ability to listen to teammates and identify the most valuable ideas and suggestions;
- be able to overcome the excessive emotionality of team members and create an atmosphere of effective cooperation, mutual assistance and trust;
- master the skills of resolving dysfunctional conflicts;
- strive to make decisions not from the point of view of the majority, but by reaching a consensus;
- make sure that the criticism of the expressed opinions does not turn into their condemnation;
- be able to overcome the passive behavior of individual team members, do not take silence for consent;
- follow the rules and norms developed by the team, but behave carefully;
- do not be satisfied with what has been achieved, have the patience to wait for the team to develop a really effective solution;
- allow competition in the form of competition to submit the best proposals.

Unit VI
MODELING OF THE LEADERSHIP QUALITIES CLUSTER. SELF-REALIZATION OF LEADERSHIP POTENTIAL

Themes and materials for studies:
1. Retrospective analysis of the leader's qualities
2. Selection of leadership qualities
3. Characteristics of leadership qualities
4. Self-diagnosis of leadership tendencies and level of formation of leadership qualities
5. Development of leadership potential. Development Stages of leadership qualities

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: The best way of Career Promotion

Task 1. Read and translate Retrospective analysis of the leader's qualities

Leadership is a phenomenon that humanity has been interested in since the dawn of the formation of the tribal system. For example, ***Siddhartha Gautama Shikyamuni (623-524 BC)*** wrote: only the wise man stands above others, possesses the power of understanding, cultivates charity in himself, freed from the strong chains of passion and malice.

The Chinese philosopher ***Confucius*** (551-479 BC) emphasized that civil servants are at the top of the state pyramid. Turning to the question of comparing managers and political leaders, Confucius divided people into those capable of management and others who experience difficulties on this path. According to Confucius, noble men led by the emperor – the «Son of Heaven» are called to rule the state.

The Greek philosopher ***Democritus*** (460-370 BC) believed that in society, people endowed with intelligence and knowledge get an advantage over others. And the art of management is called by Democritus the highest of all arts. A real leader cannot ignore people's attitude towards him, always takes their opinion into account.

In his ideal state, ***Platon*** (427-347 BC) identifies three types of people whose existence is determined by the nature of the human soul. The soul, in turn, can have three properties.

The first and most important is ***the ability to think*** (the intelligent beginning of the soul), the second is ***madness*** (called to protect), the third is ***sensuality***, which covers a person with a desire for pleasure.

Therefore, it can be considered that He outlined three types of leaders: *a philosopher* – a statesman who manages the republic on the basis of reason and justice; *military commander* – who protects the state and subordinates all other people to his will; *business person (craftsman)* – ensures the satisfaction of material needs.

Aristotle (384-322 BC) emphasized that people differ from each other in a specific psychological content: some are born to rule and lead, others to obey. The first are called *the aristocracy*, the second – *the mass*.

Among the Roman thinkers of the ancient period, the problem of leadership is considered by *Marcus Tullius Ciceron* (106-43 BC). In his work «On the State», he emphasizes that every state is like the character and will of the one who rules it.

The Renaissance was marked by the development of philosophical knowledge and pluralism. The principle «the end justifies the means» finds its supporters, the founder *Niccolò Machiavelli* (1469-1527). He wrote that it is necessary to interfere in human affairs in order to influence them with the help of accurate knowledge of their tastes, desires, inclinations, and to rule over people thanks to the ability to guess the most secret movements of the soul.

An idealistic approach to the interpretation of the role of leading people in society is used by philosophers – creators of social utopias. Thus, *Thomas More* (1478-1535) notes that the officials of an ideal state should be elected annually by communities at all levels, phylarchs and protophylarchs, the lasts elect the prince – the most worthy and wisest, who is supported by the people.

In work *«City of the Sun»*, the Italian *Tommaso Campanella* (1568-1639) calls the supreme ruler *the Sun, or the Metaphysician (philosopher)*, who governs both secular and religious affairs. His three assistants are subordinate to him: *Power, Wisdom and Love*, where the first is in charge of military affairs, the second is in charge of art, education and sciences, the third is in charge of childbirth and marriages (the optimal selection of couples for procreation and improvement of human nature).

The French jurist *Jean Beaudin* (1530-1596) in his treatise «Six Books on the State» explains the emergence of an organized community and a stronger government by the fact of the existence of the human family, which, like the state, is hierarchical and has its head – the father.

In the work of *Thomas Hobbes* (1588-1679) *«Leviathan»,* the idea of the need for the existence of managerial leaders in society as bearers of supreme power is followed. They are the organs of the terrible monster Leviathan (the state), which by force of coercion curbs the primal impulses of people ready to declare a «war of all against all».

Significant interest in the problem of leadership appeared in the 19th century. Thus, *G.Spencer* (1820-1903) claimed that there are whole peoples who are slavish in nature and who admire anyone who decides to take power over them.

Ch.Lombroso (1835-1909) noted that conservative humanity, in order to develop, needs special people for inspiration – heroes, energetic, but mentally abnormal.

The French sociologist *H.Lebon* (1841-1931) in his work «Psychology of Nations and Masses» proves that the masses need a leading stratum or a leader whose characteristics are directly opposite to the masses

in terms of creativity. The author notes that «in all social spheres, from the highest to the lowest, unless a person is isolated, he easily falls under the influence of some leader». A leader is a person who can lead. An interesting thesis of the French sociologist is that the leader, on the basis of his referential influence, can bring the members of the mass up to his intellectual and cultural level. The author singles out two types of authority of the leader: the authority of the position, origin (king, emperor, executive director) and the authority of the individual. According to **H.Lebon**, a leader must constantly worry about his authority, protect and increase it. An important condition for this is the mystery surrounding the leader.

The French sociologist and criminologist **H.Tarde** (1843-1909) emphasizes that leadership owes its origin to the family structure of society. He believes: «The original source of all authority is the father, therefore the beginning of the relationship of «dominion-subordination» must be sought in the family, because it is in it that parental influence and the power of the father arise».

The French historian and philosopher **T.Carlyle** (1795-1881) in his work ***«Heroes and the Heroic in History»*** (1841) proclaimed the cult of heroes – great people whose biographies make up the history of mankind. They have unique qualities: wisdom, courage, originality of speech and actions, sincerity and humility (relative to those who stand above them). This allows them to be mediators between the world of people and the deities. T.Carlyle's typology of hero leaders includes a deity, a prophet, a leader, a poet, a shepherd, and a writer.

The German philosopher, representative of irrationalism and voluntarism, ***Friedrich Nietzsche*** (1900-1944) in the work «Thus Spake

Zarathustra» presents the image of the Overman who neglects himself and is in constant motion, improving, searching for the truth, waging war and striving for victory. The superman, from Nietzsche's point of view, is a kind of leader who brings good to many by the power of his will, militancy and victories. F.Nietzsche singles out the qualities of a leader: courage and militancy, notes that war and courage have done more great things than love for one's neighbor.

The work of the German sociologist, historian and economist *Max Weber* (1864-1920) «Politics as a Vocation and Profession», in which the author considers the problem of domination of people over people, which relies on legitimate violence as a means. According to Weber, there are three types of legitimacy, and therefore three types of leaders – traditional, charismatic, legal.

The works of the authors of elitist concepts *Vilfredo Paretto* (1848-1923) and *Haetano Mosca* (1858-1941) will be important in terms of researching the essence of leadership and studying the features of its formation. According to *V.Paretto,* expressed in the work *«Compendium of General Sociology»,* the lider can be recruited from among selected people of the highest class (elite), each representative of which has the highest indices in his field of activity. If a person wears the «label» of a representative of the upper class, then there is no doubt that this person possesses the appropriate intellectual, moral and willpower qualities. The elite, as well as the ruler from its environment, notes Pareto, over time loses its potential and ability to rule, therefore it needs renewal (circulation of elites).

Task 2. Read and translate main options about Selection of leadership qualities

Selection of Leadership Qualities

The selection of a cluster of leadership qualities can be carried out in three stages, taking into account general management qualities, actually leadership qualities, and specific qualities characteristic of a certain industry:

1 STAGE. Analysis of regulatory and legal documents, foreign experience, works of scientists, biographical data of recognized national leaders for the purpose of primary selection of the most important (14) qualities of leaders.

2 STAGE. Evaluation according to the level of importance by experts (modern leaders, specialists), scientific and pedagogical workers and students who are formal leaders of student groups.

3 STAGE. The selection of qualities for the ideal image of a modern leader is carried out with the help of ranking and methods of mathematical statistics.

Task 3. Read and translate main options about Characteristics of Leadership Qualities

Professional competence in the literature is mostly considered as a set of abilities, properties and characteristics of a person, necessary for successful professional activity in one or another field.

Intelligence comes from Latin. intellectus – knowledge, understanding, mind. Intelligence often means the ability to: abstract thinking; teaching; rational knowledge of objects and phenomena of the surrounding reality, other people, etc.

Organizational abilities – the ability of an individual to most effectively direct the efforts of group (team) members to achieve goals. Organizational abilities of leaders, in our opinion, should include: the ability to see the problem; to plan its solution; the ability to inspire and motivate followers to solve it; the ability to optimally organize the production process; distribute responsibilities among team members in accordance with their capabilities and abilities; the ability to create conditions for self-control and self-discipline of followers in the process of performing assigned tasks.

Communicability (from the late Latin «communicabilis» connected, to inform) is a person's ability to fruitfully interact with other people, which contributes to the successful perception, understanding, assimilation, use and transfer of information. A leader's ability to hear the interlocutor is a significant advantage of his effectiveness. A leader must: hear to understand; hear to remember and hear to analyze content; possess reflective (implies clarifying questions in the process of communication) and empathic (emotional empathy in communication) listening.

Self-will is a conscious *self-regulation* by a person of his behavior and activity, a regulatory function of the brain, which consists in the ability to actively pursue a consciously set goal, to overcome external and internal obstacles. The will performs two interrelated functions: motivating and inhibiting, which is manifested in the direction of activity, its strengthening,

as well as in restraining external movements and actions. Will manifests itself in the form of organized actions, deeds and behavior

Collectivism (from Latin «collektivus» – collective) and the ability to work in a team is a complex psychological formation that manifests itself in the conscious choice of the interests and goals of the collective (society) as a priority and determines the activity of the subject. It is characterized by adaptability to forms of group and team work, the ability to build friendly and friendly relations based on joint activities. Collectivism also involves subordinating one's narrowly private interests to general societal, national ones, is formed in the coordinates of a certain national identity, and includes patriotism as one of the most important leadership qualities.

Industriousness is a perceived need for constant intellectual or physical work, the process and result of which brings moral satisfaction to a person.

A healthy way of life is a quality that manifests itself in the observance of norms of behavior aimed at preserving the physical and mental strength of an individual, involves rehabilitation and development of all systems of the human body. A healthy lifestyle includes the following elements: productive work, rational mode of work and rest, eradication of bad habits, optimal movement mode, personal hygiene, hardening, rational nutrition.

Stress resistance. From the word «stress» (from the English «stress» – pressure, pressure, load, tension) – an emotional state of mental stress that occurs in a person in the course of his activities in the most difficult and difficult conditions. Stress resistance is a component of personality adaptability (A.Rean), resistance to stressful influences, a person's ability to

resist the negative effects of stress factors, which depends on a complex of innate and acquired psychological and physiological properties.

Charisma is a set of personality qualities that allow him to effectively solve important group tasks, exert a strong influence on followers, and lead them along.

Initiative is an integrative personality quality characterized by the ability and inclination to active and independent actions; one of the elements of mental (knowledge), moral (duty) and volitional (effort, action) education. A person's initiative also implies his activity in various spheres of activity, primarily professional.

Creativity is a productive human activity capable of generating qualitatively new material and spiritual values of social importance. According to experts, the work of a leader today is one of the most creative, that is, one that requires constant independent decision-making depending on the circumstances that arise.

Practical thinking is thinking that is rooted in activity, aimed at the transformation of physical reality, determined by the specifics of practice and occurring in the conditions of specific situations. S. Skibner calls practical thinking "mind in action", which intervenes in the usual course of events and creates new consequences for causal processes. We interpret practical thinking as a mental process that takes place in conditions of acute challenge citation of time, high responsibility, involves intellectual action with real material objects or their substitutes in specific life situations, aimed at physical change of reality, solving practical tasks by drawing up a plan of thinking about rational ways of its implementation.

Morality is a quality of a person that manifests itself in the ability to act in accordance with the norms and rules of morality. O. Tytarenko defines morality as an imperative-evaluative way of a person's relationship to reality, which regulates behavior in the system of contrasting the categories of "good" and "evil".

By *empathy*, we understand the leadership quality of an individual, which is manifested in his ability to know and understand the emotional states of other people, to empathize and sympathize with them in empathogenic situations, to make decisions about providing help to objects of empathy (followers, social environment), to provide such help, in which the subject of empathy achieves psychological comfort (resolving the contradiction in the emotional world of a person between his own experiences and the perceived experiences of another person).

Ecological culture is a part of the general culture of the individual, a holistic personal education, which is characterized by a high level of mastery of the system of ecological knowledge, a formed value-motivational attitude to the surrounding reality and humanity, methods of creative ecological activity, which allows the specialist to realize himself as much as possible in production.

Task 4. Read and translate main options about Self-diagnosis of leadership tendencies and the level of formation of leadership qualities

Self-diagnosis of leadership tendencies and the level of formation of leadership qualities

In the process of develpment of leadership qualities, it is important to apply scientifically based methods of self-diagnosis. Diagnosis (from «dia» – «clear» and «gnosis» – «knowledge») literally means clarification, recognition. The prefix «self» means that the object and the subject of diagnosis coincide in one person. A person who is self-improving directs cognitive efforts on himself, using proven, valid, objective methods to study personality.

«Leadership ability» technique **(Appendix 8)**

This technique makes it possible to reveal the degree of expressiveness of leadership qualities in respondents. The questionnaire test consists of 50 statements to which you must answer «Yes» or «No».

This technique, in our opinion, has its advantages and disadvantages. The advantages include the following:

a) the ability to identify the general degree of inclination to leadership;

b) the volume of the test ensures a higher level of reliability of the diagnostic results.

Among the shortcomings are:

a) lack of opportunity to clearly identify specific leadership qualities;

b) the volume of the test, which is accompanied by time spent on answering questions and processing them.

Another example,

Psychogeometric test or The Shapes Assessment test

(Appendix 9)

Diagnostic accuracy is 85%.

This technique will help you:

- instantly determine your personality type;

- to describe in detail personal qualities and characteristics of behavior in certain situations;

- predict your behavior;

- determine the level of psychological compatibility with certain types of people.

Instructions: The Shapes Assessment uses five geometric shapes to represent five key behaviors for effective communication. It reveals which of the five shape behaviors are your natural strengths and which ones you may find more difficult to use.

Choose one of the five shapes that you can say: this is me. Try to feel your shape! If it will be difficult for you to do this, then choose the figure that first caught your attention. Then rank the figures that have remained out of your attention and write down their names under the corresponding numbers. The last shape numbered 5 will definitely not be your shape, that is, the shape that suits you the least.

A brief psychological description of the main «forms» of personality.

The first figure is your main figure or subjective form. It allows you to determine your main, dominant character traits or behavioral characteristics. The features of the figures that you chose next are the features that you show less often, the further away from the first one or another figure is. The last, fifth figure indicates the form of the person with whom you have the greatest difficulty interacting.

It may happen that no figure suits you or another person. Then a person can be described by a combination of two or even three forms.

Finally, you may find it difficult to get an intuitive sense of the shape of yourself or another person. Then start with the characteristics given for the five shapes, try to use them to understand people of this type and predict their behavior, and gradually train yourself to feel the geometric shape of these people.

Task 5. Read and translate main options about Development of leadership potential and Stages of leadership qualities improvement

Real success comes to a person when he actively improves himself.

Self-improvement is the essence of *self-education*.

Self-education is a systematic and purposeful activity of an individual, focused on the formation and improvement of his positive qualities; it is conscious *self-development* directed by the individual himself, in which the qualities, strengths and abilities of a person are systematically formed in the interests of society and the individual himself; it is a purposeful conscious,

systematic activity of an individual with the aim of developing desired spiritual, intellectual, moral, aesthetic, physical and other positive traits and eliminating negative ones.

Stages of realization of leadership potential:

1. Actualization of leadership needs

2. Construction of an ideal image of a leader

3. Self-diagnosis of leadership potential

4. Development of the program – *«I-PERFECT»*

5. Implementation of the program, imitation of the ideal

Self-education opens up the maximum opportunities for the manifestation of such activity, which should be embodied in interdependent processes: *self-knowledge* (reflection, objective self-critical attitude to himself); *self-restraint* (emancipation from everything destructive, negative through self-denial, self-suggestion, self-punishment); *self-compulsion* to the necessary actions, good deeds (this method ensures overcoming laziness, disorganization, passivity, etc.).

It is important in *self-education* to draw up *a plan* in which, speaking figuratively, the route of *self-development and self-improvement* in activities is outlined.

Such a practical method as «a step forward» is productive in self-education of leadership qualities. Cultivating it, you should work daily to develop the qualities of an ideal leader image in yourself, approaching your model consistently. For example, you will have to work every day on studying additional literature (professional competence), performing public tasks (organizational skills), providing help to the lagging behind, the weak (empathy), etc. Every day in self-education, you can use *self-reports*, sum

up and evaluate your own achieved results, developed skills, acquired knowledge, formed willpower.

If on the path of self-education you have difficulties, fears, doubts such as «Will I be able to?», «Will it be possible to reach the heights of recognition, primacy?», then you should use such a method as *self-suggestion*. *Self-suggestion* involves repeating certain judgments (mentally or out loud).

An ideal is of great importance in self-education. In the process of its selection or construction (collective image), the opinions of the famous American psychologist *A.Maslow*, who recommends relying on the biographies of prominent people, will be useful.

Task 6. You read an extract about the role of leaders in Professional sphere. And now discuss the following questions:

1. What qualities do you think a person needs in order to be a successful manager?

2. In your opinion, which three of the following are the most important qualities for a leader?

•charisma

• management skills

• organisational skills

• foresight

• ambition

• ability to cope with change

3. What personal and professional skills do you need for a successful career e.g. specialist training, knowledge of foreign languages, outgoing personality? (For additional information concerning important

qualities for a successful leader and manager, review Leadership qualities below and **Appendix 1**):

Task 6.1. Put the words in the box under the following headings:

    C. **Positive adjectives**
    D. **Negative adjectives**

ridiculous	Selfish	polite
caring	hard-working	thoughtful
horrendous	Greedy	friendly
rude	Lazy	sociable
open	Interested	impertinent
easy-going	Tactless	devoted
generous	Honest	broad-minded
helpful	Impolite	constructive

Task 6.2. Translate the following text about qualities of leadership

    One approach to find out what makes good leaders is to identify the qualities that they should have. A number of characteristics have been suggested.

- Effective leaders have a positive self-image, backed up with a genuine ability and realistic aspirations. This is shown in the confidence they have. An example in UK industry might be Richard Branson, in his various pioneering business activities. Leaders also appreciate their own strengths and weaknesses. It is argued that many managers fail to lead because they often get bogged down in short-term activity.

- Leader need to be able to get to the 'core' of a problem and have the vision and commitment to suggest radical solutions. Sir John Harvey-Jonestook ICI to £1 billion profit by stirring up what had become a 'sleeping giant'. Many awkward questions were raised about the validity of the way things were done, and the changes led to new and more profitable businesses on aworld-widescale for the firm.

- Studies of leaders in business suggest that they are expert in a particular field and well read in everything else. They tend to be 'out of the ordinary', intelligent, and articulate.

- Leaders are often creative thinking and innovative. They tend to seek new ideas to problems, make sure that important things are done and try to improve standards. One example might have been the restructuring of BHS by David Dworkin so that unsold stock did not remain on the shelves.
- Leaders often have the ability to sense change and can respond to it. A leader, for example, may be able to predict a decline of sales in an important product or the likelihood of a new production technique being available in the future.

Task 7. Read and translate the text:

Top 10 Leadership Qualities

Everybody defines leadership differently but I really like the way John C Maxwell defines leadership, «A leader is one who knows the way, goes the way, and shows the way». Irrespective of how you define a leader, he or she can prove to be a difference maker between success and failure. A good leader has a futuristic vision and knows how to turn his ideas into real-world success stories. In this article, we take an in-depth look at some of the important leadership qualities that separate good leaders from a bad one.

Top 10 Leadership Qualities That Make Good Leaders

- ◉ Honesty and Integrity
- ◉ Confidence
- ◉ Inspire Others
- ◉ Commitment and Passion
- ◉ Good Communicator
- ◉ Decision-Making Capabilities

◉ Accountability

◉ Delegation and Empowerment

◉ Creativity and Innovation

◉ Empathy

◉ Honesty and Integrity

The 34th President of United States, Dwight D. Eisenhower once said, "The supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office." Honesty and integrity are two important ingredients which make a good leader. How can you expect your followers to be honest when you lack these qualities yourself? Leaders succeed when they stick to their values and core beliefs and without ethics, this will not be possible.

◉ Confidence

To be an effective leader, you should be confident enough to ensure that other follow your commands. If you are unsure about your own decisions and qualities, then your subordinates will never follow you. As a leader, you have to be oozing with confidence, show some swagger and assertiveness to gain the respect of your subordinates. This does not mean that you should be overconfident, but you should at least reflect the degree of confidence required to ensure that your followers trust you as a leader.

◉ Inspire Others

Probably the most difficult job for a leader is to persuade others to follow. It can only be possible if you inspire your followers by setting a good example. When the going gets tough, they look up to you and see how you react to the situation. If you handle it well, they will follow you. As a leader, should think positive and this positive approach should be visible through your actions. Stay calm under pressure and keep the motivation level up. As John Quincy Adams puts it, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." If you are successful in inspiring your subordinates, you can easily overcome any current and future challenge easily.

⊙ Commitment and Passion

Your teams look up to you and if you want them to give them their all, you will have to be passionate about it too. When your teammates see you getting your hands dirty, they will also give their best shot. It will also help you to gain the respect of your subordinates and infuse new energy in your team members, which helps them to perform better. If they feel that you are not fully committed or lacks passion, then it would be an uphill task for the leader to motivate your followers to achieve the goal.

⊙ Good Communicator

Until you clearly communicate your vision to your team and tell them the strategy to achieve the goal, it will be very difficult for you to get the results you want. Simply put, if you are unable to communicate your message effectively to your team, you can never be a good leader. A good communicator can be a good leader. Words have the power to motivate

people and make them do the unthinkable. If you use them effectively, you can also achieve better results.

◉ **Decision-Making Capabilities**

Apart from having a futuristic vision, a leader should have the ability to take the right decision at the right time. Decisions taken by leaders have a profound impact on masses. A leader should think long and hard before taking a decision but once the decision is taken, stand by it. Although, most leaders take decisions on their own, but it is highly recommended that you consult key stakeholders before taking a decision. After all, they are the ones who will benefit or suffer from your decisions.

◉ **Accountability**

When it comes to accountability, you need to follow the approach highlighted by Arnold H Glasow when he said, "A good leader takes little more than his share of the blame and little less than his share of the credit." Make sure that every one of your subordinates is accountable for what they are doing. If they do well, give them a pat on the back but if they struggle, make them realize their mistakes and work together to improve. Holding them accountable for their actions will create a sense of responsibility among your subordinates and they will go about the business more seriously.

◉ **Delegation and Empowerment**

You cannot do everything, right. It is important for a leader to focus on key responsibilities while leaving the rest to others. By that, I mean empowering your followers and delegating tasks to them. If you continue to

micromanage your subordinates, it will develop a lack of trust and more importantly, you will not be able to focus on important matters, as you should be. Delegate tasks to your subordinates and see how they perform. Provide them with all the resources and support they need to achieve the objective and give them a chance to bear the responsibility.

◉ Creativity and Innovation

What separates a leader from a follower? Steve Jobs, the greatest visionary of our time answers this question this way, "Innovation distinguishes between a leader and a follower." In order to get ahead in today's fast-paced world, a leader must be creative and innovative at the same time. Creative thinking and constant innovation is what makes you and your team stand out from the crowd. Think out of the box to come up with unique ideas and turn those ideas and goals into reality.

◉ Empathy

Last but certainly not the least, is empathy. Leaders should develop empathy with their followers. Unfortunately, most leaders follow a dictatorial style and neglect empathy altogether. Due to this, they fail to make a closer connection with their followers. Understanding the problems of your followers and feeling their pain is the first step to become an effective leader. Even that is not enough until you work hard and provide your followers with the suitable solution to their problems.

Conclusion

To become a good leader, you must have all these qualities but if you lack some of these qualities, then you might struggle to make the mark in the world of leadership. You will have to set a good example for others to follow. That is where your commitment, passion, empathy, honesty and

integrity come into play. Good communication skills and decision-making capabilities also play a vital role in success and failure of a leader. Lastly, innovation and creative thinking, as well as the futuristic vision, are a couple of key traits which make a leader stand out.

Leadership qualities

INTELLECTUAL ABILITIES	ІНТЕЛЕКТУАЛЬНІ ЗДІБНОСТІ
reason and logic	розум і логіка
prudence	розсудливість
acumen	проникливість
originality	оригінальність
conception	концептуальність
erudition	освіченість
knowledge of business	знання справи
developed communication skills	розвинуті мовні навички
curiosity	допитливість
CHARACTERISTIC FEATURES OF PERSONALITY	**РИСИ ХАРАКТЕРУ ОСОБИСТОСТІ**
initiative	ініціативність
flexibility	гнучкість
vigilance	пильність
creativity	творчість
honesty	чесність
personal integrity	особистісна цілісність
courage and self-confidence	сміливість і самовпевненість
gravity	врівноваженість
independence and ambition	незалежність і амбіційність
need for achievements	потреба у досягненнях
obstinacy and perseverance	настирливість і наполегливість
vitality	енергійність
authoritativeness	владність
be able to work	працездатність
aggressiveness	агресивність
striving for superiority	прагнення до вищості
obligation	обов'язковість
responsive	чуйний
ACQUIRED SKILLS	**НАДБАНІ НАВИЧКИ ТА ВМІННЯ**
strong support bespeak	вміння заручатися підтримкою
ability to cooperate	вміння кооперуватися, співпрацювати
ability to gain popularity and prestige	вміння завойовувати популярність і престиж
tact and diplomacy	такт і дипломатичність
ability to assume risk and responsibility	вміння брати на себе ризик і відповідальність
ability to organize	вміння організовувати

ability to persuade	вміння переконувати
ability to change themselves	вміння змінювати себе
ability to be reliable	вміння бути надійним
ability to joke and to understand humor	вміння жартувати і розуміти гумор
discrimination in humans	вміння розбиратися в людях

ability to persuade   вміння переконувати

ability to change themselves   вміння змінювати себе

Unit VII
REALIZING LEADERSHIP POTENTIAL
(TIPS FROM SUCCESSFUL PEOPLE)

Themes and materials for studies:
1. J.Maxwell: 21 mandatory qualities of a leader
2. Manfred Kets de Vries on the development of a leader's emotional intelligence
3. J.Yudelovitz, R.Koch, R.Field on leadership
4. A.Maneghetti on the role of the irrational in leadership

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: Are high ethical standards part of the leadership?

Task 1. Read and translate text:

21 MANDATORY QUALITIES OF A LEADER
(BY J.MAXWELL)

The author emphasizes that it is impossible to become a leader in one day. This is a long process that is accompanied by constant *self-improvement* and requires daily efforts.

According to J.Maxwell, a person must have *21 mandatory qualities related to leadership*.

Character determines the essence of a person, how he perceives the surrounding reality. And our actions depend on the way we perceive the world. If talent is a gift, then character is our choice. Therefore, a person must have a firm, stress-resistant character.

Charisma. Most people think of charisma as something mystical, something that cannot be understood. And charisma, as some believe, is a quality that is either given to a person from birth, or he does not have it. Charisma, according to J.Maxwell, is the ability to attract people to oneself.

Devotion to the cause. This is the time we devote to our work, how much effort we spend on it and the sacrifices we make for the sake of the cause and fellow assistants-followers.

The ability to communicate – a leader needs to develop first-class communication skills. He must be able to share his ideas and plans with his followers, to inspire them with enthusiasm and a sense of urgency to accomplish the task. *Simplify* your thoughts, because communication is not only what is said, but also how it is said. The key to effective communication is *simplicity.* Forget trying to impress people with big words or complicated phrases. You also need to be able to see the specific person with whom you

are communicating. In communication with gatherings of people, one should focus on the audience, see it and concentrate not on oneself, not on the material, but on the reaction of the listeners.

Competence – you should master your subject masterfully, know related topics, constantly enrich yourself with new information, read continuously.

Courage – one person endowed with courage forms a majority. Courage is manifested in skirmishes and battles. But every conflict begins within us. Courage does not mean the absence of fear. In fact, it is doing what you are afraid of.

Insight is the ability to see the main thing, to get to the essence of phenomena, to understand them correctly.

Focus is the ability to concentrate on the priorities of your activity. Someone who does not know how to concentrate is like an octopus on roller skates – a lot of energy and various actions without noticeable progress in a given direction.

Generosity – your candle will not disappear if it also shines for others. Giving is the highest way to live. Money should be treated calmly in order to carry out such charitable deeds, which are a real value.

Initiative – those who achieve success do not stop moving. Leaders must always look for new opportunities and be ready to constantly act. Leaders motivate themselves to action and are winged by passionate desire. Active people who seek to prevent events always take risks.

Listening skills – use your ears when interacting with people. Leader encourages followers to tell him what he needs to know, not what he wants to hear. You need to talk a lot, but listen even more.

Passion – one must love life and address others with passion. A person absorbed in his work burns with the desire to change the world for the better. Those who love their work and devote themselves to it fully have passion.

A positive attitude is possessed by those people who can build a strong foundation from the stones that are thrown at them.

Leaders skillfully solve problems – you need to tackle those problems that are within your power.

Relationships – the ability to build friendly, trusting relationships with people. It is necessary to understand others feeling experience.

The ability to see each person, understand them and enter into contact with them is an important factor for success in maintaining relationships. This means treating people differently, not lumping them together. Develop your mind if your understanding of people needs improvement. Restore damaged relationships.

Responsibility – a true leader knows how to take responsibility for success. Nowadays, people focus on their rights, but less on their responsibilities. To increase the sense of responsibility, you should try to finish what you started.

Self-confidence is the absence of doubts and the conviction that you are doing the right thing and the only right way.

Self-discipline – you need to master yourself, work on yourself without getting distracted from your priorities. You have to constantly work on yourself to polish your skills. Anyone who does what they should only do when they are in a good mood will never succeed. Leaders always live in a mode of time scarcity.

Willingness to serve people – to get ahead, let others go first. A good leader always serves. Build relationships not only with those people on whom you depend or your promotion, but also with those who need your support. In relations with others, one should not rely on the position they occupy in society. All people deserve respect.

Ability to continuously learn – to be a leader, remain a learner. Try to spend at least 10 times less time talking than reading. This will allow you to constantly improve and be at the level of high requirements.

Prospective vision (time horizon - Yakhontova) – you will achieve what you can see. You have to draw your dream in your imagination (Walt Disney's example). A forward-looking vision is drawn from your past and depends on knowledge and life experience, talent and all other qualities. A forward-looking vision satisfies the needs of many people, it attracts them. The inner voice participates in the formation of a perspective vision.

Task 2. Read and translate text:

LEADER'S EMOTIONAL INTELLIGENCE DEVELOPMENT (BY MANFRED KETS DE VRIES)

The author emphasizes the irrational factors of the human psyche, which determine the dominance of one person over others, and also emphasizes the importance of training high-class managers for the prosperity of business, its social orientation to people's needs.

The author pays great attention to the emotional potential of a person and emphasizes that leaders are people who have mastered mastery of their feelings and emotions. It is important which part of the brain dominates the life processes of a person. With this in mind, leaders can be divided into *left-hemisphere and right-hemisphere*.

Left-hemisphere people are more inclined to a cognitive style of thinking, they are analytical and logical, deal with what can be seen, heard or felt tactilely, they use abstract words and symbols prone to generalizations*; right-hemisphere* people have an emotional style, they give feelings the main role in decision-making, they often use metaphors, images and stories, pay a lot of attention to subtle signals, and therefore are good at non-verbal communication.

Willpower, energy and emotional potential play a more important role in achieving leading positions in business. That is, a *high IQ can be surpassed (compensated) by a high EQ (emotional potential).*

Successful leaders are usually those who have learned to understand their own emotions and recognize the emotions of others (people are not machines, they tend to experience, love, hate, admire, offend, etc.). The higher person is on the hierarchical ladder, the more important it is for him to develop emotional intelligence.

A leader must understand that subordinates seek a reasonable balance between work and personal life.

Effective managers possess a set of skills in the following areas:

1. Personal skills (motivation, self-confidence, energy and personal effectiveness);

2. Social skills (influence, political awareness, empathy);

3. Cognitive skills (conceptual thinking and large-scale vision).

Among the personal traits of an effective leader are:

Dynamism is the assertiveness of the desire to do everything one's own way and the knowledge of how to do it. Leaders have a high need for

achievement; due to assertiveness, they make people do what others would not do without their help.

Sociability is the ability to communicate, managers work with people.

Responsiveness – easily accepts new ideas, methods;

Willingness to agree – willingness to seek agreement, good leaders are flexible and pleasant, they know how to approach a difficult situation in a different way, which makes them excellent team players;

Reliability – leaders are reliable and see things through.

Analytical intelligence is analytical thinking, but too high an intelligence is disadvantageous to a leader, because it over-rationalizes the point of view and interferes with adequate actions.

Emotional potential – they know how to manage their emotions and understand the feelings of others, developed empathy.

Task 3. Read and translate text:

J.YUDELOVITZ, R.KOCH, R.FIELD ON LEADERSHIP

In their book, the authors talk about leadership from the position of a practitioner. They believe that the essence of leadership lies in the successful initiation of change. Leadership is the result of purposeful changes caused by the influence that people exert on each other. A leader must be concerned about his reputation and remember that he is in the public eye. He is watched, and if he demonstrates worthy examples of behavior, an example is taken from him. An important task for a leader is to ensure team cohesion. Organizations unite people by directing their energy in one direction. Such direction requires logical, orderly decisions and actions, taking into account the diversity of interests, uncertainty and dynamism of the environment. Of course, in the author's opinion, it would be good to have a comprehensive

management system that sees change, measures and calculates success and suggests appropriate initiatives. Successful leaders work with the paradoxes of uncertainty and thus resolve fundamental conflicts by supporting and listening, challenging and guiding.

Leaders have intentions, know how to present them in an attractive light for followers, inspiring them to work for the company and their personal interests. In view of this, the goal of which the leader is the bearer should be:

• *Unique*, because if someone else has such a goal, then why should people follow you?

• *Exciting and worthy* of attention.

• The goal must be *achievable* within a certain period.

• The goal must be *consistent* with the leader himself, the group and its values.

The author raises the question of *collectivity or individuality* of leadership. The answer lies in the plane of the theory or concept of distributed leadership, which is considered multiplied leadership. For business, it is better to have several leaders in one company. Collective leadership can not only find the right solution to a problem thanks to the group mind, but will also contribute to its successful implementation, because people feel like participants in the decision-making process.

Leadership is persistence in an agreed direction. Leadership is an appropriate change of direction. Leadership is experimentation.

Yudelowitz developed the model «Wheel of the student's leader» is a chain of interconnected stages that repeat in a circle. First of all, what a person who wants to become a leader should do is to *know himself*.

Secondly, to ***study the subject*** of the work, to collect facts and opinions about the peculiarities of the functioning of the processes. The third is to ***give an assessment*** – making a decision about what to do and how to do it. The last stage ***is action and mobilization*** to put the decision into practice and inspire followers to work together. In order for people to help, a leader should be honest and build trust on the basis of all.

Task 4. Read and translate text:

The role of the irrational in leadership

(by Antonio Maneghetti)

The author examines the concept of «leader» through the relationship of a person to an object – money, as power in life. Because money is a mediator of economic relations, a guarantee of freedom and personal fulfillment, a reward for those who win.

A true leader is a defining moment of spirit in the world, a helping hand for others. A leader is a person who, satisfying his own selfish interest, realizes the general social interest. A great leader, managing interests, distributing benefits, developing his own activities, provides work for hundreds of people, stimulates progress in society, adds momentum, causes evolution. By stimulating the mind, the leader stimulates the «superman», understanding that you either do or are ruled by you.

A manager is «one who maneuvers actions». The word «manager» comes from the Latin «manus agere», which means «to do with hands» – it is a person who, as a manager of the economic sphere, operates objects, things and situations, turning them into money.

Businessman – operator of economic profits. The difference between a manager and a businessman is that the last acts exclusively for profit.

A leader is a head, a personality-vector, it is an operational center of many functions. A leader is a hierarchy. The leader is the one who builds the function, develops it and adjusts it if necessary. Leader is a mind that operates functions in order to achieve success. A leader is already born with a tendency to primacy, he is already endowed with a natural gift through experience, he learns mastery. In society, the absence of a leader leads to civil war. A leader is someone who, thanks to his own mind, is able to guarantee the functionality of others. A leader is the one who knows how to create harmony in relationships, because he is the one who perfectly creates both material and spiritual benefits. The leader never interferes with the function of others, he subordinates this function to his own interests and the interests of society as a whole.

A leader is the ability to bring to a functional unity an action that connects many needs, abilities and means.

Leaders, according to the author, are not only individuals who act exclusively in the economic and political spheres, but also entrepreneurs of small and medium-sized businesses, builders-artisans, craftsmen, trade agents, professional journalists, artists (these are those who create with benefit for themselves and on good for others)

A. Maneghetti gives practical recommendations for forming the personality of a business leader:

A business leader must not commit fraud, compromise himself with dishonest actions that can destroy his image.

• A businessman needs to maintain the status of the sole bearer of an idea or project.

• A leader must beware of foolish people and thieves.

• The leader must cultivate his own manner of behavior and conduct of business.

• The leader cannot combine personal and business relationships

• The leader has refined taste in his personal life

• A leader must be able not only to earn, but also to serve

• A leader must achieve the highest in his business

The main seven qualities of a leader-businessman:

• The leader manifests a desire for primacy and achieves it contrary to all canons by realizing his natural potential

• The development of a leader should be consistent with his talents

• Ambition – strong-willed aspiration, focus on activity.

• A leader must love the work he is doing, be pragmatic.

• The leader is a high-class professional, he is well versed in the subject of his work, has deep knowledge, skills and abilities in his field

• Transcendence means being in a situation without being completely immersed in it. In any business, under any circumstances, the mind of the leader must remain free (emotionality is rejected, only the coolness of the mind aimed at success, but without fraud)

• ***Must have intuition*** – it's a flash of mind, an irrational hunch. When a leader gets into the context of a certain situation, he instantly hears where the way out is. Ontopsychology places great emphasis on this (it is believed that 90% of the brain's potential belongs to the subconscious, which manifests itself as intuition and in prophetic dreams)

Unit VIII

LEADERSHIP INDIVIDUAL POTENTIAL

(TIPS OF SUCCESSFUL PEOPLE ON REALIZING IT)

Themes and materials for studies:
1. Lee Iacocca: 9 secrets of success of a genius manager
2. Bill Gates' rules of life
3. Leadership lessons of Steve Jobs
4. Secrets of Mark Zuckerberg's success
5. Biography and secrets of success of the founder of Amazon
   Language skills: translation practice
   Career skills: Achieving the goals
   Professional Formation of the Leader Personality
   Vocabulary: words and expressions for talking about leadership, personal qualities
   Dilemma & Decision: Secrets of successful leadership

Task 1. Read and translate

LEE IACOCCA:
9 SECRETS OF SUCCESS OF A GENIUS MANAGER

Lee Iacocca is a living icon of business and marketing, and his works «Where Have All the Leaders Gone?» and «The Manager's Career» are no less important for businessmen than the cult «Capital» by Karl Marx. It is they who decorate the tables of the heads of world concerns. This man lived a very interesting and rich life, going from a simple engineer to the president of «Ford» and the chairman of the board of directors of «Chrysler».

1. Father is the best example and constant support. Lee Iacocca's father was an Italian immigrant who came to America to pursue his dream. And he achieved the classic American dream, building several businesses. And he also raised one of the best managers of America in the 20th century. He and his son had a very awe-inspiring relationship, and the father always rejoiced at Lee's success more than he did himself.

2. Work since childhood. Almost every success story contains this point. Work gives tremendous experience and greatly develops business thinking. Lee Iacocca was no exception: «When I was ten years old, one of the first supermarkets in the country opened in Allentown. After school and on Sundays, my friends and I would line up with red carts at his door, like taxi lines at hotels. When customers left, we offered to take their bags home for a small fee».

3. A crisis is not only a fall, but also a lesson. When the Great Depression broke out in America (1929), Lee was only 5 years old. When

his father lost his entire fortune in 1931 (by that time he had several of his own enterprises and shares in others), little Lee, who was only 7 years old, understood the gravity of the situation. It left an indelible mark on his mind: «Regardless of my financial situation, thoughts of the crisis never left me. And to this day, I hate waste».

4. Never lose heart. Father taught Lee to always hope for the best and keep a good mood: «Now everything looks bad, but remember that this too will pass».

5. Find time for entertainment and enjoy life. This is also what Lee's father taught him: «My father always reminded me that life should be enjoyed, and he himself followed this teaching in practice».

6. Always in development process. This desire arose in Lee in high school and later became one of the main factors of his life success.

7. Discipline and persistence. To be successful in business, as well as in many other things, the most important thing is to be able to focus and rationally use your time.

8. Plan your day correctly and use time effectively. Lee Iacocca understood at the beginning of his career that he needed to work productively and have rest.

9. To be able to set priorities. Lee Iacocca learned this in college, which he believes is one of the main reasons for his success.

Task 2. Read and translate The rules of life by Bill Gates

Bill Gates is a superhero! Prominent American businessman in the field of software development for personal computers. A billionaire who reached this status at the age of 25. In his book «The Road to the Future»

Gates wrote: «People often ask me to explain the reason for our success. There is no simple answer here, luck also played a role. But the leading place belongs to our original vision».

So, Bill Gates' rules of life:

- Knowledge is the main management tool.

- An essential part of the problem is the excessive number of participants in its solution.

- By dividing the work into many separate areas and assigning them to many individual workers, you can go so far that no one will imagine the process as a whole and the wheels will start to spin idly.

- In order to attract and keep smart people at work, it is necessary to provide them with the opportunity to communicate with other smart people.

- The most important quality of a good manager is the readiness to face any bad news head on, to look for meetings with them yourself, and not to bury your head in the sand.

- Your most unhappy customers are your most important source of learning.

- Life becomes much more fun if you approach all its challenges creatively.

- Enjoy what you do and you will never work in your life.

- It's nice to celebrate your success, but more important is the ability to learn from your failures.

Task 3. Read and translate

LEADERSHIP LESSONS OF STEVE JOBS

Steve Jobs is a perfectionist! The universally recognized leader in the world of high information and telecommunication technologies. The best executive director of the decade of the most profitable technology company «Apple» in 2010. Thanks to this person, the whole world learned what real personal computers are for everyone. Not only for professionals, but also for ordinary users. Thanks to him, the legendary iPod, the iPhone communicator was born, completely changing the perception of the mobile industry. Computer animation (cartoons loved by viewers all over the world) also owes its appearance to him in many ways. Steve Jobs is not just a legendary figure in the world of modern business, but also the founder of a company with which concepts such as innovation, high technology, convenience and prestige are strongly associated. He was able to prove to hundreds of millions of users that Apple products are exactly what they need. Moreover, he managed to make users fall in love with his company's products.

So, the main components of his success:

• **Focus.** He mercilessly ignored everything that distracted from the most important thing.

• **Simplify.** Concentrate on the essence of things and remove everything unnecessary. "Simplicity is the most difficult," emphasized the first Apple advertising booklet. Simplicity does not negate complexity, but overcomes it.

• **Be responsible for everything.** Jobs and the «Apple» company invented everything for the user – from beginning to end.

• **Product is more important than profit.** «I wanted with all my heart to build a living company where people are motivated to create beautiful things,» Jobs explained, «everything else is secondary. Of course, it is not bad that the business brought profit, this is what made it possible to create these beautiful things. But the driving force was the products».

• **Don't be a slave to the focus group.** Let's remember Steve Jobs' catchphrase: «People don't know what they want until we show them». It takes a lot of intuition to guess the unformed wishes of customers. «Our task is to read what has not yet been written. Intuition is a very powerful thing, I think even stronger than intelligence», said Steve Jobs. «We made iPod 1 for ourselves, and when you do something for yourself, for your best friend, for your loved ones, you don't stop halfway».

• **Change reality.**

• **Impute.** Steve Jobs was convinced that people form an opinion about a product or company based on how it is presented or packaged. Therefore, he paid a lot of attention to design.

• **Achieve excellence.**

• **Work only with the best.** Jobs was impatient, demanding and tough. But one should not forget that he combined rudeness and rigidity with the ability to motivate people. He inspired employees with an irresistible desire to create revolutionary products, instilling in them the confidence that they can create the impossible, because they are judged by results. Jobs had a strong family, and so did his company: the best employees worked with him. «I've learned in my life that if you have really good employees, you don't

have to pamper them. Expecting great things from them, you can really inspire them to do these great things».

• **Chat live.** Steve Jobs became an inhabitant of the digital world, but probably for this reason, perhaps realizing how divisive the Internet is, he firmly believed in personal communication.

• **Imagine the whole picture and the details.** Different managers perceive reality in different ways, some see only deep problems, others know how to focus on details. Jobs had a talent for seeing big issues as well as details, and he saw them as equally important. While developing grandiose strategies, he was also concerned with the shape and color of the gears inside the iMac.

• **Combine humanism with science.** «In school I always considered myself a humanitarian, but I liked electronics».

• **Stay hungry, stay reckless.** The main purpose of every person who came into this world is to realize what he came into it with. When this is achieved, the highest result is possible. Steve Jobs said: «Your time is limited, so don't waste it living someone else's life. Stay hungry. Stay reckless».

Task 4. Read and translate

THE SECRETS OF MARK ZUCKERBERG'S SUCCESS

Mark Zuckerberg deserves attention for his personality: during the 16 years of Facebook's existence, Zuckerberg became a billionaire and led his project to wild success.

Childhood and youth of Mark Zuckerberg. Mark Eliot Zuckerberg was born on May 14, 1984 in the city of White Plains (New York) in a Jewish family of doctors. Mark's mother, Karen, worked as a psychiatrist, and his father, Edward, was a dentist. In addition to Mark, the Zuckerberg family had three more daughters: Randi, Ariel and Donna. The founder of Facebook was raised in religious strictness. However, when the boy turned 18, he declared that he was an atheist and did not follow the traditions of Judaism. The boy became interested in computer programming at the age of 10, when his father gave him his first computer, on which he showed his son the elementary and basic elements of the Atari BASIC programming language.

The future hacker became interested in programming and created the first primitive computer games in high school. Ideas for graphic programs Mark Zuckerberg was helped to create school friends who could draw.

In 1996, 12-year-old Mark Zuckerberg created the first full-fledged software product called ZuckNet, which enabled family members to communicate over a local network.

After graduating from elementary school, Zuckerberg decided to develop his talent as a programmer and began studying at the prestigious boarding school Phillips Exeter Academy. There, the teachers emphasized the study of programming and the ancient Greek language.

For his thesis, Zuckerberg created a program for recognizing music tastes of Internet users – Synapse, which Microsoft later wanted to buy from the young hacker for $2 million. The management of a giant IT company offered Mark to become its employee before finishing school, but the boy

refused both the reward and cooperation, saying that «inspiration is not for sale».

In 2002, unexpectedly for everyone, Mark Zuckerberg entered Harvard to study psychology. The boy's decision was influenced by his mother. But simultaneously with psychology, he improved in programming, for which he attended additional courses in computer science, continuing to create his own programs.

In his second year at the university, he created the Course Match program for students, thanks to which students shared their experiences with each other. Harvard did not have a student photo database that was common at many other American universities. And Mark Zuckerberg offered the deans and teachers of the university to create such a database on the Internet, but his proposal was not approved. After that, Mark hacked the university's database and began to actively post photos of students in pairs on a specially created site, where he offered to vote for one of the two photos, which was more attractive.

Within a few hours, five hundred visitors came to the site. Because of the scandal that happened in Harvard on this occasion, they decided to close the resource. Many students asked the university management to restore the resource, and after active pressure from students, the decision to close the site was reversed.

Mark again successfully developed the revived student site, which later turned into the global social network Facebook.

The history of the creation of the Facebook social network. Based on the Facemash software, Mark Zuckerberg created a communication masterpiece in the form of the Facebook social network, which expanded

the communication of Harvard students over the local network. He was helped by fellow students Chris Hughes, Eduardo Saverin and Dustin Moskowitz. The guys «molded» a new site literally in a week, which became ten times more popular than Facemash.

In a matter of days, the Facebook project outgrew the Harvard campus, and was joined by Ivy League universities in Boston, New York, Massachusetts, and Canada. Stanford and Columbia University soon joined.

The idea of the social network was for users to post photos and information on their pages – from scientific interests to gastronomic preferences, due to which interest groups appeared on the network in the shortest possible time, which were expanding every day. Soon, the creator of Facebook, Mark Zuckerberg, realized that the development of the project required considerable investment. That's why he, taking an example from Bill Gates, dropped out of Harvard, and invested all the money his parents saved for education ($85,000) into his brainchild.

In the summer of 2004, the programmer moved to Palo Alto and registered his project as a legal entity, becoming the CEO of Facebook.

In 2005, Mark Zuckerberg bought the Facebook.com domain for $200,000. At that time, the social network had more than 5 million users, the number of which was growing every day, which allowed Facebook to remain the seventh most popular American site.

Thus, Mark attracted the interest of IT business sharks, who offered him to sell the project. But the proposals did not continue – Zuckerberg flatly refused to sell Facebook, continuing to develop the network at a record speed.

The prime time of Mark Zuckerberg came in In 2007, when Microsoft valued his project at $15 billion, acquiring 1.6% of the company's shares for $240 million. In July 2018, he became the third richest man after Bill Gates with $81.6 billion.

Charity. In December 2015, Zuckerberg announced that he would donate almost all of his fortune to charity. On September 21, 2016, Mark Zuckerberg and his wife Priscilla Chan announced the launch of a new project - Chan Zuckerberg Science – as part of the Chan Zuckerberg Initiative. The project is aimed at combating various diseases, 3 billion will be spent on it over 10 years.

Image in the cinema. In the movie *«The Social Network»* the role of Mark Zuckerberg is played by actor Jesse Eisenberg. The film depicts the history of the creation of the social network Facebook, the relationship between Mark and Saverin, the co-founder of Facebook, from the time of the appearance of Facebook to Saverin's court cases with Zuckerberg.

Education. Mark Zuckerberg received an honorary doctor of law degree from Harvard University, which he dropped out of 12 years ago.

Task 5. Read and translate.

BIOGRAPHY AND SECRETS OF SUCCESS
OF THE FOUNDER OF AMAZON

On July 16, 2018, Jeff Bezos topped the list of the richest people in the world according to the Bloomberg agency, according to his data, the businessman's income amounted to 150 billion dollars. Bezos was also named the second richest person in the world in January 2020 by Forbes magazine.

SECRETS OF BEZOS'S SUCCESS:

1. Choose a husband or wife scrupulously. Jeff and Mackenzie Bezos were married for 24 years. Before meeting with Mackenzie, Jeff tried more than once to fix his personal life. Even on the recommendation of friends, he went on a blind date. However, unsuccessfully. Only later did it become clear that he was looking for certain traits in women - ingenuity, as well as the ability to inspire. We will remind, after 25 years of marriage, Bezos decided to divorce his wife Mackenzie Bezos.

*2. Give up multitasking. «*I try to do things one at a time. If I'm having lunch with friends or family, I just have lunch. If I'm reading e-mail, I'm reading. And I don't want to be distracted by anything else. I like to be fully focused on what I'm doing».

3. Prefer risk and adventure to comfortable inactivity. Each of us has two plots, according to which our life story can develop. The first is a safe and comfortable life. The second is risky, full of experiments, ups and downs. Bezos clearly chooses the second option.

*4. Always have alternatives.*When asked who he would be if the venture with Amazon had failed, Bezos gave two answers at once: «I'd probably be a very happy programmer. And I have a fantasy that I could become a barman»

5. Remember: defeats are necessary in order to learn from them. «I would rather be the parent of a child with nine fingers than a child who has no opportunity to experience the real world».

*6. Maintain a work-life balance.*Bezos is a supporter of the work-life balance concept. «In this context, I prefer not 'balance', but 'harmony'. Work and personal life should be independent and at the same time complement

each other, like yin and yang. If I'm happy at home, it makes me a better employee, the best boss at work. If I'm productive and in demand at work, it makes me a more balanced and positive husband and father».

7. Keep a child's curiosity. «The world is so complex that sometimes you have to become a real expert in a particular matter to find a solution. Unfortunately, as soon as you become an expert, you risk being trapped by informational dogmas. You begin to know absolutely exactly «how to» and you lose the opportunity to find out «how it could be». In order not to fall into this deep dogmatic rut, from which it is extremely difficult to get out, it is important to keep a child's curiosity. Again and again, force yourself to ask the question: «Is it possible to do this? And so? And what will happen if. All inventors and pioneers of the world are experts with the mindset of absolute beginners. They never tire of being surprised and looking for new ways, even where dogmatists have already laid autobahns».

Unit IX COMMUNICATION IN OUR LIFE

Themes and materials for studies:
 1. The nature of managerial communication
 2. Communication and understanding
 3. Communication style
 4. Why do people fight?
 5. Communication strategy
 6. Expressing opinion
 7. Non-verbal communication.
 8. Your Actions Speak Louder…
 9. Our Family Therapy
10. Voice Mail May Cost Company's Business
11. Voice mail

Language skills: translation practice
Career skills: Achieving the goals by opinion and discussion skills
Etiquette guidelines for the cellular set
Vocabulary: terms, thematic words and expressions
Dilemma & Decision: In social interactions, small talk has a big role
Say it Right: How to Talk in Any Social Situation

Task 1. Read and translate the text:

Concept of communication

In Explanatory Dictionary (1881), the word «communication» was was interpreted as «paths, roads, means of connecting places».

Before the revolution, the term «communication» had no other meanings (since the beginning of the 20th century. The modern «Great Encyclopedic Dictionary» (1997) indicates two meanings: 1) the path of communication, the connection of one place with another; 2) communication, the transfer of information from person to person, which is carried out mainly through language. Signal methods of communication in animals are also called communication.

The **term «communication»** is used by many social, biological, and technical sciences, and most often refers to an elementary scheme of communication.

Communication is a complex, multifaceted process of establishing and developing contacts between people, which is generated by the needs of joint activity, and which includes the exchange of information, the development of a unified strategy of interaction, perception and understanding of another person.

Communication is a meaningful aspect of social interaction. Since individual actions are carried out in direct or indirect relationships with other people, it includes a communicative aspect. Actions are consciously focused

on their meaningful perception by other people, sometimes called communicative actions.

As we can see, communication is based on meaningful understanding of other people's actions, when it is not there it is impossible to talk about communication. Therefore, communication is an integral part of communication.

Communication researchers distinguishe between the concepts of communication (as connection and networking) and communication. Communication is the exchange of information between dynamic systems or subsystems of these systems that are capable of receiving information, storing it, and transforming it.

Let's point out that some authors equate these concepts and point two main differences:

1. Communication(спілкування) has a practical (material) and spiritual (informational) and practical-spiritual nature, and communication (as connection and networking) (комунікація) is a purely informational process – the transmission of certain messages.

2. Communication (as connection and networking) (комунікація) and communication (спілкування) differ in the nature of the connection itself, entering into the interaction of systems.

Communication has an asymmetric structure:

Sender ---- message ----- recipient.

Here the recipient has a passive character. In communication, there is no sender and recipient of messages - there are interlocutors, accomplices in the common cause. The structure of communication in the case of communication has a symmetrical character:

Means of communication -------Partner------- partner

3. In communication, a unidirectional process takes place: "Information flows only in one direction, and – according to the laws of communication theory - the amount of information decreases as it is sent to the recipient. In communication, information circulates between partners, since both of them are equally active, and therefore information does not decrease, but increases, enriches, expands in the process of its circulation.

Actions deliberately focused on their meaningful perception by other people are sometimes called communicative actions. The process of communication and its component acts are distinguished. The system that sends information (people, organisms, machines) are called senders, and the receiving party is called the receiver.

Task 2. Read and translate the text:

Reasons for placing communication in a separate subject

1. *Information has turned into a global inexhaustible resource* of humanity, which has entered a new era of *civilization development* – an era of intensive development of this information resource.

Professor Kashlev, doctor of historical sciences, notes the following: «The basis of the process of rapid saturation of society with the latest information technologies is what I consider the most important of what is happening on Earth – the incredible acceleration of the growth of knowledge. The most important thing that is happening in the world right now is the incredible rate of increase in the total knowledge of mankind. In the 1970s, the amount of human knowledge doubled every 10 years. In the 80s – once every 5 years. Until the end of the 1990s, the amount of knowledge of mankind doubled almost every year».

2. ***Development of information technologies.*** The idea that information can be considered as something independent arose together with the new science – cybernetics, which proved that information is directly related to the processes of management and development, which ensures the stability and survival of any systems.

Thus, the second reason for making communication a separate subject is the development of information technologies.

3***. Management function of communication.*** From the earliest times, a person's life depended not only on his ability to obtain food, but no less on how quickly and fully he received information (for example, about danger) and how quickly he reacted to it. Until now, due attention has not been paid to this management side.

Since people, in order to live and produce material goods, enter into certain production relations, then biological activity aimed at ensuring survival is transformed into a higher level - social activity.

As a result of the analysis of information about interaction with the external environment, the human psyche formed an understanding that the

acceleration of information processes, strengthening of communicativeness and purposeful interactions increases the survivability of the individual, population, and social systems. This led to the increase (intensification) of information processes in human society.

Since ancient times, the stability of the political system of any state depended on how quickly and fully the political elite received information (for example, about danger) and how quickly they reacted to it.

As a result of the analysis of information about changes in the external environment, the political elite took measures to preserve the stability of the political system of their state.

4. ***Development of communication tools and intensification of information processes.*** The struggle for the speed and efficiency of information transmission has not stopped to this day, led to the development of information transmission tools: ***printing – telegraph – telephone – radio – television – computer – Internet.***

The first technological achievement of great social and cultural importance was the invention in the 15th century by Guttenberg of a printing press using movable metal letters (in the city of Mainz).

In 1847, the telegraph was invented. For the first time, it became possible to transmit information over long distances with great speed.

The invention of the telephone was a revolutionary invention that changed the way information was exchanged. Bell's apparatus, patented by him on March 10, 1870, turned out to be the first personal information and communication technology.

The invention of the radio in 1895 by Popov led to the possibility of global informational influence on the psyche of people over vast distances.

In the first half of the 20th century, the introduction of television began. And then personal computers and the Internet appeared.

As noted at the seminar «Globalization of the Information Space: Challenges and New Opportunities»: «Fifty years ago, if you wanted to send 30 pages of text over a distance of 5,000 kilometers, it would take you about 10 days and it would cost about $30 for postal services. 20 years ago, you probably would have stuck to fax services. It would take you about 1 hour and cost $50.

Today, if we talk about the best data transmission networks, it takes 3 seconds and the cost will be about 3 cents.

So, over the past 50 years, the speed of information transfer has increased 300,000 times to 3 seconds, and the cost has fallen 1,000 times to 3 cents. And this opens up the widest opportunities for effective communication processes (primarily in the political sphere)».

Task 3. Read and translate the text:

The concept and types of self-presentation of a leader

Specialists employed in any field or looking for a job often face the need to present themselves among future colleagues, partners, and clients. Leaders of political and public movements pay due attention to the art of oratory. You need to be able to create a positive first impression. For this, it helps to create an original self-presentation for the speech.

Self-presentation is a process in which subjects present themselves in society. It is carried out with the aim of pleasing other people and creating a favorable impression on them.

Self-presentation performs three main functions. It provides assistance in the interaction of people in society, allows them to achieve material and social rewards, and for certain persons - to create the desired confirmation of their identity.

There are situations when a leader or speaker does not prepare in advance for self-presentation. But a well-constructed presentation of your personality when applying for a job can have a positive effect on your career. A lot depends on the first interview. If a person is a leader in a team or some association, then his self-presentation should affect the increase in the number of followers of his ideas.

The following types of self-presentation are distinguished:

• artificial;

• natural.

The first type of self-presentation involves thorough preparation. The leader or speaker writes the text and plan of the speech.

Artificial self-presentation is an unplanned performance. It is not controlled and it is not possible to predict the final result. This type of representation of the individual involves a creative approach. Elements of creativity can fully reveal the leader's personality, hide unsuccessful features and create a favorable impression in the eyes of the audience.

In any case, self-presentation should not be pure improvisation.

The speaker must clearly know the subject of the speech, behave confidently in public, and the report must inspire confidence in the audience.

The process of organizing the leader's self-presentation

Before composing the text of the speech directly, it is necessary to go through a number of stages of creating a self-presentation:

• goal setting;

• research of the target audience;

• means of achieving an impression;

• studying one's own image;

• description of knowledge, skills and professional skills;

• forecasting possible difficulties;

• compiling a list of objections and answers to them.

At the first stage of the self-presentation process, the goal should be clearly defined. For most, the purpose of personal representation is to fill the lack of something, but the subject himself may not be aware that there is a need for something. It is necessary to reveal hidden motives that are not obvious and do not lie on the surface (the motive of stability, security, etc.).

As for the target audience, it is desirable to know its expectations, wishes and needs. This will allow you to determine the qualities that the leader can emphasize to create a positive impression.

Each leader chooses by what means he can achieve an impression on listeners. The audience must understand that before them is a competent, responsible and active leader who is not just interesting to listen to, but also makes them want to follow his ideas.

A leader or speaker should not forget about his own image. This includes the ability to behave in public, communication skills and visual aids (appearance). These elements are no less important in forming a favorable impression.

But the main assistants are his professional knowledge and skills, strengths and character traits, ownership of his rights. This is what reveals a person as a leader, how he is able not only to convey information to listeners,

but also to attract their attention, arouse interest and encourage them to take certain actions.

Special attention should be paid to possible difficulties and objections. You can think about what difficulties may arise and how to solve them. Make a list of expected answers. There are always people who will criticize and doubt the professionalism of the speaker, asking tricky questions.

The speech itself consists of three parts: the introduction, the main part and the conclusion. The introduction is considered the most important element, as it should arouse the interest of the audience. In this part of the performance, contact is established with the listeners.

Basic rules of successful self-presentation

Making a successful self-presentation is a whole art. Few people are capable of this. But there are a number of recommendations or rules that will help you learn to make a decent presentation of your personality in front of the audience.

Key rules of effective self-presentation:

• attracting attention;

• provision of basic information in short, not clearly resolved;

• communication with the audience;

• be yourself;

• preparation and rehearsal of the performance;

• self-confidence;

• work with a list of own achievements;

• personal praise.

Self-presentation is a story about yourself. It should be exciting and take 3-5 minutes. But the story must interest, captivate and interest the listeners. Use language turns, provoke the audience, make surprises.

When interest is received, you can already give the main information of the report. It should be short, but reveal all the strengths of the leader as a person. Before the speech, you should make a list of all the merits, and then choose the right ones from this list. Weaknesses must be turned into strengths. It is also recommended to think through the anticipated answers to possible questions from the listeners.

The goal of any presentation is to sell. In the case of self-presentation, it is the sale of ideas, beliefs, one's skills, etc. The success of the sale depends on the right communication, so you should communicate with the audience. Experts advise asking listeners questions that can be answered positively. One consent can lead to another consent.

It is important to be yourself, be sincere and try to evoke sympathy in the audience. You should not pretend to be someone else, attribute to yourself qualities that do not exist in reality. When the deception is revealed, the consequences can be dire.

Thorough preparation for the presentation is an important part of the process. It is necessary to rehearse the speech several times, preferably in front of a mirror or record it on video and see yourself from the outside. This will help you identify mistakes and correct your speech

All people are imperfect, but you should not be self-critical and suffer from low self-esteem. Work on yourself is very important. You need to adjust yourself to the fact that you are better. Therefore, the following rule - making a list of your achievements will help a lot. If you have the slightest

doubt about your abilities, you should refer to this list and reread it. And don't forget to praise yourself. It doesn't matter how fast you are moving, the main thing is that you are going in the right direction, towards your goal.

C O M M U N I C A T I O N   I N   O U R   L I F E

Task 4. Read and translate the text:

THE NATURE OF MANAGERIAL COMMUNICATION

Communication is the exchange of messages between people for the purpose of achieving common meanings. Unless common meanings are shared, managers find it extremely difficult to influence others. For example, in looking back on his efforts to revitalize General Motors, former CEO Roger Smith says that he would make the same decisions for again regarding the implementation of major changes to rebuild the company foe global leadership in the twenty first century.

Types of Communication

In their work, managers use two major types of communication: verbal and nonverbal. Each type plays an important part in the effective transmissions of messages within organizations.

Verbal Communication. Verbal communication is the written or oral use of words to communicate. Both written and oral communications are pervasive in organizations.

Written communication occurs through a variety of means, such as business letters, office memorandums, reports, resumes, written telephone messages, newsletters, and policy manuals. In many cases, considerable time and effort are expended in preparing written communications.

According to several estimates, the cost of producing a single letter or memo has risen to more than $7, with one recent estimate placing the figure as high as $25 for the average memo. Yet one study of 800 randomly selected letters from a variety of industries indicates that written business correspondence suffers from significant deficiencies in such areas as proper word usage, clear sentence construction, and precision. A related study shows that more than 80 percent of managers judge the quality of the written communication they receive as either fair or poor. They also did not give themselves very high grades, with 55 percent describing their own writing skills as fair or poor.

Despite some possible shortcomings in writing skills, written communication generally has several advantages over oral communication. Written communication provides a records of the message, can be disseminated widely with a minimum of effort, and allows the sender to think through the intended message carefully. Written communication also has several disadvantages, including the expense of preparation, the relatively impersonal nature of written communications, possible misunderstanding by the receiver, and the delay of feedback regarding the effectiveness of the message.

In contrast to written communication, oral communication, or the spoken word, take place largely through face-to-faceconversations with another individual, meetings with several individuals, and telephone conversations. Oral communication has the advantage of being fast, is generally more personal than written communication, and provides immediate feedback from others involved in the conversation. Disadvantages include the fact that oral communication can betime-

consuming, can be more difficult to terminate, and requires that additional effort be expended to document what is said if a record is necessary.

Given the advantages and disadvantages of written and oral communication, it is not surprising that both types of verbal communication are used.

Nonverbal Communication. Nonverbal communication is communication by means of elements and behaviors that are not coded into words. Studies estimate of elements that nonverbal aspects account for between 65 and 93 percent of what gets communicated. Interestingly, it is quite difficult to engage in verbalcommunicationwithoutsomeaccompanyingformofnonverbalcommun ication.Importantcategories of nonverbal communication include kinesic behaviour, proxemics, paralanguage, and object language.

Kinesic behavior refers to body movements, such as gestures, facial expressions, eye movements, and posture. We often draw conclusions regarding people's feelings about an issue, not only from their words but also from their nonverbal behaviour, such as their facial expressions.

Proxemics refers to the influence of proximity and space on communication. For example, some managers arrange their offices so that they have an informal area where people can sit without experiencing the spatial distance and formality created by a big desk. Another example of proxemics, which you have probably experienced, is that you are more likely to get to know students whom you happen to sit near in class than students who are sitting in other parts of the room. Paralanguage refers to vocal aspect of communication that relate to how something is said rather

that to what is said. Voice quality, tone of voice, laughing, and yawning fit in this category.

Object language refers to the communicative use of material things, including clothing, cosmetics, furniture, and architecture. If you have prepared a job resume lately, you probably gave some thought to the layout and to the type of paper on which you wanted your resume printed nonverbal aspects of your communication about yourself and your credentials. Nonverbal elements form an important part of the messages that managers communicate.

COMMUNICATION AND UNDERSTANDING

Communication is the most important skill in life. We spend most of our waking hours communicating. But consider this: You've spent years learning how to read and write, years learning how to speak. But what about listening? What training or education have you got that enables you to listen so that you really, deeply understand another human being from the individual's own frame of reference?

Comparatively few people have had any training in listening at all. And, for the most part, their training has been in the personality ethic of technique, truncated from the character base and the relationship base absolutely vital to authentic understanding of another person.

If you want to interact effectively with me, to influence me – your spouse, your child, your neighbour, your boss, your coworker, your friend – you first need to understand me. And you can't do that with technique alone. If I sense you're using some technique, I sense duplicity, manipulation. I

wonder why you're doing it, what your motives are. And I don't feel safe enough to open myself up to you.

The real key to your influence with me is your example, your actual conduct. Your example flows naturally out of your character, or the kind of person you truly are – not what others say you are or what you may want me to think you are. It is evident in how I actually experience you.

Your character is constantly radiating, communicating. From it, in the long run, I come to instinctively trust or distrust you and your efforts with me.

If your life runs hot and cold, if you're both caustic and kind, and, above all, if your private performance doesn't square with your public performance, it is very hard for me to open up with you. Then, as much as I may want and even need to receive your love and influence, I don't feel safe enough to expose my opinions and experiences and my tender feelings. Who knows what will happen?

But unless I open up with you, unless you understand me and my unique situation and feelings, you won't know how to advise and counsel me. What you say is good and fine, but it doesn't quite pertain to me.

You may say you care about and appreciate me. I desperately want to believe that. But how can you appreciate me when you don't even understand me? All I have are your words, and I can't trust words.

I'm too angry and defensive – perhaps too guilty and afraid – to be influenced, even though inside I know I need what you could tell me.

Unless you're influenced by my uniqueness, I am not going to be influenced by your advice. So if you want to be really effective in the habit of interpersonal communication, you cannot do it with technique alone. You

have to build the skills of empathic listening on a base of character that inspires openness and trust. And you have to build the Emotional Bank Accounts that create commerce between hearts.

Task 4.1. Translate next words:

to enable; frame of reference; to truncate; spouse; duplicity; to radiate; caustic; to square; to expose; to pertain; to appreciate; desperately; defensive; guilty; empathic listening; to inspire; commerce.

Task 4.2. Answer the following questions. Give your arguments

1. What are the basic types of communication? There are four of them, aren't there?
2. Is it possible or impossible to learn communication skills for a short period of time?
3. What training or education should you have in order to communicate properly?
4. What is meant by effective interaction?
5. How would you interact with your spouse (your neighbour, your boss, your coworker)?
6. Is there direct or indirect connection between character and communication?
7. Must we trust completely the words we hear in a conversation with the other person?
8. Are you in favour of or against empathic listening?

Task 4.3. Express the meaning of the following phrases:

Effective communication; personality ethic; authentic understanding; empathic listening; to inspire openness and trust; Emotional Bank Accounts.

Task 4.4. Choose from the text all possible words that may characterize the process of communication as it is

Task 4.5. Make up distinctive questions:

1. Communication is the most important skill in life.
2. Comparatively few people have had any training in listening.
3. Your character is constantly communicating.
4. Unless you understand a person you can't advise or counsel him.
5. Sometimes it is not reasonable to trust words.
6. We have to build skills of empathic listening.
7. He doesn't feel safe enough to expose his opinions.
8. You may say you care about and appreciate me.
9. You can't do that with technique alone.
10. This girl knows what will happen.

Task 4.6. Make up a list of character traits that are of help for a productive communication

Task 4.7. Make up dialogues with your partner in accordance with the following scripts:

1. You are an attentive listener of an interesting episode that happened to your conversationalist last Sunday.

2. Your life runs hot and cold. You feel dissatisfaction and ask your friend to help you in overcoming these unpleasant sensations. You expect sympathy and comfort.

Task 5 Read and translate next points:

Communication Styles: Passive, Assertive, Aggressive

Goals for Today

- Understand different communication styles and how they affect others

- Practice recognizing and crafting messages in different styles

- Learn about assertiveness skills

Communication Styles

Passive	Assertive	Aggressive
Can't speak up	Firm	Loud
Don't know my rights	Direct	Bossy
Get stepped on	Honest	Pushy
Meek	Respect rights of others	Dominating
Too accommodating		Intimidating
Talks softly	Recognize the importance of having my needs & rights respected	Violate others' rights using power, position & language
Gives "cold fish" handshakes	Confident	Must get my way
Don't stand up for my rights	Realize I have choices	React instantly
Avoid conflicts	Effective communicator	Don't care where or when I "blast" someone
People take advantage of me	Can express my needs	Can be abusive
Trouble saying "no," then I'm angry and resentful	Make good eye contact	Vise-like handshake
	Speak with firm voice	I like to get even

Passive Style: Summary
- Too intimidated to express thoughts and feelings
- Forfeits his/her rights or freedoms
- Gives in to demands so he/she will be accepted
- Avoid confrontation at any cost
- Often feels used and taken advantage of
- Driven by anxiety

Assertive Style: Summary
- Recognizes and stands up for own rights while respecting the dignity of others

- Focuses on specific issues and problems, without belittling self or others

- Expresses opinion without violating others' rights

- Minimizes opportunities to be taken advantage of by others

- Open, tolerant, and considerate of other's feelings

- Can overcome fear to confront issues that require resolutions

- Can communicate feelings of anger diplomatically, without putting others on the defensive

Aggressive Style: Summary

- Intimidates others to gain control of their thoughts and actions

- Manipulates, accuses, fights

- Little or no regard for other's feelings

- Driven by anger

Passive-aggressiveness

- Hostility expressed through inaction; inertia used as a weapon

    o Silent treatment

    o Dragging your feet

    o Always being late

    o Never saying what they want to do, then sulking about it

    o Lame excuses

- Plausible deniability is key

Assertiveness Skills

- Know your rights

    o Say no and not feel guilty

    o Change your mind about anything

    o Take your time to form a response to a comment or question

    o Ask for assistance with instructions or directions

- o Ask for what you want

- o Experience and express your feelings

- o Feel positive about yourself under any conditions

- o Make mistakes without feeling embarrassed or guilty

- o Own your opinions and convictions

- o Protest unfair treatment or criticism

- o Be recognized for your significant achievements and contributions

- o Learn to say no

- Learn to use "I" statements

- Use eye contact

- Use assertive body language

- Avoid manipulation

  - o Be aware of these strategies:

    - Intimidation

    - Content substitution

    - Personal attacks (character assassination)

    - Avoidance

Task 5.1. Read and translate the following article and be ready to discuss the context with your groupmates.

UNDERSTANDING YOUR COMMUNICATION STYLE

Good communication skills require a high level of self-awareness. Understanding your personal style of communicating will go a long way toward helping you to create good and lasting impressions on others. By becoming more aware of how others perceive you, you can adapt more readily to their styles of communicating. This does not mean you have to be a chameleon, changing with every personality you meet. Instead, you can make another person more comfortable with you by selecting and emphasizing certain behaviors that fit within your personality and resonate with another. There are three basic communication styles:

- Aggressive
- Passive
- Assertive

Discovering which style best fits you can be done in a number of ways including personality tests such as the Myers-Briggs Type Indicator® (MBTI®) instrument, psychological assessments, and self-assessments. (*MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are registered trademarks or trademarks of the Myers-Briggs Type Indicator Trust in the United States and other countries.*)

Elements of the Aggressive Style

1. Mottos and Beliefs
   - «Everyone should be like me».
   - «I am never wrong».
   - «I've got rights, but you don't».

2. Communication Style

   o Close minded

   o Poor listener

   o Has difficulty seeing the other person's point of view

   o Interrupts

   o Monopolizing

3. Characteristics

   o Achieves goals, often at others' expense

   o Domineering, bullying

   o Patronizing

   o Condescending, sarcastic

4. Behavior

   o Puts others down

   o Doesn't ever think they are wrong

   o Bossy

   o Moves into people's space, overpowers

   o Jumps on others, pushes people around

   o Know-it-all attitude

   o Doesn't show appreciation

5. Nonverbal Cues

   o Points, shakes finger

   o Frowns

   o Squints eyes critically

   o Glares

   o Stares

   o Rigid posture

- o Critical, loud, yelling tone of voice
- o Fast, clipped speech

6. Verbal Cues

- o "You must (should, ought better)."
- o "Don't ask why. Just do it."
- o Verbal abuse

7. Confrontation and Problem Solving

- o Must win arguments, threatens, attacks
- o Operates from win/lose position

8. Feelings Felt

- o Anger
- o Hostility
- o Frustration
- o Impatience

9. Effects

- o Provokes counteraggression, alienation from others, ill health
- o Wastes time and energy oversupervising others
- o Pays high price in human relationships
- o Fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up
- o Forces compliance with resentment

Elements of the Passive Style

1. Mottoes and Beliefs

- o «Don't express your true feelings».
- o «Don't make waves».
- o «Don't disagree».

- «Others have more rights than I do».

2. Communication Style

   - Indirect

   - Always agrees

   - Doesn't speak up

   - Hesitant

3. Characteristics

   - Apologetic, self-conscious

   - Trusts others, but not self

   - Doesn't express own wants and feelings

   - Allows others to make decisions for self

   - Doesn't get what he or she wants

4. Behaviors

   - Sighs a lot

   - Tries to sit on both sides of the fence to avoid conflict

   - Clams up when feeling treated unfairly

   - Asks permission unnecessarily

   - Complains instead of taking action

   - Lets others make choices

   - Has difficulty implementing plans

   - Self-effacing

5. Nonverbal Cues

   - Fidgets

   - Nods head often; comes across as pleading

- o Lack of facial animation
- o Smiles and nods in agreement
- o Downcast eyes
- o Slumped posture
- o Low volume, meek
- o Up talk
- o Fast, when anxious; slow, hesitant, when doubtful

6. Verbal Cues

- o «You should do it».
- o «You have more experience than I do».
- o «I can't......»
- o «This is probably wrong, but...»
- o «I'll try...»
- o Monotone, low energy

7. Confrontation and Problem Solving

- o Avoids, ignores, leaves, postpones
- o Withdraws, is sullen and silent
- o Agrees externally, while disagreeing internally
- o Expends energy to avoid conflicts that are anxiety provoking
- o Spends too much time asking for advice, supervision
- o Agrees too often

8. Feelings Felt

- o Powerlessness
- o Wonders why doesn't receive credit for good work
- o Chalks lack of recognition to others' inabilities

9. Effects

- ○ Gives up being him or herself
- ○ Builds dependency relationships
- ○ Doesn't know where he or she stands
- ○ Slowly loses self esteem
- ○ Promotes others' causes
- ○ Is not well-liked

Elements of the Assertive Style

1. Mottoes and Beliefs
   - ○ Believes self and others are valuable
   - ○ Knowing that assertiveness doesn't mean you always win, but that you handled the situation as effectively as possible
   - ○ "I have rights and so do others."

2. Communication Style
   - ○ Effective, active listener
   - ○ States limits, expectations
   - ○ States observations, no labels or judgments
   - ○ Expresses self directly, honestly, and as soon as possible about feelings and wants
   - ○ Checks on others feelings

3. Characteristics
   - ○ Non-judgmental
   - ○ Observes behavior rather than labeling it
   - ○ Trusts self and others
   - ○ Confident

- Self-aware
- Open, flexible, versatile
- Playful, sense of humor
- Decisive
- Proactive, initiating

4. Behavior

- Operates from choice
- Knows what it is needed and develops a plan to get it
- Action-oriented
- Firm
- Realistic in her expectations
- Fair, just
- Consistent
- Takes appropriate action toward getting what she wants without denying rights of others

5. Nonverbal Cues

- Open, natural gestures
- Attentive, interested facial expression
- Direct eye contact
- Confident or relaxed posture
- Vocal volume appropriate, expressive
- Varied rate of speech

6. Verbal Cues

- "I choose to..."
- "What are my options?"
- "What alternatives do we have?"

7. Confrontation and Problem Solving

   o Negotiates, bargains, trades off, compromises

   o Confronts problems at the time they happen

   o Doesn't let negative feelings build up

8. Feelings Felt

   o Enthusiasm

   o Well being

   o Even tempered

9. Effects

   o Increased self-esteem and self-confidence

   o Increased self-esteem of others

   o Feels motivated and understood

   o Others know where they stand

Clearly, the assertive style is the one to strive for. Keep in mind that very few people are all one or another style. In fact, the aggressive style is essential at certain times such as:

- when a decision has to be made quickly;

- during emergencies;

- when you know you're right and that fact is crucial;

- stimulating creativity by designing competitions destined for use in training or to increase productivity.

   Passiveness also has its critical applications:

- when an issue is minor;

- when the problems caused by the conflict are greater than the conflict itself;

- when emotions are running high and it makes sense to take a break in order to calm down and regain perspective;

- when your power is much lower than the other party's;

- when the other's position is impossible to change for all practical purposes (i.e., government policies, etc.).

Be aware of your own communication style and fine-tuning it as time goes by gives you the best chance of success in business and life.

Ruth Sherman, President, Ruth Sherman Associates,

LLC, Greenwich, CT, 1/22

Task 6. Catch the idea of the following article and prepare the report on the theme.

WHY DO PEOPLE FIGHT?

Does everybody really understand why people fight even when they grow up? A couple may argue about money but arguments may differ between a parent and a child. People may talk back against each other, fight over traffic or even argue about opinions. We can see it in the news, TV shows and even in kids' animation programs that people argue most of the time. But do we really have to fight? Perhaps, this can be linked to our understanding about the importance and effects of relationship communication in our life, career and its impact to our society.

Relationship is a connection between two individuals or group of people, wherein their ability to express themselves plays a major role in their everyday living. Communication is how we convey our thoughts, ideas, or feelings to others. It is not only the process of expression but it

is also coupled with the ability to listen. This is important in all types of a relationship.

You cannot have a relationship without communication or having a communication without creating a relationship, which is why, these two are always joined together. . . a relationship communication.

People put a lot of effort in communicating, may it be in a verbal or nonverbal form. Basically, an effective verbal communication is saying our message through the use of right words such as «You would look good if you put on some make-up» instead of telling the other person «You look ugly». Using the right words would not offend somebody and we will not eventually sound so tactless. Whereas, an effective nonverbal communication is using the right body language to convey our message such as crossing your arms instead of yawning if you want to tell your visitors to go home because it is already late at night. These two gestures can mean the same thing that you're no longer interested in the discussion.

What we say and how we say it contributes to the experience of others that may shape their opinion about us. Even if we don't say anything but our gestures and facial expressions can send a strong message to others. Our ability to listen contributes to how we understand other people's message that affects our impression towards them that eventually creates our relationship with them. For instance, when a child talks to their parents who are busy doing other chores and doesn't pay attention then that child might develop the impression that his parents doesn't love him anymore. This simple incident may result to a bigger problem in the future that is having a feeling of neglect within the child.

However, there are a lot of listening techniques, which can be discussed in our succeeding articles that can help improve our communication skills.

Here are tips that can be used to have a successful communication in any relationship, which can be acronym in one word T-A-S-K.

Think first before you say it

-        Always be sensitive to the feelings of others every time you talk or make any gestures. Be sure not to offend the other person. As the saying goes "count 1 to 10 first before you react on something." This also includes trying to control your temper such as getting angry so fast and saying things that you will later regret. People would appreciate it better if a person is more composed and calm. Collect your thoughts first because in this way, it would lessen any mistakes.

Avoid using too much body language

- If possible, always smile and do not frown when you talk. A happy face makes a happy day. Do not use too many gestures because it is sometimes annoying. It may be possibly be misinterpreted by the other person. There is also a tendency that what you are saying may be construed differently if your body language shows a conflicting message. People who are hearing it may take it as something else or in another meaning.

Simple and concise message

- Make it certain that the message gets through the other person. Use laymen's term and don't make the discussion complicated. Avoid going around the bush and don't use flowery words. It sometimes makes

the conversation irritating and confusing too. For instance, don't say "you are loquacious" when you can say "you are talkative" that is using simple terms. A person expresses his thoughts at a different level when he talks to a child than to an adult.

Keep it clear

- Make sure your message is understandable. Try to ask questions to verify that he/ she understand the discussion. It can ensure you that both or all persons involved are in the same page, which means that everybody grasp everything clearly.

It is our individual **TASK** to make sure that we contribute to the development of a strong relationship through useful communication. Any couples, families, friends, or groups who want to have a strong and harmonious relationship should know the importance and details of an effective communication in a relationship. The kind of a relationship communication we have in our family helps build the values and attitudes of our children that definitely contributes to our society. How we talk and deal with our friends and co-workers shows our people handling skills that can be a factor in determining the success of our career.

Task 7. Read and translate the text:

COMMUNICATION STRATEGY

```
"Say it Right: How to Talk in Any Social
                                 Situation"
```

by Lillian Glass

```
ANTICIPATION ACTIVITY
```
What way do you understand the title of the story?
Could you suggest another title? If yes, explain why.

Before reading the whole story, skim the first two paragraphs and discuss with your fellow-students the questions below:

– Have you ever wished you were better at making conversation?
– Have you heard of any communication teaching methods?
– What icebreaker do you prefer to use starting a conversation?

R E A D I N G   F O R   M A I N   I D E A S

The text can be divided into three main ideas. What does the reading say about each idea? Underline in each part the sentence that gives the best summary.

1. A great conversationalist is someone who connects with people and makes them feel important. When they talk to you, they make you feel like you're the only person in the room.

Becoming a good conversationalist requires knowing three things: first, how to start a conversation; second, how to keep it going; and third, how to end it.

Starting a conversation usually means coming up with an opening line or icebreaker. The best kind of icebreaker is one that's positive. The last thing people want to hear from a stranger is how noisy the parry is, how awful the food is, or how ugly the people are dressed.

A compliment is always a good icebreaker and will usually be appreciated. Any news event is a good icebreaker. I encourage all of my clients to read the newspaper because it's so important to know what's going on in the world. The fact is, any opening line will do, as long as it's not negative, and as long as it's not a line. The best way to entice a person to have a conversation with you is by being sincere and respectful, and letting them know that you are interested in talking to them.

2. Once you've got a conversation going, the best way to keep it going is by asking the other person questions that don't require just a yes or no answer or questions that show genuine interest on your part. For example, if someone says, «I'm from Miami», you may respond with, «Oh, I've been to Miami!» and continue with, «How long have you lived there?» Then, «I was born there and I've lived there all my life». You might say, «I've never met anyone who is a native Floridian. Is your family from Miami as well?»

Keep asking questions based on the last thing a person says. This is called the «elaboration technique». Choose questions that will get the other person to elaborate on what they're saying. Ask questions similar to those a reporter might ask to draw a person out: who, what, when, where, and why questions.

Once you hit on something you find interesting, keep asking questions in order to get the person to elaborate on the topic as much as possible. A good conversationalist elaborates on the experiences they've had. Instead of

saying the party was fun, tell why it was fun. Describe why you had a good time – who was there, what happened, where it was, and how people arranged the party. Go into derail, Description is the best form of communication because it keeps people's interest up and stimulates them. Use words to create images and paint pictures so that the other person can get a visual as well as an auditory image of what you're describing to them. If you use the description effectively, you can make the person feel as though they were actually there, in order to keep a conversation going, there are seven tips that can help you *be an excellent communicator:*

A. Be aware of your own *body and facial language*. Make good facial contact when you speak, and be physically expressive without being excessive.

B. *Don't gossip*. You run the risk of offending the person you're talking to. It also makes you look small.

C. *Cultivate a wide range of topics*.

D. *Have a sense of humor*. Everyone enjoys a humorous story or joke. Sexual and ethnic humor, however, are not worth the effect that the jokes may have on your total image. People may be offended, which may in turn reflect poor judgment on your part and may encourage them to think less of you.

E. *Don't interrupt*. People hate being interrupted. Fight the impulse to interrupt and give the person you're talking to the time they need to complete what they're saying to you.

F. *Be enthusiastic and upbeat*. Don't be afraid to show enthusiasm. It allows the other person to feel that you're interested in what they're saying to you.

G. ***Be flexible in your point of view***. Try to be as open as possible, and try to see things from the other person's point of view.

3. If you started a conversation with another person, and you're having difficulty ending it, there are several signals you can send to the other person that will bring the conversation to its close without hurting anyone's feelings. Breaking eye contact is a discreet signal that the conversation is about to end. Another way to signal is to use transition words like well or at any rate. You may want to recap all that was said. Whatever you do, don't lie to the other person. If you're not interested in talking to them again, don't mention the possibility of a future meeting just to be polite. That's hypocritical. Instead, you may want to say, «Nice meeting you» and then leave.

Finally, be sure to give the other person a good, firm handshake. The final impression you make can be just as important as the initial one you made.

From *Say it Right: How to Talk in Any Social Situation*
by Lillian Glass

Task 7.1. *LEARNING STRATEGY. GROUP WORK*

IMAGINE THAT YOUR CLASSROOM IS THE SCENE OF A PARTY. EVERYONE SHOULD GET UP AND START A CONVERSATION (USING AN ICE BREAKER) WITH A PERSON STANDING NEAR THEM. THEN, THE SPEAKERS SHOULD TRY TO KEEP THE CONVERSATION GOING BY ASKING "WH – " QUESTIONS AND USING THE "ELABORATION TECHNIQUE" DESCRIBED BY GLASS. THOSE ANSWERING THE QUESTIONS SHOULD TRY TO GIVE DETAILED RESPONSES.

When your teacher signals you (ex.by clapping hands), stay with your partner, but find a polite and natural way to end the conversation. Then walk over to another student and use an ice breaker to start another conversation.

Continue this procedure for as long as your class wishes. Once everyone sits down again, form small groups and discuss how you felt. Explain what was easy for you and what produced the most tension.

Mnemonic technique.

Look at the chart below. This is one of the mnemonic techniques to help you memorize pieces of information. The text is divided into several logical parts; each of them is given a title. Then a logical chain of boxes is built. Each box is filled with a key word/phrase from the part of the story. This will serve you a flashlight while reproducing the whole story. Build the chart yourself, and then compare it with your student-mates' charts. Or you may build it in small groups and then have a big sharing in the group. This one has been done for you as an example. Practice this work with different texts.
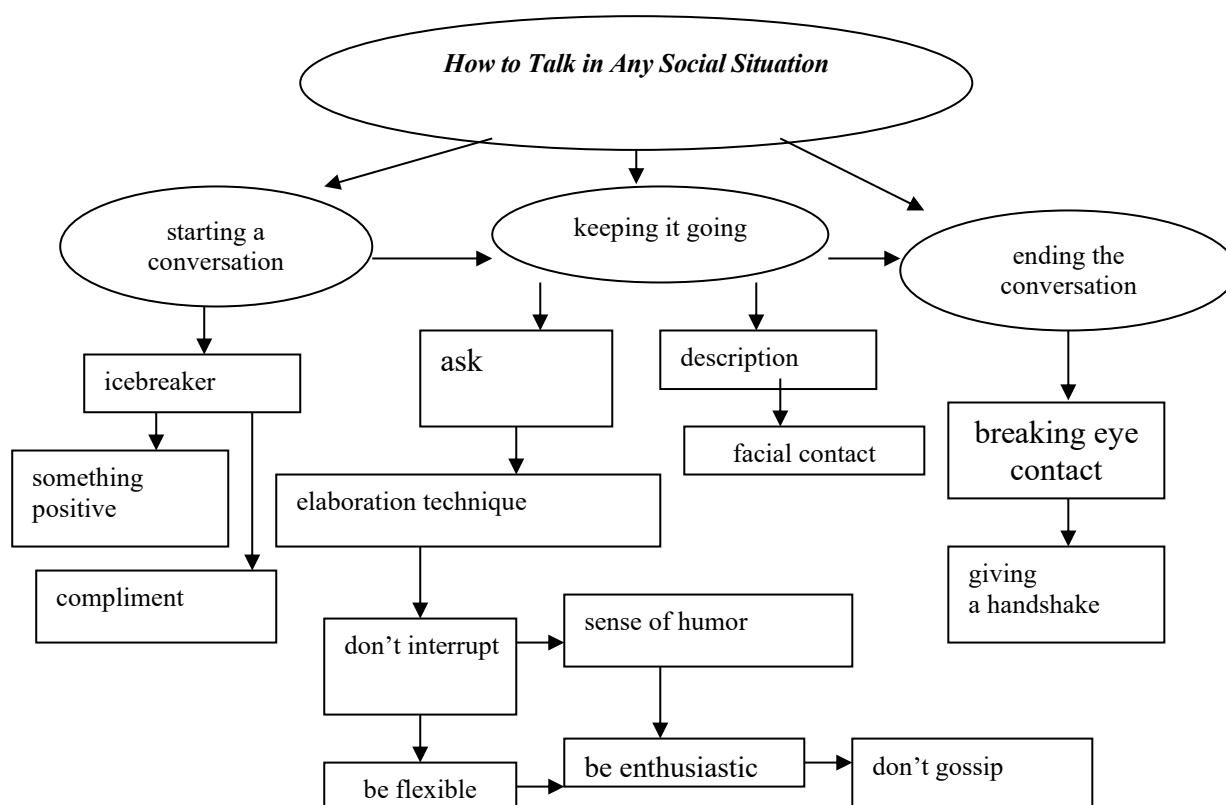
Task 8. Read and translate the text:

EXPRESSING OPINION

In order to communicate with other people successfully we should be able to express our opinion properly. Quite often we try to argue our opponents into or out of this or that opinion. But an argument is not a quarrel, though J. Swift said that argument was the worst sort of conversation. Originally to argue meant to make clear, thus to show, to prove, to give evidence. To win an argument properly, one should have both knowledge that gives evidence and good powers of reasoning.

One must remember that mere assertion has no value in argument. People disagree on a great many questions, but often they disagree because they have not thought enough about these questions. In Britain, there are certain rules and manners of expressing opinion. One thing you must learn is that you must never really learn anything. You may hold opinions – as long as you are not too dogmatic about them – but it is just bad form to know something. You may think that two and two make four, you may rather suspect it, but you must not go further than that. "Yes" and "no" are about the two rudest words in the language.

When someone tells you some good or bad news one should say, "Oh, really?" It is quite all right if the piece of news doesn't affect you. But if you just say "Oh, really?" when a friend tells you she has just got married it doesn't sound very enthusiastic. If someone tells you good news or bad news, it can be embarrassing if you can't make a quick or suitable reply.

If it is something important, like marriage, a birth, a success like passing an exam, "Congratulations!" is the phrase to use. But if the news isn't so important, it sounds too formal. What do you say, for example, in case someone has been clever enough to make a broken tape recorder work or work out a difficult mathematical problem? Probably "Good for you!" or "Well done!" is what you need. What if someone tells you something that makes you feel envious, for instance, that he has found money in the street? Your reply would be "Lucky you!" or "Some people have all the luck!" But when someone announces you anything that is too serious to laugh about "I'm sorry!", or "I'm sorry to hear that!" is the usual response. Being really shocked you will say "How terrible (sad, awful)!" If it is serious, for instance, when someone has slipped on a banana skin and fallen on the pavement, the reaction is "Poor you!" or "Bad (hard) luck!". But if you are not sympathetic when someone tells you his bad news, you can say "It serves you right!"

Essential Vocabulary

EXPRESSING OPINION

Asking someone's opinion

What do (did) you think of / (about)...?	formal /
What do you feel about ...?	informal
What's your opinion of / about ...?	
How do you find ...?	

General ways of expressing opinion

I think (thought) / believe / feel / consider (that)...	formal /
In my opinion / view ...	informal
If you ask me ...	colloquial

AGREEMENT

Yes, I (quite / fully / entirely) agree (with you).	formal /
So do I. *(In response to "I think / believe", etc.)*	informal
I think so too.	
You know, that's exactly what I think.	
What you say is perfectly true	
That's my way of looking at it too.	

That's true / just what I think / exactly my opinion.
I am of the same opinion.
It goes without saying that.
It really looks like that.

Partial agreement

I agree with you up to a point / in a sense ./ in a way (but...)   formal /
I see what you mean, but …   informal
That may be true, but (on the other hand)
If you say so.
That's one way of looking at it, but…
Well, possibly, but …
There may be something in what you say, but …

DISAGREEMENT

formal / informal
I don't agree / disagree (with you) there / think so.   formal /
I'm afraid, I can't agree (with you) (there).   informal
I think you're mistaken.
I've got some reasons to disagree.
I wouldn't say that (exactly).
Not at all. / Not in the least. / Nothing of the kind.
I disagree entirely.
Nonsense. / Rubbish. / (That's) ridiculous *(direct and abrupt)* colloquial

WAYS OF SOFTENING DISAGREEMENT

Well,...
Personally,
As a matter of fact,
Oh, I don't know.
Do you really think so?

Expressing approval / disapproval

(What a) good idea!   formal /
That's an excellent idea!   Informal
Good! / Wonderful! /Excellent! / Splendid! / Fine!
I'm sure you did right / that was the right thing to do.
How sensible / wise / thoughtful (of you)!
(That's) very clever / wise, etc. (of you)!
Good for you!
Well done!
That's not a very good idea / a very nice thing to say.   formal /
You shouldn't do / have done that.   informal

What for? / Whatever for?
That's silly / thoughtless / selfish (of you)!
How could you!
You should / ought to be ashamed (of yourself)!
It's (all) your fault.../ You're (the one) to blame (for ...)

Expressing indifference

It doesn't matter (to me).   formal/
I don't (really) care (when / where / who, etc.)   informal
It makes no difference (to me).
What difference does it make?
I'm not really interested …
(Oh,) really?
Is that so?

Managing Your Learning: Highlighting what you find interesting in a reading later helps you focus your discussion.

Task 9. Read the following newspaper article

Don't worry about understanding every word. Just try to get the main points. Highlight any ideas you would like to discuss by (1) underlining, (2) using a colored pen, or (3) adding a star bracket in the margin.

"In social interactions, small talk has a big role"

by Craig Tomashoff

Hi there. How's it going? Oh, fine. Fine. How about this weather, huh? Well, I guess we can always use the rain. What's that? This story? Oh, just

a little look at **small talk**. You know, **those seemingly meaningless conversations you have dozens of times a day**. Maybe you're waiting for the elevator. Or in a line at the bank. Or in a hallway or at a party.

Yeah, I know. It all seems pretty trivial. Idle chatter about traffic doesn't do much more than fill the air with empty words that are quickly forgotten. But you should know that small talk actually has a big place in our lives.

«We need it», says Dana Gould, a Los Angeles-based comedian. «We need to seize any form of communication with each other because we have so few left».

Then there's Small Talk Gone Bad.

Pat Oliver, assistant professor and chair of the communication arts department at Loyola Marymount University, says that, left unchecked, small talk can be «an invasion. It's so powerful. It does something to you».

Almost without exception, small talk is done right, according to the pros.

«I come into my office every morning and start the day with small talk with my secretary», Oliver says. «I come in after spending an hour and a half on the freeway raring to do business, but that doesn't always happen. **If I don't make that small connection with another person, I can't work. I need that bonding that will carry me through the day**». What causes it?

As a rule, you're either trying to yank somebody into your life, or you're using conversation as an invisible force field to keep them out.

«You can be wanting to connect with another person, and small talk is your entree to more meaningful conversation. Each approach is probably

used with the same frequency».

The way people use small talk is usually determined by where they happen to be at the time. Take the elevator, for instance. Now there's prime territory. Nobody knows anyone and there's no reason to start a conversation, but invariably, someone does.

Making conversation in such peaceful social settings, according to Oliver, «Can confirm your territory. It's a way of feeling liked and accepted». Or it can be a geographical thing.

«Being a Southerner, that's the hardest thing for me», explains actress Park Overall, co-star of the NBC sit-com «Empty Nest». «**I just can't stand those embarrassing silences**. . . When I'm at a Beverly Hills party, I'll ask the wives of powerful men what it's like to be married to those men».

«I actually hate to hear silence», says Mark K. Smith, who works as an administrative assistant in the personnel department for the May Co. «If I'm in a car and it's quiet, I always have to start a conversation».

The topics of small talk don't matter. In fact, you don't want anything more taxing than weather or traffic. It's non-threatening talk in a threatening situation. However, the rules change quickly when you're with lots of people doing lots of talking. Let's say you're at the party. Or perhaps you've gone to a bar with friends. There's no way to avoid social interaction. Now it's time to use small talk as a way of making others feel more comfortable around you, so you don't look silly standing by the food table alone all night. Kenny Green hears it all the time. He's a bartender for the Red Onion, a restaurant and nightclub in Huntington Beach, and he knows exactly what it takes to make successful small talk.

«The guys talk about themselves–their jobs, their finances, whatever. Girls talk about everything but the guy and themselves», he explains. «Talking about the music that's playing is usually a pretty good call. That's easy small talk. And things like, 'Come here often?' That gives you some security». This verbal mating ritual can go on for as long as 20 minutes, according to Green's unscientific observations. If the talk remains small, it's probably time to move on. «It varies a little from person to person, but I think most people intuitively know how long small talk should go on», says Oliver.

From *San Francisco Chronicle, May 10, 2023*

Commentary

according to the pros = professionals

freeway = highway

raring to do = very eager to do (start)

to yank sb into your life = get sb in, let sb in your life

prime territory = most important

Task 9.1. Speaking activity.Now, comment on the following sentences that are taken from the article. If no comment occurs to you right away, then do one of the following:

• Express your feelings – fear, dread, enjoyment, etc.

• Say whether or not you identify with what has been said. If you identify, then give a personal example.

• Explain why you agree or disagree with what has been said.

• Talk about cultural and male-female differences that relate to what has been said.

a. «Small talk. Those seemingly meaningless conversations you have dozens of times a day».

b. «If I don't make that small connection with another person, I can't work. I need that bonding that will carry me through the day».

c. «As a rule, you're either trying to yank somebody into your life, or you're using conversation as an invisible force field to keep them out».

d. «The way people use small talk is usually determined by where they happen to be at the time. Take the elevator, for instance. Now there's prime territory. Nobody knows anyone and there's no reason to start a conversation, but invariably, someone does».

e. «I just can't stand those embarrassing silences ... I actually hate to hear silence».

f. «It's (small talk) non-threatening talk in a threatening situation».

g. «The guys talk about themselves – their jobs, their finances, whatever. Girls talk about everything but the guy and themselves».

Task 10. OPINION STUDY AND DISCUSSION. Read and discuss analyses made by Dr. Deborah Tannen, a world-famous sociolinguist, after she has studied communication styles:

   A. [About business & small talk] «American men's information-focused approach to talk has shaped the American way of doing business. Most Americans think it's best to 'get down to brass tack'* as soon as possible, and not 'waste time' in small talk, (social talk) or 'beating (around the bush.' But this doesn't work very – well in business dealings with Greek, Japanese, or Arab counterparts for whom 'small talk' is necessary to establish the

social relationship that must provide the foundation for conducting business».

From *That's Not What I Meant, 1986*.

*come to the core of the issue; make the point clear

B. [About male perceptions of small talk] «In response to an article I had written, a journalist remarked that my claim that many men have little use for small talk, since they believe talk is designed to convey information, rang a bell with him. He deplores chit-chat and believes that talk should have significant content, be interesting and meaningful. This is fine so long as there is a business meeting with lots of substance to discuss. But he finds himself verbally hamstrung when the meeting breaks up, and he has to embark on the long walk down the hall with a stranger. Opposed in principle to, and simply unpracticed in, making small talk, he is at a loss when there is no 'big talk' available».

From *You Just Don't Understand, 2020*.

C. [About female perceptions of small talk] «Small talk is crucial to maintain a sense of camaraderie when there is nothing special to say. Women friends and relatives keep the conversational mechanisms in working order by talking about small things as well as large. Knowing they will have such conversations later makes women feel they are not alone in life. If they do not have someone to tell their thoughts and impressions to, they do feel alone».

From *You Just Don't Understand, 2020*.

Task 10.1. Decide whether you want to discuss excerpts a, b, or c above. Then get into a group with others who have chosen the same topic, and do the following activities:

• Help each other with the vocabulary, referring to your dictionaries when necessary.

• Have each member of your group write one or two discussion questions related to the paragraph.

• Go around the group and respond to everyone's questions.

• Have the group recorder report on the most interesting aspects of your discussion.

If there is time, do the same with another one of the three paragraphs.

EXPERT'S VIEWPOINT

According to Dr. Leonard Zunin in his book ***Contact: The First Four Minutes***, «In our culture it is apparent that a rule of social courtesy and congeniality has evolved when two strangers are introduced. Following the introduction, if neither party wishes to be rude, the two will converse for three to five minutes, or an average of four. This is the first courteous breaking-off point».

Dr. Zunin came to this conclusion after observing «hundreds of people at parties, offices, schools, homes and in recreational settings». His point is that during the first four minutes of conversation, the speakers decide whether or not they want to get to know each other better. Ending a conversation too soon would be considered impolite.

From: The First Four Minutes

Task 10.2. DISCUSSION

Think about people at a gathering in your native country. Imagine that two strangers are introduced and start a conversation. Would Dr. Zunin's theory about four minutes apply? Why or why not?

Task 11. Read and discuss
EXPERT'S VIEWPOINT

You are going to read an interview with Dr Crew, an expert in non-verbal communication. Before reading answer the following questions, compare your answers with your students mates' answers

N O N - V E R B A L   C O M M U N I C A T I O N
PREDICTING

– What way do you understand the title of the story?

– Could you suggest another title? If yes, explain why.

– What do you think "Non-verbal communication " refer to?

– Doctor Crew, you have been studying non-verbal communication, or body language for some time now. First of all would you explain what body language is?

– Well, body language refers to the ways that people communicate non-verbally, or without words, using means like gesture, facial expression or even tone of voice. It also refers to things like the way people feel about territories and their personal space. That's the area around you that you claim as your own – like a personal air bubble that each person carries

around with him or her. If other people, particularly strangers, enter that space, then you begin to feel very uncomfortable.

Each person's personal space isn't the same. In fact, personal space differs from culture to culture. In smaller countries, like Japan, the space is relatively small, about 25 cm, but in less crowded countries, like America, the space is much larger – it's about 46 cm.

– Are people aware of body language?

– Well, people like actors, salesmen, politicians, have been reading and using body language for some time. But it's a language that most ordinary people are not aware of. People don't realize it but only 7% of a message comes from the actual words we use. The rest, 93% of a message, comes from our tone of voice and body language. So if people don't understand body language that can lead to misunderstandings.

– That's very interesting.

– Let me give you an example. Well, as I suggested, people with smaller personal space, like Japanese, will stand or sit closer to one another than people with larger personal space, like an American. I attended a conference recently in America and I noticed that when a Japanese was speaking to an American, the two actually began to move around the room. The American was moving backwards and the Japanese gradually moving towards him. Because when the Japanese, with his smaller personal space, moved forward, he entered the American's larger personal space. This made the American uncomfortable, so he moved back. The Japanese in turn move forward, the American moved back, and so on. In fact, video recordings played at high speed, give the expression that both men are dancing around the conference room, with the Japanese leading.

– Aha…

– In the example I just gave you, this could lead to misunderstanding: the Japanese could think that the American was cold and unfriendly, because he kept moving away from him. On the other hand, the American could think the Japanese was too aggressive. Not understanding another culture's body language can lead to all sorts of misunderstandings.

– Thank you very much for joining us.

Task 11.1. C R I T I C A L   R E A D I N G

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

Task 11.2. Discuss the following questions on the text

1. What is your impression of the story? Would you describe the tone of the story as serious or humorous, harmonious or incongruous? Give your reasons for that.

2. Do you like or dislike the way it is presented in the story? Why?

3. Judging by the beginning of the story, could you presuppose what the story will be about? In what way does the setting seem appropriate for what happens?

4. How do the details make the story more enjoyable?

5. What features of human nature are discussed in the story? Are they

presented in a funny, biting way?

Task 11.3. Discuss the following questions. Ground your choice

1. When men shake hands, do they touch any part of the body?

- they touch the arm

- they touch the shoulder

- they pat the back

- none of the above

2. Do acquaintances touch each other when they're talking?
never   sometimes   always   hardly ever   often
3. Where do they touch each other?
**nowhere   on the shoulder   on the hand   on the arm
an arm   around the back   on the head**
4. You're crossing a busy road with an acquaintance (not a child or an elderly person). Do you touch them?
**no   I hold their hand
I hold their arm   we link our arms**

Task 11.4. Vocabulary exercise. Touching words

People touch each other in many ways. A touch can express numerous feelings and emotions. Look up definitions of the following verbs and see the difference and intensity they express
pat   stroke   smack   slap   punch   nudge
      pinch   tickle   cuddle   hug(maup.com.ua)

Task 11.5. Look at the following words that can be used while speaking about a person, expression of his face and his eyes. Divide them in three groups. Some words can go in two or more groups.
sincere confident   shy   nervous   relaxed   honest   angry
embarrassed   bored   interested   uncooperative   unfriendly   happy
surprised   serious   sad   worried   scared   depressed tired
wise   shifty   strong   dishonest   determined
cold   sly   hard   modest   aggressive (maup.com.ua)

person	face	eyes (expression)

A look can say a lot. Read the following statements and agree or disagree to them. Pay attention to **look** derivatives.

a. if you're honest with someone, you look someone straight in the eye.

b. If you respect or admire someone, you look up to someone.

c. If you agree with someone you see eye to eye with somebody.

d. When you feel that you are superior to someone, you look down on someone.

e. If you want to inspect someone or to judge someone by their appearance look someone up and down. (maup.com.ua)

Task 12. Read and discuss
BEFORE YOU BEGIN

There is a saying in the United States:
"Your actions speak louder than words"

1. What do you think this saying means? Can you give examples where actions speak louder than words?
2. When traveling or living in a foreign culture, have you ever been misunderstood because of your actions?

This article originally appeared in a Peace Corps publication.* It was written to familiarize people who would live abroad with elements of nonverbal communication. Read the article in order to get a general idea of the categories of nonverbal communication. Then do the exercises that follow.

Y O U R   A C T I O N S   S P E A K   L O U D E R …

MELVIN SCHNAPPER

A Peace Corps staff member is hurriedly called to a town in Ethiopia to deal with reports that one of the volunteers is treating Ethiopians like dogs. What could the volunteer be doing to communicate that?

A volunteer in Nigeria has great trouble getting any discipline in his class, and it is known that the students have no respect for him because he has shown no self-respect. How has he shown that?

Neither volunteer offended his hosts with words. But both of them were unaware of what they had communicated through their nonverbal behavior.

In the first case, the volunteer working at a health center would go into the waiting room and call for the next patient. She did this as she would in America – by pointing with her finger to the next patient and beckoning him to come. Acceptable in the States, but in Ethiopia her pointing gesture is for children and her beckoning signal is for dogs. In Ethiopia one points to a person by extending the arm and hand and beckons by holding the hand out, palm down, and closing it repeatedly.

In the second case, the volunteer insisted that students look him in the eye to show attentiveness, in a country where prolonged eye contact is considered disrespectful.

While the most innocent American-English gesture may have insulting, embarrassing, or at least confusing connotations in another culture, the converse is also true. If foreign visitors were to bang on

the table and hiss at the waiter for service in a New York restaurant, they would be fortunate if they were only thrown out. Americans might find foreign students overly polite if they bow.

It seems easier to accept the arbitrariness of language – that dog is *chien* in French or *aja* in Yoruba – than the differences in the emotionally laden

behavior of nonverbal communication, which in many ways is just as arbitrary as language.

We assume that our way of talking and gesturing is «natural» and that those who do things differently are somehow playing with nature. This assumption leads to a blindness about intercultural behavior. And individuals are likely to remain blind and unaware of what they are communicating nonverbally, because the hosts will seldom tell them that they have committed a social blunder. It is rude to tell people they are rude; thus the hosts grant visitors a «foreigner's license», allowing them to make mistakes of social etiquette, and they never know until too late which ones prove disastrous.

An additional handicap is that the visitors have not entered the new setting as free agents, able to detect and adopt new ways of communicating without words. They are prisoners of their own culture and interact within their own framework. Yet the fact remains that for maximum understanding the visitor using the words of another language also must learn to use the tools of nonverbal communication of that culture.

Nonverbal communication – teaching it and measuring effect – is more difficult than formal language instruction. But now that language has achieved its proper recognition as being essential for success, the area of nonverbal behavior should be taught to people who will live in another country in a systematic way, giving them actual experiences, awareness, sensitivity. Indeed, it is the rise in linguistic fluency which now makes nonverbal fluency even more critical. A linguistically fluent visitor may tend to offend even more than those who don't speak as well if that visitor shows ignorance about interface etiquette; the national may perceive this disparity between linguistic and nonlinguistic performance as a disregard for the more subtle aspects of intercultural

communication. Because nonverbal cues reflect emotional states, both visitor and host national might not be able to articulate what's going on.

While it would be difficult to map out all the nonverbal details for every language that Peace Corps teaches, one can hope to make visitors aware of the existence and emotional importance of nonverbal channels. I have identified five such channels: kinesic, proxemic, chronemic, oculesic, and haptic.

Kinesics – movement of the body (head, arms, legs, etc.). The initial example from the health center in Ethiopia was a problem caused by a kinesic sign being used that had different meaning cross-culturally. Another example, the American gesture of slitting one's throat implying «I've had it» or «I'm in trouble» conveys quite a different message in Swaziland. It means, «I love you».

Americans make no distinction between gesturing for silence to an adult or to a child. An American will put one finger to the lips for both, while an Ethiopian will use only one finger to a child and four fingers for an adult. To use only one finger for an adult is disrespectful. On the other hand, Ethiopians make no distinction in gesturing to indicate emphatic negation. They shake their index finger from side to side to an adult as well as to a child, whereas this gesture is used only for children by Americans. Thus, if visitors are not conscious of the meaning of such behavior, they not only will offend their hosts but they will be offended by them.

Drawing in the cheeks and holding the arms rigidly by the side of the body means «thin» in Amharic. Diet-conscious Americans feel complimented if they are told that they are slim and so may naturally assume that to tell an Ethiopian friend this is also complimentary. Yet in Ethiopia and a number of other countries, this is taken pejoratively, as it is thought better

to be heavy-set, indicating health and status and enough wealth to ensure the two.

Proxemics – the use of interpersonal space. South Americans, Greeks, and others find comfort in standing, sitting, or talking to people at a distance that Americans find intolerably close. We give their unusual closeness the social interpretation of aggressiveness and intimacy, causing us to have feelings of hostility, discomfort, or intimidation. If we back away to our greater distance of comfort, we are perceived as being cold, unfriendly, and distrustful. Somalis would see us as we see South Americans, since their interface distance is greater still than ours.

Chronemics – the timing of verbal exchanges during conversation. As Americans, we expect our partner to respond to our statement immediately. In some other cultures, people time their exchanges to leave silence between each statement. For Americans this silence is unsettling. To us it may mean that the person is shy, inattentive, bored, or nervous. It causes us to repeat, paraphrase, talk louder, and "correct" our speech to accommodate our partner. In the intercultural situation, it might be best for the visitor to tolerate the silence and wait for a response.

Oculesics – eye-to-eye contact or avoidance. Americans are dependent upon eye contact as a sign of listening behavior. We do not feel that there is human contact without eye contact. In many countries there are elaborate patterns of eye avoidance that we regard as inappropriate.

Haptics – the tactile form of communication. Where, how, and how often people can touch each other while conversing are culturally defined patterns. We need not go beyond the borders of our own country to see groups (Italians and black Americans, for example) that touch each other more often

than Anglo-Americans do. Overseas, Americans often feel crowded and pushed around by people who have much higher toleration for public physical contact and even need it as part of their communication process. A visitor may feel embarrassed when a host national friend continues to hold his or her hand long after the formal greetings are over.

These five channels of nonverbal communication exist in every culture. The patterns and forms are completely arbitrary, and it is arguable as to what is universal and what is culturally defined. Of course, there is no guarantee that heightened awareness will change behavior. Indeed, there may be situations where visitors should not alter their behavior, depending on the status, personalities, and values in the social context. But the approach seeks to make people aware of an area of interpersonal activity which for too long has been left to chance or to the assumption that visitors to other countries will be sensitive to it because they are surrounded by it.

*Adapted from *Peace Corps: The Volunteer*

Task 12.1.Discussion / Composition

1. From your experience, give examples from each of the five channels of nonverbal communication. Which of the five do you think is the most important? Why?

2. Demonstrate for the class gestures you find strange in other cultures or gestures of your own that have caused misunderstanding. What nonverbal behaviors tell you that someone is a stranger to your culture? Demonstrate nonverbal behavior that you think characterizes people from the United States.

3. Can nonverbal communication be taught? Give examples to support your point of view.

Task 13. Letters used to be and still are means of communication, which is not easy to learn and is still more difficult to be super in writing

perfect letters. Read the magazine article and discuss it with your classmates.

OUR FAMILY THERAPY

**The Great Communicator was shy up close,
but on paper he opened his heart**

What would my father say, if he could, about the just published volume of his letters? You first notice its heft – almost 900 pages, if you count notes and acknowledgments. He might shrug, smile mischievously and say something like, "Gee, these editors must have had too much time on their hands to spend so much of it collecting my letters." Lifting the book, I thought about the weight of a life. We leave imprints of ourselves on this earth: memories, relationships, accomplishments as well as mistakes. All have weight. So do letters; they mark the paths between human beings.

I can so easily walk through a door of memory into long-ago afternoons when I came home from school to find my father at his desk in my parents' bedroom. Sitting in front of a small atrium filled with ferns and tropical plants, he would be writing, soft green light falling around him. He wrote speeches on white note cards, letters on cream-colored stationery. He wrote letters that said more than he could say in person. It's odd to think that the man who has been called the Great Communicator was often shy with others, yet it's true. As I grew older and went away to school, I knew the thick letters from my father were outpourings from his heart and head, and could only have happened when he picked up his fountain pen and began writing.

Historians and political scholars will peruse and analyze his letters on policy, ideology, the cold war and the Middle East. I want you to see the

man who wrote to friends; to his children, his brother – as well as to people he had never met, simply because they had written to him. Notice how many times he opened a letter with an apology for having taken a while to respond. He came from humble beginnings – an eager, determined, dream-filled boy in the flat endless miles of the Midwest. He was taught to be polite, and he never forgot that.

In some of the letters to old friends or to strangers inquiring about his childhood, I discovered things I didn't know about him. «Fire engines were horse-drawn then», he wrote about his early years, «and the sight of them made me decide I wanted to be a fireman». I also didn't know how, on a Saturday night in Tampico, Ill., a 9-year-old Dutch Reagan, along with a friend, found a shotgun belonging to the boy's father and blew a hole in the family's ceiling. We pore over our parents' childhoods when we are past our own and have grown old enough to be curious.

I vividly remember my father's letter to me in 1968 when I had turned myself in for smoking at my boarding school. He praised my honesty while not shirking his parental duty to admonish the crime. A group of us had been huddled in closet smoking cigarettes. I had actually just exited the closet when the teacher came and busted everyone else. I'd got away with it, but my classmates' glaring looks shamed me into confessing my sin. Of course, I didn't tell my father those details. I made myself out to be a budding George Washington, whose crime was a Marlboro Light instead of a cherry tree. His letter made me feel I'd snatched victory from the jaws of juvenile delinquency.

His letter to my brother when Ron was a teenager fascinated me. Within families, each individual relationship has its own fingerprint and,

like a fingerprint, is unique. I got to see in this letter how my father spoke to his son, a male-to-male moment. He used words like uptight and cop out, which he never used with me. It's as if he were looking ahead, past the need to be a disciplinarian, to a future when he and Ron could have the camaraderie of two guys hanging out.

In a letter to friends, when Ron and I were in our 20s, my father wrote casually about my songwriting and occasional television roles, and about Ron's decision to become a ballet dancer. He kept to the smooth surface – a parent passing along news of his kids. He didn't divulge that our relationship was strained because I was living with my boyfriend, or that Ron's career choice had caused some bewilderment (it wasn't prejudice on my father's part, just that Midwestern boy showing through – guys in his town never wore tights). Like the accomplished swimmer he was, he knew that the calm surface of the water is easy on the eyes and soothing to the soul. It's the turbulence beneath that's risky. He gave his friends the soothing view of our family, sparing them the rough currents below.

The weight of my father's life in letters is heavy, but the lightness of his spirit and the easy way of his heart are evident throughout. In a letter addressed to me when I was still a baby, he wrote, «There were no 'Northern Lights' last night but there was a big moon and a sky full of stars shining down on the glaciers and snow covered peaks. It was a beautiful night with a constant breeze that seems to come from out among the stars and it seems at times that if you listen very carefully it will whisper secrets as old as time». The letters we leave behind whisper with secrets of their own.

From the Sep. 29, 2023 issue of TIME magazine

Task 14. Read the next information

ETIQUETTE GUIDELINES FOR THE CELLULAR SET

Pre-reading activity

Today it is not unusual to see people talking on cellular phones in their cars or in restaurants. The use of cellular phones has brought up the question of *etiquette*, meaning manners and behavior. Imagine that you are in a restaurant and someone at the next table is making and receiving phone calls. Would it bother you?

Agree or disagree on the following citation

"Fifty-four percent of cellular phone users say that their phone has improved their marriage."

Harper's Magazine

READ these «**Etiquette Guidelines for the Cellular Set**» by writer Alice Kahn, and then give your reaction to each of the guidelines. If you've had any experience with cellular phones, let your classmates know.

ETIQUETTE GUIDELINES FOR THE CELLULAR SET

1. Don't listen in on other people's calls. The Electronic Privacy Act of 1986 made it a crime. Last year Congress passed another law that prohibits the manufacture or importation of scanners to help you listen to cellular calls.

2. Don't force other people to listen in on your calls by phoning in public places.

Miss Manners says, «It is rude to annoy other people with the sounds you make doing business». In Japan managers and waiters will ask you not to use your phone in fine restaurants. «Use of portable telephones at your seat may be a disturbance to other passengers, so please use the vestibule even if it is inconvenient», says a sign on the Japanese Bullet Train.

3. If you know people who carry a cellular phone for emergencies, don't call them unless it's an emergency. «Interruptions are interruptions», says Miss Manners, and they are rude.

4. Phone unto others, as you would have them phone unto you. Use the same good manners in cellular phoning that you expect in any situation. «Users imagine themselves to be in an etiquette-free zone», says Miss Manners.

5. Don't drive under the influence of an absorbing phone call. If you can't get two hands on the wheel and your undivided attention on the road, you shouldn't be operating a moving vehicle.

Alice Kahn

Task 14.1. DISCUSSION
Have a group discussion on the issue of the guidelines. Share your experience of using your cellular phone. Display advantages and disadvantages of this telephone technology.

Task 15. Pre-reading activity.Vocabulary preparation for reading

`"VOICE MAIL MAY COST COMPANY'S BUSINESS"`

Try to guess the meanings of the **boldfaced** words and phrases:

1. An automated phone system aimed at saving companies money may be **turning off** their customers.
HINT: Many customers don't like this system.
_____

2. Five years ago, when voice mail was first introduced, many companies were **wary of** the technology.
HINT: Today, in contrast, many companies use voice mail a lot.
_____

3. TakeCare, a large **health maintenance** organization (HMO) **lampooned** the **disembodied** voices with their menu options. ...
HINT: These •words are all contained in the reading passage that you just read.
_____

4. President Jud Jessup says the **spoof** on voice mail has been a huge success.
HINT: When they lampooned or made fun of voice mail, they did a "spoof."
_____

5. The majority felt frustration, even **fury**, over their **run-ins** with voice mail.
HINT: "Run-ins" are experiences, but not good ones. So how did people feel?
_____

6**. Flawed** systems easily can be fixed.

HINT: If something needs to be fixed, it's "flawed."

7. Many voice-mail systems could use an **overhaul**, but that technology is here to stay.

HINT: Many voice-mail systems aren't perfect, so what do they need?

8. He sees a growing **backlash** against voice mail.

HINT: Some people don't like voice mail. They reject it. A "backlash," then, is a

Task 15.1. Read the text. What information is of primary importance or new for you?

"Voice Mail May Cost Company's Business"

An automated phone system aimed at saving companies money may be turning off their customers. The system is voice mail in which callers are instructed to punch buttons to reach the desired party or to have a question answered. It's used by more than one third of major U.S. companies. Consultants are warning that this system has hidden costs that could result in lost business. In the San Francisco area, one company's biggest selling point is that it does not use voice mail. NPR's Elaine Korry reports. Five years ago when voice mail was first introduced many companies were **wary of** the technology. Now it seems voice mail has taken over both business and government phone services. In a recent ad campaign, TakeCare, a large health maintenance organization, **lampooned** the disembodied voices with their menu options: Hello. Welcome to Fidelity HMO. If you have a question, press 1 now. If you would like that question answered, press 2 now. If you would like to be on hold for ten minutes, press 3 now. If you would like to hear **bland** orchestrated pop songs. . . In the ad, TakeCare boasts its customers have an old-fashioned alternative to voice mail. And the patient's first name? And how can I help you?

In the TakeCare service department, ten live operators answer more than a thousand customer phone calls each day. President Jud Jessup says the

spoof on voice mail has been a huge success in promoting his company's distinctive image.

We strive to deliver personalized service and we've always positioned our company as what we call a «high service» HMO. And we don't think that getting a recording is high service. It may be efficient, and it may be cost effective, but it's not high service.

According to many consumers, voice mail is no service at all, but rather a way for companies to hide from their customers. Complaints about automated phone systems are definitely on the rise. Plogue Research in Los Angeles recently surveyed businesspeople across the country. According to Stanley Plogue, the majority felt frustration, even fury, over their **run-ins** with voice mail.

A lot of irritation, and a kind of common phrase right now is it's «voice jail» – you **get trapped** in it, and you can't get out.

Plogue says that a time-consuming or confusing voice-mail system can actually cost a company business.

About a fourth of the people said they have not **let out a contractor** supplier because they didn't like their voice mail system. And others have just given up with trying to deal with certain companies. It sounds to me in that kind of a situation that (there) was not an option to reach a live person immediately, which there always should be. Sandy Hale is with Pacific Bell which manages 300,000 voice mailboxes in California. She says, «Don't blame the technology for customer complaints». According to Hale, those groans of frustration arise because companies don't do a good job designing their voice mail menus. People want to get the information they called in for. They want it quickly, they want it simply. If you don't give them an option

to find the information they need, they're going to be frustrated – they're going to go away.

Some companies, including banks, airlines, and insurance agencies, have dropped voice-mail because of complaints, but according to Hale, **flawed** systems ca be fixed easily. Pacific Bell has published an «Etiquette Guide» for its voice-mail customers. The booklet stresses that callers should always have the option of talking to a human being when they need help. Sandy Hale, admits, many voicemail systems could use an **overhaul**, but she says that technology is here to stay.

As companies are, you know, watching what's happening to their **bottom line**, and see what's happening with their costs, they're looking for ways to become more efficient at what they do, including in their customer service operations, and voice mail is certainly a valuable tool. HMO president Jud Jessup says his company does use voice mail for internal communications, and he admits it's been useful in cutting down on **telephone tag** among his employees. But, says Jessup, calls from the public are entirely different. People have individual problems. I think there'll always be a place for personalized service.TakeCare president Jud Jessup, who foresees growing **backlash** against voice mail. In San Francisco, I'm Elaine Korry.

If you still want a membership card, please punch in Beethoven's 5th.

Da Da Da Da Da Da Da Now – in D minor.

(dial tone)

Task 15.2. Commentary

to be wary: careful, suspicious
to lampoon: laugh at
bland : tender

spoof : gentle satirical imitation; a light parody
run-in: row, clash with sb
get trapped: get caught in a trap
let out a contractor: sack an employee
flawed: not correct; faulty
overhaul: act of dismantling in order to make repairs
bottom line: the final result or statement; upshot
telephone tag: expenses on telephone talks
backlash: 1) a sudden or violent backward whipping motion
        2) an antagonistic reaction to an earlier action

Task 15.3. *WORDPOWER*. All the words that follow are synonyms and antonyms of a word from the text. Try to guess this word. Look up examples of usage of these synonyms in an English-English dictionary.

– incorrect   – amiss   – defective – erroneous – imperfect – inaccurate – mistaken   – botched up   – balled up (slang) – bollixed up (US, slang)– off – wrong

– correct (antonym) – error-free (antonym) – unflawed (antonym)   – flawless (antonym) – perfect (antonym)

Task 16. Read the text. What information is of primary importance or new for you?

VOICE MAIL: NOT THE ANSWER?

by John Flinn

It's **a long shot**, but if this revolt ever succeeds, grateful telephone users may someday erect a statue to Ed Crutchfield, the man who fired the shot heard 'round the world against **voice mail.**

Joyful employees stood and applauded last month when Crutchfield, chairman of First Union Bank in Charlotte, N.C., sent out a memo ordering the bank to *«press 1 to disconnect now»* from its hated voice-mail system.

«The next time I call and get an answering machine, we're going to be minus one telephone answering machine operator», warned Crutchfield's memo.

His' memo has become a rallying point of voice-mail haters, who say the computerized phone answering systems symbolize the contempt some businesses display for their customers and that government agencies show for the taxpayers. . . .

One reason we **chafe at** voice mail may be buried deep within the human psyche, according to new research conducted at Stanford University. The technology violates basic rules 'of human communication that have existed since the first cavemen grunted at each other, according to Clifford Nass, an assistant professor of communication at Stanford.

«When people hear a human voice, it sets off strong **cues** within their brain, and it sets up certain expectations», Nass said. «This is a very hard-wired, **visceral** response».

One Bay Area business is even capitalizing on our **loathing** of voice mail in its advertising campaign.

TakeCare Health Plan, the Concord-based **health maintenance** plan that covers 230,000 members in California, doesn't advertise that it has the most liberal coverage or doctors with the warmest bedside manner. It advertises that its members don't have to suffer through voice mail when they call.

«If you have a question, press 1, now. If you would like it answered, press 2, now. If you would like to be put on hold for 10 minutes, press 3, now», the ads say, **lampooning** their competitors' **impenetrable** voice-mail systems. *«If you want a membership card, please punch in Beethoven's Fifth, now, in D minor».*

Instead of using a computer, TakeCare employs 12 human operators to handle calls from its customers on its toll-free line. On an average day,

they handle 1,170 inquiries.

«Voice mail erects a wall between service industries and their customers», said Mike Massaro of Goldberg Moser O'Neill, the agency that created the campaign.

The people who make voice mail say none of this is the fault of the technology. The problem, they insist, lies with users who do a **shoddy** job of programming their systems.

«People will love it eventually», predicts Maria DeMarco, marketing director for Pacific Bell Voice Mail.

Most of the **acrimony** toward voice mail could be eliminated, says DeMarco, if system users made sure callers always had an easy way to punch out of the system and talk to a live human being.

And voice-mail supporters point out that pushing buttons or talking to a recording can't be any more irritating than listening to a busy signal or a phone ringing endlessly without being answered.

There's one person who never gets tired of hearing that **disembodied** voice say, «... or, press 1, for more options». That's because Joan Kenley of Oakland loves hearing her own voice.

Kenley, a former singer who has performed with Ethel Merman, is the voice of voice mail. Northern Telecom, Pacific Bell and other major system suppliers have hired her because **oscilloscope** tests show her intonations retain warmth and «smile» on a computer chip. «I'm everywhere», she says. «I'm **ubiquitous**».

From *San Francisco Examiner*.

Task 16.1. Commentary
Some people use *voice mail* and *phone mail* as synonyms.

a long shot: not a likely possibility
voice mail: computerized phone-answering system
contempt: feeling that someone is worthless
chafe at: become very irritated at
cues: signals
grunted at: made deep, wordless sounds at
visceral: instinctive
loathing: extreme hate
health maintenance: health insurance
lampooning: making fun of
impenetrable: unable to be entered
shoddy: poorly done
acrimony: bitterness
disembodied: without a body
oscilloscope: electronic device that
shows voice patterns
ubiquitous: everywhere

Task 16.2. Now, complete the following chart:

NAME	OCCUPATION	OPINION OF VOICE MAIL
1.Ed Crutchfield		
2.Maria De Marco		
3.Loan Kenley		

Task 16.3. Topic for discussion and essay writing:

Telephone technology – a curse or a blessing?

Unit X TECHNOLOGIES OF HIDDEN INFLUENCE

Themes and materials for studies:

1. The essence of the concept of «manipulation».
2. Characteristic features and peculiarities
3. Types of manipulative influences. Influence on consciousness and subconsciousness, techniques of manipulation
4. Cases of manipulation according to Viktor Sheinov
6. Methods of manipulating mass consciousness according to Noam Chomsky
7. Ways of protection against manipulation
8. Application of the techniques of "compliance professionals" according to Robert Cialdini

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: What should a leader know about technologies of hidden influence?
The best Ways of protection of manipulation

Task 1. Read and translate text about the essence of the «manipulation» concept

MANIPULATION OF CONSCIOUSNESS AS ONE WAY HIDDEN INFLUENCE

The concept of «manipulation» (manipulus – comes from the Latin term, «manus» – hand and «pie» – to fill) is defined as the use of objects with special intentions, a special purpose, as manual control, as movement carried out by hands, manual actions.

Actually, the root of the word «manipulation» comes from the Latin word «manus» – hand. In the dictionaries of European languages, this word is interpreted as an action aimed at objects with certain intentions, goals (for example, manual control, examination of a patient by a doctor with the help of hands, etc.). It is implied that such actions require dexterity. This is where the modern figurative meaning of the word comes from – clever handling of people as objects, things.

The *Oxford English Dictionary* defines manipulation as «the act of influencing or controlling people with skill, especially with a disparaging implication, as covert control or influence».

Psychologists say that the essence of manipulation is to cause fear, shame or guilt in a person and use it to satisfy goals. An anecdote about how the wife asked her husband to buy bread when he would return home from work late at night, tired and hungry. Of course, the husband will not buy bread, but in the evening he will feel guilty, which his wife will play to his advantage. However, the manipulator is not always aware of his actions – often people manipulate because they do not know how else to achieve their goals, or they are afraid and ashamed to speak directly about their needs.

It is often argued that manipulation is an opportunity to get what is necessary without the desire of another person. Its essence is reduced to the satisfaction of mercantile needs.Often manipulation is interpreted as influence, so any communication can be called manipulation.

From a psychological point of view, the most harmful manipulation is hidden, which goes unnoticed by consciousness. It is this type of manipulation that is most common in human relationships. An unpleasant residue left after a conversation with a friend; a feeling of guilt, which does not know where it came from, after the visit of the parents; concessions to a business partner, which you made for unknown reasons, and now you are surprised, although nothing can be fixed. Who is not familiar with all this? And this happens because your communication partner skillfully manipulates you for his own purposes. Often, by the way, it is not fully realized. Often, but not always.

Manipulation for the purpose of obtaining some specific benefit is the simplest case. It is often much more pleasant for people not to ask, but to wait to be offered (or to make it so that they are offered, and sooner rather than later).

Fig. 1. Manipulation

Hidden	Pressure	Pushing

Manipulation

Benefit ← Damage

Group Individual

Victim of manipulation
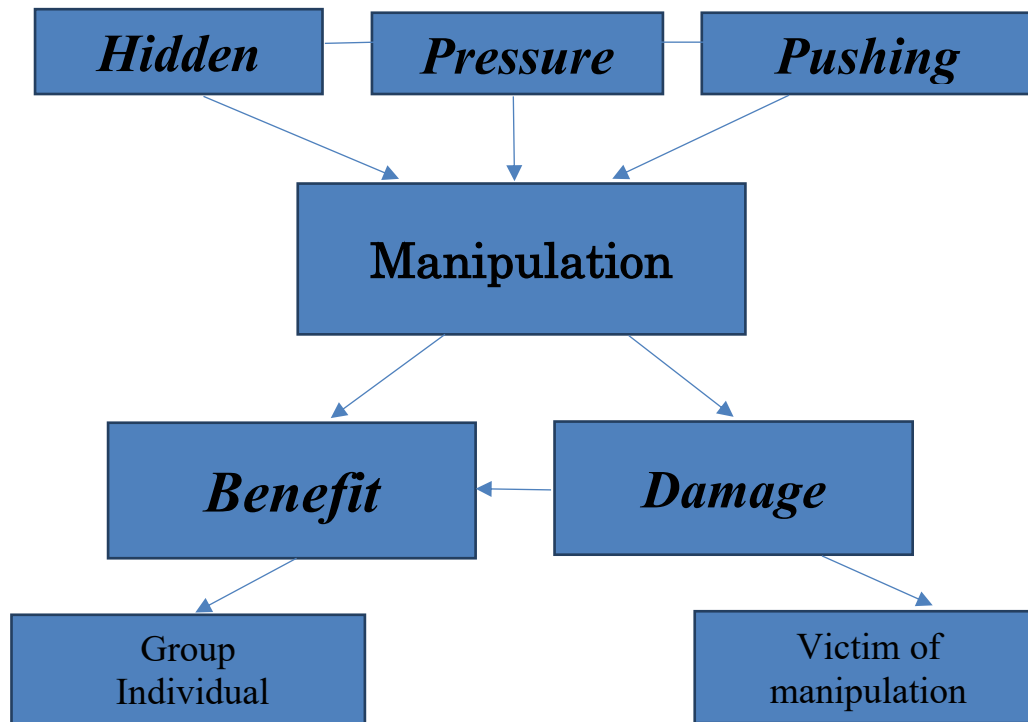
There are different approaches to the interpretation of the concept of «manipulation of consciousness». Therefore, scientists consider manipulation as:

1. ***Psychological hidden influence*** aimed at encouraging the interlocutor to achieve the goals planned by the manipulator. Such influence is always better than pressure or violence, and is also an intermediate link between civilized and barbaric methods of psychological influence. This approach considers manipulation as a positive socio-psychological phenomenon, which allows to move from crude forms of violence to hidden, sophisticated psychological influences.

2. ***A monologic form of interpersonal interaction*** during which the value of another is leveled – the person on whom hidden psychological influence is directed. The addressee of the influence is perceived as a victim of the manipulator, and the process of manipulation itself is considered as a

negative phenomenon of interpersonal interaction, which has a destructive effect on the personality and its psychological structure.

There are many definitions of the term «manipulation». To the first group we include scientists who, from an ethical standpoint, consider the phenomenon of manipulation to be an integral component of interpersonal interaction, which is always better than coercion or violence. The second group of scientists will be researchers who, from a moral and ethical standpoint, condemn manipulative influence as destructive and dangerous.

So, from the point of view of scientists of *the first group*, «manipulation» is:

- deliberate and hidden encouragement of another person to experience certain states, make decisions and perform actions necessary for the initiator to achieve his own goals (O. Sydorenko)

- a form of spiritual influence, hidden domination, management of people, which is carried out in a non-violent way (S. Bessonov)

- a type of psychological influence, the skillful execution of which leads to a hidden incitement in another person of intentions that do not coincide with his actual desires (O.Dotsenko)

- masterful process of creating illusions by the subject, about the surrounding reality (or about himself), which is perceived both by other subjects and by the author of the illusions himself (R.Garifullin)

- hidden management for the personal goals of the manipulator, which contradicts the goals of the addressee of the influence (V.Sheinov)

- strategy of social behavior for personal goals of the manipulator, which contradicts own goals (addressee) (V.Znakov)

- hidden influence, which is carried out on the basis of the reduced control of the situation on the part of the recipient, contrary to the conscious manifestation of the will of the recipient (T.Kabachenko).

The second group of researchers believes that manipulation is:

- hidden coercion, programming of thoughts, intentions, feelings, attitudes, attitudes, behavior (H.Schiller)

- hidden use of power (force) that goes against the will of another, well-organized deception (R.Gudin)

- the desire to lead, rule, dominate, win at any cost, treating people as things; lies, control, cynicism (E.Shostrom)

- mastery over the spiritual state, management of changes in the inner world (D.Volkogonov)

- skilful hidden management to achieve power and domination, treating people as objects, things (S.Kara Murza)

- attitude towards another as a means, object, tool (V.Sagatovskii)

- a type of communication in which the partner is treated as a means of achieving goals external to him (Yu.Kryzhanskaia, V.Tretiakov).

In all psychological interpretations, it is emphasized that manipulations are characterized by two main features. First of all, their hidden nature is noted. The second characteristic of manipulation is the use of deception. Skillful use of the mastery of influence in combination with the complexity of manipulative techniques leads to the realization of manipulative intentions.

So, *manipulation* is a hidden psychological influence, skillful implementation of which prompts the addressee to make decisions and perform actions beneficial to the initiator of the influence.

Task 2. Read and translate:

Characteristic features and peculiarities of manipulation:

1) a type of hidden psychological influence

2) the attitude of the manipulator towards the other as a means of achieving his own goals

3) the desire to obtain a one-sided gain

4) using the vulnerable sides of the addressee of psychological influence (shame, fear, guilt, various unsatisfied needs, complexes)

5) pushing, urging, motivational influence on the addressee to make decisions or executive actions

6) sophistication of the manipulator's methods of influence, mastery of actions

So, *manipulation* is a psychological influence aimed at covertly encouraging another person to perform the actions determined by the manipulator.

Task 3. Read and translate:

Types of manipulative influences. Influence on consciousness and subconsciousness, techniques of manipulation

Directive (direct). In the basis of power, fear. People tend to resist direct influence even in a state of hypnosis

Indirect (hidden). Appeared in hypnosis (Milton Erickson). Indirect influence can be of two types:

- impact on consciousness is a form of reflection of objective reality in the human psyche

- influence on the subconscious mind is a set of mental processes that are not subjectively controlled

Techniques of manipulation:

Linking words («therefore», «it follows from this», «accordingly»). Examples: «Since this movie lasts 45 minutes, the material is better absorbed». «The more you doubt it, the more pleasant the result will be».

Linking words consist of two parts: the first - they agree with it; the second is logical (manipulative).

Counterexample: «Yes, I understand that you are very busy, but I would like to have a look at this presentation».

Example: «Yes, I understand that you are very busy, which is why I offer you this presentation to watch».

There are two types of «choice without choice»: 1) two alternatives, one of which is definitely not acceptable. Examples: «Do you want to come to our office 70 km away, or will we come to you and sign everything on the spot?»; «Will you remember the phone, or do you want to write it down?»; 2) several identical alternatives that are acceptable. Example: «Would you rather send the contract by mail, fax or email?»

«It's clear, it's obvious, it's clear» Example: «It is obvious that this disc should be viewed several times»; «It is clear that modern businessmen pay a lot of attention to the development of communication skills».

«An unfinished action is an unfinished sentence». TV series are built on this, when the previous series ends at the most interesting, exciting moment, then there is a reason to follow when the next series will be and watch it. Tell people something and don't negotiate. Example: «It's too early to tell about it now, because this offer is valid only for regular customers...».

«Multiple repetitions» (Repetitio est mater studiorum). This is due to upbringing: mom repeats, they repeat at school, only after that comes responsibility and measures are taken. At negotiations, at a meeting, at a seminar, a key idea is repeated several times, then it is remembered and becomes a guide to action.

Direct suggestion. When the addressee is addressed with a direct command. It is the last phrase that is well remembered in the conversation. Example: «Let's meet on Wednesday!»; «Be sure to read this report».

Expressing everything useful and retouching everything harmful. Example: an inscription on the product about its useful properties and, in very small print, – preservatives, dyes, fillers, stabilizers. «Danon» yogurts are a living culture and long-standing traditions of producing organically pure healthy food. And a little lower, in illegible font: «Apricot filler, acidity regulator (calcium citrate), dye E 104 – yellow, quinoline synthetic and others».

Using semantics. Examples: «spies – scouts», «terrorist – insurgent», «icon painter – Godfather», «mother – mother-in-law».

Use of archetypes (Carl Hustav Jung): «We will defeat the enemy with national unity and mutual support!» «The motherland is calling!», «What have you done for Victory!», «The feat of the heroes rushes to battle!»,

Task 4. Read and translate:

Using an inferiority complex.

Psychological complex – mental conflicts, feelings and fears pushed into the subconscious, manifested in neurotic behavior. K.Jung, who introduced this term, borrowed it from Latin. complexus – «entwined». He

claimed that the complex is a «grouping of mental elements around emotionally colored contents, which consists of a nuclear element and a huge number of second-joined associations». The components of the complex may be present in consciousness or remain unconscious, but it is believed that the nuclear element is not always conscious. Mental conflicts that arose in early childhood, unpleasant impressions, frustrations, security threats are pushed into the subconscious, where they seem to slumber, remaining nevertheless effective. Later in adult life, when new emotional conflicts arise, subconscious childhood memories related to the initial trauma and the complex formed on this basis determine the attitude to such conflicts and the choice of a way to resolve them.

Complexes in psychoanalysis

About 50 complexes are described in psychoanalysis, among which the most famous are the Oedipus complex, the Electra complex, the castration complex, and the inferiority complex.

Inferiority complex – a painful feeling of one's own inferiority and worthlessness is formed in early childhood, combined with a person's desire to overcome them. It manifests itself in megalomania (tyranny in relation to family members or the surrounding social environment), or (in case of failure) – «escape into illness». In the case of «hypercompensation», people strive for grossly inadequate domination over loved ones or even over all of humanity.

Life complexes

The concept of «complex» became widespread even outside of classical psychoanalysis, and became widely used during life in a simpler sense. In the everyday sense, a psychological complex is a behavioral

prohibition caused by persistent intrapersonal fear. The more fears a person has, the more complexes he has.

The question «What are you complexing?» translates as «What are you afraid of?» The phrase «I have a complex about my appearance» means «I am afraid to do something because of fear about my appearance».

Fear is not a reason to do what is needed. It is useful to learn to remove your fears, it is even more useful to learn to live in spite of your fears. Usually this is helped by big life goals, when a person starts to deal with business, and not with himself and his fears.

There are such complexes: inferiority complex, victim complex, self-doubt, low self-esteem, constant dissatisfaction with oneself without objective reasons, fear of new contacts, drawing attention to oneself with the help of sympathy or aggression, arrogance, with which one protects oneself from the whole world, «and then, suddenly, they will get caught», giving great importance status things, passion for alcohol, which allows you to free yourself, feel your importance, affiliation complex, the need for constant approval of others, fear of mistakes, the complex of leveling off the merits of others, shifting responsibility for your life to others: God, parents, the powerful of this world

Violation of causal relationships. Examples: Fast food and a good figure, beer and football, vodka and boxing, a car and a clean forest. «Prepayment of our printed products is the key to your success», «Voting for our candidate – you fight corruption», «Spring will come – we will plant!».

Formation of the «image of the enemy». Example: P.Poroshenko «He is a corruptor (he bought everyone), a swindler (he only cares about profit),

a thief (he steals the defense budget), a murderer (he killed his brother), an alcoholic (he drinks constantly)». At the same time, it is not taken into account that he donated 2.5 billion to build the army, consolidated the international coalition in support of Ukraine.

Formation of the image «for all good, against all bad». Example: «We are for peace, for fraternal relations with our neighbor, for economic cooperation, but against war, harmful economic sanctions and enmity based on nationalism». At the same time, the fact of aggression, occupation of territories, mockery of patriots, physical destruction of soldiers and volunteers, primordial desire to enslave our people, denationalize, erase historical memory, ban language, denigrate national heroes, etc. is omitted.

Formation of «exceptionalism». Example: «You are our millionth customer, so we have a special offer just for you. You signed up as a volunteer».

An excessive amount of information is information overload. Entropy of thoughts.

The promise of a bright future.

Types of manipulation can be reduced to causing three feelings: shame, guilt and fear. These are the feelings that lead to a change in behavior and a state in which a person is easier to manage.

Shame: «How could that be, I was counting on you!», «How could you be so sloppy?», «How could you forget about me?». As a result, a person tries to get rid of the feeling of shame and does everything to prove that he is not like that, that is, he tries not to be himself.

Guilt: The «You don't love me» manipulation makes the partner feel guilty and prove that he or she loves. But this proof will not be a sincere

expression of love, but will be aimed at not having a feeling of guilt before the partner.

Fear: It's blackmail, threats and intimidation: «If you don't do this, I'll do that».

A person instinctively tries to get rid of these feelings and does what the manipulator wants.

Manipulation works where there are many unsatisfied needs, most often basic: the need for love, recognition, acceptance – what makes us more important. The manipulator often feels what the victim needs, so he can play on those needs. But this does not always happen consciously. For example, we often use the wording «If you.., then I...» without even thinking that it is blackmail, but we definitely get into the right emotion.

Reinforcement: Example: «Nobody ever does that», «That never happens».

Pity Manipulation: Example: «You don't notice me, you don't love me, you don't appreciate me». This is the position of the victim, behind which there is benefit – I am so unhappy or unhappy, but then I will get what I want.

Manipulation of consent: Example: «Yes, of course, I'm bad, I can't do anything» – also an appeal to feelings of pity.

Silence. As a rule, this is a very painful moment in the parent-child relationship, where the parents punish the child with silence. Then the child experiences an acute feeling of loneliness, and in order to overcome the tension, he asks for forgiveness first, even if he is not guilty. And then he often unknowingly chooses a partner similar to silent parents who resort to similar manipulations.

«Bombardment with kindness and courtesy». Example: Jehovah's Witnesses, who help retired, single people, communicate with them, take an interest in their problems, needs, instead of recruiting them into the sect, offer to become an adept of a new faith in an unobtrusive way.

Manipulation «for good deeds»: Example: «I have done so much for you, and now you owe me». This is the case with people who ostentatiously engage in charity to improve their image. This is a manipulation that appeals to dominance. If a person demonstratively engages in charity, he shows that he is different from others. She is not necessarily aware of this, but can explain it to herself with the most noble motives.

«Corporate unity» manipulation. Example: «We are a team, we all do one thing, we have one goal, and it doesn't matter that the work schedule is irregular». This is often seen in large brands: such companies almost always have traditions that create a sense of unity. This raises the morale of employees, a sense of belonging to a very important cause appears. But if top management looks at you with judgment when you go home at 6:00 p.m., then it's no longer about unity, but about using the employee purely to achieve the company's goals, regardless of his needs.

It is very difficult for a person who has low self-esteem, a minimum of confidence, does not have an inner core to recognize manipulation

Blackmail. Carlson: No, I don't play like that! I'm just upset! But if I receive some small gift, then maybe, after all, I will have fun....

Astrid Lindgren, Carlson Who Lives on the Roof.

Blackmail formula: «if you don't..., then I...». Such manipulation is quite difficult to carry out unconsciously, but it also happens. An example of veiled blackmail is the phrase of the mother from the movie «Day Train»,

which tells her adult daughter (heroine M. Terekhova): «You can come back whenever you want, but you should know that when you are gone at seven o'clock, my heart begins to tighten»... Is this blackmail? Yes, because if you translate the unconscious message into the language of consciousness, it will turn out: «If you don't come home exactly at seven, I will die of a heart attack».

The goal pursued in this case is control over the daughter. The daughter's reaction, however, proves that the «trick» was not entirely successful. She answers: «Mom, let it begin to contract at eight o'clock».

Pressure

I must live as I see fit. You must live as I see fit.

(From life)

* * *

Another simplified method of manipulation is pressure. It is most common between subordinates and management, although it occurs in spouses and in other relationships. It looks simpler than simple: «Do this. Do it, it will be better. do it No, do it. Do it, I'm telling you!...» etc. This can happen either to a primitive or to a very weak person who is used to obedience. Pressure in the case of disobedience can turn into blackmail, which is often embellished with horror stories: «Do it, and then...». In this case, it would seem that you can easily resist, but not everything is so simple.

The pressure is not always so easy to read. Sometimes it looks like the construction of some meaningful aura, the creation of a context, when no one directly says anything, but a person's consciousness is constantly «sticking needles». The motto of such leaders is: any tank can be driven around on a small motorcycle, and they are often right.

Manipulation of feelings

She (casting a sly glance at him):

- You know, I would really like to ... spend the evening with a smart, beautiful, elegant companion: a walk around the city, dinner in a cozy restaurant...

He (with inspiration):

- Amazing coincidence! Just tonight I am completely free ...

She (coolly):

- I'm not talking about you.

(From life)

Very often, the benefit is not material, but psychological. For this reason, it is especially difficult to resist – as if no one is asking you for anything, and even more so – is not taking anything away from you. It seems that it is not even clear what we are talking about. Simply, every time after a conversation with a manager or a colleague at work, you feel broken, irritated, devastated. You (for some reason) did not want to tell about your successes, but she (he) asks so persistently every time. You share something, and after that your successes begin to seem doubtful to you, and you yourself begin to seem like a failure. This is the manipulation of your feelings.

Unconscious manipulations of this kind cause serious damage to our psyche for several reasons. The first obvious one is a drop in self-esteem, deterioration of well-being. The second reason is less obvious: before unconscious manipulation, a person is defenseless because he «does not notice» it. Therefore, thoughts and feelings that harm the psyche are felt weakly, and are perceived as something that came not from the outside, but from within, and, therefore, are perceived by us with 100 percent trust (that

is, with the degree of trust with which we treat to one's own, and not to other people's thoughts, feelings, sensations). For this reason, it is particularly difficult to combat the harmful effects of such manipulations. First of all, it is necessary to understand what actually happened.

Manipulation of guilt

- What happened, Ia? You look sad.

- Sad? Why is that? Today is my birthday – look at all these gifts. – Ia-Ia waved his leg from one side to the other. – Look at the birthday cake!

- Gifts? - asked Pooh. – Birthday cake? Where?

- Don't you see them?

- No, – answered Pooh.

- Me too,– said Ia-Ia. – It's a joke,– he explained. – Haha.

A.Milne, «Winnie the Pooh and All, All, All»

Manipulators of this type have a number of special techniques. One of the most common is the so-called «victim type». Agree, if a person is healthy, has a good sleep, appetite and complexion, it is quite difficult for him to convince another person that he has terribly wronged him. It is very desirable to have a pale appearance, a weak voice, a shaky gait, and a worn-out suit.

Another trick from a series of **guilt manipulations** is debt-guilt substitution. Manipulators of this type love to ponder in the genre of morality («Just think, what a disgrace! And how shameless you are. You have completely lost your conscience!», «Not getting the job done on time», «Let the whole team down», «What a horror», etc. n.). After hearing this, you can be sure that the person who says this most likely has neither shame nor conscience. Such people tend to attribute their own shortcomings to

those around them. (This phenomenon in psychology was called «projection», and in life a well-known joke is dedicated to it: «an egoist is a person who all the time knows about himself, and does not think about me at all».)

Guilt-based manipulation is the last and most powerful tool, and the most shameless and damaging trauma to our psyche. Because, even defending against it, we are forced to break ourselves. Guilt is contagious and poisonous.
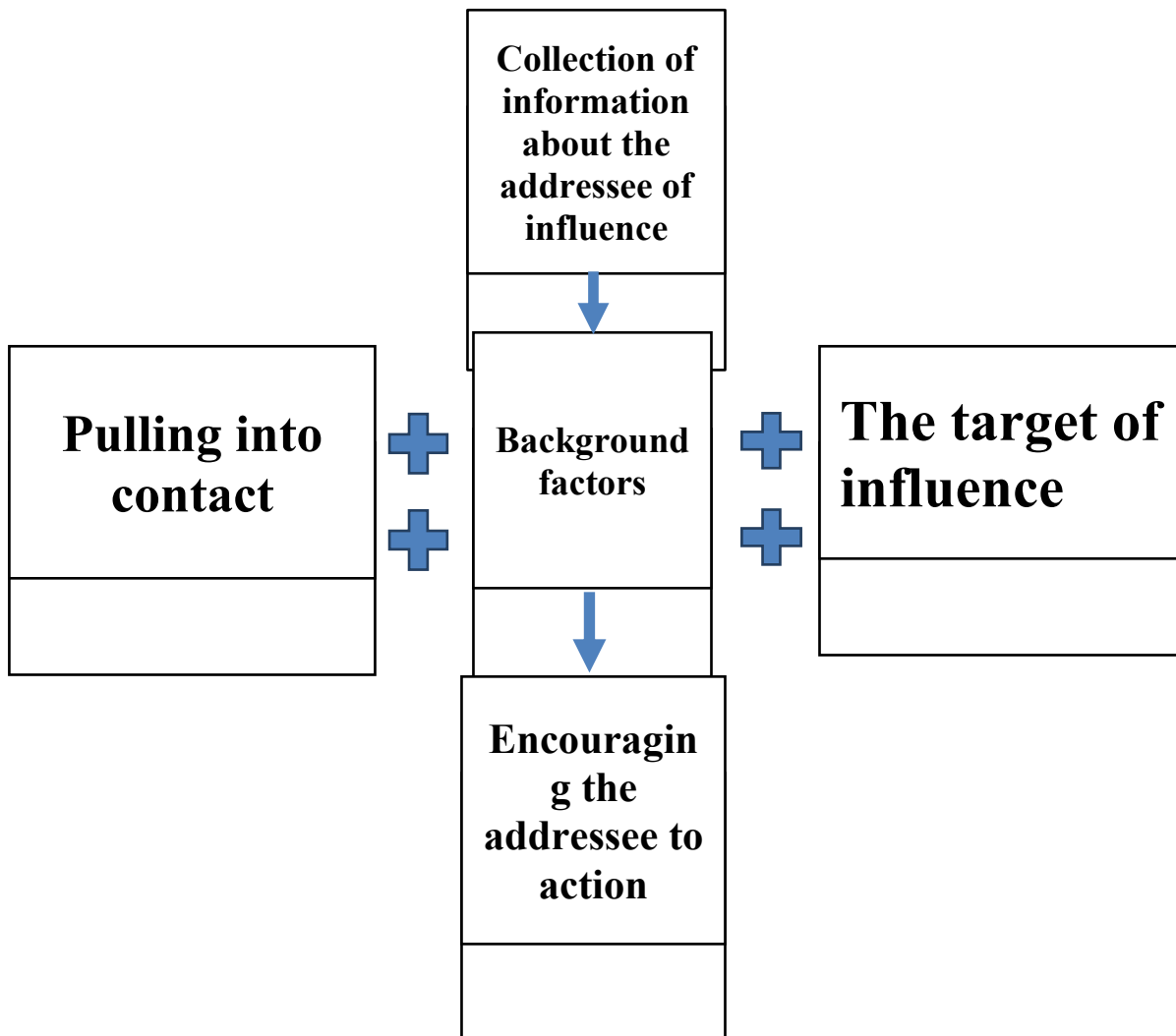
«Dad» and «mom» of manipulation – control and power. One person manipulates another with the same goal: to have more power over them. And the more power a person has, the rougher his manipulations become. The less she needs to hide her motives.

An example of manipulation: an attractive fat man, a resident of a Stockholm roof, he twisted and turned the Baby as he pleased. What was the basis of his self-confidence, self-centeredness and arrogance, his love for other people's sweets and his self-forgetting lies? To the fear of the Kid to be left alone. Do you remember how Carlson's deadliest threat sounded, which he uttered every time he tried to get his way? «No, I don't play like that anymore!»

Undoubtedly, this is the most harmless option of manipulating another person. Because the latter is aware of what is happening and correctly assesses the situation. And when a person understands everything, he is able to do something, perform actions, make a choice, he is, to a certain degree, free.

Task 4. Read and translate:
Cases of manipulation by Viktor Sheinov

The hidden control model looks like this.

	Collection of information about the addressee of influence	
Pulling into contact ➕ ➕	Background factors	➕ ➕ **The target of influence**
	Encouraging the addressee to action	

Manipulation in official relations. Manipulation by managers

Manipulation «Monkey on the neck»

Manipulation «I want to consult with you»

Manipulation «Tear me apart»

Manipulation «Child at work»

Manipulation «Get the manager's signature»

Manipulation «Minor Services»

Manipulation of subordinates

«Pay later» manipulation

Manipulation «Response Avoidance»

Manipulations when receiving visitors

Task 5. Read and translate:

Methods of manipulating mass consciousness according to Noam Chomsky

Distract attention

Create a problem out of nothing

Gradual strategy

Procrastination strategy

Messing with the people

More emotions than thoughts

Keeping people in the dark

Getting the masses to admire mediocrity

Increase feelings of guilt

Know more about people than they know about themselves

Task 6. Read and translate:

WAYS OF PROTECTION AGAINST MANIPULATION

If you were fine before contact with a person, and after contact with them you feel shame, fear or guilt, you are most likely being manipulated. Another sign of manipulation is a sudden change in state. You can acutely feel negative emotions or euphoria. The feeling of euphoria is about the fact that you suddenly turn out to be very necessary to someone, important, something is noticed in you that no one has ever noticed, you start to be suddenly loved, valued and respected.

It is very difficult for a person who has low self-esteem, a minimum of confidence, and does not have an inner core to recognize manipulation. To track this, one must have understanding, pay attention to psychological and physical sensations. The first signal is discomfort in the body and tension that arise in contact with the manipulator. This can manifest itself in different ways: in particularly anxious people, the heartbeat and breathing speed up, and sweating increases. If a person monitors this, but it is difficult for him to deny and defend his boundaries, it is worth taking a break and at least saying: «I need to think». During this time, there is an opportunity to understand whether you need what is offered, whether you can do it.

You can also ask directly: «What do you want? I understand that you are manipulating me, tell me exactly what you need». This throws off the track, so the manipulator, who is not used to this, backs off and realizes that the number did not go through.

Protection against manipulation. If you feel uncomfortable after communicating with another person: you feel bad, you feel remorse or you understand that you did not do as you would like – then know that you have most likely been manipulated. If the outcome of a meeting with another person seems negative to you, but at the same time you cannot remember or understand why you did not act the way you used to do, you have been manipulated.

How to protect yourself from manipulation?

1) The best weapon against manipulation is to eliminate the factor on which they are trying to play.

2) Do not succumb to the emotions that the manipulator tries to evoke in you.

3) Do not get personal.

4) Be mindful of your own beliefs, desires, and goals you are striving for.

To protect yourself from manipulation, you have to:

1. Understand your goals (Why, for what, meaning?)

2. To understand who benefits from it (Who is responsible for what, who controls what he emphasized?)

3. To be able to separate emotions from information

4. Have different sources of information

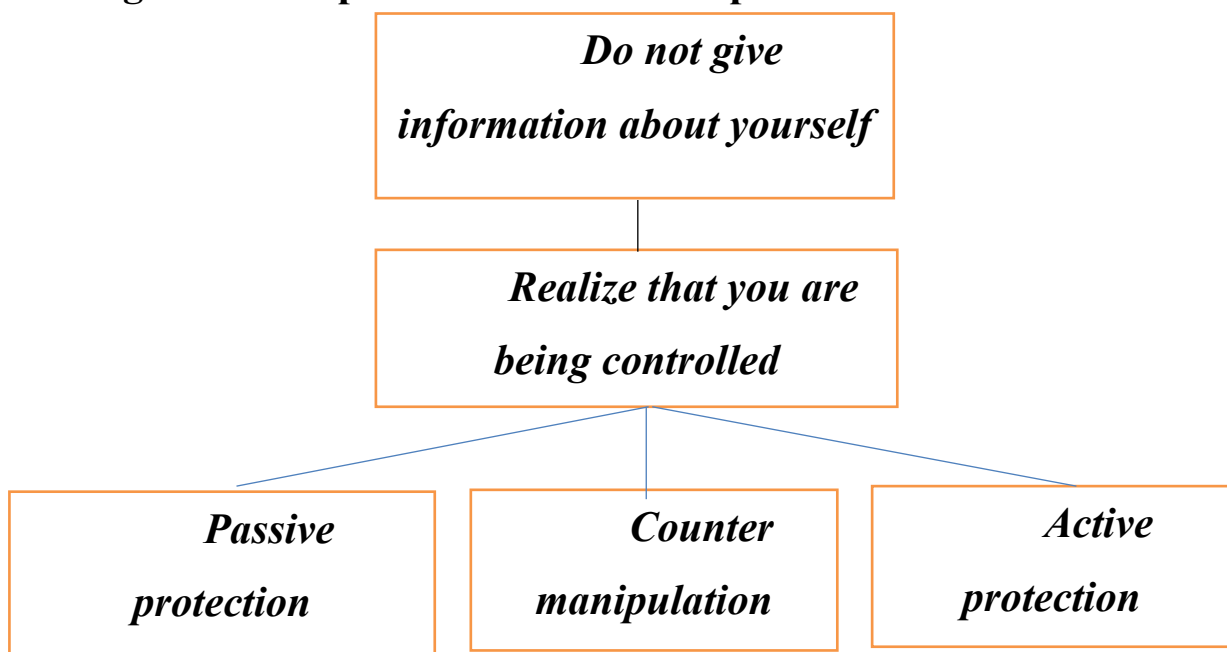5. Separate: Prices and values, money and pleasure, goals and means

Protection against manipulation

Man, ruling over others, loses his own freedom. F. Bacon

Universal protection scheme

It is possible to carry out protection by following the following universal scheme (fig.). Let's consider each block of this model in more detail.

Fig. Model of protection from manipulation

```
        ┌─────────────────────────────┐
        │         Do not give         │
        │  information about yourself  │
        └─────────────────────────────┘
                       │
        ┌─────────────────────────────┐
        │      Realize that you are    │
        │        being controlled      │
        └─────────────────────────────┘
         /             │             \
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│   Passive    │ │   Counter    │ │    Active    │
│  protection  │ │ manipulation │ │  protection  │
└──────────────┘ └──────────────┘ └──────────────┘
```

Do not give information about yourself

Since the first step of covert management is to obtain information about the addressee, it is clear that, first of all, it is necessary, if possible, not to allow the initiator to manipulate information.

Realize that you are being controlled

The main sign of this is the feeling of discomfort of internal struggle: you don't want to do something, say something, and it's uncomfortable to refuse, otherwise you will «look bad».

All this should not just alert, but mobilize for resistance. Possible types of repulsion are described below, but for now it is enough to say to yourself: «Stop, manipulation!» or something like that, but containing the word «manipulation». It is this, as experience shows, that acts soberingly: you realize that you are being played with, that your independence is being encroached upon, and that they are trying to push you to take any action. Before you is a puppeteer who wants to make a puppet out of you. This realization is quite enough to take control of yourself and start defending yourself.

Passive protection

Passive protection is recommended in the following cases:

• when you don't know how to act;

• when you do not want to spoil the relationship with the manipulator.

The only thing that is required to apply passive protection is to show endurance. Passive protection can be carried out in the following way:

1. Do not react to the manipulator's words in any way, keep silent, pretending that you did not hear, did not pay attention.

2. Talk about something completely different, transfer communication to another plane.

3. Pretend that you are narrow-minded and do not understand what is being said.

4. Agree with the manipulator's proposal, but clarify what is not up to you (this will allow you to «play back» in the future).

5. Give up on the little things, keeping the main things.

6. You will ask again, repeating the request of the manipulator, but with a surprised intonation (thereby encouraging him to continue the conversation). This will force the manipulator to clarify his request, which gives you time to think about how to get out of the situation with minimal losses. In addition, such a tactic reveals the true purpose of the manipulator and changes the trap prepared by him and the distribution of roles.

Active protection

Experience shows that in most cases the manipulator stops his attempts when he comes across passive protection. After all, its main advantage is the rapidity of the onslaught, surprise, when the addressee does not have time to figure out how to act better. But for more aggressive manipulators, we have stockpiled active methods of protection, which we are going to study.

The main thing is psychological adjustment: you should not be shy to say (or make it clear) what you think, voice what you are afraid of.

The manipulator usually exploits our desire to look decent. Therefore, do not be afraid to sound bad by saying, for example: «Unfortunately, you greatly exaggerate my virtues (generosity, capabilities, abilities)». These words free you from the shackles of decent behavior with an insidious manipulator and open wide opportunities for protection.

When to use active protection? Of course, not when the addressee is dependent (work, material, family, etc.) on the manipulator.

If the goal of passive defense is to stop the aggressor, then active defense is to expose him.

«Dot the i's» protection. The essence of this method is to directly express your concerns or ask for clarification: «What are you leaning towards?», «Say directly, what do you want?» One of your main tasks is to make the secret (the manipulator's intentions) clear.

Counter manipulation

Counter-manipulation – the strongest defense – is manipulation on the part of the victim of the manipulation, in which the circumstances created by the initial manipulative influence of the initiator are used.

Performing counter-manipulation: pretending not to understand that you are being manipulated, starting a counter-game and ending it with a sudden turn of the situation, which shows the manipulator your psychological advantage.

In addition, it must be remembered that fear, guilt, and shame are the basis of most manipulations. In order to get rid of these feelings to some extent, you can use an exercise to increase confidence and self-esteem. In order not to be manipulated, you need to work on confidence and self-esteem. If a person is unable to go to psychotherapy, it is worth making a list of his strengths. Write down all the positive qualities, and also create a separate list of achievements for the last 5 or 10 years, depending on the age. This list should include not only work achievements, but also mental ones aimed at developing myself as a person, for example: «I was able to start living separately from my parents» or «I was able to break up with a man who used me», «I was able to create a cool family».

It is also worth creating a list of your basic values: love, justice, beauty, work, family

Unit XI LEADERSHIP QUALITIES AND SKILLS
OF FAMOUS COMMANDERS
OF THE PAST

Themes and materials for studies:
1. Alexander the Great
2. Pyrrhus Epirus
3. Hannibal
4. Spartacus
5. Julius Caesar
6. Sviatoslav the Warrior
7. Ivan Sirko
8. Petro Konashevich-Sagaidachnyi
9. Genghis Khan (Chingiz Khan)
10. Tamerlan
11. Joan of Arc (Jeanne d'Arc)
12. Napoleon Bonaparte

Language skills: translation practice

Career skills: Achieving the goals

Professional Formation of the Leader Personality

Vocabulary: words and expressions for talking about leadership, personal qualities

Dilemma & Decision: What should a leader BE, KNOW and DO according to world history?

Task 1. Read and translate the text:

Alexander the Great

Alexander III the Great was born in 356 BC. He was the king of the Macedonian state and created one of the largest empires in ancient history.

He began to rule at the age of 20, after his father, King Philip of Macedon, was assassinated in 336 BC.

Unbelievable tactical abilities and successful military campaigns to capture the eastern lands gave rise to hatred for him in many hearts.

Interesting facts about his person: (hal.archives-ouvertes.fr)

1. Alexander the Great had eyes of different colors, brown and blue. This rare phenomenon is called heterochromia and occurs only in 1% of the Earth's population.

2.Unbelievably, Alexander the Great was an epileptic, just like Julius Caesar. In addition, Alexander and Yuliy were born in July.

4. Alexander, like his father - Philip, suffered from skeleotic disorder of the cervical vertebrae.

5. The king's neck was twisted so that it seemed as if he was constantly looking up at an angle.

6. Alexander the Great was short by Macedonian standards, but at the same time he had a stocky figure.

7. His beard did not grow well, which distinguished him from other Macedonian nobility.

8. Historians around the world recognize Alexander the Great as the greatest general and conqueror in the history of mankind.

9. Alexander did not lose any military companies.

10. Alexander's tactical schemes are taught in military academies and universities around the world even today.

11. Alexander was distinguished by a special character and impulsive character.

12. Macedonian showed a great desire for knowledge and philosophy, he loved to read.

13. Thanks to his charisma and strength of spirit, Alexander was able to become a great leader for the people.

14. Alexander studied with the great Greek philosopher Aristotle.

15. Many of the students who studied with Alexander became his friends and generals, they were often called «Companions».

16. The horse was offered to the Macedonian king Philip II by a merchant from Thessaly Philonikos for 13 talents, which was a huge amount in those times. No one could tame the wayward animal. Oleksandr jumped onto the horse's back and galloped off.

17. Alexander's father had seven wives, while Alexander himself had only three wives: Roxana, Parisatida and Statira.

18. Modern historians say that Roxana was one of the most beautiful women in Asia. Alexander took her as his wife by great love.

19. Alexander of Macedon had two sons: Alexander VI of Macedon (by Roxana) and Herakles of Macedon (by Barsina). Both of his sons were killed as minors.

20. Alexander the Great's horse was called «Bucephalus», which meant «bull's head» or «bull-headed». It was Alexander's faithful companion throughout the journey to India.

21. Alexander named more than 70 cities after himself and one after his horse.

22. Oleksandr always smelled great.

23. After the victory over the Persians, Alexander began to dress like them.

24. The cause of Alexander's death remains one of the greatest mysteries of the ancient world.

25. Alexander's body was kept in a vat of honey.

Favorite horse is Bucephalus.

Alexander founded more than seventy cities, of which he named at least twenty after himself (the most famous being Alexandria in Egypt). Also, not far from the site of the battle near the Hydaspes River (now known as the Jhelam River in India), Alexander founded the city of Bucephalus, named after his favorite horse, which was fatally wounded in battle.

Task 2. Read and translate the text:

Pyrrhus of Epirus

Pyrrhus (in ancient times) was the king of the Epirotes, the son of King Eakis, born in 319 BC. Remaining after the death of his father as a six-year-old boy, he was accepted into the family of the king of the Illyrian Tavlantians, Glaucius. With the help of Demetrius Poliorketes, who in 307 helped the Epirotes free themselves from the hated king Alceta, Pyrrhus regained his father's throne. In 302 BC, taking advantage of his absence, the Molossians revolted and put Neoptolemus on the throne of Epirus. Pyrrhus moved away from Demetrius to Asia Minor and intervened in the struggle

of the Diadochi. Together with Dimitrii, he participated in the battle of Ipsa and here he first discovered the talent of a commander. Sent to Alexandria as a hostage, he married Ptolemy's stepdaughter, Antigone. With the help of Ptolemy, Pyrrhus regained his throne in 296 BC, annexed the island of Corcyra, Stymphea, Acarnania, Amphilochia and Ambracia to his possessions and concluded an alliance with Aetolia. Having quarreled with Demetrius, he defeated the Macedonians in Aetolia and invaded Macedonia.

In 287, he managed to rule there, but after a seven-month reign, he was forced to cede power to Lysimachus and move to Epirus, which he had to defend from Macedonia in later years. Having lost hope for the possession of Macedonia, Pyrrhus turned his warlike aspirations to the west. Called to help the Tarentines, forced to wage war with the Romans. Pyrrhus was the first of the Greeks to face the Romans. In this clash, he did not show the abilities of a conqueror and a statesman. According to the successful expression of Mommsen, he turned out to be an ataman who only behaves chivalrously, and a military adventurer, very capable and inspired by the idea of founding a Western Hellenic monarchy. In 281 BC, Pyrrhus landed in Italy with an army consisting of Molossians, Ambracians, Macedonians and Thessalians. He had twenty thousand foot soldiers, two thousand archers, three hundred horsemen and twenty elephants. The Romans began to vigorously prepare for war and strengthen the Greek cities that were in their hands. With a successful maneuver, they prevented the Lucanians and Samnites from uniting with Pyrrhus and sent a fifty-thousand-strong army under the command of the consul Publius Levinus against the king.

In 280, there was a battle at Heraclea (a Tarentine colony on the shores of the Tarentine Gulf), which ended unsuccessfully for the Romans: the

elephants, which the Romans encountered for the first time in this battle, created a commotion in the Roman army. The result of the victory of Pyrrhus was the retreat of the Romans from Lucania, which went to the side of Pyrrhus, and the rejection of Rome by Bruttians, Samnites, Sabellians and Greeks. The peace terms offered by Pyrrhus were proudly disregarded by the Romans thanks to the energetic persuasion of the elder Claudius Appius, and Pyrrhus decided to march on Rome. Levin with new legions followed on the heels of the king, who had taken Fregalli and Anagnia, but, meeting another army coming from the north under the command of the consul Tiberius Coruncanius, and thus finding himself between two fires, hastened to retreat to Tarentum and again came against the Romans only in 279. The battle that took place this year at Auscula in Apulia was again unfavorable to the Romans, but Pyrrhus gained little from his incomplete success.

On the side of the Romans in this battle were the Latins, the Campanians, the Sabines, the Umbrians, the Pelignans, the Frantans, and the Arpans. The federation of Roman allies proved unshakable, the political basis of Pyrrhus' success shaky. Tired of fruitless victories and wanting to reward himself elsewhere, Pyrrhus took advantage of the appeal of the Syracusans, who offered him in 279 BC the power over Syracuse, hoping with his help to make this city the main center of Western Greece. By this, Pyrrhus entered into hostile relations with the Carthaginians, who opened war against him. Despite this, in 276 BC, Pyrrhus was the sovereign ruler of Sicily, had his own fleet and a strong foothold in Tarentum, on Italian soil. An inept ruler, he aroused discontent in Sicily, from which many went over to the side of the Carthaginians or the Romans. As a result, in 276 years he

sailed to Tarentum, on the way he lost several ships in a naval battle with the Carthaginians.

Sicily took advantage of the king's departure and overthrew the new monarchy. Having landed on the coast of Italy, Pyrrhus went to the aid of the Samnites and met the Romans at Beneut. This was the last battle between him and the Romans, which ended happily for the latter, thanks to the fact that the elephants created a disturbance this time in the army of Pyrrhus himself. Thus ended Pyrrha's daring enterprise. The power of the Romans strengthened. With eight thousand infantry and five hundred horse, Pyrrhus returned to Epirus, leaving the garrison at Tarentum, which was still on his side. He managed to defeat Antigonus Gonatas and occupy part of Macedonia. But instead of strengthening his power, in 272, at the request of the Spartan Kleonymus, he marched to the Peloponnese and besieged Sparta. While the siege was going on, the absent king Areus arrived with the auxiliary troops of Antigonus, who in the meantime retook the Macedonian throne. Forced to lift the siege, Pyrrhus went to Argos at the end of 272 BC, but during in the confusion of the retreat he was wounded and killed.
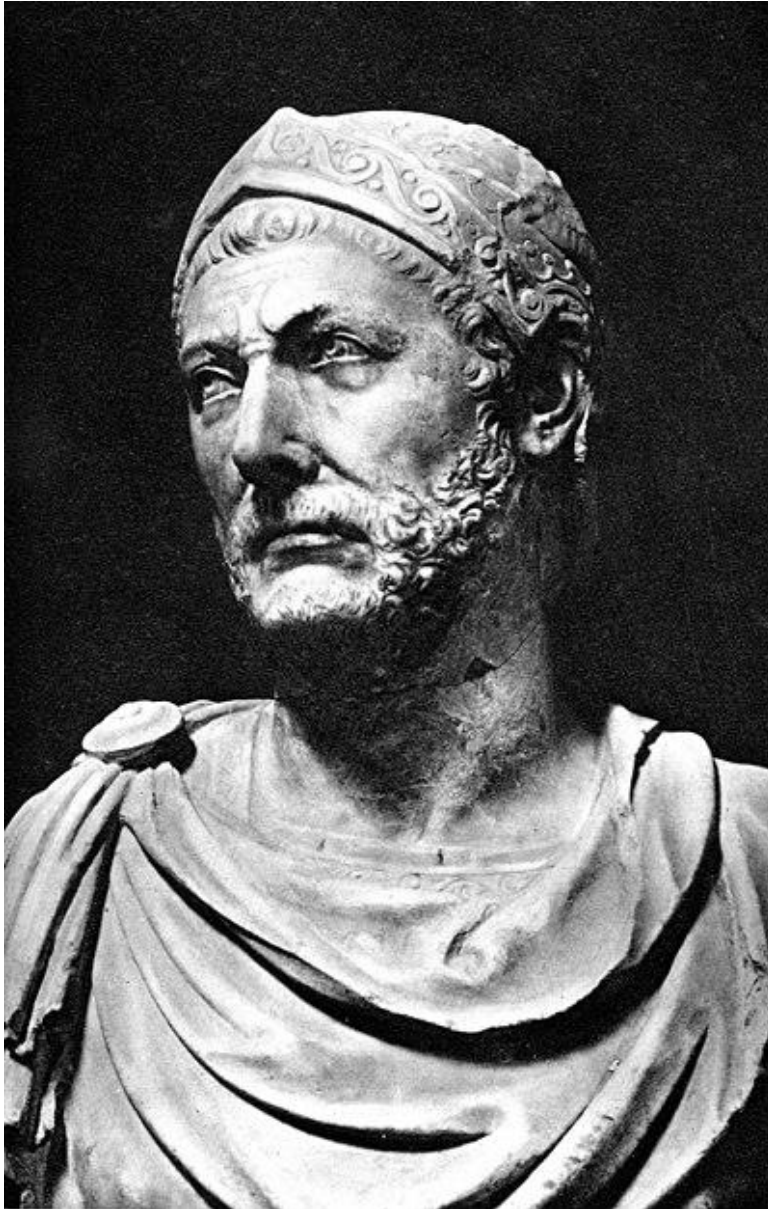
Task 3. Read and translate the text:

Hannibal Barka

Hannibal Barka (247-183 BC) was a Carthaginian military leader. He is considered one of the greatest commanders and statesmen of antiquity. He was a sworn enemy of the Roman Republic and the last significant leader of Carthage before his fall in a series of Punic Wars.

Hannibal was born in 247 BC. e. in the family of the Carthaginian commander Hamilkar Barka. At the age of nine, he took an oath to be an enemy of Rome. He became the commander-in-chief of the Carthaginian troops in Spain, unleashed the Second Punic War, attacked Sagunt. In 218 BC e. invaded Italy and inflicted several defeats on the Romans, including at Cannes. But the Romans managed to seize the initiative and go on the offensive in Spain, and then in Africa. Called to help Carthage in Africa, Hannibal suffered a defeat at Zama, after which Carthage was forced to make peace with Rome. In 196 BC e. was accused of anti-Roman sentiments and went into exile. He committed suicide in 183 BC. e., not wanting to surrender to the Romans.

Hannibal is considered one of the greatest military strategists in the history of Europe, as well as one of the greatest generals of antiquity, along with Alexander the Great, Julius Caesar, Scipio of Africa and Pyrrhus of Epirus. The military historian Theodore Iro Dodge even called Hannibal the «father of strategy», since his enemies, the Romans, borrowed some elements of his strategy from him. This assessment created a high reputation for him in the modern world, he is considered a great strategist, along with Napoleon Bonaparte.

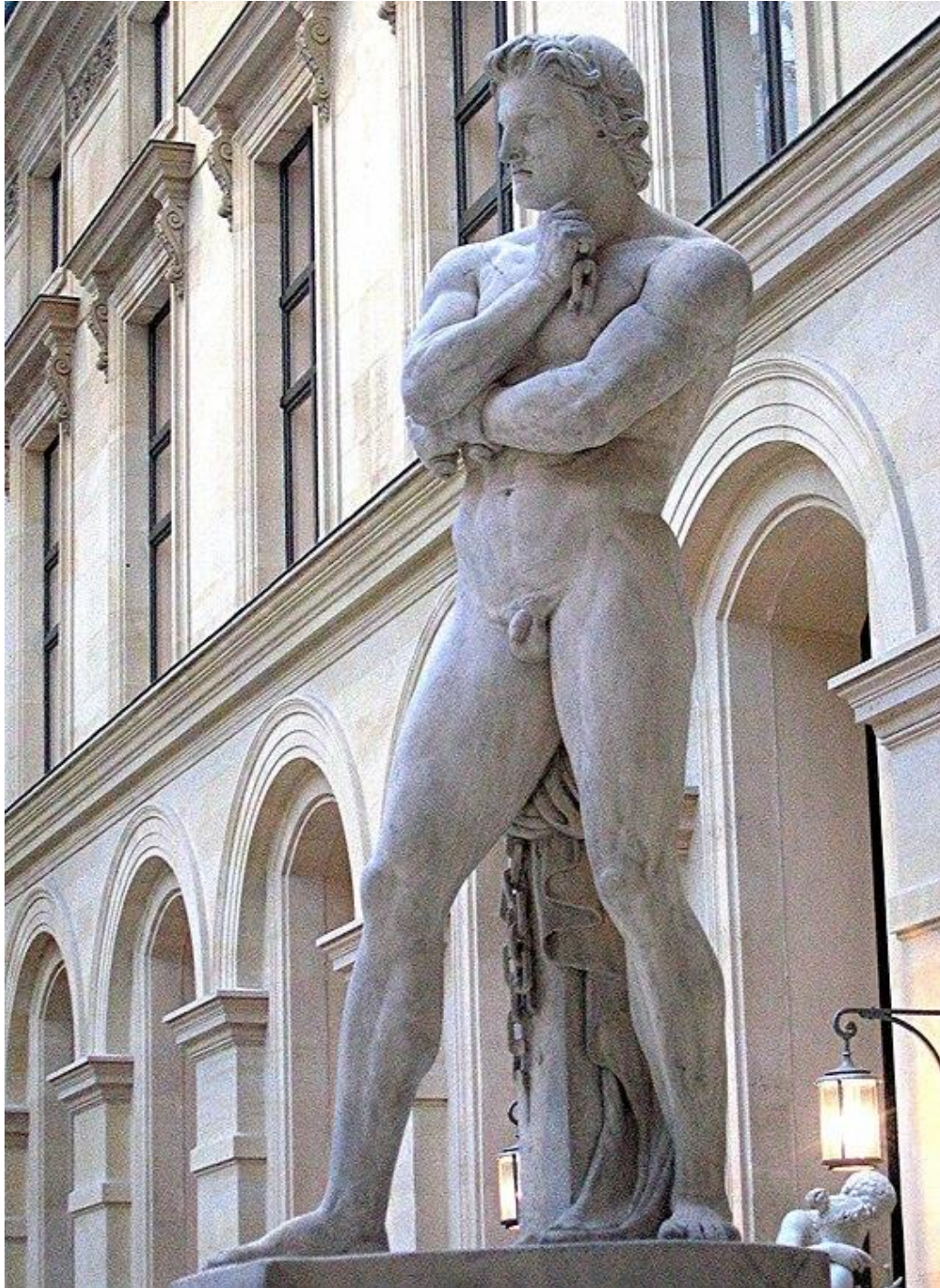**Task 4. Read and translate the text:**

Spartak

Spartak (lat. Spartacus, Greek. Σπάρτακος; died in April 71 BC on the Sylara River, Apulia) was the leader of the uprising of slaves and gladiators in Italy in 73-71 BC. e. He was a Thracian, under unclear circumstances he became a slave, and later a gladiator. In 73 BC e. along with 70 supporters,

he fled from the gladiatorial school in Capua, took refuge on Vesuvius and defeated the detachment sent against him. In the future, he was able to create a strong and relatively disciplined army from slaves and the Italian poor and inflict a number of serious defeats on the Romans. In 72 BC e. he defeated both consuls, his army grew, according to various reports, to 70 or even to 120 thousand people. With battles, Spartacus reached the northern borders of Italy, apparently intending to cross the Alps, but then turned back.

The Roman Senate appointed Marcus Lycinius Crassus, who was able to increase the fighting capacity of the government army, to be the commander in the war. Spartacus retreated to Bruttii, from where he planned to cross to Sicily, but could not cross the Strait of Messina. Crassus cut it off from the rest of Italy with a moat and fortifications; the rebels were able to break through and win another battle. Finally, in April 71 BC. e., when the resources were exhausted, and two more Roman armies appeared in Italy, Spartacus entered the last battle on the Sylar River. He died in battle, the rebels were killed.

The personality of Spartak has been very popular since the 19th century: the leader of the uprising is the main character of a number of famous books, feature films, and other works of art. Karl Marx gave a high assessment of Spartacus, and later this assessment became widespread in Marxist historiography. Spartak became a symbol of the communist movement. Many researchers note the connection of the uprising both with the spontaneous struggle against slavery and with the civil wars that broke out in Rome in the 1st century BC. e.

Task 5. Read and translate the text:

Sviatoslav the Warrior

Svyatoslav is a Russian prince, statesman, politician and soldier from the Varangian Rurik dynasty. Grand Duke of Kyiv, ruler of Russia (945,

independently from 964-972). Son of Prince Igor and his wife, Princess Olga. Father of Volodymyr the Holy, grandfather of Yaroslav the Wise. He pursued an active foreign policy, significantly expanding the territory of the state. He conquered the Volga Bulgars, Alans, Radimichi, Vyatichi. Caused the decline of the Khazar Khaganate and the First Bulgarian Kingdom. He remained a pagan throughout his life.

Biography:

Svyatoslav's mother was Princess Olga. Prince Svyatoslav's father was Prince Igor I of Kyiv, who constantly fought with the Wild Field, where the warlike Pechenegs roamed, and went on campaigns against the Byzantine Empire to its capital, Constantinople, which was called Tsargrad (Tsargorod) in Russia. According to the Ipatiev Chronicle, Svyatoslav was born in 942. According to the chronicle («The Tale of the Ancient Years»), as early as 946, young Svyatoslav was sitting on a horse and even tried to throw a spear.

Wars:

In 964-966, Svyatoslav's wives fought on the Ota and the Middle Volga, conquered the Vyatichi and dealt a fatal blow to the once powerful Khazar Khaganate. Svyatoslav also stormed his capital, Sarkel, which was located at the isthmus of the Don and the Volga. Following this, the prince's landing party headed for the lands of the Yassians and Kasogs.

Interesting to know:

1. Svyatoslav was left without a father at the age of three.

2. Princess Olga tried to convert her son to Christianity, but he chose to remain a pagan.

3. Svyatoslav had three children - Yaropolk, Oleg and Volodymyr.

4. Before every start of his battle with the enemy, he sent him a letter with the inscription - I'm coming to You. Researchers believe that this is the first attempt in history to conduct psychological and information warfare in order to intimidate the enemy. 5. Prince Svyatoslav annexed the Vyatichi lands to Kyivan Rus.

6. Having reached the age of 10, he took part in battles, where his character was hardened, military wisdom was acquired.

7.He was killed by Bulgarians on the island of Khortytsia.

8. Svyatoslav did not like luxury, so he wore the simplest clothes.

9. Svyatoslav's sword was found at the bottom of the Dnipro River, near Khortytsia Island. Currently, they are working on deciphering its inscriptions.

Task 6. Read and translate the text:

Ivan Sirko is a Ukrainian commander, a Podol nobleman, a Cossack leader, a Kalnytsky colonel, the legendary basket chieftain of Zaporozhye Sich and the entire Zaporozhye Nizovy Army. Won 65 battles. The hero of many Ukrainian songs and fairy tales.

The life of Ivan Sirko is shrouded in legends, where is the truth and where is fiction, no one can determine for sure. They say that the chieftain of the Zaporozhye Cossacks, Ivan Sirko:

1. Did not lose a single fight

2. Signed the famous letter of the Zaporozhians to the Turkish Sultan

3. He took part in the capture of the Dunkirk fortress during the Thirty Years' War

4. After the death of the chieftain, the Cossacks defeated the enemies, putting forward his severed hand

5. In 1812, Ivan Sirko's arm was wrapped three times around Moscow occupied by the French, and the fate of the war was decided.

6. He was called a werewolf and a character, and the Turks called him Urus-Shaytan.

The invincible chieftain

The year and place of birth of Ivan Dmytrovych Sirko are unknown. According to some sources, he was born into a noble family in Podilla. According to others, Sirko came from the Cossack settlement of Merefa,

Slobidska, Ukraine (present-day Kharkiv region). According to legend, the birth of Ivan Sirk was unusual – the boy was born with teeth, which scared everyone present! The father tried to correct the situation, declaring that Ivan «will bite the enemies with his teeth». But this did little to calm the villagers. The child was treated with fear, and to some extent it was justified, because from childhood he showed unusual abilities, which later became simply supernatural. Ivan Sirko, an extremely talented warrior and an outstanding political figure of his time, made about 50 military campaigns and did not suffer a single defeat. What is worth only participation in the Franco-Spanish Thirty Years' War (1618-1648) on the side of the French! In 1646, according to the treaty with the French signed by Bohdan Khmelnytskyi, 2,500 Cossacks reached the French port of Calais via Gdansk by sea. Colonels Sirko and Soltenko led the Cossacks. It was thanks to the military art of the Zaporozhians that they managed to take the impregnable fortress of Dunkirk, which was in the hands of the Spaniards. The fortress had an important strategic importance - it was called «the key to the English Channel». The French tried many times to take Dunkirk, but in vain. And the Cossacks took the fortress in a few days and, in fact, handed the French the desired «key». Sirko also fought against the Turkish sultan, winning numerous glorious victories. It was not for nothing that the Turks and Tatars called Sirk the Urus-Shaitan and the seven-headed dragon. The famous letter to the Turkish Sultan Muhammad IV was signed with the name of the legendary chieftain - the same one immortalized in his painting by Ilya Repin! Ivan Sirk's authority in Sich was enormous.

Characteristic Cossacks

These are quite real, albeit surprising facts. But absolutely incredible things were said about Sirk. For example, that neither a bullet nor a sword took him. That Sirko is a werewolf who can turn into a wolf! And that he was a «great character». But who are the characters? This is how people in Zaporizhzhya Sich were called, who today would be called magicians or psychics. They actually possessed supernatural powers. Characteristic Cossacks, who possessed secret knowledge, were credited with various skills: finding and hiding treasures, healing wounds etc.It was believed that the characters are capable of turning into wolves. In pre-Christian times, the thunder god was represented accompanied by two wolves or greyhounds. It is precisely the transformation into a greyhound that is spoken of in the legends about Ataman Sirko. There are legends in which a typical Cossack turns into a beast in order to enter another world and bring back to life a dying or recently deceased comrade. It was believed that this can be done only in the appearance of a wolf. It was said that the characters also possessed the art of hypnosis. And how else can you explain the stories about how they cast «darkness» on their enemies? In the stories about the Zaporozhians, cases are often mentioned when the Cossack detachment, having met with the overwhelming forces of the enemy, «hid». To do this, the Cossacks quickly stuck stakes around the detachment of Cossacks, so that a fence came out. The characteristics inspired the enemies that in front of them was an ordinary grove. And «deceived» enemies just drove by. But sometimes they were much less lucky: characters with the help of magic spells could make enemies cut each other's throats! Even the elements obeyed the characters! They were subject to fire, water, earth and air. It is

said that they could disperse the clouds, cause a thunderstorm or, on the contrary, calm the agitated elements.

Task 7. Read and translate the text:

Petro Konashevych-Sagaidachnyi

In 1570, Petro Konashevich, an only son, was born in the village of Kulcchytsy in the Sambir Region in the family of a nobleman, who inherited the family coat of arms and a bright mind. The boy was orphaned early, so Konstantin Ostrozky took care of his upbringing. Peter studied at the Ostroh Academy and at the school of the Lviv Brotherhood, where he became friends with the future Metropolitan Iov Boretsky. Petro Konashevich had a knack for science, wrote scientific intelligence, for example, the work «Explanation about the Union» and a number of poems.

20-year-old Petro Konashevych was married to 16-year-old noblewoman Anastasia Povchenska in the Church of Flora and Lavra in his native village.

The young family lived in Kyiv in their own estate, which was later used by Petro Sahaidachny as a temporary hetman's residence. Soon they had a son Lukash. Knowing her husband's devotion to the pink foamy flower of buckwheat, Anastasia Konashevich met the first gossip in such a way that others were forever addicted to talking about Peter's side jumps. Petro Konashevych served as a home teacher, as well as an assistant to Kyiv judge Ivan Aksak. in the house of judge Stefan Aksak.

At the age of 30, he entered another academy - on Sich at the mouth of the Chortomlyk River. Konashevich, who fired 8 to 10 arrows per minute, was recognized as an excellent archer, the late Baida could have been better.

15 hetmans changed in 10 years. He studied Cossack strategy and tactics, formed himself as a commander; visited both Ozov and Kosh Otaman and Hetman.

In stateless Ukraine, Sahaidachny got an army of 4,000 steppe pirates, athletes who hunted poachers. Hetman turned the crowd into a professional trained army. He himself did not drink and taught the Cossacks to do so. Everyone learned foot and horse service, shot muskets, wielded sabers, spears, and threw knives. Each hundred had narrow specialists: platoon scouts, army men. Sahaidachny introduced rapid-fire rifle combat, rope ladders with a hook; trumpet signs, rockets. The military genius of the hetman, the ability not to steal money from bed partners, but to get it, made it possible to maintain a real army of 40 thousand Cossacks.

Hetman Sahaidachny had victories of pan-European significance every year; broke the world tradition: for 300 years, the Port did not dare to be attacked, and the stateless Cossacks attacked and won. Sahaidachny controlled the Black Sea and dreamed of Ukrainian Crimea.

They sang about his Cossacks:

Varna was once glorious,

More glorious Cossacks,

That they got that Varna

And the Turks were taken away from it.

Among all Ukrainian hetmans, Pyotr Konashevich-Sagaydachny can be called the genius of naval amphibious operations. He was also famous for victories on land, but his sea campaigns were unparalleled.

Sahaidachny reformed the army in Sich: divided it into hundreds and regiments, renewed training. At the same time, he introduced strict

discipline, forbade drinking vodka during sea voyages, and «punished him with death» for crimes.

Hetman increased the Cossack fleet to hundreds of seagulls. Developed a strategy for waging war on enemy territory, in fact, raid operations. His Cossacks simultaneously attacked several Ottoman fortresses, and while the enemy was gathering forces and thoughts, they struck a decisive blow.

SEA TRIPS

The Cossacks showed special ingenuity when taking Varna. This fortress was impregnable from the sea. The Cossacks went up the river, bypassed the fortress from the land and opened fire with cannons. The storming of Varna ended with the defeat of the coastal fortifications and the destruction of all the Ottoman ships on the raid.

The following year – the defeat of the Turkish flotilla near Ochakovo. Autumn 1608 – capture of Perekop. 1609 on 16 seagulls, the Zaporozhians pass to the mouth of the Danube and capture Kilia, Izmail and Bilhorod. And that was just the beginning.

HETMANSHIP

The victorious campaign to Kafa, after which Sahaidachny attacked Istanbul. The Cossacks then controlled the location between the Bosphorus and the Dnieper-Buzka estuary.

Sahaidachnyi played a decisive role in the military and political mastery of the Zaporizhzhya Army in European politics at the time. He was feared by the Ottoman Empire and respected by the Commonwealth, Pope Paul V, the kings of Spain, England and France.

The devastating campaign of 1618 to Moscow.

The victorious campaign to Perekop, where the Zaporozhians inflicted considerable losses on the army of Khan Janibek-Girey, and also freed many Christian captives from captivity.

Restoration of the Ukrainian Orthodox church hierarchy. Sahaidachnyi revived the Orthodox hierarchy of the Kyiv Metropolitanate, which was lost as a result of the Berestei church union in 1596.

The victorious battle near Khotyn. Then the Ottoman Empire abandoned its plans to conquer Europe.

Sahaidachny turned Kyiv into a political center of Ukraine and involved it in the orbit of the future new Ukrainian Cossack state.

10 interesting facts about his life.

He came from the nobility. The exact date of birth of Pyotr Konashevich-Sagaidachny is unknown - among the versions of historians, both 1550 and 1582. Most likely, Pyotr was born in 1570 in the village of Kulcchytsi near from Sambor in Lviv Oblast. His father, Conan, was a minor nobleman, the family even had its own coat of arms. Petro Konashevich was named after his father's name, and the second part of the surname – Sahaidachnyi – was already added in Sich, because he was a good archer.

Got a good education. Primary school – in the Lviv fraternal school, higher school - in Ostrozka, which was a center of enlightenment. It is not surprising that Petro Konashevich himself took up the pen. He owns the treatise «Explanation of the Union», in which he defended Orthodoxy. Unfortunately, the work has not survived to our days. Later, for some time, Konashevich stayed with the Kiev Orthodox nobleman Stepan Aksak. Perhaps he worked in the office, or was a teacher of his children.

Felt like a fish in the sea. The time of the Sahaidachny hetmanship is the age of sea campaigns. He regularly raided Turkish cities and fortresses. «The number of Cossacks was small – how many could the hetman put on seagulls? From 2 to 6 thousand people», says Ihor Fedyk, a Ukrainian historian, researcher at the Liberation Movement Research Center. «With such forces, the hetman took Trebizond, Sinop, Ochakiv, went to the capital – Tsargorod. He sank the sultan's fleet, waited until nightfall, freed thousands of captives, and burned everything around».

Hetman «slept little and did not drink». The best description of Sahaidachny as a man and a commander was given by Yakov Sobesky, the father of King Jan III Sobesky, in «Notes on the Khotyn War»: «He was a man of great spirit, who sought danger for himself, took life lightly. He was the first in battle, when it was necessary to retreat – the last one. He had a lively, active disposition. In the camp, he remained a watchman, slept little and did not drink, behaved cautiously at meetings, was not talkative in conversations».

Sentenced to death for vodka. It was Petro Konashevich-Sagaidachny who reorganized and strengthened the Cossack army and brought order to it. He divided the Cossacks and hundreds and regiments, introduced strict discipline. Thus, during the campaigns, the Zaporozhians were strictly forbidden to use fetters. If the hetman found out that someone had sipped vodka, he was executed on the spot, and during sea campaigns, he was thrown into the sea.

Restored the fallen Orthodox church. When Patriarch Feofan of Jerusalem arrived in Ukraine, Sahaidachny took him under his protection and asked him to consecrate a metropolitan and bishops. Feofan hesitates

for a long time, because he is afraid of the Polish king. However, on October 6, 1620, the Orthodox Church in Kyiv received a new lease of life. Historian Krypyakevich wrote about these events as follows: "The newly ordained bishops in their manifesto congratulated the Zaporizhzhya Army with the words of the highest recognition, calling the Cossacks the successors of the ancient princely chivalry."

He had no happiness in marriage. Being almost constantly on campaigns and fighting, Sahaidachny nevertheless created a family. His wife was a noblewoman Anastasia Povchenska. It is known that they had a son Lukash, who died young. Historians believe that the marriage was not a happy one, because on his deathbed the hetman appointed guardians for his wife, but bequeathed all his property to fraternities and schools.

Died from a poisoned arrow. «Once, the hetman went out for orientation and ran into a Tatar detachment», says Igor Fedyk. «He was wounded by a poisoned arrow, which provoked rotting of the wound. Gangrene was not treated at the time, although the hetman was cared for by the personal doctors of King Sigismund III Vasa. The wounded commander arrived in Kyiv rode in a luxurious carriage presented by the king. In addition, he received from Prince Vladislav a precious necklace decorated with rubies and a portrait of King Sigismund. On April 20, his heart stopped beating».

Task 8. Read and translate the text:

Genghis Khan (Chingiz Khan)

Genghis Khan's path to power was long and difficult. Different tribes of Mongols lived further to the southeast of Lake Baikal, between the rivers Onon and Kerulen, surrounded by the by no means friendly tribes of Taichiuts, Merkits, Tatars, Onkhirats, Keraites, Solons, Naimans, Onghuts. In the south was China, divided into three states – the Minya (Xi-Xia), Jin and Song empires (in the future, this division played a detrimental role - the disunity led to the collapse of the empires and their capture by the Mongols).

Temuchyn, named after the Tatar, an enemy of the Mongols whom his father admired, was born in 1155. «My descendants will wear garments of cloth embroidered with gold; they will eat fine meals, ride magnificent horses, and hold the most beautiful young women in their arms. And they will forget to whom they owe all this». These words are attributed to Genghis Khan, a man who created himself and overcame the most difficult trials to the heights of power that neither Alexander the Great nor Napoleon Bonaparte dreamed of.

At the age of 15, Temuchin was captured by the Taichiuts, fled, and went through years of wandering and humiliation. Marriage with Borte, the daughter of the Onkhirat leader Dei the Wise, plays a huge role in the formation of Temuchin's personal character. Smart, firm and very careful, Borte will become an excellent adviser to the courageous leader of the Mongols. Difficult tests will await the couple – Merkits will kidnap Borte, but a year later Temuchin will defeat the offenders and free his wife.

The successes of the still young Mongol attract other tribes to him. He swears allegiance to Togril, the mighty king of the Keraites, securing the

northern flank of his fledgling empire. According to the «Secret Narrative», in 1187 Temuchin was elected Khan or Genghis Khan. This title is interpreted in different ways – «Khan-ocean», «the lord is as wide as the ocean», «the lord of the world».

Genghis Khan demanded from the leaders of the tribes who swore allegiance to him to maintain a permanent army for defense and conquest campaigns. Genghis Khan's relatives and representatives of the noble families of the conquered peoples became the unit commanders and in the future, the great commanders of the Mongols. The great conqueror, the leader of the Huns, Attila, had the same system almost eight centuries before the appearance of the Mongols on the world stage.

Due to the fact that during the lifetime of Genghis Khan, a comprehensive description of his life was not made, many facts from his biography are not verified and are based on further rumors.

• Genghis Khan is the greatest conqueror of the world. The Mongols, with the help of a previously unknown mobile cavalry army and diplomatic tricks, brought many developed countries to their knees. Genghis Khan destroyed cities, took countless lives, and went down in history as one of the most ruthless barbarians the earth has ever seen. He left behind a huge empire and a great mystery – what happened to the tons of gold and silver, art objects that he brought to Mongolia from the most magnificent cities of the time. The size of these riches would be one of the largest collections of wealth in the world today. They are believed to have been buried with him. His burial place has not yet been found, not a single thing that could have been the artifact that could have been placed at his grave.

• There is no credible depiction or sculpture of Genghis Khan from his lifetime, so there are some contradictions. Most chroniclers of that time describe him as a tall, stocky man with a mane of dark hair and a bushy beard. The most authentic description of his appearance, which is generally accepted by most historians, is a portrait currently on display at the National Palace Museum in Taipei, Taiwan, which was painted according to the recollections of his grandson, Kublai Khan, and depicts Genghis Khan with characteristic Mongoloid features.

• Genghis Khan is considered one of those historical characters who left behind a large posterity. According to historical sources, in addition to his wife, he had many concubines and mistresses, with whom he had numerous children. The conducted genetic studies showed that he left behind a significant genetic legacy in the Y chromosomes of modern descendants. Studies were conducted in 5,321 men from 127 Asian populations. Examples of long-term high reproductive success have been found in unusually frequent Asian Y-chromosome haplotypes that have spread across generations through social selection (through power and prestige) over subsequent historical time. The haplotypes that are densely found in the predominant Asian populations descended from two individuals – Genghis Khan (13th century) and Jiaogang, the founder of the Manchu noble family Aisin Gyoro, the progenitors of the Qing dynasty in China (16th century). These are Y-chromosomal clones, present in approximately 8% of Asian men, which is about 0.5% of the global volume.

• Genghis Khan is considered by many historians to be responsible for the death of about 40 million people. Medieval censuses show that China's population declined by tens of millions during Genghis Khan's lifetime, and

it is also possible that his warriors killed three-quarters of Iran's population during the war Mongols with Khorezm. It is estimated that the Mongol invasion may have reduced the entire world population by as much as 11 percent.

• Genghis Khan was fair to his enemies. For example, in 1201, during the war with the Taidchiuts, a horse was killed by an arrow under the Khan. Later, the Mongols managed to defeat the enemy and capture some of his soldiers. Genghis Khan turned to the captives and asked which one of them had almost hit him with a bow. One of the soldiers boldly answered that it was him, then the khan not only pardoned him for his courage, but also made him an officer in his army, giving him a new name – «Djebe» («archer»). In the future, Jebe-noyon became one of the most successful generals of Genghis Khan.

• There is evidence that during the time of Genghis Khan, an efficient courier and travel service was established in his empire. The so-called pits (roadside houses) were created along all the main roads, where there were always fresh horses in the stables for couriers and government officials to replace the tired ones. Because of this, couriers sometimes drove a total of up to 200 miles in a day, which was unheard of for that time. This speed of information transmission improved the ability of the Mongol Empire to conduct military operations and control the regions of the empire. Marco Polo and Giovanni Da Plano Carpini, who used it, testified in particular about this travel system.

• During the times of socialism in Mongolia, which was then under the patronage of the USSR, it was forbidden to mention the name of Genghis Khan in textbooks, official sources, etc., so as not to stir up Mongolian

nationalism. After the fall of the socialist government in Mongolia, Genghis Khan was recognized as the country's national hero, he was given the appropriate honors, and many monuments were erected. In China, he was recognized as a national hero of this country back in the Middle Ages.

Correct state management. Lessons from Genghis Khan

Genghis Khan was also a good manager. His administrative and management system was perfect for that time.

For a moment, until his death, Genghis Khan ruled the state that stretched from the Aral Sea to the Yellow Sea. It was twice as large as the Roman Empire, and four times as large as the empire of Alexander the Great. Let's imagine the period of the 13th century, when there were no high-speed highways, modern military equipment, the Internet or satellite communication

As new territories were conquered, the ruler created an effective administrative system. Genghis Khan divided the country into so-called two wings. He placed Boorcha at the head of the right wing, Mukha at the head of the left wing, his most faithful associates. He divided the entire population into tens, hundreds, thousands and tumens (ten thousand), thus mixing up the tribes and clans, and appointed specially selected people from among his companions as commanders over them.

Each tribe was allocated a territory through which it could roam. Separate hundreds, thousands and tumens together with the territory for nomadism were given to the possession of one or another noyon (secular feudal lord in Mongolia).

At one time, the Bolsheviks used two main measures to stimulate people's work and preserve their own authority – terror and letters of order. Genghis Khan acted more cunningly. He distributed the land in possession of the noyons on the condition that they would perform their duties well. Material stimulation has always worked more effectively.

Next in importance was military reform. Military service was mandatory. Each noyon must put a certain number of soldiers on the field at the first demand of the suzerain (great feudal ruler). All adult and healthy men were considered warriors, who in peacetime managed their household, and in wartime took up arms. Formed in this way, Genghis Khan's armed forces numbered about 95,000 soldiers.

An armed detachment of personal guards, called keshik, enjoyed exclusive privileges and was assigned to fight against internal enemies of the khan. In addition, another special unit was created, which was always in the vanguard and was the first to engage in battle with the enemy. It was called a detachment of heroes («thousand brave», bagadurs).

Strict discipline was established in the troops. Certain crimes were punishable by death. If a soldier fled from the battlefield, the entire ten to which he belonged was executed, but if ten fled, the entire hundred were executed.

Genghis Khan was also concerned about logistics in the state. He created a network of message lines, large-scale courier communication for military and administrative purposes, organized intelligence, including economic intelligence.

In addition to other systems of justice, there was the law of Yas Genghis Khan, in which the articles on mutual assistance in campaigns and

the prohibition of cheating proxies took the main place. A violator of these articles was executed, and an enemy of the Mongols who remained loyal to their ruler was pardoned and accepted into their army.

He managed to create a system that can ensure the power of the state. It:

• A strong and conscious administrative and management apparatus in combination with advanced logistics and infrastructure, aware of its functions and the degree of punishment in case of non-fulfillment of duties.

• Structured, trained and most importantly – a disciplined army as a guarantee of a successful foreign policy and internal security of the country.

• A fair system of punishment that does not know «deputy immunity» or other qualifications.

Task 9. Read and translate the text:

Tamerlane

Central Asian statesman and politician, commander, founder of the Timurid dynasty. Not being a descendant of Genghis Khan, Timur ruled all his life through false khans-descendants, who were actually puppets in his hands. Timur chose the city of Samarkand as the capital of his empire. He contributed to the development of science and culture, paying particular attention to the construction of palaces, mosques, and mausoleums. Possessing remarkable organizational and military abilities, he managed to form a numerous, disciplined and well-armed army.

Tamerlane's army

Based on the rich experience of his predecessors, Tamerlane managed to create a powerful and capable army, which allowed him to win a series of brilliant victories over his opponents. This army was a multinational and multi-confessional association, the core of which was Turko-Mongol nomadic warriors. Tamerlane's army was divided into horsemen and infantry, the role of which increased significantly at the turn of the 14th and 15th centuries. However, the main part of the army was made up of horse units of nomads, the backbone of which consisted of elite units of heavily armed cavalrymen, as well as units of Tamerlane's bodyguards. Infantry most often played a supporting role, but was necessary during the siege of fortresses. The infantry was mostly light-armed and mainly consisted of archers, but the army also had heavily armed infantry shock units.

In addition to the main branches of the army (heavy and light cavalry, as well as infantry), Tamerlane's army had detachments of pontooners, workers, engineers and other specialists, as well as special infantry units specializing in combat operations in mountainous conditions (they were recruited from the inhabitants of mountain villages). The organization of Tamerlan's army generally corresponded to Genghis Khan's decimal organization, however, a number of changes appeared (for example, units numbering from 50 to 300 men appeared, which were called «koshuns», the number of larger units –«kuls» – was also unstable).

The main weapon of the light cavalry, as well as the infantry, was the bow. Light cavalry also used sabers or swords and axes. Heavily armed riders wore armor (the most popular was mail, often reinforced with metal plates), protected by helmets and fought with sabers or swords (in addition

to bows and arrows, which were common everywhere). Ordinary infantrymen were armed with bows, heavy infantrymen fought with sabers, axes and maces and were protected by armor, helmets and shields.

Task 10. Read and translate the text:

Joan of Arc (Jeanne d'Arc)

a French national heroine, one of the commanders-in-chief of the troops during the Hundred Years' War, burned at the stake.

Joan of Arc was born on January 6, 1412 in Domrem, in a peasant family. Her childhood was spent during the difficult period of the Hundred Years' War for France: according to the Treaty of Troyes (May 21, 1420), the King of England Henry V became the heir to the French throne and the ruler of France, and the legal heir, the Dauphin, the future King Charles VII was excluded from the succession, which in fact meant the accession of France to England. Rumor accused the Queen of France, Isabella of Bavaria, of being the initiator of this treaty; a prophecy spread throughout the country: «A woman ruined France, a virgin will save it». Jeanne began to see visions: St. Michael the Archangel, Saints Catherine and Margarita appeared to her, convincing Jeanne to go to the south of France, unoccupied by the English, to the legitimate king Charles VII and save the country.

Judgment and death

Joan of Arc was transported to Rouen, and on January 9, 1431, he appeared before the court of the Inquisition. She was accused of witchcraft and heresy: churchmen subordinate to the English assumed that by doing so they would harm Charles VII, because in this case he would be crowned a heretic and a witch. Jeanne defended herself with rare courage and ingenuity, but on May 2, 1431, she was accused of witchcraft (the heresy charges were dropped) and asked to renounce her belief in the «voice» and to wear men's clothing. Under the threat of death, she agreed to abdication and was sentenced to life imprisonment on May 28. However, in prison, men's clothes were thrown at her, which meant a repeat crime and automatically led to death. Despite the obvious provocation, Joan said that she wore men's clothes voluntarily, that she takes back her refusal and regrets it. Two days later, on May 30, 1431, she was burned alive in the market square of Rouen.

In 1455-1456, the process of posthumous rehabilitation of Joan of Arc took place in Bourges. On May 16, 1920, she was canonized by the Catholic Church.

Task 11. Read and translate the text:

Napoleon Bonaparte

Napoleon was born on August 15, 1769 in Ajaccio on the island of Corsica, which for a long time was under the administration of the Republic of Genoa. Napoleon Buonaparte (this is how his name was pronounced in Corsica) began his professional military service in 1785 as a junior lieutenant of artillery; advanced during the Great French Revolution, reaching the rank of brigadier general (after the capture of Toulon on December 18, 1793). Under the Directory, he achieved the rank of divisional general and the position of commander of the rear military forces (after the defeat of the mutiny on 13 Vandemier 1795), and then the position of commander of the Italian Army (appointed on March 2, 1796). In 1798-1799, he led a military expedition to Egypt. CONFISCATE sale! Samsung Galaxy S8 for pennies! In November 1799, he staged a coup d'état (18 Brumaire), as a result of which he became the first consul, effectively concentrating all the power in his hands. He established a dictatorial regime. Carried out a number of reforms (establishment of the French Bank (1800), adoption of the Civil Code (1804) and others). On May 18, 1804, he was proclaimed emperor. Victorious Napoleonic wars, especially the Austrian campaign of 1805, the Prussian and Polish campaigns of 1806-1807, and the Austrian campaign of 1809 contributed to the transformation of France into the main power on the continent. However, Napoleon's unsuccessful rivalry with the «mistress of the seas» Great Britain did not allow this status to be fully established. The defeat of the Grand Army in the war of 1812 against Russia marked the beginning of the collapse of the empire of Napoleon I. After the "battle of nations" near Leipzig, Napoleon could no longer face

the united army of the anti-French coalition. The entry of coalition troops into Paris in 1814 forced Napoleon I to abdicate (April 6). He was exiled to the island of Elba. Again occupied the French throne in March 1815 (One Hundred Days). After the defeat at Waterloo, he abdicated again (June 22, 1815). The deposed emperor was sent to the Atlantic Ocean to the island of St. Olena, where he was a prisoner of the British. The last 6 years of his life were spent there, filled with humiliation and suffering from cancer. It was from this disease, as it was believed, that the 51-year-old Napoleon died on May 5, 1821. However, later French researchers concluded that the real cause of his death was arsenic poisoning. Napoleon I Bonaparte went down in history as an outstanding, ambiguous personality, possessing brilliant military leadership, diplomatic, intellectual abilities, impressive work capacity and phenomenal memory. The restored Bourbon monarchy proved unable to destroy the results of the revolution secured by this greatest statesman. An entire era was named after him; his fate became a real shock for contemporaries, including people of art; military operations conducted under his leadership became pages of military textbooks. Civil norms of democracy in Western countries are still largely based on «Napoleonic law».

Interesting to know:

• Napoleon Bonaparte became famous not only for his intelligence and leadership talent, but also for his rapid career. He started military service at the age of 16, after a series of brilliant victories, he became a general at the age of 24, and the emperor at the age of 34.

• It is widely believed that Napoleon was allegedly ashamed of his short height of 157 cm. But this is a fallacy connected with the incorrect translation of his height from French pounds. In fact, his height was about 170 cm, which was quite normal for that era. It is worth noting that even contemporaries did not consider Napoleon to be a short man.

• The emperor was quite a fearless man, but he was very afraid of cats.

• Napoleon is the creator of the modern flag of Italy. In 1805, he proclaimed the Kingdom of Italy instead of the Cisalpine Republic. He declared himself the Italian king and officially approved the green-white-red Italian flag

• Napoleon adored hats. During his reign, he wore 170 unique hats. In addition, the emperor personally invented the model of his hat, a small one made of felt with a tricolor cockade.

• He spent the last years of his life on the island of St. Helena in captivity of the British.

Unit XII
POLITICAL LEADERSHIP IN WORLD HISTORY

Themes and materials for studies:

1. Pericl
2. Octavian Augustus
3. Constantine the Great
4. Niccolo Machiavelli
5. Richelieu Armand Jean du Plessis
6. Charles Talleyrand
7. Churchill Winston
8. Franklin Roosevelt
9. Mao Zedong
10. Indira Gandhi
11. Margaret Thatcher

1

Language skills: translation practice
Career skills: Achieving the goals
Professional Formation of the Leader Personality
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: Successful Leadership: A Review of the International experience

Task 1. Read and translate the text:

Pericles

Pericles was one of the lucky few, endowed with qualities that so suited the requirements of the times that history, which always bows to happiness, gave the name of this archon to the most stormy and happiest period of Athenian life. The «Age of Pericles» is the golden age of Athens.

He was the son of Agarista and Xanthippus, the grandson of Cleisthenes, the naval commander who won the highest rank at Salamis and commandedll the ships in the victorious battle at Mycale. So, Pericles belonged to the nobles, but he connected with the broad strata of the people, seeing them as a guarantee of his own ideas.

From an early age, something predetermined his future. Somewhere at that time, a legend arose about the intervention of supernatural forces in the fate of a child, where it was said that shortly before her birth, Agarista was visited by a lion in a dream.

In fact, little Pericles looked little like a lion. He was fragile, shy and had a strange head in the form of a pear, which later became the object of slander by the Athenian singers, who made it a constant topic of their ridicule. The parents gave their son a brilliant upbringing, worthy of a prince, and he used it wisely. The daily spiritual nourishment of Pericles was history, economics, literature, and strategy, which were taught by the most famous teachers of Athens, among whom the favorite mentor of the ruler, the philosopher Anaxagoras, stood out.

Prematurely realizing his uniqueness, the boy was serious beyond his years. He had distinct features of a prudent and well-mannered «student of the first class», and this presumably made him an outsider among his peers. After his very early involvement in politics, our child prodigy did not make any of the mistakes that are often made by green novices in the heat of the moment. This is evidenced by his nickname Olympian, which was used even by his opponents, albeit with some irony.

Indeed, there was something in him that was a gift from heaven. Perhaps it was his way of speaking that gave that impression. Pericles was not a great orator, in love with his eloquence, like Cicero and Demosthenes. He occasionally gave short speeches, and although he also listened to his own words, but not reveling in them, but only controlling what was said. He took care not to captivate, but to convince. His speeches had the geometric logic of sculptures and architectural works of those times. There were no passions inside, only facts, dates, numbers and syllogisms.

Pericles was distinguished by honesty, but not in the way of Aristides, who tried to make honesty the religion of rogue countrymen who did not refuse to be under the power of the nobles, if only they would continue to allow them to steal and rob. Pericles was honest and left politics with the same wealth he came with. But he treated other people condescendingly, and it was for this sense of common sense that the Athenians elected him to higher positions for almost forty years, from 467 to 428, and invested him as strategos autokrator with greater powers than this provided by law.

A supporter of true democracy, Pericles never abused it. In his opinion, the best state system is educated liberalism with gradual reformism, which guarantees order in society and prevents manifestations of savagery and

demagoguery. This is a dream that all sensible statesmen cherish. But the happiness of Pericles consisted in the fact that Athens, after Peisistratus, Cleisthenes and Ephialtes, was able to carry it out, having a leadership capable of this.

The democracy approved by law was implemented with some difficulties due to the economic inequality of different sections of the population. Pericles introduced "food money" in the army, so that the conscription of young men from poor families did not become a ruin for the family, and a small salary for jurors in courts, so that this irritating position was not monopolized by the rich. He also extended the rights of citizenship to some categories of people who were deprived of them for one reason or another, but introduced or allowed the introduction of a racist decree, according to which children born to foreigners were not recognized as legitimate. A senseless event that Pericles himself would later bitterly regret.

His main political weapon was community service. He could freely increase its volume, having at his disposal wide sea spaces, a huge Athenian fleet, flourishing trade, due to which the state treasury was bursting with money.

Of course, all great public figures are great builders. But what distinguished Pericles from others was not so much the volume of construction as the perfection and artistic taste that he strove to give to everything. To achieve this goal, he found masters, such as Iktina and Phidias, and invited them to Athens to review the plans for the construction of the city. It was for him that a powerful wall was built to protect the city and the port. The Spartans sent an army to destroy it, but the wall stood.

Pericles experienced some difficulties in convincing the citizens to build the Parthenon - the greatest among the monuments of architectural and sculptural ensembles left to us by Greece. The estimate predicted a huge amount for construction, but the Athenians, although sincere admirers of beauty, were not inclined to spend such crazy money. Typical of Pericles was the strategic move he resorted to in order to convince the people. «Let, he said submissively. – Then let me build it at my own expense. But on its pediment instead of the word «Athens» the word «Pericles» will be displayed. And envy opened the door to what avarice rejected».

Considered a cold person, and probably actually being one, like all carriers of political ambitions, Pericles one day also paid tribute to the most beautiful of all feelings – love, by falling in love with a bright beauty. The situation was difficult for two reasons: firstly, he had a wife and was considered an impeccable family man, secondly, the beautiful Aspasia turned out to be a foreigner with a dubious reputation.

Aristophanes, the sharpest tongue of Athens, said that Aspasia, the subject of Pericles' encroachments, was a courtesan from Miletus and once had a house of harlotry there. We are unable to confirm or deny what has been said. So, having moved to Athens, she founded a school here, not very different from the one that Sappho had on Lesbos. Aspasia did not compose poems, but she was an intellectual and fought for the emancipation of women, trying to free them from gynecology and make them participants in public life on equal rights with men.

There are things that today leave us indifferent, but then seemed revolutionary. Aspasia had a great influence on Athenian customs, creating the prototype of the «hetera» that would dominate the entire city. The

singers talk about her «silver voice», «golden hair». Of course, an ugly woman can have such features. But she probably had charm and social behavior.

As some say, Aspasia was Socrates' mistress when Pericles met her. Her house was visited by the higher society of Athens, Euripides, Alcibiades, and Phidias frequented it. She knew how to influence people irresistibly; and Socrates admitted, perhaps with a little exaggeration, that he had borrowed the art of argumentation from her.

There is no doubt: first of all, the intellect, and not the physical charms of Aspasia, seduced the Olympian, who this time did not resist the desire to come down to earth and play the role of an ordinary mortal. She reciprocated, after which Pericles kindly offered his wife a divorce, and she accepted it. Pericles took Aspasia into his home, where she, having become the «first lady» of Athens, arranged a new salon and gave birth to a son in the commotion of entertainment and conversation.

Yes! Pericles was the author of the law prohibiting the registration of children from relationships with foreigners and granting them citizenship. Now he himself became a victim of his own law-making, but he took this blow with dignity. Aspasia gave him personal happiness and damaged his political reputation. Progressives in the parliament, Athenians at home were conservatives and did not follow the example of the autocrator, who considered his mistress his equal, kissed her hand and kept her secret in his affairs. Having become even more inaccessible, Pericles began to lose contact with the masses, who accused him of snobbery. However, for many years they continued to vote for him and entrusted him with the highest position. He fell, so to speak, with Athens, that is, when their greatness,

which he had created by his intelligent foreign and domestic policy, disappeared.

This greatness of Athens, shining and fleeting like a meteor, coincided with the general rise of Greece, whose culture flourished and was exhausted within three generations. Pericles was lucky enough to see almost the entire flight path of this meteor and gave it his name. His life, despite the sad ending, ingratitude and indifference, was one of the happiest that ever fell to the fate of man.

Task 2. Read and translate the text:

Octavian Augustus

Octavian Augustus was a Roman emperor who ruled from 27 BC. He was the great-nephew of Gaius Julius Caesar. The regime under Octavian Augustus was called the principate. Gaius Octavius Furinus was born in Rome on September 23, 63 BC. and came from a wealthy and respectable family. Octavius received an education befitting a noble Roman. Among his teachers are mentioned the slave teacher Spheres and the Greek philosopher Arius from Alexandria. The Greek language of the future emperor was taught by Apollodorus of Pergamum, so he was well versed in Greek poetry and admired ancient comedy. Octavius studied Latin rhetoric from Marcus Epidius.

Octavius' mother, Atia, was the daughter of Julia, the sister of Julius Caesar. And this family connection conditioned the brilliant career of the future emperor. At the age of 12, in accordance with Roman custom, Octavius delivered a public eulogy for the death of his grandmother Julia (51 BC). In this performance, family ties with the powerful Julias, and above

all with Caesar himself, were emphasized. With his talents, he soon earned the love of Julius Caesar, who was his great-uncle, so that the latter in 45 BC. adopted him and appointed him as his main heir in his will.

After the murder of his uncle, he began a struggle for power. In 31 BC, Octavian emerged victorious from the civil war of 43-31 BC and the war with Mark Antony and Cleopatra, concentrating all power in Rome on January 13, 27 AD. The highest military, civil and priestly power was concentrated in the hands of Octavin Augustus.

In his policy, Augustus adhered to the following principle - the conquest of new territories and the establishment of lasting peace in his empire. During his reign, the following were conquered: Egypt, the northern part of the Iberian Peninsula, the land along the southern bank of the Danube, the land between the Rhine and the Elbe, the first expeditions to Ethiopia, South Arabia, and Dacia. The emperor strengthened the state apparatus by creating a permanent army, police, and bureaucracy. For the first time in the history of Rome, propaganda became an important tool of political games. Historians note that his reign should be called the golden age of Roman poetry.

Family life of Octavian Augustus

His first wife was the eleven-year-old Claudia, Mark Antony's stepdaughter.

His second wife was Scribonia. Augusta's only child was born in the marriage – daughter Yulia.

Octavian's third wife was Livia. He adopted her children - Tiberius and Drusus.

The character of Augustus remained somewhat of a mystery. During the period of gaining power, he was, without any doubt, sometimes unprincipled and firm, and the desire for power was his main passion. After gaining power, Octavian became softer and developed the qualities of an exemplary statesman. He got rid of the defects that he had in his youth and rested in the midst of universal respect and love. Augustus was not a genius like his named father, Julius Caesar, and often suffered by comparing himself to him, but he had brilliant talents in politics and statecraft.

His administrative reforms, especially the reorganization of the army, were well thought out and skillfully implemented, and have withstood the test of time. In addition, Octavian was strikingly sensitive to public opinion and knew how to manipulate it. He managed to reconcile with himself all classes, even the remnants of the highest nobility. He successfully pandered to the republican sentiments of educated sections of society and united them in supporting the new state system. The main proof of the importance of his works can be seen in the fact that the state system he created existed without much change for three centuries.

Augustus died in the city of Nola, in the Campania region, on August 19, 14 AD. e., his last phrase was «Acta est fabula».

Task 3. Read and translate the text:

Constantine the Great

Gaius Flavius Valerius Constantine was born in 272 in the city of Nissi. His mother, Yelena, was the daughter of a large landowner. She became the first wife of Constantius, whom he later divorced to marry the daughter of Emperor Maximian for political reasons. Christian authors describe her as a modest and pious woman. The name Elena is associated with the discovery of the cross on which Jesus was crucified. After her death (327), she was recognized as a saint of the Catholic Church. Father – Caesar Constantius Chlorus.

The future ruler was at the court of Diocletian, where he felt a certain difference between the principles instilled in him by his father. J. Baker suggested that young Konstantin was a hostage of the emperor and he kept him in hard labor that lasted for 12 long years. By the age of thirty, he knew the life of the imperial court, was familiar with all sides of great politics, had experience of war with various enemies of Rome, could compare the lifestyle of the Greeks, European barbarians and Asians, and, of course, could assess the real influence of each religion in the entire state. At the time of Constantius' death, he was already the first tribune. Constantine's position at Diocletian's court, like any competitor for power, was quite dangerous. Galerius was aware of all the merits of Constantine.

When, in 305, Galerius became Augustus and received a request from Constantius to return his son to him, he was in a fit of rage. To return Constantine to his father, who was now the ruler of the West, meant for Galerius to give Constantine every chance to become his official competitor in the struggle for Roman power.

Constantine, after his father's death (306), was proclaimed military emperor of Gaul and Britain. Meanwhile, Maximian's son Maxentius proclaimed himself Augustus, the ruler of Italy and Africa. It was Maxentius in 312 who, with the aim of expanding his territory, went to Constantine with an army. The decisive battle took place near the Milvii bridge. Many researchers associate the complete victory of Constantine the Great with the legend that, they say, on the eve of the battle, Vasilevs prayed fervently to the Christian God (he was not baptized) and at night he had a vision in the form of a cross monogram and the inscription: "With this you will win!" . After this final victory, Constantine became the full ruler of the Western and Eastern Roman Empire.

The following year, the Edict of Milan was issued in Rome, which stopped the persecution of Christians. After three hundred years of persecution, they were given the opportunity to openly confess their faith in Christ for the first time. Christianity became the common and official religion throughout the Roman Empire.

Constantine understood the incompatibility of imperial power and religious life, so he was baptized even in his old age by Bishop Eusebius of Caesarea. However, despite such circumstances, the church still recognized him as «equal to the apostles», that is, a saint. The people began to call the emperor the Great, which was a kind of expression of respect and honor.

The ruler was distinguished by political wisdom, which in turn allowed him to understand the primacy of Christianity. In 313, he began to cooperate with the bishops and set himself a goal: to achieve peace and resolve the issue of the Arian conflict. In all official documents, the Church appeared as Catholic, that is, Ecumenical.

Constantine was a great reformer not only of church affairs, but also of social affairs. The consequences of his reforms greatly changed the Roman Empire. He literally created the New Rome, which the leading countries of the world emulated.

The policy of the ruler mostly concerned the Church. Wanting to be baptized in the waters of the Jordan, he went to Palestine, but on the way he fell ill and was baptized in Elinopolis, where he died in 337.

Task 4. Read and translate the text:

Niccolo Machiavelli

Niccolò Machiavelli was a thinker, philosopher, writer, politician. Niccolò Machiavelli was born on May 3, 1469 in the family of a lawyer. His father, Bernardo Machiavelli, also received a small profit from his land plots. Niccolo's mother, Donna Bartolomea, was a religious woman, she composed hymns and canons in honor of the Virgin Mary and sang in the choir at the Church of Santa Trinita.

At the age of seven, Niccolò went to Master Matteo's school, then he was sent to a city school. The philosopher and thinker never studied at a university, because the average wealth of Machiavelli's family did not allow it. He did not know common Greek, but he had a perfect command of Latin. And this did not prevent him from receiving an excellent education based on the works of ancient authors, which he read in the original. His teachers were Titus Livius, Tacitus, Cicero, Caesar, Virgil, Suetonius, Ovid, as well as Tibullus and Catullus. Apparently, Bernardo Machiavelli introduced his son to the basics of legal science and practice.

In 1498, he received the position of secretary of the Second Chancellery, and later – the job of secretary of the Council of Ten. Machiavelli was responsible for diplomacy and the military sphere. For fourteen years, he composed thousands of diplomatic letters, reports, government orders, military orders, drafts of state laws; made thirteen diplomatic and military-diplomatic trips with very complex assignments to various Italian sovereigns and governments of the republics, to the pope, the emperor and four times to the French king; as the secretary of the Commission of Ten, he was an organizer and participant in military campaigns and the initiator of the creation of the republican militia.

In 1513, a work was written that immortalized his name in world history – «Derzhavets» («Sovereign»). The motto of this treatise is the end justifies the means. In it, the author touched on the issue of uniting the fragmented Italy into one strong state. «The Sovereign» (1513) is Machiavelli's work devoted to the problem of political power. The problem of the relationship between morality and duty, responsibility and morality, raised by Machiavelli in this work, is one of the most acute in political science.

Interesting fact. He liked to play cards with illiterate men, arguing that this game kept his brain from getting moldy. He also wondered how long life would trample him in the dirt.

N.Machiavelli was the first in the history of scientific thought to separate politics into a special, independent field of practical activity, separating it from morality and religion. There are four principles of Machiavelli that influenced the development of modern management:

- the leader's authority, or power, is rooted in the support of followers;

- subordinates must know what they can expect from their leader and understand what he expects from them;

- the leader must have the will to survive;

- the leader is always an example of wisdom and justice for followers.

The phenomenon of leadership is revealed on the basis of observations of the ruler's real behavior and his relations with his subjects. According to Machiavelli, people's behavior is determined by two motives: fear and love. The ruler should use them, combining both motives if possible. But if in real life this is almost unattainable, then for the personal benefit of the ruler it is better to keep the subjects in fear. However, fear must not turn into hatred, otherwise the leader may be overthrown by outraged subjects. To prevent this from happening, the leader refuses to encroach on the property and personal rights of citizens.

The technology of effective leadership, according to Machiavelli, comes down to a skillful combination of means of encouragement and punishment. People take revenge, as a rule, for light insults. Strong pressure deprives them of the opportunity to take revenge. A leader who aspires to absolute power must keep his subjects in such fear as to remove any hope of resistance. Incentives should only be used when they serve their purpose. Awards and promotions are valued when they are rare. On the contrary, it is better to punish immediately and in large doses. One-time cruelty is tolerated with less irritation than extended over time. Building the theory of leadership on the «ruler-subject» relationship, Machiavelli deduced from this interaction the character of the leader himself. A wise leader combines the qualities of a lion (strength and honesty) and a fox (mystification and skillful pretense), that is, innate and acquired qualities. The role of a leader

in society is determined by the functions he is called to perform. Among the most important functions of leadership, Machiavelli singled out the following:

1) ensuring public order and stability in society;

2) integration of disparate interests and groups;

3) mobilization of the population to solve general problems

Practice has shown that the provisions of N. Machiavelli's theory of effective leadership are universal, they have become a table book for many modern leaders.

Task 5. Read and translate the text:

Armand-Jean du Plessis de Richelieu

Armand Jean du Plessis, Duke de Richelieu – French politician, cardinal. He was nicknamed the "red cardinal".

He was the youngest of five children of the former Provost-in-Chief of France François du Plessis and the daughter of a lawyer of the Paris Parliament. The family was burdened with huge debts and lived in terrible poverty. Having spent an unhappy childhood full of deprivation, the Duke tried to restore the honor of his family and surround himself with luxury all his adult life. He was preparing for the military field, having inherited the title of Marquis du Schilla. The refusal of the middle brother from a church career allowed him to accept the name of Richelieu and the rank of bishop of Lusonsky at the age of twenty-two. Richelieu attracted the attention of Queen Regent Marie de' Medici, mother of Louis XIII, and she made him her advisor. In addition, he was also appointed a chaplain to the young Anna of Austria.

In 1622, Richelieu received the rank of cardinal, in 1624 he joined the Royal Council, became the first minister and remained the de facto ruler of France until the end of his life. In 1631, Richelieu was given the title of duke.

Richelieu strove to strengthen absolutism, contributed to the development of culture and literature, founded the «French Academy», and contributed to the reconstruction of the Sorbonne. He patronized artists and poets, encouraged talents, and contributed to the flourishing of French classicism. Richelieu, he himself was a very prolific playwright, his plays were printed in the first royal printing house opened on his initiative.

During his reign, Richelieu carried out administrative, financial, and military reforms, suppressed feudal rebellions, and popular uprisings. Being an opponent of the Huguenots (Protestants), he deprived them of their political rights and military privileges. But at the same time, the freedom of worship granted to them and the judicial guarantees put an end to the religious wars in France. He involved France in the Thirty Years' War of 1618-48.

Cardinal Richelieu adored cats. Apparently, these were the only beings who were sincerely attached to him. The names of the cardinal's favorite cats have even been preserved in history. The most favorite was a snow-white cat named Miriam. Another favorite was Sumiz («a person of easy behavior», – in translation). And, by the way, it was Richelieu who became one of the first owners of Angora cats in Europe. A friend brought him a kitten from Ankara. The Angora cat was called Mimi-Paillon. Also famous is the cardinal's black cat, nicknamed Lucifer.

Cardinal Richelieu died in December 1642 and was buried in a church on the grounds of the Sorbonne.

His French contemporaries disliked him and happily celebrated his release from tyranny, but today the French consider him one of the greatest men in French history.

Task 6. Read and translate the text:

Charles Talleyrand

Talleyrand was born on February 2, 1754 in Paris in the noble but not rich noble family of Charles Daniel de Talleyrand-Périgord (1734-1788). The ancestors of the future diplomat came from Adalbert Perigorsky, a vassal of Hugo Capet. Talleyrand's uncle, Alexandre Angélique de Talleyrand-Périgord, was once Archbishop of Reims and later Cardinal and Archbishop of Paris. Talleyrand himself described, according to his own memories, that he spent the happiest years of his childhood in the estate of his great-grandmother, Countess Rochechouart-Mortemard, who was the granddaughter of the famous French finance minister under King Louis XIV, Jean-Baptiste Colbert. One day little Charles, left unattended, fell from a chest of drawers and seriously injured his right leg.

It is likely that this injury prevented the boy from connecting his life with military service. The parents decided that the son would be more suited to the rank of a clergyman. In the hope of making Talleyrand a bishop, he was sent to the Collège d'Arcourt in Paris, and later the young nobleman entered the seminary of Saint-Sulpice, where he studied from 1770 to 1773. Charles also studied at the Sorbonne, after which he received a licentiate degree in theology. In 1779, Talleyrand became a priest. In 1788, the Pope confirmed the young minister as the bishop of Otensky

In 1780, Talleyrand became the General Agent of the Gallican (French) Church at the court. For five years, he was the unofficial "Minister of Finance" of the church - together with Raymond de Bougealon, Archbishop of Aachen, he entrusted the property and finances of the Gallican Church.

In April 1789, Talleyrand was elected a deputy from the clergy to the States General. On July 14, 1789, he was included in the Constitutional Committee of the National Assembly. He participated in the writing of the Declaration of the Rights of Man and the Citizen and put forward a draft of the Civil Constitution of the Clergy, which provided for the nationalization of the church. On July 14, 1790, Talleyrand celebrated a solemn mass in honor of the Federation Day in front of the altar built in the middle of the Champ de Mars. In the same year, the bishop proposed to introduce the Bastille Day holiday, which significantly increased its popularity. A little later, the king granted his request to resign from the post of bishop of Otensky. Talleyrand himself in his old age commented on it as follows:

«All my youth was devoted to a profession for which I was not born».

The first agreement at the international level, to which Talleyrand joined, was the decision to prepare and arm 27 ships for the Spanish fleet. For it, he received a fairly solid reward – 100 thousand dollars from the Spanish ambassador. In 1792, Talleyrand traveled twice to the Kingdom of Great Britain for informal negotiations to avert the war, but his attempts were unsuccessful. In September, Talleyrand found himself in Great Britain just before another outbreak of mass terror. In December, an arrest warrant was issued for him, as an aristocrat, in France. The diplomat prudently stayed abroad.

In 1794, according to Pitt's decree, the French bishop had to leave the Kingdom of Great Britain. He went to the United States of America, where he made a living in financial transactions and real estate trading. After 9 Thermidor and the overthrow of Maximilian Robespierre, Talleyrand sought to return to his homeland. He managed to return in September 1796. The following year, he was appointed Minister of Foreign Affairs. The newly appointed minister replaced Charles Delacroix in this position. In politics, Talleyrand got closer to the bourgeoisie; also he bet on General Bonaparte. They became close allies; the minister helped the general carry out the coup of 18 Brumaire on November 17, 1799. Napoleon highly appreciated Talleyrand's abilities, in particular, he said that he «has a lot of what is necessary for negotiations: worldly manners, knowledge of the courts of Europe, a famous name and immobility in facial features, which nothing can change».

During the Empire era, Talleyrand participated in the kidnapping and execution of the Duke of Enghien.

In 1803-1804, Talleyrand led the reorganization of the political units that made up the Holy Roman Empire. This reform is known in history as German mediatization.

In 1805, the minister took part in the signing of the Pressburg Peace, and in 1807, the Tilsit Peace.

Already during the First Empire, Talleyrand began to take bribes from countries hostile to France. Later, he helped restore the Bourbons in France. At the Congress of Vienna, he defended the interests of the new French king, but at the same time he defended the French bourgeoisie. He put forward the principle of legitimism (recognition of the historical right of dynasties

to decide the basic principles of the state system) to justify and protect the territorial interests of France, which consisted in preserving the borders of January 1, 1792. Talleyrand also tried to prevent the expansion of Prussia's territory. This principle, however, was not supported, because it contradicted the plans of the same Prussia and the Russian Empire.

After 1815, Talleyrand withdrew from diplomatic activities for 15 years. After the revolution of 1830, he entered the government of Louis-Philippe, and later was appointed ambassador to Great Britain (183 0—1834). In this position, he contributed to the rapprochement of the Kingdom of France and Great Britain and the distance from the United Kingdom of the Netherlands. When defining the state border of Belgium, Talleyrand included Antwerp in the composition of this state for a bribe. But the scandal that broke out soon forced the diplomat to resign.

Talleyrand died on May 17, 1838 at the age of 84. He is buried in his luxurious estate of Valance in the Loire Valley. On the grave is written:

"Here rests the body of Charles Maurice de Talleyrand-Périgord, Prince Talleyrand, Duke of Dino, who was born in Paris on February 2, 1754 and died there on May 17, 1838."

Task 7. Read and translate the text:

Winston Churchill
Winston Leonard Spencer-Churchill was born on 30 November 1874 at Blenheim Palace, Woodstock, Oxfordshire into a wealthy and influential family. Churchill attended private schools and continued his education at the Royal Military Academy at Sandhurst, graduating as a second lieutenant.

Before becoming a member of the British Parliament, Sir Winston Churchill served as a cavalry lieutenant in Cuba, India, North and South Africa, while simultaneously working as a war correspondent for leading British newspapers. His passion for journalism brought him the first popularity – his book about the Sudanese campaign «War on the River» became a bestseller in the author's homeland.

Ambition and determination – these two words were almost the main ones for Churchill. All his life he was convinced that history is made by outstanding personalities. He considered himself destined by fate to play just such an outstanding role – to rule the English people.

The most important weapon for Churchill was the word. It is not surprising, as for a former journalist. In total, over a more than sixty-year parliamentary career, his speeches made up eight thick volumes and totaled approximately four million words, that is, on average, Churchill delivered one speech a week.

This despite the fact that Churchill wrote all his texts himself. He carefully thought out his speeches and spent hours rehearsing in front of a mirror, memorizing every word. According to him, he worked for an hour on a one-minute fragment of the speech. No frivolity or overestimation of one's own strength

Winston Churchill's interests were not limited to politics alone. He was a good artist (his paintings were periodically exhibited at the Royal Academy), a skilled stonemason, a keen gardener and a talented historical writer. He wrote many books on the history and politics of England and the English-speaking peoples. Sir Arthur Conan Doyle, the author of the famous series of stories about the detective Sherlock Holmes and Dr. Watson, wrote

in the Times that Churchill's writing style was "better than that of any of his contemporaries".

In 1953, Churchill received the Nobel Prize in Literature for "the high skill of historical and biographical works, as well as for the brilliant oratorical art with which the highest human values were defended."

It's hard to believe, but at the beginning of his career, Churchill suffered from serious handicaps for an orator: congenital problems with diction, an unattractive voice, short stature and, most importantly, an inferiority complex. Churchill did not study at a university, he graduated from a military cavalry school, and he felt insecure with university graduates in parliament, who, unlike him, learned the secrets of oratory in «debating clubs».

Despite all this and thanks to his own determination and hard work, Churchill not only overcame his shortcomings, but also became one of the best orators in the history of Great Britain.

That is why the outstanding politician practiced well in managing the country, because he knew how to master himself first of all.

The death of Winston Churchill marked the end of an entire era in British history. Eight years after his death, a monument was opened near the Parliament building in London. A fat elderly man with a cane and in a wide coat looks sternly at passers-by. On the monument, as befits a true gentleman, there are no titles or regalia, which he had in abundance during his lifetime. Only one word is written – Churchill.

Task 8. Read and translate the text:

Franklin Roosevelt

Franklin Delano Roosevelt was born into a family of a wealthy landowner and entrepreneur, who had extensive connections in the political circles of the northeastern states. Belongs to the «Roosevelts of Hyde Park» – a branch of the family, separated in the 17th century. The sixth cousin of Franklin Roosevelt, President Theodore Roosevelt (1858-1919), belonged to another influential branch, the «Roosevelts of Oyster Bay».

Franklin's mother took care of his education. Teachers start working with the boy from the age of seven. Until the age of 14, young Franklin is educated exclusively at home, after which he is sent to a private school in Horton, where he has to live in almost Spartan conditions. The students' rooms were tiny, the water in the shower was often cold, but despite all the inconveniences, the students were required to wear suits, white shirts with starched collars, and patent leather shoes at dinner.

A lawyer by education, he studied at a privileged private school in Horton, at Harvard and Columbia universities. In 1905, he married his distant relative Eleanor Roosevelt, the niece of President Theodore Roosevelt. In 1907-1910, he worked in a law firm. At the age of 28, after swimming in Lake Fundy (Canada), Roosevelt contracted polio. As a result of a medical error by surgeon W.Keen, Roosevelt was given the wrong treatment, which resulted in paralysis. After a call from Boston's Dr. Robert Lovett, a diagnosis was made, but treatment did not restore leg function.

POLITICAL ACTIVITY

Roosevelt early became involved in active political activity in the ranks of the Democratic Party. In 1910, he was elected to the New York State Senate. In 1913-1920, he was an assistant to the Secretary of the Navy in the government of President Woodrow Wilson, and advocated the

strengthening of the naval power of the United States, which was necessary for the implementation of the «big club» policy. In 1920, he was a candidate for the post of vice president of the United States from the Democratic Party. Defeated and returned to private legal practice and entrepreneurship. However, already in 1932, during the presidential elections, which took place against the background of the stock market crash, the total economic crisis and the height of the Great Depression in the USA, the Democrat Franklin Roosevelt overcame his opponent Herbert Hoover, who failed to reduce the scale of the economic crisis and propose an effective exit strategy Great Depression. It was the time of the Stock Market Crash in the USA in 1929 - a massive decline in stock prices that took on a catastrophic scale. Unemployment has reached colossal proportions, only in the United States of America 14 million workers have lost their jobs. After taking office, Roosevelt called on the country to «bold and persistent experiments», to find «new ways to overcome difficulties». The President immediately introduced and obtained approval of 70 legislative acts aimed at saving the monetary and banking system, improving industry, agriculture and trade. Roosevelt also introduced a social program, namely, the establishment of a minimum wage, a maximum working week, and the introduction of pensions for workers who reached the age of 65.

Strictly following the chosen political course, Franklin Roosevelt brilliantly won the presidential elections of 1936 and 1940. The latter were complicated by the fact that they took place against the background of the world war and the exit of the United States of America from the Great Depression. Nevertheless, Roosevelt became the President of the United States of America for the third time, attracting the support of voters in big

cities, ethnic minorities and traditional Democrats of the South. It was the adoption of the 22nd Amendment to the US Constitution that made this election the only case in American history in which a candidate was elected for a third term as president (the amendment provides that the exercise of the powers of the US President for at least 2 full terms is equal to full presidential term).

Franklin Roosevelt should be credited for a qualitatively new leap in the meaning of the institution of the presidency. During his reign, the White House became the energy center of the entire American administrative system, a source of new ideas, a driving force for social change, and, according to Roosevelt himself, the embodiment of the common good. The President achieved such significant changes by gradually leading the country out of the world economic crisis and the largest war in history. Roosevelt was the first mass media President, and he dominated newspaper headlines. Paralyzed below the waist, the President gathered journalists at his desk twice a week year after year, and his conferences were a masterpiece of how to communicate with a free press.

Roosevelt always remained a pragmatic politician. In the presidential election of 1944, he was re-elected to the post of president for the fourth time (which is a record in the history of the United States), but due to heart failure, Roosevelt could no longer fulfill his presidential duties.

The decisive factor in his policy was that he was able to instill hope for change and faith in a better future in a despairing nation. The thirty-second President of the United States of America became an app hell for many, because he was the personification of inexhaustible optimism and

iron willpower, the belief that even in spite of one's own physical inability, one can make the world applaud standing up.

Task 9. Read and translate the text:

Mao Zedong

Mao Zedong is a well-known social political figure, the founder of communism in China. He was born in 1983 in the southern Chinese province of Hunan, in the city of Shaoshan, in a family of illiterate peasants. Shunshen's father was a small trader, engaged in the resale of rural rice in the city. And his mother Wen practiced Buddhism. Even as a child, Mao had an inclination towards Buddhism, but after getting acquainted with the works of political figures, he changed his faith to atheism. While studying at school, he studied the Chinese language and Confucianism. At the age of thirteen, he left school and returned to his parents. But he did not stay with his parents for long. He avoided the marriage proposed by his father. Leaving his parents' home, Mao finds himself at the epicenter of the 1911 revolution, which led to the decline of the Qing dynasty.

He was a liaison officer in the army for six months. He continued his studies at a private school, entered a teacher training school. Focused attention on studying the works of European philosophers and political figures. Mao uses the ideology of Confucianism and Kantianism for the social renewal of ethnic life. In 1918, after moving to the city of Beijing, he works in the local library. He met with the founder of the Chinese Communist Party, Li Zhao, who supported communism and Marxism. Mao was also introduced to Kropotkin's works on anarchism. In his youth, he met his future wife Yang Kaihui. He sees class injustice, in the end he becomes

loyal to communism. Mao saw the solution to situational changes in the country as a revolution, such as the Great October Revolution in Russia. 3 victory of the Bolsheviks, Mao takes the side of Leninism. He holds the position of secretary of the Communist Party of China. There is a gradual rapprochement between the Kuomintang (those who advocated nationalist ideas) and the Communists. In 1927, he organized a coup in the city of Changshi and created a communist republic. For him, the peasantry becomes a reliable support. Reforms are being carried out: the destruction of private property, giving women the right to vote and work. Mao Zedong gains authority, the communists begin to be proud of him and his activities.

After three days, he conducts a purge among those who do not agree with him. Critics of his government and Stalin's rule (Dzhugashvili) are repressed. Also, cases about an underground spy organization were fabricated and many people were shot. Mao heads the People's Republic of China (in the USSR). Mao's goal was to establish a legitimate Soviet legal order throughout China. The civil war lasted more than ten years and ended with the final victory of the supporters of communism. Due to the defeat of Chiang Kai-shek in Jinggan, Mao decided to retreat. In 1934, the defeat led to the retreat of Mao Zedong's troops. During the crossing of the mountains, Mao lost ninety percent of the men from the military unit. Shanxi Province became the site of the establishment of a new branch of the USSR. Chiang Kai-shek's army was pushed back to the island of Taiwan. The leader of the Communist Party of China becomes the founder of Maoism, a theoretical ideology. Mao describes a model of Chinese communism that rests on the peasantry and Great China nationalism. Maoism offers beautiful slogans such as: "Three years of work and ten thousand years of prosperity" and

others. Adhered to total nationalization. Under it, common communes were created, in which clothes and food were distributed. China's rapid industrialization was promoted, as a result of which agriculture suffered and suffered losses, people suffered hunger.

After the death of the leader of Soviet society, Stalin, Mao's relationship with Khrushchev ended. He sharply criticized Khrushchev for his retreat from communist ideology and manifestation of chauvinism. Khrushchev recalls scientific personnel located in China, stops supporting Zedong financially. Mao's Republic of China entered into conflict with North Korea, trying to at least somehow support Kim Il-sung, thereby provoking the United States. The Hundred Colors program may have predicted agricultural progress, but it resulted in twenty million victims of starvation. The leader of the People's Republic of China is cracking down on political and cultural figures who are dissatisfied with his activities. The 1950s marked the beginning of a wave of terror in China. The reorganization of the state, which was called «the Great Leap Forward» (related to increasing the harvest with the help of means), began. The fight against rodents and birds in agriculture did not bring the desired results, and this led to the loss of grain crops. The opposite effect was caused by the destruction of sparrows, the invasion of caterpillars caused considerable damage!

In 1959, there was a change in the leadership of the Chinese Republic: Mao was replaced by Lao Shaoqi. Lao took a course on privatization, which Mao did not like very much. The Cold War period somewhat strained relations between the PRC and the Soviet Union. In 1964, China tried to create an atomic bomb and announced it to the whole world. Chinese military units are beginning to form on the border with the USSR.

Task 10. Read and translate the text:

Indira Gandhi

Indira Gandhi was born on November 19, 1917 in Allahabad, the daughter of Jawaharlal Nehru. She received an excellent education in the best educational institutions in England, Switzerland and India, studied at Oxford University (Somerville College).

When she turned 21, she joined the Indian National Congress (INC). And four years later, she married a well-known congressman, adding her husband's surname – Gandhi – to her surname. In 1947, when India became independent, Indira's father Jawaharlal Nehru became the head of the new state, and Indira herself was his personal secretary. Gradually, her importance in the political life of India increased, so in 1959 Indira was elected the head of the ruling party of India. In 1964, Jawaharlal Nehru died. In his place, LB Shastri became the prime minister, and Indira Gandhi was the minister of information, although she could well have counted on the highest seat in the government. Nevertheless, she did not want to use her father's name, so she became prime minister only after Shastri's death in 1966. At that time, India had been independent for almost 20 years, but was chronically lagging behind the rest of the world.

Indira Gandhi was the first to challenge the holy of holies of Indian culture – caste. The division of society was the root of India's poverty. Castes did not allow people to freely choose whom to work with and with whom to communicate. Gandhi broke caste rules for the first time when she married someone lower than her in the social hierarchy. After becoming the prime minister, she encouraged the whole country to do so.

Gandhi's first steps in office were the nationalization of banks, income restrictions for both citizens and corporations, and land reform. In developed countries, such actions would lead to a revolution. In India, where the majority of the population lived below the poverty line, Gandhi's policies were effective – under the leadership of a female prime minister, India not only provided itself with food, but also received profits from exports. But it was not the economic reforms that brought Gandhi the love of the people, but the victory over Pakistan. The tension between the two countries has been going on for decades. When Pakistan carried out airstrikes on a dozen Indian military bases, Gandhi did not respond with strikes. It helped separate the eastern territories of Pakistan, which had long been fighting for independence. That's how Bangladesh appeared on the map.

However, Gandhi's rule was not perfect. To get rid of poverty, she ordered the forced sterilization of the poorest, and the houses of the poor in Delhi were demolished. Gandhi was accused of falsifying the parliamentary elections, which helped him take the post of prime minister for the second time. She threw political opponents behind bars, and introduced censorship in the press.

Conservative Congress leaders tried to expel Gandhi from the party. The party split into the ruling Congress (P) and the opposition Congress (O). Having lost her majority in parliament, Gandhi called an election a year early, and in March 1971 Gandhi's supporters won with more than two-thirds of the vote. Indira Gandhi again received the post of Prime Minister and also took the posts of Minister of Internal Affairs, Minister of Atomic Energy and Minister of Information and Broadcasting.

With the deterioration of the economic situation and the growth of internal tensions, Gandhi's popularity also declined. In 1975, she was accused by the court of violating the election law in 1971. In response, Gandhi imposed a state of emergency and made constitutional changes that allowed her to concentrate power in her hands. Widespread popular dissatisfaction with the state of emergency and the government's insistence on implementing a family planning program (including forced sterilization) led to Gandhi's defeat in the 1977 election. In January 1978, Gandhi initiated another split in Congress. Congress-I (for «Indira») was successful in local legislative elections, and in November Gandhi was elected to parliament. In January 1980, after the Janata Party government collapsed, Gandhi again took over as Prime Minister.

Soon after returning to power, Gandhi suffered a heavy personal loss – her youngest son and chief political adviser, Sanjay, died in a plane crash. After Sanjay's death, Indira Gandhi convinced her eldest son Rajiv to enter politics.

The black peak of Gandhi's career was the uprising of the Sikhs who fought for independence. The Prime Minister threw the army against the rebels – half a thousand people died in a bloody massacre. And although she suppressed separatism, the Sikhs did not forgive her. Indira Gandhi had no doubt that her life was in danger. The prime minister was offered more than once to remove all Sikhs from his personal guard, but such a step probably seemed superfluous to the head of the government.

Beant Singh served in the security of the Prime Minister for about ten years and accompanied Indira Gandhi on several trips abroad. But she didn't know that Beant Singh had close ties to a group of Sikh extremists–those

who had vowed revenge for the desecration of the Golden Temple. It is not surprising that this man turned out to be an excellent candidate for the role of the assassin of Indira Gandhi. Religious fanaticism proved stronger than personal devotion: Beant Singh found an accomplice in Satwant Singh, a young a policeman recently recruited to the Prime Minister's security service.

Indira Gandhi understood that her life was in danger. On October 30, 1984, a day before her death, she said: «Today I am alive, and tomorrow my life may be over... But every drop of my blood belongs to India». On the morning of October 31, the Prime Minister had a scheduled meeting, which Indira Gandhi was looking forward to with particular pleasure, a television interview with the famous English writer, playwright and actor Peter Ustinov. She took a long time choosing her clothes, choosing a saffron dress that, in her opinion, would look spectacular on screen and with which a bulletproof vest did not go well. This day became fatal for her...

Beant Singh and Satwant Singh were standing at one of the posts located along the path leading from the Prime Minister's residence to her office. It was there that she headed, accompanied by Indira Gandhi's bodyguard. Approaching the Sikh guards, she smiled kindly. Pulling out a pistol, Beant Singh shot the Prime Minister three times. At the same time, Satwant Singh stitched the body of Indira Gandhi with an automatic barrage. The killers were immediately caught by the security. Beant Singh shouted, «I have done what I wanted. Now you do what you want». He did not manage to dodge the bullets of other guards – one turned out to be fatal. The second killer was wounded but survived.

While Indira Gandhi was dying from the bullets of her own bodyguards, Peter Ustinov and his film crew were waiting for a meeting with the Prime Minister. One of these people recalls: «I heard three single shots and then a burst of automatic fire. Obviously, the killers wanted to complete their task one hundred percent. They didn't leave the victim a single chance...»

Task 11. Read and translate the text:

Margaret Thatcher

Margaret Hilda Thatcher was born on October 13, 1925 in the town of Grantham in the English county of Lincolnshire. Her father Alfred Roberts was a shopkeeper, a member of the local council and one of the elders of the Methodist church. He greatly influenced the life and views of Margaret.

She studied natural sciences at Somerville College, Oxford, and became the third woman in history to head the Oxford University Conservative Association.

In 1953, she married Denis Thatcher. Some believed that it was an arranged marriage. Denis was 10 years older than Margaret and rich enough that his wife was able to get a law degree, start a law practice, and pay for an election campaign for a seat in the House of Commons.

The couple had little in common. But they had a surprisingly strong union, because everyone did their own thing and was glad that their partner did not interfere. It is said that Margaret became soft and silent in the presence of Denis, and only he could interrupt her work at three o'clock in the morning, she obeyed him and went to bed.

In the same year, two twins appeared in the Thatcher family: Mark and Carol. The daughter became a journalist and wrote a book from which it was clear that the children lacked parental care and love. Although Margaret assured in an interview that she devotes all her free time to her children. For almost 10 years, Thatcher tried to get into parliament from the Conservative Party, and only in 1959 did she receive the coveted parliamentary mandate.

In 1970, Margaret received the portfolio of the Minister of Education. Then Labor dubbed her Margaret Thatcher, the milk snatcher (Margaret Thatcher – the thief of milk) because she cut the department's costs by ending subsidizing free milk for children in grades 7-11.

At the same time, at the debate in the government, she herself opposed the abolition of free milk. «I learned an important lesson», Thatcher later wrote. – For a minimum of political gain, I received a maximum of political shame."

Since 1979, Margaret Thatcher has been the Prime Minister of Great Britain. She undertook the restoration of the country's financial system and, for this purpose, the reduction of the role of the state in the market. The fight against inflation became the main task of her government, and soon Thatcher sharply reduced budget spending. At the same time, the authorities passed laws against militant trade unions, privatized state-owned enterprises, and residents of social housing were given the opportunity to buy their real estate.

At the same time, the traditional areas of industry, which, as critics said, were turning a beautiful country into a solid dumping ground for industrial waste, gave way to a new, competitive Britain. And the number of unemployed has exceeded 3 million.

The attitude towards Margaret Thatcher in Britain has always been different. Often polar. Some admired her, some hated her. One way or another, it was during Thatcher's premiership that Great Britain turned from the «sick man of Europe» (as the islands were called due to huge economic problems) into one of the leaders in terms of economic growth.

The recipe for recovery that Thatcher prescribed for the British economy was simple: there should be as little public ownership as possible, as much private ownership as possible. Accordingly, state-owned enterprises were sold, and if they were not profitable at all, such as coal mines, they were closed. Tens of thousands of miners have lost their jobs. They went on strike, rioted, but the Thatcher government did not back down. When necessary, he used force - mounted police, water cannons. And today, Thatcher is not liked in the mining regions. She knew it would be like that, but she did her job. Because she was sure: the country needs it. In 1981, Thatcher's approval rating dropped significantly, but the next year the economy began to recover, and the victory in the war with Argentina returned the love and trust of the British to the prime minister.

«After such foreign policy failures, prime ministers were usually fired, but she was able to turn a national humiliation into a military triumph», remarked David Steele, leader of the opposition Liberal Party.

It is believed that the Falkland Islands were discovered in 1591-1592 by Captain John Davies, a member of the expedition of the English corsair Thomas Cavendish. The archipelago passed from one state to another many times, but in the 19th century, Britain established a naval base in Port Stanley, which allowed the empire to secure the islands for itself.

In 1982, an Argentine landing force landed on the Falklands, forcing the surrender of a small British garrison.

Thatcher was worried about several thousand British settlers on the Falkland Islands, who were under the occupation of Argentine troops. She believed that she was obliged to protect them and oppose aggression – for democracy and international law.

Few would have dared to send an expeditionary force to the South Atlantic, assuming a huge responsibility for people's lives, but Margaret was sure that a military operation was necessary, and victory over the aggressor was possible.

She provided moral and material support to the commander-in-chief, while not interfering in purely military matters, providing planning and conducting operations to generals.

For the soldiers, Margaret was not just a political leader, they carried out her orders with special spiritual elevation.

«We adored her and would do anything for her. Everyone loved her for her composure, enthusiasm and the fact that she was a beautiful woman», commented General George Thompson.

Margaret Thatcher's foreign policy was aimed at strengthening the role of the United Kingdom on the world stage, which, according to her belief, had weakened significantly during the years of Labor leadership of the country.

She found a close friend in the person of US President Ronald Reagan, who shared many of her views on the economy, and unexpectedly for many, she formed an alliance with Mikhail Gorbachev. «We can work together», this phrase of hers flew around the world.

Thatcher wanted to be the number 1 ally for the USA, she believed that the Anglo-Saxons should save the world.

«We cannot protect ourselves, our island, or Europe as a whole without a close partnership with the United States», said Margaret. She loved America and America reciprocated.

According to David Storey, Thatcher was certain that she would become prime minister for the fourth time.

But the problem of European integration dealt a devastating blow to Margaret's hopes. Former Secretary of State for Finance and Foreign Affairs Geoffrey Howe spoke against Thatcher's views, that is, for European unity. Soon after, Howe resigned as deputy prime minister.

«The time has come for others to formulate an answer to the tragic conflict of loyalties that I have suppressed for probably too long», Howe declared.

It became clear that the control, which existed for more than 10 years, gave way.

Fellow party members kept repeating to her: «Of course, I will support you, but I don't believe that you will win».

On November 22, 1990, Margaret Thatcher announced her resignation as prime minister.

«It was betrayal with a smile on her face», she later described what happened to her in these words.

Style. «Iron Lady» still remains for many an icon of classic style.

She preferred suits with a skirt, leaving more democratic dresses for trips abroad.

Her favorite colors were blue and sky blue, but Margaret could be seen in pink, lilac, green, and yellow.

In 2002, Thatcher suffered a series of microstrokes, after which the doctor recommended that she refuse to participate in public events and withdraw from public and political activities.

Thatcher died on April 8, 2013 from a stroke.

Photocopiable resources

Photocopiable resource 1

Complete the tips for effective leadership below with the following verbs:

> develop lose take set give make resolve dominate avoid create

Tips for effective leadership

1. Resolve any problems quickly.
2. _____ care to involve staff.
3. Always_____ clear instructions.
4. _____unrealistic targets.
5. Do_____ sure your staff feels valued.
6. _____talent among your staff.
7. _____your temper.
8. _____causing stress among police officers.
9. _____a positive working environment.
10. Lead meetings but _____ them.

Photocopiable resource 2

Role-play the conversation. Tell your partner about your career. Change roles and ask your partner to give details about his career and education. Ask questions to check, e.g. *Where was that? When you start/ finish your job? Sorry, can you repeat the date please?* Then complete the table below with your own and with the information your partner gives you:

	I	**My partner**
University/College		
Qualification		
First job		
Second job		
Second qualification		
Current job		

Photocopiable resource 3

A)

Name
Address

Places of study [Note: only include secondary schools, language schools, universities, colleges, etc. where you received qualifications.]	Qualifications [Put your most recent/highest qualification first. If you have a lot of qualifications, you can make one list of academic qualifications and another of professional qualifications.]

Work experience

[Note: do include voluntary work, work placements, graduate trainee schemes or apprenticeships.]

Name of company/organisation	What you learnt from this position (e.g. new skills, how to work in a team, importance of good organisational skills, etc.)	What you contributed to the job (e.g. new ideas, energy, commitment, etc.)	What skills you demonstrated (e.g. organisational skills, keeping to deadlines, time management, initiative, etc.)
			•

Additional information [Keep this information brief.]

Hobbies and interests:
Additional qualifications or skills:
(e.g. computer skills, training courses you attended)
Languages spoken:
(including information about level,
e.g. French: fluent, Spanish: intermediate, etc.)
References: Reference 1   Reference 2

B)

APPLICATION FOR EMPLOYMENT
EQUAL OPPORTUNITY EMPLOYER M/F

PERSONAL INFORMATION   **Please print**

Date	Social Security No.		

Name

Last	First	Middle	

Present Address

Street	City	State	Zip

Permanent Address

Street	City	State	Zip

Phone No. _____Height _____ Weight _____ Sex _____

Date of Birth _____

U.S. Citizen or Alien Resident. _____

Have You Ever Been Convicted of a Crime? _____

If Related to Anyone in Our Employ
State Name and Department
Referred by

EMPLOYMENT DESIRED

Position	Date You Can Start	Salary Desired

Are You Employed Now?

If So May We Inquire Of Your Present Employer?

Have You Ever Applied to This Company Before?   Where   When

EDUCATION	School Name and Location	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				ACAD. COMM. VOC.
College				MAJOR. MINOR.
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work

What Foreign Languages Do You Speak Fluently?

Read	Write

Activities Other Than Religious (Civic, Athletic, Etc.)

MILITARY

Years of Active Service _____ Decorations Received

_____

FORMER EMPLOYERS

List Below Last Four Employers, Starting With Most Recent   .

Date Month and Year	Full name and full address of Employer	Salary	Position	Reasons for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related to You, Whom You Have Known At Least One Year _____

Name	Address	Business	Years Acquainted

PHYSICAL RECORD

List Any Physical Defects

Were You Ever Injured?   Give Details

Have You Any Defects
In Hearing?   In Vision?   In Speech?

In Case of
Emergency Notify

Name	Address	Phone No

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that any employment is, for no definite period and may, regardless of the date of my wages and salary, be terminated at any time without any previous notice.

Date _____   Signature _____.

DO NOT WRITE BELOW THIS LINE

Interviewed by   Date

REMARKS:

Discrimination because of age, race, creed, colour, or sex is prohibited by law. New York City law prohibits discrimination based on physical handicaps.

C) SAMPLE RESUME

RICHARD ANDERSON

1234, West 67 Street,
Carlisle, MA 01741,
(123)-456 7890.

OBJECTIVE:

Seeking an entry-level position within the Engineering Department of a manufacturing facility.

EXPERIENCE

Castle Island Engineering Works, South Boston, MA
May – Sept 2001
Summary Placement

- Performed time studies on each process in a large manufacturing area.
- Planned the floor layout for a new automated production line.
- Completed Auto-CAD drawings for the Senior Engineer on line layout and ergonomic space-saving concepts.
- Identified potential bottlenecks to production, and developed methods to reduce and prevent these impediments   to efficiency.
- Completed change requests on production procedures and drawings.

Douglas Engineering Co. Ltd., Cambridge, MA
June – Sept 2000
Summary Placement

- Completed Auto-CAD drawings of proposed layouts for a large production facility in Boston.
- Reviewed production procedures and engineering specs including machine drawings prior to submittal for review in the change process.
- Developed and maintained a database for tracking tech files, equipment specs, equipment installation checklists etc.

EDUCATION:
Boston University, Boston, MA
2000 - Present
BS in Mechanical Engineering
Boston College, Boston, MA
1999 –2001
BS in Computer Science

RELEVANT INFORMATION:

- Proficient in Microsoft Word, Excel, Access, PowerPoint, Auto-CAD and Java.
- Participated in a two-week course in Machine Design, Christmas 2000.
- Other interests include Aircraft Model making and design, carpentry and tool making.
- Hobbies include Football, Hockey, Swimming and Reading.

D) SAMPLE CV

Allen Yan
(86)1338-1111-420
yhnasa@123.com

EDUCATION
Sep 2002---Present, Shanghai University, BE

- Candidate for Bachelor in Mechanical Engineering degree (ME).
- Major academic courses highlights: Company Property Management; Marketing; Economics; English
- Technology Communication; Information Management System; Modern Fabrication System.

May 2006, Certified Public Accounting Training (CPA)

OCCUPATION
Dec 2005----present, ITT Flygt investment. China
Application Engineer, Sales & Marketing

- Application support and industry projects tracing to sales office to achieve the sales budget and new industry market application research.
- Pay suitable visits to end users and DI for seminars and technical presentations with salesperson or distributors while collect marketing information and competitor information analysis.

July 2005----Sep 2005, Intel Products Co., Shanghai, China
CPU Assembly Engineer (Internship)

- **Analyze**d the yield ratio trend, **document**ed and **solved** the current problems.
- Participated in the training of **marketing**, **business process modeling** and **analysis** at Intel University.
- Visualized a project review with impressive presentation and multi-media animation, which was highly appreciated by department manager.

June 2005----July 2005, GF Fund Management Co., LTD.
Campus Intern

- Analyzed investment principles and mischoose of related financial derived products
- Formulated the scheme of market popularization and network marketing.

AWARDS

- 2003-2004, Second-Class Scholarship for Excellent Students of Shanghai University.
- 2004-2005, the Imagine Ambassador of Shanghai Tennis Popularization.

COMPETENCIES & INTERESTS
English Ability: Band 6 and the intermediate test of interpretation.
Germany Ability: 600 hours of Germany lessons in TongJi University.
Computer Skills:

- National Computer Lever 3rd Certificate. (Network Communication)

- Professional Certificate of Assistant Information Officer (AIO).
- C++, VBA, Provision, JMP, AutoCAD, 3Dsmax, Photoshop, Solidworks, Aftereffect

Personal Interests:
Basketball (Skills); skating (Speed); English (elegant); Snooker (Stable)

E) SAMPLE COVER LETTER

Letter of application, hard copy version

E-2 Apartment Heights Dr.
Blacksburg, VA 24060
(540) 555-0101
abcd@vt.edu

February 22, 2007

Dr. Michael Jr. Rhodes
Principal, Wolftrap Elementary School
1205 Beulah Road
Vienna, VA 22182

Dear Dr. Rhodes:

I enjoyed our conversation on February 18th at the Family and Child Development seminar on teaching young children and appreciated your personal input about helping children attend school for the first time. This letter is to follow-up about the Fourth Grade Teacher position as discussed at the seminar. I will be completing my Bachelor of Science Degree in Family and Child Development with a concentration in Early Childhood Education at Virginia Tech in May of 2007, and will be available for employment at that time.

The teacher preparation program at Virginia Tech includes a full academic year of student teaching. Last semester I taught second grade and this semester, fourth grade. These valuable experiences have afforded me the opportunity to:

- develop lesson plans on a wide range of topics and varying levels of academic ability,
- work with emotionally and physically challenged students in a total inclusion program,
- observe and participate in effective classroom management approaches,
- assist with parent-teacher conferences, and
- complete In-Service sessions on diversity, math and reading skills, and community relations.

Through my early childhood education courses I have had the opportunity to work in a private day care facility, Rainbow Riders Childcare Center, and in Virginia Tech's Child Development Laboratory. Both these facilities are NAEYC accredited and adhere to the highest standards. At both locations, my responsibilities included leading small and large group activities, helping with lunches and snacks, and implementing appropriate activities. Both experiences also provided me with extensive exposure to the implementation of developmentally appropriate activities and materials.

I look forward to putting my knowledge and experience into practice in the

public school system. Next week I will be in Vienna, and I plan to call you then to answer any questions that you may have. I can be reached before then at (540) 555-7670. Thank you for your consideration.

<div align="right">
Sincerely,
(handwritten signature)
Donna Harrington
Enclosure
</div>

F) Letter of application, e-mail version

April 14, 2006

Mr. William Jackson

Employment Manager

Acme Pharmaceutical Corporation

13764 Jefferson Parkway

Roanoke, VA 24019

jackson@acmepharmaceutical.com

Dear Mr. Jackson:

From your company's web site I learned about your need for a sales representative for the Virginia, Maryland, and North Carolina areas. I am very interested in this position with Acme Pharmaceuticals, and believe that my education and employment background are appropriate for the position.

While working toward my master's degree, I was employed as a sales representative with a small dairy foods firm. I increased my sales volume and profit margin appreciably while at Farmer's Foods, and I would like to repeat that success in the pharmaceutical industry. I have a strong academic background in biology and marketing, and think that I could apply my combination of knowledge and experience to the health industry. I will complete my master's degree in marketing in mid-May and will be available to begin employment in early June.

Enclosed is a copy of my resume, which more fully details my qualifications for the position.

I look forward to talking with you regarding sales opportunities with Acme Pharmaceuticals. Within the next week I will contact you to confirm that you received my email and resume and to answer any questions you may have.

Thank you for your consideration.

Sincerely,

Lynn A. Johnson

5542 Hunt Club Lane, #1

Blacksburg, VA 24060

(540) 555-8082

lajohnson@vt.edu

Resume attached as MS Word document (assuming company web site instructed applicants to do this)

Complete the tips for effective meetings with the following verbs:

monitor   ensure   involve   establish   choose keep   assign   create   plan ask

Tips for effective meetings

1. *Choose* a suitable location for the meeting.

2. _____ the agenda carefully.

3. _____clear ground rules.

4. _____ a relaxed, open atmosphere.

5. _____ progress regularly during the meeting.

6._____ everyone focused.

7. _____someone to take the minutes.

8._____ there are plenty of breaks.

9. _____all relevant staff in the decision-making process.

10. _____clear tasks for people at the end.

Work in small groups. Imagine you work for a company that has had increasing difficulty in recruiting new staff. Fill out details of the company's situation and write legible notes on a piece of paper under the following headings:

Name of company:	
Company activity:	
Description of recruitment problems:	
Possible reasons for the problems:	

Then exchange your piece of paper with another group. The other group has to discuss together possible solutions to the recruitment problems. When the your group are ready, report back to the group that presented the problem. Alternatively, all groups report the problems and solutions back to the rest of the class.

Tick the things you think are true about Britain.

	Britain		Your country
	What you think	What you hear	
The people are reserved.			
People always dress smartly.			
They are punctual.			
The family is important.			
Young people show respect for old people.			
People make plans a long time in advance.			
Say what you think.			

Complete the word-building table below with words from the text.

Verb	Noun	Adjective
operate		operational
	stability	stable
	deployment	
	establishment	
authorize	………….. / authorization	

APPLICATION FORM

for participation in the International Workshop Conference "Management, Legal and Psychological Aspects of Riots and Terrorism Prevention".

June 26-28, 2010

Name_____

Place of work_____

Position_____

Academic degree Academic status_____

 Address:
official_____

Telephone:
official_____
mobile_____

e-mail_____

Theme_____

Planning to be present in person _____

Signature_____

Photocopiable resource 9

APPLICATION FORM

for participation in the International Workshop Conference   " YOUR OWN TOPIC".

May 13-14, 2010

COUNTRY/CITY_____
NAME AND SURNAME_____
POSITION/RANK_____
ORGANIZATI0N_____

TELEPHONE/FAX_____
E-MAIL_____
LANGUAGE 0F THE PRESENTATION (English or Russian only)
_____
TITLE OF THE PRESENTATION (Presentation up to 15 min)
_____
NECESSARY TECHNICAL EQUIPMENTS AND SOFTWARE SUPPORT
_____
SIGNATURE
_____

Appendices

Appendix 1

ACTIVE VOCABULARY

1. split personality	• суперечливий характер
2. to be a man of character	• бути людиною з сильним характером
3. to judge by appearance	• судити по зовнішності
4. to keep up appearances	• поводитися пристойно

Intellectual Ability:

you want to be:	
• bright	• здатний, тямущий
• gifted	• обдарований
• shrewd	• проникливий, практичний

Attitudes towards life:

1. ambitious	• амбіційний
2. brave	• хоробрий
3. caring	• дбайливий
4. cautious	• обережний, обачний
5. cheerful	• бадьорий, веселий
6. down-to-earth	• практичний, реаліст
7. dreamy	• мрійливий
8. flexible	• поступливий
9. generous	• щедрий
10. grateful	• вдячний
11. independent	• незалежний
12. sensitive	• чутливий
13. secretive	• закритий, таємничий
14. talkative	• балакучий
15. shy	• сором'язливий
16. wasteful	• марнотратний

Innate features:

qualities that make your life exciting:	
1. determined 2. neat 3. imaginative 4. obedient 5. open 6. punctual 7. straight-forward 8. sympathetic 9. tactful 10. tolerant/ patient 11. thrifty/economical 12. truthful	• рішучий решительный • акуратний • обдарований багатою уявою • слухняний • прямий, відвертий • пунктуальний • співчутливий, повний співчуття • тактовний • терплячий • економний • щирий, правдивий

Relations with other people:

people will be eager to make friends with you if you are:	
1. easy-going 2. energetic 3. frank 4. helpful 5. honest 6. sociable 7. trustworthy 8. willing to help	• добродушний, веселий • енергійний • відвертий • корисний • відвертий • товариський • надійний, заслуговуючий довіри • завжди готовий допомогти

You don't want to be:

1. boring 2. bossy/cocky 3. boastful 4. careless 5. childish 6. cold 7. cruel	• нудний, зануда • зухвалий, нахабний • хвалькуватий • недбалий, неуважний • інфантильний, легковажний • недружелюбний • жорстокий

8. deceitful	• брехливий
9. envious	• заздрісний
10. greedy/tight-fisted	• скупий
11. individualistic	• егоїстичний
12. insolent	• зухвалий
13. insensitive	• байдужий
14. intolerant	• нетерплячий
15. jealous	• ревнивий
16. lazy bones/ a slacker, sly	• ледар
17. moody	• людина настрою
18. nasty	• огидний
19. nosy/ a nosy parker	• цікавий, пронирливий
20. rude	• грубий
21. self-assured	• самовпевнений
22. selfish	• егоїстичний
23. be a slow-coach, slowpoke	• повільний
24. snobbish	• сноб
25. stubborn/dogged	• упертий
26. stupid	• дурний
27. two-faced	• лукавий
28. unreliable	• ненадійний
29. vain	• пихатий, пустий

You and your work:

1. accomplished	• кваліфікований
2. attentive	• уважний
3. committed	• обов'язковий
4. dedicated	• відданий
5. diligent	• наполегливий, старанний
6. hard-working	• працелюбний
7. responsible/irresponsible	• відповідальний \ безвідповідальний

Appendix 2
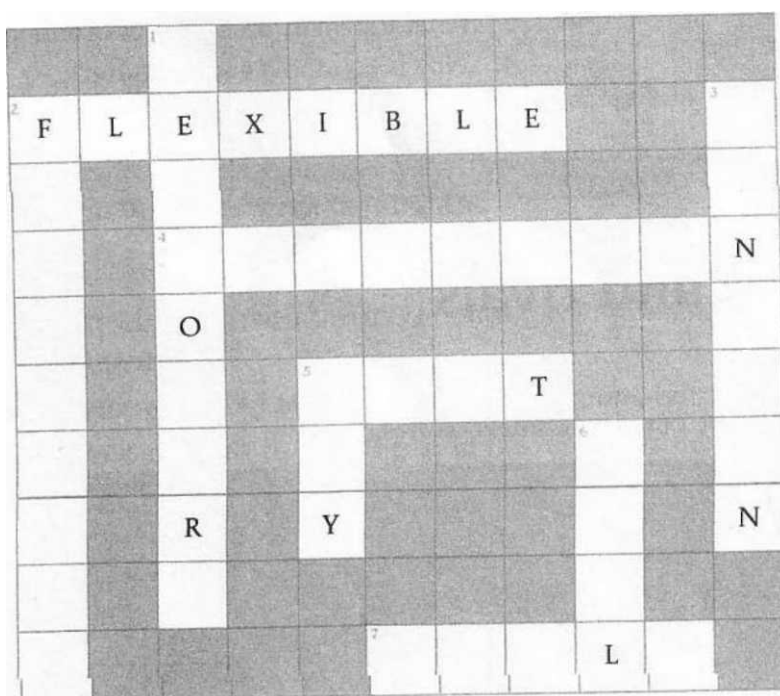
Use the clues to complete the crossword.

Across

2. A person working _____ hours chooses the times when they work.
4. This gives you a better job in the same company.
5. A _____ time employee works a few days or hours a week.
7. You usually write a letter to_____ for a job.

Down

1. A _____ worker has a job for a short period of time.
2. _____workers are not employed by a company. They choose the contracts they work on.
3. The money you receive when you stop work (usually at 60 or 65).
5. The money you get for your work.
6. A _____ time employee usually works 35 to 40 hours a week.

Appendix 3

How many nouns related to teams can you find in the word search?

b	m	e	e	t	i	n	g
u	b	s	p	i	r	i	t
i	c	k	i	a	g	w	m
l	f	c	d	j	i	o	e
d	l	e	a	d	e	r	m
i	m	e	p	s	h	k	b
n	n	m	o	r	a	l	e
g	o	p	l	a	y	e	r

Appendix 4

Use the clues to find the words in the puzzle:

1) special ability

2) time limit

3) give someone work to do

4) have control over

5) appreciated

6) motivate

Appendix 5

Meetings

Leading a meeting

- Start the meeting: Welcome to the meeting.

- Explain the problem or the purpose of the meeting: As you know, we are here to discuss ... The problem is ... We need to decide ... Should we...?

- Ask people for opinions or ideas: What do people think? Sam, what do you think? Any other ideas?

- Ask someone to do something: Justine, would you like to ...

Taking part in a meeting

- Ask for a chance to speak: Can I please say something? I'd like to ask a question.

- Ask when you don't understand something: Sorry, I didn't follow that… Can you please say it again, slowly?

- Make a suggestion and give the reason: I think we should ... because ...

Appendix 6

Complete the puzzle. Use these words:

tolerant patient environment neutral respect opinions host fair code

	₁R	E	S	P	E	C	T					
2			E									
3			N									
	4		S									
	5		I									
6			T									
7			I									
	8		V									
9			E									

1   *Respect* people's rights and opinions.
2   _____of conduct.
3   We should respect people's rights to have different_____.
4   Respect the laws, culture and religion of the _____country.
5   Be _____. Treat all people the same.
6   Be _____. Don't support any of the sides in the conflict.
7   Be ____. Wait, and don't complain.
8   Respect the _____ of the host country.
9   Be _____. Respect all people's rights and opinions.

Appendix 7

	Individualist	Collectivist
Goals	A team is a group of individuals who work cooperate in order to serve their own interests: to win personal credit and success.	A team is a group people who work together to achieve shared goals: success and credit for the group and as a whole.
Information	Information is power. It may be in your best interests to keep some knowledge to yourself, or to share it with only one or two other people	It is important to share all information with other members of your j team. You should use your knowledge to help and support others.
Decision-making	The process of decision-making should be short in order to save time. If everyone doesn't agree, you could either vote or let a senior person make the decision.	It is important to reach consensus even if the decision-making process is slow. If some people don't agree, the team should take time to fine the basis for agreement

Appendix 8

LEADERSHIP ABILITY

methodology

This technique makes it possible to reveal the degree of expressiveness of leadership qualities in respondents. The questionnaire test consists of 50 statements to which you must answer «Yes» or «No».

Instructions: You are offered 50 statements to which you need to answer «Yes» or «No». The average value in the answers is not provided. Don't think for a long time.

1. How often are you in the center of attention?

2. Do you think that many of the people around you occupy a higher position in society than you?

3. Being at a meeting of people equal to you in position, do you feel the desire to express your opinion when necessary?

4. When you were a child, did you like to be the first, the best?

5. Do you feel satisfaction when you manage to convince someone of something?

6. Do you ever get called an indecisive person?

7. Do you agree with the statement: "Everything useful in the world is the result of the activities of a small number of great people"?

8. Do you feel an urgent need for an advisor who could direct your activity?

9. Have you sometimes lost your cool when talking to people?

10. Does it please you to see that others are afraid of you?

11. Do you try to occupy a place at the table (at meetings, in the company, etc.) that would allow you to be the center of attention and control the situation?

12. Do you think that you make a significant impression on people?

13. Do you consider yourself a dreamer?

14. Do you get confused if people around you disagree with you?

15. Have you ever, on your own initiative, engaged in the organization of work, sports and other teams and collectives?

16. If what you planned did not give the expected results, then you: a) will be happy if the responsibility for this matter is placed on someone else, b) you will take responsibility and bring the matter to the end yourself.

17. Which of the two opinions is closer to you: a) a real manager should do the work he manages and personally participate in it, b) a real manager should only be able to manage others and not necessarily do the work himself.

18. Who do you prefer to work with? a) with submissive people, b) with independent and independent people.

19. Do you try to avoid heated discussions?

20. When you were a child, were your parents often domineering?

21. In a discussion on a professional topic, are you able to attract to your side those who previously disagreed with you?

22. Imagine such a scene, during a walk with friends in the forest, you lost your way. The evening is approaching and a decision needs to be made. How will you act? a) you will give the most competent of you the opportunity to make a decision, b) you will simply not do anything, relying on others.

23. There is a proverb: "It is better to be the first in the village than the last in the city." Is it fair in your opinion?

24. Do you consider yourself a person who has influence on others?

25. Can a failure to take the initiative make you never do it again?

26. Who, from your point of view, is the true leader? a) the most competent person, b) the one with the strongest character.

27. Do you always try to understand and value people?

28. Do you respect discipline?

29. Which of the following two managers is better for you: a) the one who decides everything himself, b) the one who always consults and listens to the opinions of others.

30. Which of the following management styles, in your opinion, is the best for the work of the university in which you study? a) collegial, b) authoritarian

31. Do you often get the impression that others are using you?

32. Which of the following "portraits" resembles you more? a) a person with a loud voice, expressive gestures, according to "the word does not fit in the pocket", b) a person with a calm, quiet voice, reserved, thoughtful.

33. How will you behave at meetings and meetings, if you consider your opinion to be the only correct one, but others do not agree with you? a) keep silent, b) you will defend your opinion.

34. Do you subordinate your interests and the behavior of other people to the work you do?

35. Do you feel anxious if you are entrusted with the responsibility for an important matter?

36. Why would you prefer it? a) work under the leadership of a good person, b) work independently without a supervisor.

37. How do you feel about the statement: "In order for family life to be good, it is necessary for one of the spouses to make decisions in the family"? a) agree, b) disagree

38. Have you ever bought something under the influence of other people's opinions, rather than based on your own needs?

39. Do you consider your organizational skills to be good?

40. How do you behave when faced with difficulties? a) you give up, b) there is a strong desire to overcome them.

41. Do you make remarks to people if they deserve it?

42. Do you think that your nervous system is able to withstand the stresses of life?

43. How would you act if you were offered to reorganize your institution? a) I will introduce the necessary changes immediately, b) I will take my time and think everything through carefully first.

44. Will you be able to interrupt a too talkative interlocutor, if necessary?

45. Do you agree? Are you in the statement: "In order to be happy, you need to live inconspicuously"?

46. Do you think that every person should do something outstanding?

47. Who would you like to become? a) an artist, poet, composer, scientist, b) an outstanding manager, political figure.

48. What kind of music do you enjoy listening to? a) powerful and solemn, b) quiet and lyrical.

49. Do you feel excitement waiting to meet important and famous people?

50. Have you often met people with a stronger will than yours?

Evaluation of test results: The sum of points for your answers is calculated using the key to the questionnaire: 1a, 2a, 3b, 4a, 5a, 6b, 7a, 8b, 9b, 10a, 11a, 12a, 13b, 14b, 15a, 16b, 17a, 18b, 19b, 20a, 21a, 22a, 23a, 24a, 25b, 26a, 27b, 28a, 29b, 30b, 31a, 32a, 33b, 34a, 35b, 36b, 37a, 38b, 39a, 40b, 41a, 4 2a, 43a, 44a, 45b, 46a, 47b, 48a, 49b, 50b.

For each answer that matches the key, you get 1 point, otherwise – 0 points.

The interpretation of the results is presented in the table:

Level of expression of leadership qualities	Low	Average	High	Overhigh (is prone to dictation)
The sum of points	Up to 25	26-35	36-40	Over 40

This technique has its advantages and disadvantages. The advantages include the following:

a) the ability to identify the general degree of inclination to leadership;

b) the volume of the test ensures a higher level of reliability of the diagnostic results.

Among the shortcomings are:

a) lack of opportunity to clearly identify specific leadership qualities;

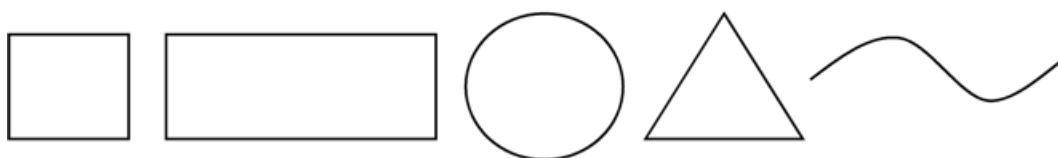b) the volume of the test, which is accompanied by time spent on answering questions and processing them.

Appendix 9

PSYCHOGEOMETRIC TEST

OR

THE SHAPES ASSESSMENT

The Shapes Assessment uses five geometric shapes to represent five key behaviors for effective communication. Our online assessment reveals which of the five shape behaviors are your natural strengths and which ones you may find more difficult to use.

Diagnostic accuracy is 85%. This technique will help you:

- instantly determine your personality type;

- to describe in detail personal qualities and characteristics of behavior in certain situations;

- predict your behavior;

- determine the level of psychological compatibility with certain types of people.

Instructions: Choose one of the five shapes that you can say: this is me. Try to feel your shape! If it will be difficult for you to do this, then choose the figure that first caught your attention. Then rank the figures that have remained out of your attention and write down their names under the corresponding numbers. The last shape numbered 5 will definitely not be your shape, that is, the shape that suits you the least.

A brief psychological description of the main «forms» of personality.

The first figure is your main figure or subjective form. It allows you to determine your main, dominant character traits or behavioral characteristics. The features of the figures that you chose next are the features that you show less often, the further away from the first one or another figure is. The last, fifth figure indicates the form of the person with whom you have the greatest difficulty interacting.

It may happen that no figure suits you or another person. Then a person can be described by a combination of two or even three forms.

Finally, you may find it difficult to get an intuitive sense of the shape of yourself or another person. Then start with the characteristics given for the five shapes, try to use them to understand people of this type and predict their behavior, and gradually train yourself to feel the geometric shape of these people.

Your Shape is Square

Your Shape, Your Personality :

You are hard worker, likes structured and organized environment, loves data, dependable, tenacious, likes to do the job themselves, likes things in writing, makes sure things get done well, likes lots of details, will not tolerate sloppy work

Your Characteristics

- You are hard worker, determined to get the job done
- most structured of all shapes
- emphasize organization and logic
- need life to be predictable; everything must be in the right place at the right time
- almost compulsive to detail
- make great administrators (not managers)
- love to collect and organize data
- excel when instructions and requirements are clear
- better at following a plan than designing one
- tend to procrastinate over major decisions
- prefers maintaining status quo to taking risks
- uncomfortable with conflict and emotional situations

Personal habits

Love routines, lists, calendars, like tangible things, i.e. put it in writing, promptness, neatness, cleanliness, precision, attention to detail, social lone

Positive Traits

- Organized

- Detail Oriented
- Knowledgeable
- Analytical
- Persevering
- Perfectionist
- Patient

Negative Traits

- Meticulous
- excessively orderly and fussy.
- delaying or postponing based action
- Cool, Aloof
- Resistant to Change
- Loner
- Complaining

Working Habits

- Do not catch the box unprepared to discuss a problem
- Avoid chaos, surprised and emotional situations
- Think through your argument thoroughly before approaching a box
- Keep abreast of your tasks and on schedule
- They are concerned with maintaining the respect of their colleagues

Your Shape is Triangle

Your Shape, Your Personality :

Leader, very focused, loves recognition, very sure people, outspoken, very focused on goal at hand, loves lists and sticky notes, independent, likes to do his/her own thing, always get the best deals

Your Characteristics

- less interested in the work itself, more concerned with their career
- ambitious and focused toward the top
- shape symbolizes leadership
- very competitive

- loves to make decisions for self and others
- able to focus on the goal of the moment
- needs to be seen as "right" by others, has trouble admitting mistakes
- movers and shakers, best politicians
- well respected, sometimes feared by others

Personal habits

Early arriver, good "scooper" of situations, fidgety, interrupter, power handshake, addiction (compulsive behavior possible), game player, informed, good problem solver, prefers small groups

Positive Traits

- Leader
- Focused
- Decisive
- Ambitious
- Competitive
- Athletic

Negative Traits

- Self-centered
- Overloaded
- Dogmatic
- Status Oriented
- Political
- Driven

Working Habits

- Conflict is dealt with using direct confrontation and is viewed as competition. In true personalities, they get mad and they get even!
- Sometimes prefer being a coach rather than a team player
- Prefer having several options from which tochoose
- Timing is very important when approaching them
- Maintain emotional control, especially when triangles cannot maintain their own
- Present information logically and sequentially

- Show them all different perspectives and make sure you understand them

Your Shape is Rectangle

Your Shape, Your Personality :

Sick of being a square and reaching upward like a triangle, excited, unpredictable, excellent student, less frozen than other students, team players, thinks well in groups

Your Characteristics

- rectangle symbolizes change and a state of flux
- dissatisfied with their personal or professional life
- unsure of self for time being
- unpredictable, may appear to be a different person each day
- in a period of growth, change, learning, and searching
- open to new ideas and people

Personal habits
Forgetful, nervous, on-edge, very late or very early, compulsive, emotional outbursts often followed by total withdrawal, avoids conflict, prefers large groups, bad timing, blurting out, somewhat wary of old friends.

Positive Traits

- Open Minded
- Exciting
- Searching
- Inquisitive
- Growing
- Courageous

Negative Traits

- Confused
- Low Self-esteem
- Inconsistent
- Gullible

- Ingenuine
- Unpredictable

Working Habits

- Typical rectangles avoid conflict; when they are involved their behavior is erratic, making them very difficult to work with
- Put things in writing so they can more easily remember what has been decided and maintain accountability
- Present a "sure front" because rectangles are often confused and uncertain; they tend to respond to those who have it all together
- Keep focused and help them stick to the point of the conversation
- Work towards win-win situations and preserve the rectangle's sense of pride
- reinforce your relationship; when they come out of this phase they will remember how you have treated them

Your Shape is Circle

Your Shape, Your Personality :
Likes harmony, fun, nurturing, caretaker, loves people with problems so that they can help them solve problems, best listener and best communicator, has good gut ideas, trustworthy, can not stand conflict and have a hard time saying no, has many friends
Your Characteristics

- really care about others, about all people
- will do whatever it takes to make co-workers, friends, and family happy
- smooth the waters and keep the peace
- interested in interpersonal relationships; "reads" others well
- best communicators and listeners of all shapes
- weak business manages
- avoid making unpopular decisions
- don not care who has control; can be taken advantage of by more dominant personalities
- holistic thinkers
- excellent «people» problem solvers and team players

Personal habits

Face to face communications, easygoing, joiner, often in charge of social events, prefer small groups, old-fashioned and sentimental, complimentary, neatness not a priority, artistic, reader, loves to fix things

Positive Traits

- Friendly
- Nurturing
- Persuasive
- Empathetic
- Generous
- Stabilizing
- Reflective

Negative Traits

- Over Personal
- Feels sadness
- Manipulative
- Gossipy
- Self-blaming
- Apolitical
- Indecisive

Working Habits

- Conflict distresses them a great deal; they tend to take everything personally
- Focus on accommodation and compromise when disagreeing; it is more important for the circle to preserve a relationship than to solve the problem
- Let them know it is OK to disagree
- Keep the discussion focused and confidential; circles are prone to involve other issues and people
- Circles can be very persuasive

Your Shape is Squiggle

Your Shape, Your Personality :

Open-ended, most creative, highly conceptual broad ideas, asks "what if a lot, future oriented, not a detailed person, has lots of ideas both good and bad, good trouble shooter, has a short attention span

Your Characteristics

- Your are Attractive and arousing in nature
- also symbolic of creativity (most unique of all shapes because it has no closure)
- more configural when processing information
- able to produce truly great a nd new ideas
- challenge the status quo
- future oriented; more interested is possibilities than realit
- excitable; energized by change
- uninterested in details, facts, figures
- disdains highly structured and mechanized work environments; prefers free-flowing, independent situations
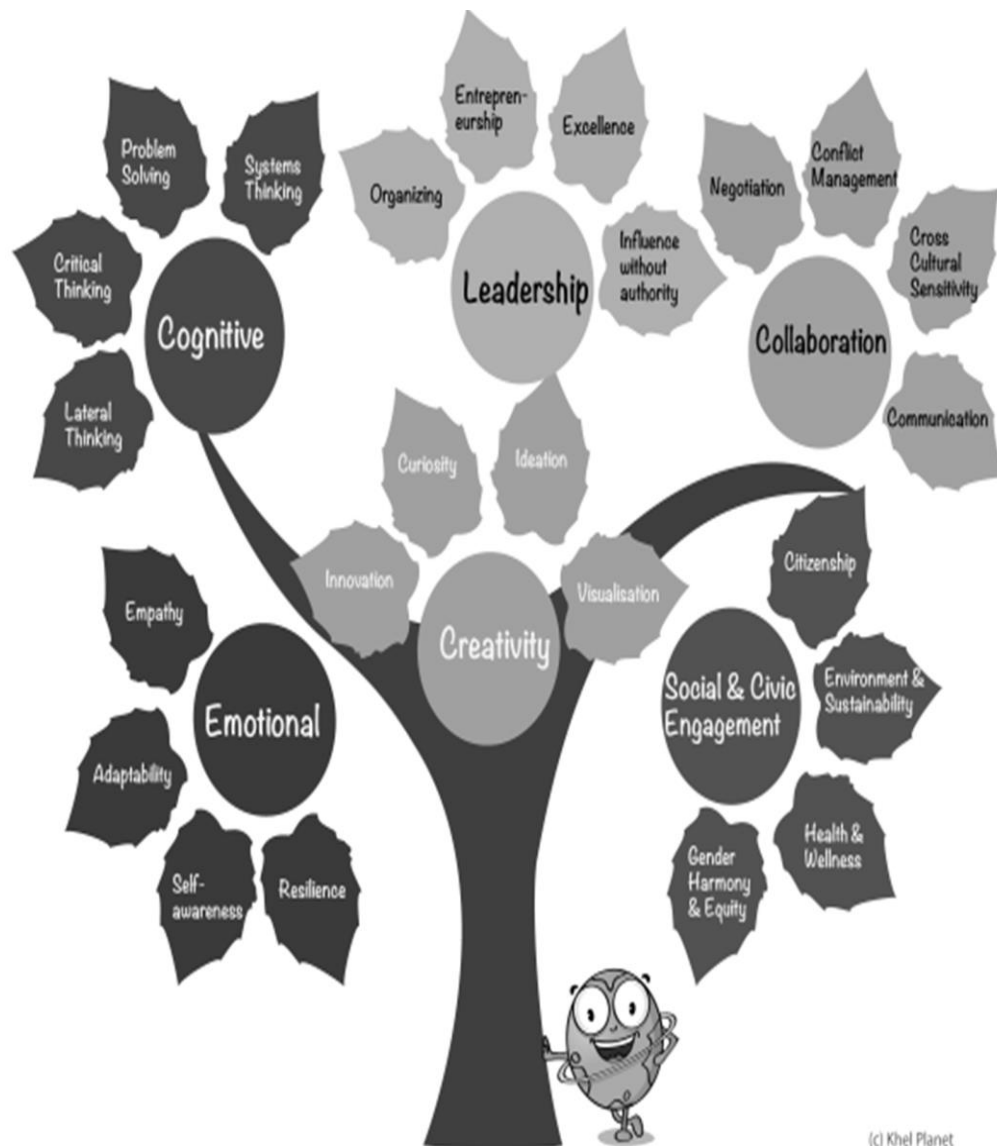
Personal habits
Fast mover, interrupts a lot, loses things, daydreams constantly, seeks stimulation, enjoys new people and new situations, rebel, life of party, spontaneous, will talk to anyone
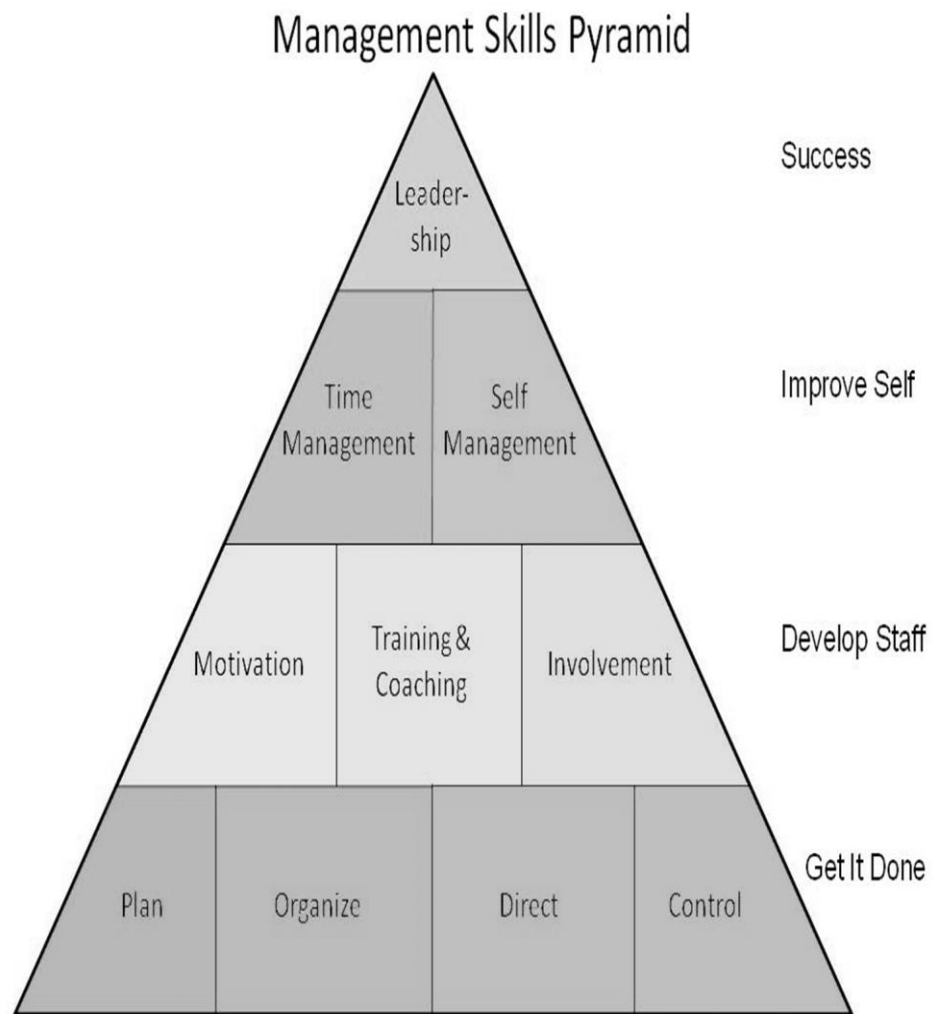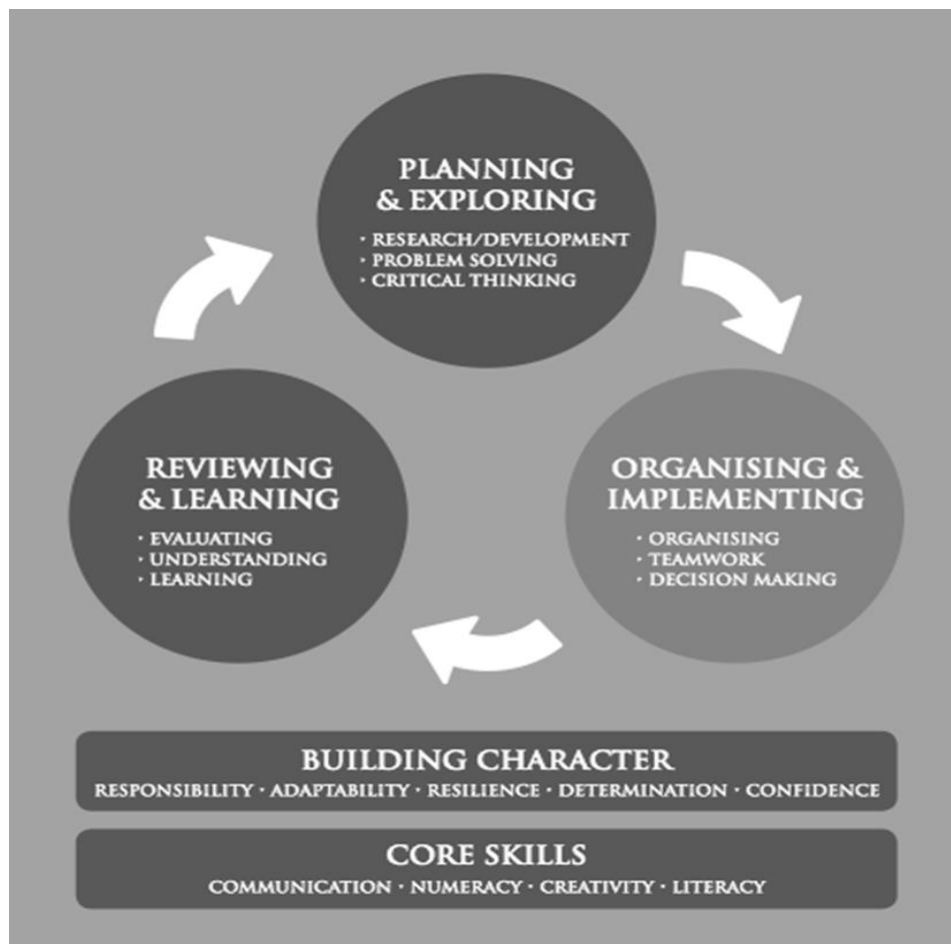
Working Habits

- Squiggles perceive most conflicts as unimportant compared to other things they need to do; however, when they do find it worthwhile, they can be very persuasive and competitive
- You may have to guard yourself against their powerful energy if it is too overbearing
- Hold discussions in neutral locations
- When you reach an agreement you should follow up and work out the details; the squiggle will be off to other activities
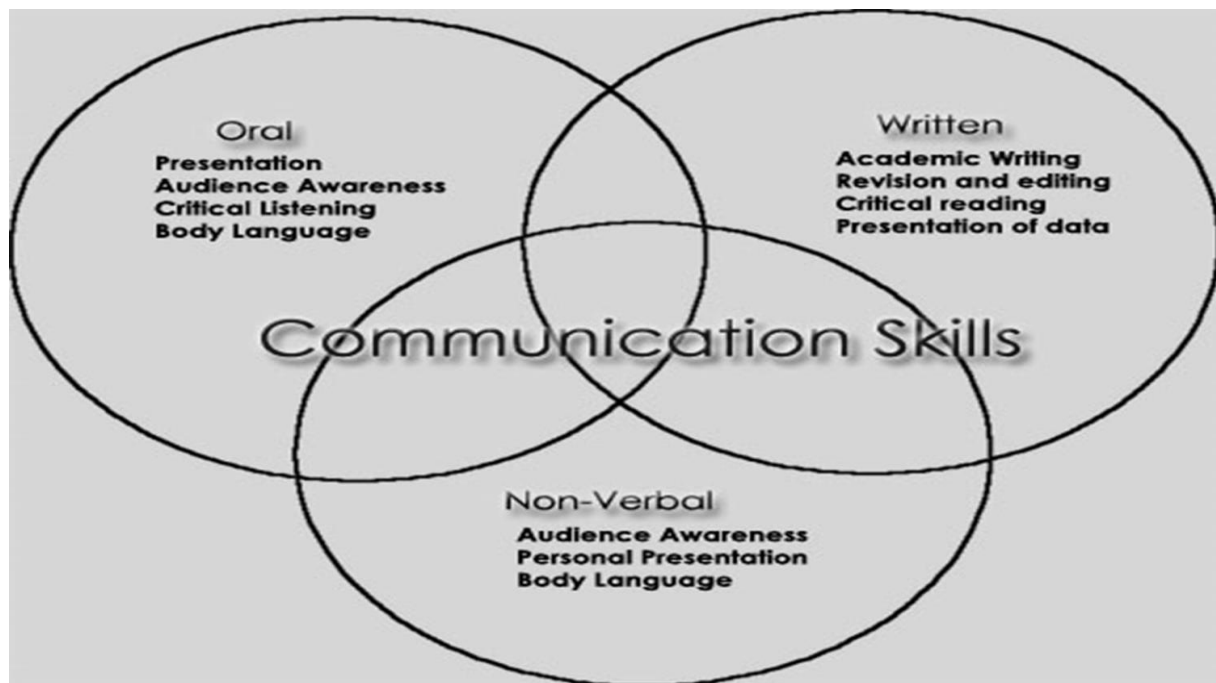
(c) Khel Planet

Management Skills Pyramid

Leadership — Success

Time Management | Self Management — Improve Self

Motivation | Training & Coaching | Involvement — Develop Staff

Plan | Organize | Direct | Control — Get It Done

Appendix 12

Appendix 13

Appendix 14

How to confirm your level of foreign language skills?

Документ	Сфера застосування	Порядок отримання	Обмеження
International Language Certificate (TOEFL, IELTS, DALF, DELF)	Any EU / US grant program	Examinations in a certified language center at an appropriate institution	Validity - 2 years High cost
Language Certificate ZNU	Erasmus +, mobility within the framework of bilateral agreements	Exams at the Center for Intensive Remittance of Foreign Languages at ZNU	Validity is 1 year Accepted only by partner universities of ZNU
Help from the native speaker	Fulbright fund programs	Interview in form	Validity is 1 year Requires additional interview

Appendix 15

European Language Education Recommendations (CEFR)

- B is an independent user
- B1 is the threshold level
- B2 is an advanced level
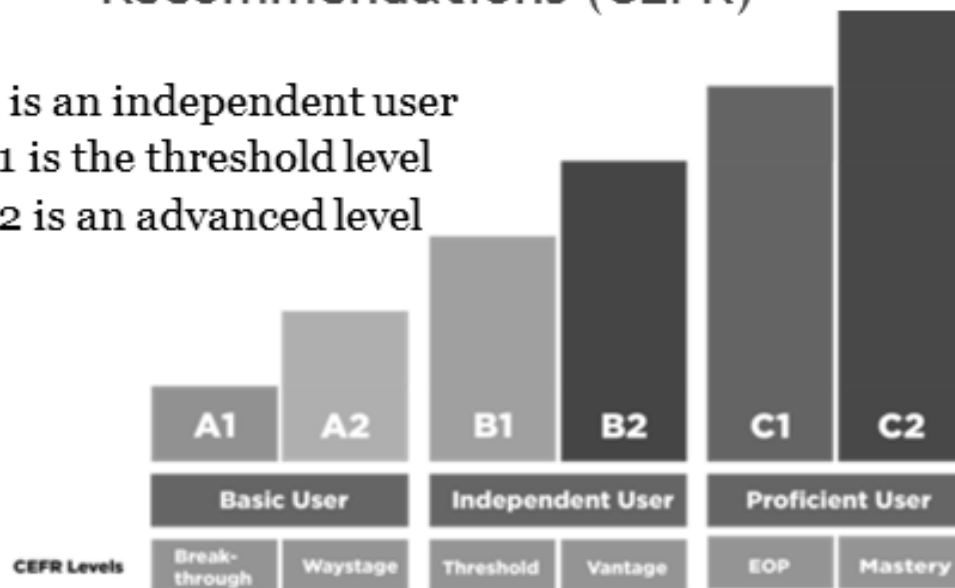
СПИСОК ЛІТЕРАТУРИ
(REFERENCES)

1. . Сопівник Р. В., Сопівник І. В., Варивода Н. А. Лідерологія : навч. посіб. Київ : ЦП «Компринт», 2018. 488 с. 22.

2. Сопівник Р. В. Мотивація навчання студентів спеціальності «Професійна освіта». Гуманітарні студії: педагогіка, психологія, філософія. 2019. Вип. 10(4). С. 93–99.

3. Супрун Д.М. Модернізація змісту професійної підготовки психологів в галузі спеціальної освіти: Монографія. Київ: Вид-во НПУ імені М.П. Драгоманова, 2019. 492с. http://enpuir.npu.edu.ua/handle/123456789/30565

4. Супрун Д.М. Psychology of Management (Психологія Управління): Підручник. Київ: вид-во УДУ імені Михайла Драгоманова, 2023. 412 с.

5. Супрун Д. М. Професійна підготовка психологів в галузі спеціальної освіти: монографія. К.: Вид-во НПУ імені М. П. Драгоманова, 2017. 392 с.

6. Супрун Д. М. Management – a component of psychologists` professional training (менеджмент – складова професійної підготовки психологів): навчально-методичний посібник для студентів, слухачів магістратури та практикуючих психологів. К.: Вид-во НПУ імені М. П. Драгоманова, 2016. 250с.

7. Супрун Д. М. Формування компонентів професійного та особистісного зростання психологів в галузі спеціальної освіти (тренінг): методичний посібник для студентів, слухачів магістратури та практикуючих психологів. Запоріжжя: Вид-во КВНЗ «Хортицька національна навчально-реабілітаційна академія», 2017. 80 с.

8. Супрун Д. М. Розвиток мотивації професійного самоздійснення психологів в галузі спеціальної освіти (Тренінг): Методичний посібник для студентів, слухачів магістратури та практикуючих психологів. Запоріжжя: Вид-во КВНЗ «Хортицька національна навчально-реабілітаційна академія», 2018. 124 с.

9. Супрун Д. М. Діагностика сформованості компонентів професійної підготовки психологів в галузі спеціальної освіти (Комплекс діагностичних методик): методичний посібник для студентів, слухачів магістратури та практикуючих психологів. Запоріжжя: Вид-во КВНЗ «Хортицька національна навчально-реабілітаційна академія», 2017. 86 с.

10. Супрун Д. М. Система професійної підготовки психологів в галузі спеціальної осві-ти : Методичні рекомендації: Методичні рекомендації для викладачів, студен-тів, слухачів магістратури та практикуючих психологів Запоріжжя: Вид-во КВНЗ «Хортицька національна навчально-реабілітаційна академія», 2018. 76 с.

11. Супрун Д. М. Програма спецкурсу «Менеджмент – складова професійної підготовки психологів». К.: Вид-во НПУ імені М. П. Драгоманова, 2017. 19 с.

12. Супрун Д. М. Програма спецкурсу «Новітні тенденції професійної підготовки психологів в галузі спеціальної освіти». К.: Вид-во НПУ М.П. Драгоманова, 2017. 29 с.

13. Центр Лідерства та Менеджменту Maryland Avenue, SW, Suite 330, Вашингтон, округ Колумбія 20024-2520 [Електронний ресурс] / Департамент сільського господарства США. – Режим доступу : // http://www.ocio.usda.gov/directives/ doc/DR4040-412-001.htm

14. AIESEC. Программа «Лидер команды» [Електронний ресурс] – Режим доступу : http://kaliningr ad.aiesec.ru/rabota-v-aiesec/komandniy -igrok.html

15. Baker, Thomas E. EffectivePolice Leadership. NY: Looseleaf Law Publications, 2000. 277 p.

16. Bass Bernard M. Bass & Stogdill's Handbook of Leadership [Hardcover] : Free Press. – 1990. 1184 p.

17. Bennis Warren G., Nanus Burt. Leaders : Strategies for Taking Charge. HarperBusiness Essentials, 2003. – 256 p.

18. Bennis Warren. On Becoming a Leader : Basic Books, 2009 – 254 p.

19.   Blake Robert R. Mouton Jane S. The Managerial Grid. The Key to Leadership Exellence. – Gulf Pablishing, 1985. – 244 p.

20.   Burns J. M. Leadership / James MacGregor Burns. – New York : Harper & Row, 1978. –IX, 530 p.

21.   Chhokar, J. S., Brodbeck, F. C., and House, R. J. (Eds.). Culture and Leadership Across the World : The GLOBE Book of In-Depth Studies of 25 Societies. Lawrence Erlbaum Associates : Mahwah, N. J., 2007. – 1200 p.

22.   David A. Heenan, Warren G. Bennis Co-Leaders : The Power of Great Partnerships, John Wiley. – 1999. – 312 p.

23.   Einasen Stale. The nature and causes of bulling at work. // International journal of Manpower. – 20, 1/2. – 1999. – p. 16-27.

24.   Fiedler F. E. Improving leadership effectiveness : The leader match concept / F. E. Fiedler, M. M. Chemers. – New York : Wiley. – 1984. – 229 p.

25.   Gardner J. W. On Leadership / Gardner J. W. – New York : Free Press, 1993. – 220 p.

26.   Greenleaf Robert K., Spears Larry C. Servant Leadership : A Journey Into the Nature of Legitimate Power and Greatness / K. Robert Greenleaf, C. Larry Spears. – Paulist Press, 2002. – 370 p.

27.   Hartli. P. Group communication / Hartli. P . – London : New Fetter lane, 1997. – 112 p.

28.   Hersey P. Blanchard K. So You Want to Know Your Leadership Style? / P. Hersey, K. Blanchard // Training and Development Journal. – 1974. – February. – P. 1–15.

29.   Hjelle L. Personality Theories : Basic Assumptions, Research, and Applications 3th ed. / L. Hjelle, D. Ziegler. – McGrow-Hill, 1992 – 624 p.

30.   Heider F. The Psychology of Interpersonal Relations. New York, 1958.

31.   Intelligent Business Pre-Intermediate Course Book. London: Person Education Limited, 2007. 176 p.

32.   Intelligent Business Pre-Intermediate Skills Book with CD. London: Person Education Limited, 2007. 112 p.

33.   Intelligent Business Pre-Intermediate Workbook. London: Person Education Limited, 2007. 96 p.

34.   Intelligent Business Pre-Intermediate Teacher's Book. London: Person Education Limited, 2007. 192 p.

35.   Lazarus R.S. Environmental Planning in the Context of Stress and Adaptation: Symposium "Society, stress and disease". Stockholm, Oxford. April, 1970. 436 p.

36.   Leadership Development Programs http://www.graduateschool.edu/index.php?option=comcontent&task=view&id=188&Itemid=200

37.   Maslow A. Motivation and personaliti. – N.Y., 1954 Alderfer C. Existens, relatedness and grouth : human needs in organizational swttings. – N.Y. – 1972

38.   McGregor's Douglas Theory X and Y: Toward a Construct-valid Measure / Richard E. Kopelman, David J. Prottas and Anne L. Davis. // Journal of Managerial Issues. – Vol. 20. – No. 2 (Summer 2008). – P. 255–271.

39.   Mintzberg, Henry. Mintzberg on management: inside our strange world of organizations / Henry Mintzberg. – New York ; London : Macmillan : The Free Press. – 1989. – 418 p.

40.   Ralph Melvin. Handbook of leadership: a survey of theory and research / Ralph Melvin. – Free Press, 1974. – 613 p.

41.   Shaffer L. F. The psychology of adjustment / L. F. Shaffer, E. J. Shoben. – Boston: Houghton Mifflin, 1956. – 317 p.

42.   Stewart D. Friedman. Pełne przywództwo / Stewart D. Friedman. – Wydawnictwo : Wolters Kluwer Polska. – 204 s.

43. Stogdill R. M. Handbook of leadership: a survey of theory and research. New York: The Free Press, 1974 -: 613 p.

44. The New Psychology of Leadership. Identity, Influence and Power (Нова психологія лідерства. Ідентичність, вплив і влада). / S. Alexander Haslam, Stephen D. Reicher and Michael J. Platow. – Psychology Press, 2010. – 296 p.

Навчальне видання

**Social Leadership and
Team-building**

Навчальний посібник

Авторський колектив
Сопівник Р.В., Сопівник І.В., Супрун Д.М, Григоренко Т.В.

Навчальний посібник