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FOREIGN LANGUAGE COMMUNICATION IN THE SOCIAL SPHERE

(FOR SOCIAL MANAGERS)

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INTRODUCTION

The European Higher Education Area is based on international cooperation, which should remove barriers and ensure wide access to high-quality higher education based on the principles of democratization and independence of universities, scientific and research autonomy, increased mobility of students and scientific and pedagogical personnel, young people preparation for active life in a democratic society, forming the basis for professional careers and personal development.

The Ukrainian State is facing new challenges related to globalization processes, to overcome which trained professionals in various fields are needed, in particular, specialists in the social sphere, who accompany practically all types of social activity. At the same time, the contradiction between the tasks of integrating Ukrainian higher education into the European space of higher education and the current system of training specialists, the needs of society in competent specialists and the quality of their training has become more acute. Therefore, the identified trends allow us to determine and clarify the strategy for increasing the level of the managerial component of professional training.

The purpose of the publication is characterized by:

1) the expediency and methodological justification of professional, communicatively-oriented integrated training of highly qualified specialists in the social sphere in a foreign language, the ultimate goal of which corresponds to the outlined ideas of the student – professional social manager about future professional activity (subjectivity of activity), stimulates the need for professionalization in parallel with learning a foreign language with appropriate measures (motivation of activity), brings educational activity in foreign language into harmony with a personal goal (purposefulness of activity), and also contributes to the current awareness of the need to learn a foreign language as a guarantee of becoming educated, cultural, professional, competitive at the international labor market and a successful person in general (awareness of activity);

2) manifestation of managerial competence as the basis of the professional activity of specialist, in particular, social manager;

3) development of professional managerial thinking, which is characterized by a conscious, purposeful, systematic approach and should occur through the formation of managerial professional competencies (communication skills and skills of business team interaction and leadership, mastery of analytical thinking techniques to prevent and resolve conflicts, etc.);

4) formation and development of managerial competence in order to introduce technologies to ensure the development of resilience, prevent emotional burnout, challenges of digitalization and for the security and sustainable development of society as a whole;

5) development of the professional identity of a specialist, professional motivation, level of professional adaptability, culture of self-management from the standpoint of modernization of society, taking into account the achievements of world experience;

6) integration of social, psychological and pedagogical, managerial, foreign language communicative components of professional competence based on a transdisciplinary approach and ensuring the systematization and integration of psychological, managerial, foreign language... knowledge into a single professional space in order to form a modern society;

7) formation of a positive professional self-perception and actualization of own potential through an appeal to the individual and through self-knowledge, which

contributes to determining the level of general self-esteem and self-confidence, in own knowledge, skills and abilities;

8) formation of a differentiated and creatively oriented structure of the system of value orientations, which characterizes a person's internal readiness to carry out professional activities and objectification of current needs.

The book is aimed at creating a completely English-speaking environment, therefore, it does not provide the native language in formulating tasks for exercises and discussing discursive issues (Dilemma & Discuss).

This book is clearly structured and consists of fifteen Units that have a unified structure. The author's is a system for dividing the content of topics, which is not just content, but is a methodological development. Theme-cycles have a single general scheme. Each of the theme cycles is divided into several text-sections, each of which includes one or more thematic texts and, depending on the target direction, exercise and task cycles. This is reflected in the latest system of division by purpose (Themes and materials for studies, Language skills, Career skills, Vocabulary, Dilemma & Discuss). The provided material will contribute to the formation and development of a worldview, personal attitude to a specific social and managerial topic, and motivation to study English, activating professionally-oriented vocabulary among students, master's, postgraduate students, doctoral students, as well as practicing social managers.

Without experience in the implementation of the management component, it is impossible to develop an effective professionally oriented domestic system of training social managers, in particular, in a foreign language, which would be adapted to European norms and the best global educational standards. Modern professionally oriented training of social managers in English is a holistic process, a system that consists of a number of subsystems, each of which performs its function. Each stage of training has its own specifics. This specificity is manifested in methodological and psychological terms. In the first, the material changes in terms of structure and content complexity. As for the second, the development of motivational components of activity, improvement of thinking processes and operations, and the formation of professional interests are expected. We can observe a direct interdisciplinary connection.

Thus, the social, economic and political realities of the modern world, transformational processes in the education system, requirements for a modern specialist and the social order of the labor market encourage a review of certain established views on the goals and objectives of professionally oriented training in general and its managerial component in particular. The level of training must meet international standards, which will allow effective cooperation in the global living space. These standards are not implemented without proper specified training, which should be provided to future specialists and social managers in the leading universities. It is undeniable that internationalization stimulates the development of higher education. A significant contribution to positive changes is made by the general trend of professional training of specialists with an appropriate level of development of managerial skills and abilities and appropriate English-speaking communicative competence, which will enable their competitiveness at the global level. We consider it necessary to introduce these aspects in the professional training of social managers.

ПЕРЕДМОВА

Європейський простір вищої освіти ґрунтується на міжнародному співробітництві; що має усунути перепони та забезпечити широкий доступ до якісної вищої освіти, яка базується на принципах демократизації й незалежності університетів, наукової та дослідницької самостійності, активізації мобільності студентів і науково-педагогічних кадрів; підготовці молоді до активного життя в демократичному суспільстві, формуванні основи для професійної кар'єри й особистого розвитку.

Перед українською державою постають нові виклики, пов'язані з глобалізаційними процесами, для подолання яких необхідні підготовлені професіонали у різних галузях, зокрема, фахівці у соціальній сфер, соціальні менеджери. Водночас загострилася суперечність між завданнями щодо інтеграції української вищої школи до європейського простору вищої освіти і чинною системою підготовки фахівців, потребами суспільства в компетентних фахівцях та якістю їх підготовки. Отже, виявлені тенденції дозволяють визначити та уточнити стратегію підвищення рівня управлінської складової професійної підготовки.

Мета видання характеризується:

1) доцільністю і методичною виправданістю професійної, комунікативно-спрямованої інтегрованої підготовки висококваліфікованих фахівців у соціальній сфері іноземною мовою, кінцева мета якої відповідає окресленим уявленням про майбутню професійну діяльність (предметність діяльності), стимулює відповідними заходами потребу у професіоналізації паралельно з вивченням іноземної мови (вмотивованість діяльності), призводить у співзвуччя навчальну діяльність іноземною мовою з особистою метою (цілеспрямованість діяльності), а також сприяє актуальному усвідомленню необхідності вивчення іноземної мови (усвідомленість діяльності);

2) маніфестацією управлінської компетентності як основи професійної діяльності фахівця, зокрема, соціального менеджера,;

3) розвитком професійного управлінського мислення, яке відзначається усвідомленим, цілеспрямованим, системним підходом та має відбуватися завдяки формуванню управлінських професійних компетенцій (комунікативні вміння та навички ділової командної взаємодії та лідерства, оволодіння прийомами аналітичного мислення з метою запобігання та вирішення конфліктів тощо);

4) формуванням й розвитком управлінської компетентності з метою провадження продуктів та технологій задля забезпечення розвитку стійкості, запобігання емоційному вигоранню, викликам діджиталізації та задля безпеки та сталого розвитку суспільства загалом;

5) розвитком професійної ідентичності фахівця, професійної мотивації, рівнем професійної адаптивності, культурою самоменеджменту з позицій модернізації суспільства з урахуванням здобутків світового досвіду;

6) інтеграцією соціальної, психолого-педагогічної, управлінської, іншомовної комунікативної складових професійної компетентності на основі трансдисциплінарного підходу й забезпечення систематизації та інтеграції психологічних, управлінських, іншомовних…. знань в єдиний професійний простір з метою формування новітнього суспільства;

7) формуванням позитивного професійного самосприйняття та актуалізацією власного потенціалу через апеляцію до особистості та шляхом самопізнання, що сприяє визначенню рівня загальної самооцінки та впевненості у собі, у своїх знаннях, уміннях і навичках;

8) формуванням диференційованої та креативнозорієнтованої структури системи ціннісних орієнтацій, що характеризує внутрішню готовність людини до здійснення професійної діяльності та об'єктивування актуальних потреб.

Підручник націлений на створення повністю англомовного середовища, тому не передбачає у формулюванні завдань (Tasks) до вправ та у обговоренні дискурсивних питань (Dilemma & Discuss) використання рідної мови. Даний підручник чітко структурований та складається з п'ятнадцяти розділів, які мають уніфіковану структуру. Авторською є система поділу наповнення тем, яка не являє собою лише зміст, а є методичною розробкою. Цикли-теми мають єдину загальну схему. Кожен з циклів-тем поділений на декілька текстів-розділів, кожен з яких включає один чи декілька тематичних текстів і, в залежності від цільового напрямку, циклів вправ та завдань. Це висвітлено у новітній системі поділу за цільовим призначенням (Themes and materials for studies, Language skills, Career skills, Vocabulary, Dilemma & Discuss). Наданий матеріал сприятиме формуванню та розвитку світогляду, особистого ставлення до конкретної соціально-управлінської тематики та мотивації щодо вивчення англійської мови, активізації професійноспрямованої лексики соціальними менеджерами.

Без досвіду впровадження управлінської складової неможливо розвивати ефективну професійноорієнтовану вітчизняну систему підготовки соціальних менеджерів, зокрема, іноземною мовою, яка була б адаптована до європейських норм і кращих світових освітніх стандартів. Сучасна професійноспрямована підготовка соціальних менеджерів англійською мовою – це цілісний процес, система, яка складається з цілого ряду підсистем, кожна з яких виконує свою функцію. Кожен етап навчання має свою специфіку. Ця специфіка проявляється в методологічному та психологічному планах. У першому – матеріал змінюється за структурою, складністю змісту. Щодо другого – передбачається розвиток мотиваційних компонентів діяльності, вдосконалення процесів і операцій мислення, формування професійних інтересів. Маємо змогу спостерігати прямий міждисциплінарний зв'язок.

Отже, соціально-економічні та політичні реалії сучасного світу, трансформаційні процеси у системі освіти, вимоги до сучасного фахівця та соціальне замовлення ринку праці спонукають до перегляду окремих усталених поглядів на цілі та завдання професійноспрямованої підготовки загалом та управлінської її складової, зокрема. Рівень підготовленості має відповідати міжнародним стандартам, що дозволить ефективно співпрацювати в глобальному життєвому просторі. Зазначені стандарти не запроваджуються без належної підготовки, яка в провідних ЗВО має надаватися майбутнім фахівцям – соціальним менеджерам. Вагомий внесок в позитивні зрушення робить загальна тенденція професійної підготовки фахівців з належним рівнем розвитку управлінських вмінь та навичок і відповідною англомовною комунікативною компетенцією, що уможливить їх конкурентоздатність на світовому рівні. Вважаємо за необхідне впровадження зазначених аспектів при професійній підготовці соціальних менеджерів.

UNIT I HIGHER EDUCATION IN SOCIAL SPHERE

Themes and materials for studies:

1. Invitation for Professionals Training for Social Managers!
2. European integration processes in education (historical aspect)
3. Content and Core Values of Social Work
4. Educational Management in Social Sphere
5. Origins and history of Social Work
6. Social Work as a science

5.Harsh discipline: is the key to better teaching

Language skills: translation practice

Writing an Essay

Career skills: Development of personality

Vocabulary: words and expressions for talking about education

Dilemma & Discuss: Quality of education

Implementing European integration in Ukraine

Do Adult students give new life to education?

Are High School Honors Always Key to Life Success?

Is harsh discipline the key to better teaching?

What is the Current situation & trends in Education in Ukraine and abroad?

Task 1. Before reading materials about Higher education, think about the following:

1. What sort of school education did you have?

2. What subjects are you studying now?

3. Have you studied Social Disciplines at school or any other places?

4. As far as you are student at NULES of Ukraine, which subjects do you study?

5. Where does your motivation for studies/job come from? From your family (boss, inside yourself)?

6. Do you think intelligence leads to success?

7. Is it easy for you to concentrate on studies?

8. Do you talk about studies/job outside the institute/work?

9. What are your perspective positions?

Task 1.1. Read and the advertisement:

Invitation for Professionals Training
for Social Managers!

Humanitarian and Pedagogical Faculty

231 Social work

(Social and psychological counseling)

Bachelor's degree program

231 Social work

(Social and psychological rehabilitation)

Master's degree program

Qualification. A teacher-rehabilitator. Specialist in social and psychological rehabilitation. Social manager

Why Social Work? Social and psychological counseling?

1. Career promotion
2. Public recognition
3. Prestige
4. Significance

What are the activities of social workers and social work specialists?

Social workers and social work specialists provide *advisory and consultative assistance to individuals*, families, groups, communities and organizations in case of social and personal difficulties.

A specialist in social work is a person who connects all links – doctor, psychologist, physiotherapist, social services, i.e. controls inter-sectoral interaction in the process of providing assistance to a person.

Where can I work and in what position?

The sphere of administration of *the Ministry of Social Policy*

- Centers for social services and child protection, gender equality, social insurance and pension provision, social services, employment services, early intervention, crisis centers
- Sanatorium and resort establishments
- Network of children's health and recreation facilities
- Consultation establishments
- Rehabilitation establishments
- Departments of social and family policy, social services development and child protection

Positions: social manager, consultant, social work specialist, community development expert, career consultant, outreach worker, social auditor, volunteer work organizer, etc.

Institutions are subordinated to the Ministry of Education and Science of Ukraine

- Preschool, general secondary, vocational and higher education institutions
- Training and rehabilitation centers
- Children's development centers

Positions: employee of the education department, social pedagogue, consultant.

Institutions subordinate to the Ministry of Internal Affairs of Ukraine

Positions: juvenile prevention inspector,

employee of guardianship authorities,

employee of the criminal police in juvenile affairs, judicial and pedagogical expert.

PRIVATE PRACTICE

Positions: consultant, trainer, coach, mentor, facilitator

Double diploma/degree programs

Pomeranian University in Słupsk (Poland) according to the following programs:

1. Psychopedagogy
2. Sociology
3. Social work

Study for 3 years.

Since the 2nd semester of the 2nd course.

Military department

During the course of study students receive the military rank of junior lieutenant (reserve officer)

All students are provided with **a dormitory on the campus**

The territory of the university is unique!

We are in a picturesque corner of Kyiv

Task 1.2. Using the phrases from advertisement above make short report about place of your study

Task 2. Read and retell the text:

EUROPEAN INTEGRATION PROCESSES IN EDUCATION

(historical aspect)

The building process of European citizenship based on values of freedom, social justice and democracy, cultural unique, started more than 55 years ago. Nowadays 45 countries, including Ukraine, have united in joint political targets and they've taken a voluntary responsibility for protecting human rights to life, personal inviolability, social security, etc.

The reason for radical reform of higher education in Europe was the students' strikes of Sorbonne University (Paris) in 1968 that caused serious legislation changes in European countries. The process of higher education reform, which has been lasting for 37 years, is called Bologna process. The background for that was a celebration of a 900-th anniversary of the oldest European University in Bologna (Italy) in 1988, where *Magna Charta Universitatum* was signed.

In 1998 the European Ministers of Education from Germany, France, Italy and the UK signed the Sorbonne declaration directed towards harmonization of higher education at national levels. In 1999 twenty nine Ministers of Education on behalf of their governments signed the Bologna declaration, where the demands and criteria to higher education systems were worked out. It's aimed at formation of the united European higher education area till 2010; providing students with a solid study foundation and opening up international professional opportunities to them.

Expected impact of education integration processes in Europe is:

- improved qualities of higher education;

- equating degree structures (Bachelor's, Master's, Doctor's);

- recognition of degrees at European levels;

- working out modular principle according to European Credit Transfer System (ECTS);

- integration of professional needs (relevance of professional qualifications to meet the market demands within Ukraine and across Europe);

- mobility of students and academics;

- transparency and accountability.

The academicians use the latest national and international methodological developments in their work such as learning-centered approaches, task-based and project-based approaches; focus on the integration of skills and autonomous studies; cyclical modular format and etc.

Task 2.1. Using vocabulary notes translate the following phrases:

Навчально-науковий інститут, освітньо-кваліфікаційний рівень магістра, готувати спеціалістів, заочне відділення, випускник, закінчити ЗВО, науково-педагогічний склад, науковий центр, фундаментальні та прикладні дослідження, управлінський персонал, спеціалізуватися в чомусь, ЗВО.

Task 2.2. Complete your vocabulary with words in bold

Task 2.3. Make sentences with them

Task 2.4. Using the Dictionary and vocabulary notes make sentences with the following phrases:

Department of Social Work and Rehabilitation

Humanitarian and Pedagogical Faculty

National University of Life and Environmental Sciences of Ukraine

Task 3. Read the text and say what social work is and what the philosophical underpinnings of social work practice are:

CONTENT AND CORE VALUES OF SOCIAL WORK

The question "what is content of social work?" is surprisingly difficult to answer. The work that social workers do often goes unnoticed by members of the public. They often work out of sight, in families and institutional care settings.

Social workers tend to work with people at times when they are unable to rely on family or community support systems, and they may be poor, oppressed, and marginalised in society. This means that social work sometimes comes into people's lives at times when they do not want it to.

Definitions of ***social work*** change over time. Formerly, social work activities focused primarily on solving the immediate problems of the indigent and did little to change the conditions that caused those problems. More recently, however, a vast amount of new social research has made possible analyses of the social and ***economic maladjustments*** of modern society, and the activities of social workers have been coordinated in an effort to achieve the maximum possible benefit both for those individuals who are in need and for the entire community.

Social work practitioners and educators from across the world agreed the following definition at an international conference in July 2001: The social work profession promotes social change, problem solving in human relationships, and the empowerment and liberation of people to enhance well-being. Principles of human rights and social justice are fundamental to social work.

Therefore, ***social work*** is a profession concerned with helping

individuals, families, groups, and communities to enhance their individual and collective well-being. However, it is also concerned with broader social issues such as poverty, unemployment, and domestic violence. Human rights and social justice are the philosophical underpinnings of social work practice.

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

The mission of the social work profession is rooted in a set of core values. These ***core values are the foundation*** of social work's unique purpose and perspective:

● *service;*● *social justice;*● *dignity and worth of the person;*● *importance of human relationships;* ● *integrity;*● *competence.*

Task 3.1. Are the following statements true or false?

1. The public always see the work that social workers do.
2. Definitions of social work do not change over time.
3. Social workers try to achieve the maximum possible benefit only

for the individuals who are in need.

4. Social work is concerned not only with individual and personal problems but also with broader social issues such as poverty, unemployment, and domestic violence.

5. Social work practitioners never provide preventive services.

Task 3.2. Complete the sentences using the text.

1. Social workers often work out of sight, in families and ___.
2. Social workers tend to work with people at times when ___.
3. Formerly, social work activities focused primarily on ___.
4. Social work profession promotes ___.
5. Social work is a profession concerned with ___.

Task 3.3. Match each term with the correct definition.

social policy	**social issues**	**social justice**
social welfare	**social work**	

1. _____: a professional and academic discipline committed to the pursuit of social welfare, social change and social justice.

2. _____ : matters which directly or indirectly affect members of a society and are considered to be problems or controversies.

3. _____ : guidelines, principles, legislation and activities that affect the living conditions conducive to human welfare.

4. _____ : a type of financial or other aid provided to people in need, generally provided by the government.

5. _____ : the idea of creating a society based on equality and solidarity, that values human rights, and recognizes human dignity.

Task 3.4. Here are the definitions to the notions. Work out the notions.

Words for reference:

poverty, community, the indigent, social work, unemployment

1. The profession or work of providing people in need with social services.

2. The state of not having enough money to take care of basic needs such as food, clothing, and housing.

3. The condition of having no job.

4. Poor people.

5. The people living in one locality.

Task 3.5. Make word combinations. Use them in the sentences of your own.

1) members	a) research
2) social	b) their collective well-being
3) primary	c) values
4) core	d) of the public
5) to enhance	e) mission

Task 3.6. Form the following groups of derivatives. Make four sentences of your own using the words from the table.

Noun	**Verb**	**Adjective**
		focused
maladjustment		

Noun	**Verb**	**Adjective**
		concerned
	promote	
empowerment		
	contribute	

Task 3.7. Insert the necessary preposition.

1. The indigent can rely ___ family or community support systems.

2. Formerly, social work activities focused primarily ___ solving the immediate problems of the indigent.

3. Principles of social justice are fundamental ___ social work.

4. Social workers are concerned ___ helping people in need.

5. Social workers promote social justice and social change ___ and ___ behalf of clients.

6. “Clients” is used to refer ___ individuals, families, groups, organizations, and communities.

7. Human rights and social justice are the philosophical underpinnings ___ social work practice.

8. The mission of the social work profession is rooted ___ a set of core values.

Task 3.8. Make word partnerships with the adjectives on the left and the nouns on the right.

social	activities
social work	aid
economic	maladjustments
collective	well-being
financial	workers

Task 3.9. Match these words and phrases on the left with their definitions on the right.

1) social work	a) the condition of having no job
2) unemployment	b) poor people
3) charitable work	c) being without food, money, etc.
4) the indigent	d) the profession or work providing people in need with social services
5) poverty	e) giving help, money, food, etc., to those in need

Task 3.10. Match the words in both columns close in meaning.

1) untrained	a) to improve
2) to enhance	b) a setting
3) a benefit	c) a neighbourhood
4) an environment	d) unskillful
5) a community	e) an advantage

Task 4. Put an appropriate preposition in the following gaps if it is necessary.

1. People in need are often unable to rely ___ community support systems.

2. Philanthropic activities focused primarily ___ solving the immediate problems of the indigent.

3. Principles of human rights and social justice are fundamental ___ social work.

4. Social work is concerned ____ individual and personal problems.

5. Social workers work to provide care ___ people in need.

6. “Clients” is used to refer ___ individuals, families, groups, organizations,

and communities.

7. Social workers’ efforts are aimed ___ achieving the maximum possible

benefit for those individuals who are ___ need.

8. Social workers show respect ___ the client’s choice.

9. It is very important to help people ___ mental and emotional disorders.

10. The goal of social work is to enhance human well-being with particular attention ___ the needs of people who are vulnerable.

Task 5. Skim the text to get the reasons for establishing first social agencies.

ORIGINS AND HISTORY OF SOCIAL WORK

The desire to help other people is stressed by the major religions. The Bible tells of ways in which religious individuals assisted the needy.

Great changes took place in society during the Industrial Revolution. It brought such problems as overcrowding, unemployment, and poverty. Growing numbers of people began to depend on others for help. During the 1800’s, many private agencies were established in order to aid these people.

The Charity Organization Society (COS) and the settlement house

movements were the two primary roots of social work. The COS was developed as a means to organize the manner in which the poor were assisted. The COS believed that the poor created their own problems and that they needed direction to correct the problem of poverty, but not financial assistance. The COS sent out individuals, usually women, to poor homes to act as “friendly visitors.” One of the pioneers of social work who came out of the COS movement was Mary Richmond. Mary Richmond was a key individual in the development of specialized training and education of those who engaged in charitable work.

The second significant movement in the development of social work was the social settlement, which originated in cities in the 1890’s. Settlement houses offered social services to the urban poor, especially immigrants. However, the social settlement movement did not place emphasis on individual defects but pointed to “environmental factors of poverty.” One of the individuals known in the settlement house movement is Jane Addams who founded the Hull House in Chicago, Illinois. The Hull House offered day care, “a club for working girls, lectures and cultural programs and meeting space for neighbourhood political groups.” Moreover, it provided nurseries, adult education classes, and recreational opportunities for children and adults. In addition, Jane Addams worked for reforms in city and workplace conditions in order to assist the poor communities. Throughout these two movements, the role of gender worked to determine the method in which individual would participate. Men largely held positions as administrators and women worked as the direct-care workers.

Task 5.1. Put down words and word combinations from the text you are going to use while speaking about the missions and goals of first

social agencies.

Task 5.2. Go through the text and get ready to speak according to the following items.

1. Social work methodological base.
2. Social work holistic focus.

Task 6. Read and retell the text:

SOCIAL WORK AS A SCIENCE

Using *theories of human behaviour and social systems*, social work intervenes at the points where people *interact with their environments*. Social science is any discipline or *branch of science* that deals with human behaviour in its social and cultural aspects. Social science, broadly speaking, provides an understanding of how the world works using social and behavioural explanations. Social work has been called a *helping profession*, a *problem-solving profession* or an *enabling profession*. The social work profession promotes *social change*, problem-solving in *human relationships*, and the empowerment and liberation of people to *enhance wellbeing*. As such, social workers are *change agents* in society and in the lives of the individuals, families, and communities they serve.

Social work is an *interrelated system of values, theory, and practice*. Social work grew out of humanitarian and democratic ideals, and its values are based on *respect for the equality*, *worth*, and *dignity* of all people. Social work bases its methodology on *evidence-based knowledge* derived from *research* and *practice evaluation*, including local and indigenous knowledge specific to its context. It draws on theories of human development and behaviour and social systems to analyse

complex situations and to *facilitate individual, organisational, social and cultural changes*.

Social work uses a variety of skills, techniques, and activities consistent with its holistic focus on persons and their environments. Social work interventions range from primarily *person-focused psychosocial processes* to involvement in social policy, planning, and development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

Task 6.1. Write a 7-sentence summary of the text.

Task 6.2. Answer the questions.

1. Why have you chosen "social work" as your future career?

2. What role do social workers play in the current political and social situation?

3. What is the present situation with social work in your country?

4. What is the future of social work in the world and in your country?

Task 7. Read and translate the text.

Social Work and its relationship to other disciplines

Social work is related to various disciplines. The areas like sociology, psychology and social policy are considered cognate disciplines of social work which has influenced social work.

Sociology and Social Work

Sociology is the scientific study of the human society. It is called the science of society. But sociology and social work differ in some

aspects. In Sociology the approach to society is theoretical and theory building is its major concern. Social work on the other hand has to be practical and deal with problems. So social workers spend more time in the field with people rather than in the libraries with books. Sociological theory is based on facts drawn from complex social reality. They offer precise cause to explain social phenomena. Often these theories are of little value to the practician as many other factors come into play which should be taken into account to reach a realistic solution. On the other hand, sociologist find the work of social workers to be fragmented and oriented only towards the problem at hand. Another important distinction between social work and sociology is that the latter made claims to be a value free discipline.

Psychology and Social Work

Psychology is the study of mental processes and human behaviour. Being a science it uses the tools of observation, measurement and classification to study human behaviour. Along with sociology, psychology had a major influence on the social work profession. Psychology contributed a number of techniques to social work profession: behaviour modification theories, psychoanalysis techniques like dream analysis, etc.; child development with emphasis on role expectation at every stage; abnormal psychology and the various classification of mental illness; counselling psychology. Social worker often used these techniques in their practice to increase their effectiveness.

Medicine and Social Work

The social work had a strong presence in the health sector.

Consequently knowledge about the various diseases, their causes, diagnosis and cure are necessary for the social worker. Social workers should be aware of the social implication of these illnesses. The impact on the family, the resources available to the client, governmental and non-governmental resources available to support the client are areas of concern for the social worker.

Psychiatry and Social Work

Social work and psychiatry have close relation, as one very important area of intervention in social work is the mental health field. Social work gained a significant amount of information from psychiatry – types of mental illness, their classification, causes, effects and treatment methods. Social workers on the other hand deal with social aspects of the illness. They mobilize resources within the community to support the patient. It may be a job from the recovered person or getting funds for his livelihood. Social worker will also help his family cope with the difficult situation they find themselves in. Social worker views the mentally as a total person rather than a patient. The cooperation of social work, psychiatrist and other health professionals are needed for the holistic treatment of the patients.

Law and Social Work

Social work and law have an important relationship. The need for knowledge of law is of paramount importance to a social worker. Social workers need the knowledge of law when they perform their roles as counsellors. Secondly, social worker as mentioned earlier performs a number of quasi-judicial functions in the correctional field, childcare, adoption and mental health field. Thirdly, in developing countries the

social worker need the knowledge of law to protect the poor from the misuse of law by the powerful.

Philosophy, Ethics and Social Work

Social work is a value-based profession that deals with the life of human beings. Hence its relationship with philosophy especially moral philosophy is very important. Moral philosophy also called ethics, aims at determining 'what ought to be' in any given situation. In simple words it helps in distinguishing right from wrong. Social workers work with human beings and with human relationships. Often social workers are confronted with decisions that have to be ethically sound. The end cannot justify the means. Ethics provides the basis for the right action towards the client. Large sections are increasingly becoming aware of their rights and value systems are constantly changing. Different perspectives and often contradicting are available on different issues. For example, on abortion there are number of perspectives and the question arises which is the correct approach.

Task 7.1. Find the word in the text that means:

a) all those events, trends, or reactions that take place within an established human society;

b) a person who practises a profession or occupation, especially a practical one;

c) the way in which one acts or conducts oneself, especially towards others;

d) the action or process of closely observing or monitoring something or someone;

e) the action or process of classifying something;

f) a way of carrying out a particular task; skill or ability in a particular field;

g) the provision of professional assistance and guidance in resolving personal or psychological problems;

h) a likely consequence of something;

i) a cause of anxiety or worry;

j) a group of people living in the same place or having a particular characteristic in common;

k) the process of working with another company, organization or country in order to achieve something;

l) the process of healing the whole person, mind, body and spirit;

Task 7.2. Read the text and fill in the gaps with the following words and phrases:

paraphrasing, point of view, sensitively, appropriately, communication, non-verbal cues, open-ended questions, needs, unbiased, communicating, difficult times

Effective 1) ... is an extremely important part of social work. It allows social workers to discover the most important issues and 2) ... of their clients and respond 3) .... It also helps them discover information about their client that the client may be communicating through 4) ... and other methods. Good communication also allows social workers to empathize with clients and understand the client's 5) ....

Another important aspect of good communication in social work is that it enables social workers to help clients navigate through 6) .... Social

workers can use effective communication to 7) ... discuss painful truths with clients. They can also advise clients in an impartial, 8) ... manner.

There are multiple effective communication methods that social workers can use in their work with clients, including: using 9) ... (questions that have answers that are more than one word and provide subjective information); 10) ... client expressions; interpreting the verbal and the nonverbal communication of clients; focusing the conversation on one or two pertinent topics; 11) ... with concise language

Task 8. Fill in the gaps in the sentences with the following words:

extrovert, clarification, stick, sensible, interrupt, persuade, grapevine, hesitant, loyal, confused, wavelength, embarrassing

1. Do you get 1) ... about what to say when you feel 2) ...?

2. I could hardly whisper a word in front of everyone at the meeting. It was so 3) ...!

3. These are people who have remained 4) ... to the company for years.

4. Please, don't 5) ... her while she's working.

5. He did finally come with us, although it took a long time to 6) ... .

6. This seems to be a 7) ... way of dealing with the problem.

7. Please, do contact me if you require further 8) ... on any of these issues.

8. I heard through the 9) ... that you and Rick are thinking of splitting up.

9. He thought I was a football fan – he must have got completely the wrong end of the 10) ... .

10. Someone who is lively in social situations is an 11) ... .

11. It was a difficult meeting because David and I didn't seem to be on the same 12) ... .

Task 9. Discuss the questions:

What other disciplines is social work related to?

What are the three main fields of social work?

Task 10. Case study

George: Using many lenses to assess cases

George is brought to a community outpatient mental health clinic due to his parent's observation that he is "not acting like a normal 13-year-old." George's parents report that he is failing school, has no peer group, and he is often angry at home, "lashing out at this younger brother and sister."

They brought him to the clinic because they think he is suffering from the same mental illness his mother has, and the last straw was that he was found with marijuana in his bedroom. The family reports a long and detailed family history of substance abuse. And, they report that George's mother lives with debilitating symptoms of anxiety and intermittent depressive episodes.

When you talk to George, he reports "My parents are exaggerating. I have friends. And, my little brother and sister are annoying, and are always bothering me and stealing my stuff. Besides I prefer hanging out by myself.

Discussion:

What are some of the "lenses" that social workers can view this case?

Medical (Mental Health and Substance-Use)

Family context

School context

Structural context

What about the social context? Does that matter? How?

How might our interventions choices differ?

Task 11. Read and retell the texts:

HARSH DISCIPLINE DOESN'T BENEFIT A STUDENT, BUT SOCIAL PROBLEM SOLVING DOES

Are strict rules and harsh discipline the keys to successful education? No, they aren't. In fact, harsh discipline is counterproductive to learning. Discipline can make a student focus, but it also gives him anxiety and low self-esteem.

Rousseah Mieze, a APR graduate who later became a teacher, said the strict environment of APR shaped his negative self-image. When he was in college, he'd still imagine his former teachers saying things like, "You don't work hard enough. You don't belong here."

Psychologists who study discipline have also found that harsh disciplinary actions can breed feelings of resentment, and can inhibit learning overall. Suspension and expulsion, for instance, are harmful.

Yet suspension and expulsion were initially thought to improve a learning environment because the action removed the disruptive students. A study by the American Psychological Association disproved this, finding that schools with high suspension and expulsion rates had the worstenvironments for learning.

Social problem solving is a much better alternative. Social problem

solving sees discipline as an opportunity to learn, rather than a punishment.

Proponents of TKOT helped developed this method of resolving conflicts. When a conflict broke out between students, teachers viewed the conflict like a mathematical mistake and helped the students solve it on their own.

In social problem solving, conflict is resolved collectively. One teacher, for example, had a student named Alex, who struggled with anger. He came from a chaotic lower-class home, and often came to school disheveled and smelling badly. During one incident, he lashed out at a group of girls who had been teasing him for his smell. Shannon, the teacher, solved the issue through mediated discussion with the students. The girls learned about Jamal's difficult home situation and he learned how his aggression had upset them. The conversation changed the students' behavior, and Jamal himself said he gained a “different view on life” because of it.

Task 12. Write an essay of your own on origins of Social Work in your country. Use any source available and no more than 200 words.

WRITING A SUMMARY

A summary is a shortened version of a text that highlights its key points. The primary purpose of a summary is to “give an accurate, objective representation of what the work says.” As a general rule, “you should not include your own ideas or interpretations.”

Steps in Composing a summary

● Read the text for its main points.● Reread carefully and make a descriptive outline.● Write out the text’s main point.● Identify the

text's major divisions. Each division develops one of the stages needed to make the whole main point.● Try summarizing each part in one or two sentences.● Now combine your summaries of the parts into a coherent whole, creating a condensed version of the text's main ideas in your own words.

Characteristics of a summary

The purpose of a summary is to give a reader a condensed and objective account of the main ideas and features of a text. Usually, a summary has between one and three paragraphs or one hundred to three hundred words, depending on the length and complexity of the original essay and the intended audience and purpose.

Typically, a summary will do the following

● Cite the author and title of the text. In some cases, the place of publication or the context for the essay may also be included.

● Indicate the main ideas of the text. Accurately representing the main ideas (while omitting the less important details) is the major goal of the summary.

● Use direct quotations of key words, phrases, or sentences. Quote the text directly for a few key ideas; paraphrase the other important ideas (that is, express the ideas in your own words).

● Include author tags. ("According to Ehrenreich" or "as Ehrenreich explains") to remind the reader that you are summarizing the author and the text, not giving your own ideas.

● Avoid summarizing specific examples or data unless they help illustrate the thesis or main idea of the text.

● Report the main ideas as objectively as possible. Do not include

your reactions; save them for your response.

List of expressions used for writing a summary

The article/text is headlined ... . The headline of the text/article is ... .

The author of the article/text is ... . The article/text is written by ... .

It is/was published in ... . It is/was printed in ... .

The main idea of the article/text is ... .

The article/text is about ... .

The article/text can be divided into (3) parts.

The first part deals with ... . The second part is about ... . The third part touches upon ... .

In conclusion the article/text reads ... .

The text/article ends with ... .The author comes to the conclusions that ... .

Sample of a summary

In “Here’s to Your Health,” Joan Dunayer describes how advertisers spend big money promoting lies about alcohol. To begin with, they suggest that alcohol is an indication of professional success. However, the fact is that heavy drinkers actually perform worse at work and in school. Another lie is that drinking makes you sexy. The truth is that alcohol use can lead to infertility and impotence. Then there is the myth that alcohol and athletics are a great combination. Certainly we observe this connection on every sports broadcast. However, any athlete can tell you that alcohol hinders coordination and slows you down. Finally, the alcohol industry wants us to believe that drinking promotes family togetherness and happiness. What they don’t tell you is that it is the leading cause of domestic violence, crime, suicide, and abuse. How ironic it is that we toast one another, “To Your Health!”

UNIT II SUBJECT AND CONTENT OF SOCIAL WORK

Themes and materials for studies:

1. The scope of Social Work practice
2. State system of Social Support
3. Social Work with families, children and youth
4. Factors that can lead to Difficult Life Circumstances (DLC) of person/family
5. Centers of Social Services
6. System of Social Services Provision
7. Classification of Social Services
8. Assessment of Needs (of families, children and youth)

Language skills: translation practice

Career skills: Development of personality

Vocabulary: words and expressions for talking about Social Work practice

Dilemma & Discuss: Factors that can lead to Difficult Life Circumstances (DLC)

Principles of implementation of Social Work with families, children and youth

Task 1. Work in pairs. Answer the following questions.

1. What is social work according to previous unit?

2. Why have you chosen "social work" as your future profession? What do you expect from it?

3. What are your professional ambitions?

4. Do social workers play an important role in a socio-political-economic context nowadays?

5. What is the present situation with social work in the world and in your country?

6. In your opinion, what is the future of social work in the world and in your country?

Task 2. Read and translate the text.

THE SCOPE OF SOCIAL WORK PRACTICE

Value of social casework within the sphere of social work. We know that social casework as method of social work aims at helping individual to solve his/her problems in the society to perform in better way and to enhance his/her own ***capabilities. The vital*** unit of society is individual. If individuals are satisfied in their life and efforts are made to minimize maladjustment then it leads to formation of peaceful society. Society consists of individuals. Every profession has a tested body of knowledge for its own growth and development. This body of knowledge should be easily understandable and communicable and should contain principles, techniques, methods, procedures, tools and terminology of its own.

The social work as profession has urbanized a body of knowledge, which contains methods, tools, and terminology of its own. In the sphere of social work, casework as a method demands a dual orientation. Firstly, orientation in human psychology, secondly, orientation in knowing cultural force of the society in which it works. Initially social casework was practiced in a few agencies and institutions but it has been increasingly utilized in newer settings. Today there are several agencies, institutions and organizations, which regularly use social casework. It is practiced in hospitals, clinics, ***courts,*** industries, military organizations, family welfare agencies both government and voluntary, immigrant agencies, day nurseries and schools, adoption agencies, child guidance

clinics, hygiene organization, ***health organization*** and others.

Social casework, primary method of social work, is concerned with the adjustment and development of individual towards more satisfying human relations. Better family life, improved schools, better housing, more hospitals and medical care facilities, protected economic conditions and better relations between religious groups help the individual in his adjustment and development. However, his adjustment and development depend on the use of these resources by him. Sometimes due to certain internal or external factors, he fails to avoid existing facilities. In such situations, social caseworker helps him. Thus, social caseworker is one to one relationship that works in helping the individual for his adjustment and ***development***.

Every individual reacts differently to his social, economic and physical environments and as such problems of one individual are different from those of another. The practice of casework is a humanistic attempt for helping people who have difficulty in coping with their problems of daily living. It is one of the direct methods of social work that uses the ***case-by-case approach*** for dealing with individuals or families as regards their problems of social functioning. Casework aims at individualized services in the field of social work in order to help the client to adjust with the environment.

The scope of social work practice is remarkably wide. Social workers practice not only in the traditional social service agencies, but also in elementary schools; in the military; in business, factories, and offices, in federal, state, and local government agencies and legislative bodies; in private practice as individual, family, and marriage therapists;

in hospitals and in ***mental health facilities***; in courts and correctional settings; in home health care; and in services to the elderly. In fact, social workers can be found anywhere and everywhere, there are people who need the help of a professional to alleviate personal or social problems.

Now that you are in the school of social work, you are probably wondering which area of social work practice to choose. In order to assist you in choosing what area of social work to explore as a field placement, we have identified several social work fields of practice and some of the responsibilities and duties needed to work in each. First, you will learn that there are common skills and responsibilities that all social workers have that enable us to work with all populations.

These *common skills and responsibilities* are to:

1) advocate for individual clients or the community on identified problems;

2) serve as a broker by connecting individual with resources;

3) create and maintain professional helping relationships;

4) improve problem-solving, coping, and development capacities of all people;

5) be able to engage and communicate with diverse population and groups of all sizes;

6) have knowledge and understanding of human relationships;

7) provide services to not only support change in the individual but also in his/her environment as well.

Medical social work. Medical social work provides assistance to patients and their families who are coping with the many problems that accompany illness or inhibit recovery and rehabilitation, such as

economic need, disability, and lack of resources after discharge to home. In addition, medical social workers:

- collect and analyse patient information to help other health professions understand the needs of patients and their families;

- coordinate services for home care and equipment following discharge;

- provide crisis intervention;

- make referrals to rehabilitation and long-term care facilities. In outpatient settings medical social workers provide referral services, supportive counselling, and coordinate after care and follow up services;

- function as part of an interdisciplinary team;

- demystify healthcare terminology, personnel and procedures. School social work. School social work provides help to students and families to overcome social, behavioural, emotional, or economic problems that prevent learning.

School social worker can:

- interview students and families to assess problems; make appropriate referrals for professional and community services;

- follow up to assure that services provided and that conditions improve;

- work closely with teachers and school administrators;

- provide crisis intervention for such problems as teen suicides, drug/alcohol-related issues and school violence.

Clinical social work. Clinical social work provides a full range of mental health services, including assessment, diagnosis and treatment.

Among other responsibilities of clinical social work should be

mentioned:

- providing services to individuals, couples, families and groups;
- utilizing a variety of psychotherapeutic theories and tools to guide treatment;
- providing referrals to appropriate agencies for case management services;
- assisting clients in adjusting to major life style changes due to death of a loved one, disability, divorce, or loss of a job;
- interfacing with healthcare insurers to authorize care.

Social work-administration and management

- plans, develops, and evaluates programs; fundraises and writes grants; budgets and manages finances to assure that the agency is in good financial standing; monitors, analyses, and evaluates public and social policy; coordinates activities to achieve the agency's goals; hires and supervises staff. Social work-case manager is involved in all stages of client intervention. He provides access, allocates, monitors, and evaluates services and fiscal resources for clients; reduces fragmentation of services. He is engaged in a range of tasks that support and enhance the systems working with the client:
- meets with client on regular basis to assure a continuum of services and to judge the effectiveness of services;
- contributes to the development of social policy;
- enhances the development, problem solving, and coping capacities of clients;
- completes all paperwork and accountability reports according to established deadlines and function as a part of treatment team.

International social work may counsel and aid refugees to ensure a smooth transition into a new environment. He also facilitates international adoptions; provides disaster relief in time of crisis; provides advocacy on international issues to improve people's quality of life and addressing injustices.

Social work with children and families. This type of social work ensures families' consultation in order to find better solutions to their problems. It also deals with:

- removing children from abusive situations and place in caring homes;

- finding employment and housing for homeless families;

- assisting pregnant women, adoptive parents, and adopted children to navigate the adoption system;

- providing assessment, support, counselling, resource coordination, and advocacy;

- evaluating potential foster homes; monitor the foster home during placement;

- providing assistance to women and their children who are victims of domestic violence.

Social work in nursing homes facilitates the admission process. Other functions have the goal to:

- develop an individualized plan of care;
- facilitate the social and psychological well-being of nursing home residents and their families;
- encourage all staff to respect and assist in meeting the needs of residents and their families;

- plan discharges to ensure appropriateness and continuity of care for transfer within and discharge from the nursing home;
- complete all paperwork and accountability reports according to established deadlines.

Social work *in psychiatric hospital completes screenings*. Other its tasks are:

- perform a thorough psychosocial assessment;
- participate in the development of a treatment plan;
- provide patient and family education, support, and advocacy;
- work closely with multi-disciplinary team to ensure continuity of care;
- provide individual treatment, family therapy, group therapy, parental and marriage counselling;
- provide discharge and aftercare planning;
- make referrals for case management services as needed;
- complete documentation according to standards and within time limits;
- assist with commitment court procedurs as needed.

Forensic social work plays a formidable role in providing risk assessments, expert testimony, mental health care, substance abuse treatment, and other timely best practices to both victims and offenders. Its main tasks are:

- use evidence-based practices *in child maltreatment* and domestic violence assessment and treatment;
- provide assessment and treatment of juvenile offenders;
- provide mental health, medical, and aftercare treatment for

adult offenders;

- get involved in trauma survivor assistance, victim-offender mediation and intervention programs.

To work ***as a forensic social worker***, you need to be skilled in restorative justice, giving expert testimony in child welfare and woman battering cases, as well as social worker mitigation testimony in death penalty cases. Besides, you will have to deal with the critical issues of punishment versus rehabilitation, deterrence, and determination of whether individual offenders are capable of change.

Change of agents, legislative advocates, policymakers and program administrators are both for victims and offenders.

Employment/occupational social work helps workers with problems that affect their job performance and satisfaction. The functions of the employment/occupational social worker are as follows:

- assist corporations reengineer their structure and methods to improve efficiency, creativity, productivity and morale;
- workforaunionandbeinvolvedinjobcounsellingororganizing;
- be an employee assistance counsellor to counsel individuals, lead groups and run workshops;
- deal with substance abuse, domestic violence, single parenting and vocational rehabilitation;
- work with foundations, as well as utility companies and bank trust departments.

Thus, ***Social work*** as community organizer:

- Social work assists the community in defining a social problem;

- provides direction and guidance to the community in order to mobilize for an identified cause;
- assists in establishing new programs to meet the needs of individuals, groups, and the community;
- provides advocacy for the needs of the community.

The above list is just a small sample of the responsibilities of social workers in different fields of practice. Nevertheless, as the list below indicates, social workers are in every aspects of the community.

There are ***other practice areas***, such as:

addictions treatment;

adoptions foster care;

advocacy;

child abuse; child welfare;

community mental health;

crisis intervention;

developmental disabilities;

disaster relief; domestic violence;

eating disorders;

employee assistance;

family planning;

family preservation services;

gerontology services;

HIV/AIDS;

homeless family assistance;

hospice and palliative care;

hospital /medical social work;

in-home services;

mental health therapy;

military social work;

parent education;

political development;

public welfare;

rural social work;

school social work;

veterans' services.

Task 2.1. Answer the questions:

1. What is social casework?

2. What does individual's adjustment and development depend on?

3. Why is the scope of social work practice wide?

4. What are common skills and responsibilities that all social workers have to work with all populations?

5. What does medical social work do?

6. What does school social work provide?

7. What are responsibilities of clinical social work?

8. What does international social work provide?

9. What is social work with children and families?

10. What does social work in nursing homes include?

11. What does forensic social work deal with?

12. What does employment/occupational social work include?

Task 2.2. Match the words from List 1 with their equivalents from List 2.

List 1	List 2
tools	коригування
scope	гуманістична спроба
a humanistic attempt	жертва
gerontology services	звітна доповідь
to aim	вельми
thorough	набір
formidable role	благополуччя
bank trust departments	пом'якшення
adjustment	суд
admission	наймати
vast	сільський
appropriateness	ретельний
marriage therapists	забезпечувати
welfare	трастовий відділ банку
remarkably	націлюватись
victim	сфера застосування
rural	величезний
to hire	доступ
accountability report	геронтологічні послуги
intake	доцільність
mitigation	величезна роль

to provide	шлюбні терапевти
court	засоби

Task 2.3. Define whether the following statements are true or false.

1) The vital unit of society is individual.

2) Social workers practice not only in the traditional social service agency, but also in elementary schools; in the military; in business, factories, and offices.

3) Employment/occupational social work helps people with problems that affect their family life.

4) Social casework, primary method of social work, is concerned with the adjustment and development of individual towards more satisfying human relations.

5) Social work with children and families ensures families' consultation in order to help children.

6) Forensic social work plays an unimportant role in providing expert testimony, mental health care and other timely best practices to both victims and offenders.

7) International social work provides advocacy on international issues.

8) School social work provides help to students and families to overcome the social, behavioural, emotional, or economic problems that prevent learning.

9) The practice of casework is a humanistic attempt for helping people who have difficulty in coping with the problems of daily living.

10) Medical social work ensures assistance to patients and their families.

Task 2.4. Fill in the gaps with word combinations from the box.

vital unit social casework body of knowledge assistance profession social work international social work practice of casework social caseworker medical social workers

1. The _____ _____ of society is individual.
2. Every _____ has a tested body of knowledge for its own growth and development.
3. The _____ ___ ____ is a humanistic attempt for helping people who have difficulty in coping with the problems of daily living.
4. _____ _____ was practiced in a few agencies and institutions but it has been increasingly utilized in newer settings.
5. _____ _____ in an acute psychiatric hospital completes intake and admission screenings.
6. This _____ __ _____ should be easily understandable and communicable and should contain principles, techniques, method, procedure, tools and terminology of its own.
7. _____ _____ work may counsel and aid refugees to ensure a smooth transition into a new environment.
8. _____ _____ is one to one relationship, which works in helping the individual for his adjustment and development.
9. _____ _____ _____ provide referral services, supportive counselling, and coordinate after care and follow up services.
10. Medical social work provides _____ to patients and their families who are coping with the many problems that accompany

illness or inhibit recovery and rehabilitation, such as economic need, disability, and lack of resources after discharge to home.

Task 3. Read and translate the text:

STATE SYSTEM OF SOCIAL SUPPORT

One of the areas of activity of the system of social protection of the population in Ukraine is the provision of ***social assistance*** and support to socially vulnerable categories of the population and families who are in difficult life circumstances and cannot independently solve problematic issues. A component of the state system of social protection of the population and protection of children's rights, which is being formed in Ukraine under the conditions of decentralization of power, is the implementation of social work with families, children and youth in difficult life circumstances, which is regulated by the Law of Ukraine "On Social Work with children and youth".

Difficult (complicated) life situation – a situation or circumstances that objectively disrupt a person's normal life activities, the consequences of which he cannot overcome on his own (***disability, loneliness, orphanhood, homelessness, disdain and negative relationships in the family, poverty, natural disaster,*** etc.)

Task 4. Choose one of the following difficult life circumstances (DLC) points to discuss. Add Factors provoking DLC.

Table

Factors that can lead to difficult life circumstances (DLC) of person/family

Life circumstance	**Factors provoking DLC**
health status	- old age; - partial or complete loss of motor activity, memory; - incurable diseases, diseases that require long-term treatment; - mental and behavioral disorders, including as a result of using psychoactive substances; - disability;
social position	- homelessness; - unemployment; - low income of the person; - loss of social ties, including during stay in prisons; - damage caused by fire, natural disaster, disaster, hostilities, terrorist act, armed conflict, temporary occupation;
behavior	- behavioral disorders in children due to parental divorce; - evasion by parents or persons who replace them from fulfilling their responsibilities for raising a child; - child abuse; - gender-based violence; - domestic violence; - getting into the situation of human trafficking

Law of Ukraine "On Social Services"
January 17, 2019 No. 2671-VIII.

Task 4.1. Complete your vocabulary with words in bold
Task 4.2. Make sentences with them

Task4.3. Analyse content of the Table and be ready to make short summary of it.
Task 4.4. Prepare the example of case according to topic.
Task 5. Read and make short summery of the text:

SOCIAL WORK WITH FAMILIES, CHILDREN AND YOUTH

Social work with families, children and youth is a professional activity aimed at preventing and minimizing negative consequences and overcoming difficult life circumstances of families, children and youth, strengthening their ability to realize their own life potential.

The main task of social work is to create conditions under which individuals or families in difficult life circumstances were able to independently solve life problems and minimize their consequences. Social work with children is aimed at protecting the rights of the child, creating conditions for ensuring the best interests of the child. The main social services provided in the implementation of social work to families, children and youth include social prevention, social rehabilitation, social support, counseling.

Subjects of social work – (eng. social work subjects, lat. subjectum – put up) are state, public organizations, individuals that implement social policy and provide social assistance to various categories of the population.

The Law of Ukraine "On Social Work with Families, Children and Youth" defines the subjects of social work with families, children and youth as:

– authorized bodies carrying out social work with families, children and youth, namely:

– bodies of executive power and bodies of local self-government;

– centers of social services and their specialized formations;

– services for children;

– specialists in social work;

− citizen associations, charitable, religious organizations;

− legal entities and individuals who provide social services;

- volunteers in the field of social work (Article 3).

State management and control over the organization and implementation of social work with families, children and youth is carried out at the ***state, regional and local levels.*** At the state level, the policy in the field of social work with families, children and youth is implemented by the central body of executive power, which ensures the formation of state policy on family and children issues, currently the Ministry of Social Policy of Ukraine.

The main directions of state policy in the field of social work with families, children and youth are:

- definition of the legal basis of social work with families, children and youth;

- development and ***implementation*** of national and regional programs of social support for families, children and youth, social development of youth and other programs related to families, children and youth;

- implementation of management in social work with families, children and youth;

- ensuring ***compliance*** with ***state standards*** of social services;

- creation of favorable conditions for the functioning and strengthening of the family;

- promoting the ***responsible attitude*** of parents to create the conditions necessary for comprehensive development and education of children;

- development of various forms of family upbringing of orphans and children deprived of parental care;

- approval of a ***healthy lifestyle*** in the family, children's and youth environment;

- implementation of social and preventive work, rehabilitation measures to restore social functions, ***psychological*** and ***physical condition*** of children and young people who have experienced cruelty, violence, in particular domestic violence, victims of human trafficking, involved in the worst forms of child labor, social support for ***HIV-infected children***, youth and their family members;

- ***integration of children and youth with disabilities*** into society;

- individuals in the implementation of their own socially significant initiatives and projects in the field of social work with families, children and youth in the manner determined by legislation;

- development and support of the ***volunteer movement*** in the field of social work with families, children and youth;

- implementation of personnel, scientific-methodical, financial, material-technical, information support of social work with families, children and youth;

- ***establishing and strengthening ties*** with social services abroad, integration into the international system of social work (Article 7, Law of Ukraine "On Social Work with Families, Children and Youth")

Task 5.1. Complete your vocabulary with words in bold
Task 5.2. Make sentences with them

Task 5.3. Analyse content of the text and be ready to make short summary of it.
Task 5.4. Prepare the example of case according to topic

Task 6. Read and translate Principles belove, make sentences with three of them:

Principles of implementation of social work with families, children and youth:

Observance and protection of human rights

Addressability and individual approach

Accessibility and openness

Voluntary choice in receiving or refusing to receive social services

Humanity

Complexity

The maximum efficiency of the use of budgetary and extra-budgetary funds by subjects of social work with families, children and youth

Legality

Social justice

Ensuring ***confidentiality*** by subjects of social work

Observance by subjects of social work of quality standards, responsibility for compliance with ethical and legal norms

Task 7. Read and make short summery of the text:

CENTERS OF SOCIAL SERVICES

Centers for the provision of social services are a complex institution of social protection of the population, the structural or separate (territorial) units of which conduct social work and provide social services to

individuals/families who belong to vulnerable population groups and/or are in ***Difficult Life Circumstances.***

City, district, district in the city, village, village center of social services is an institution that conducts social work with families, children and youth who belong to vulnerable population groups and/or are in difficult life circumstances, and provides them with social services

The main tasks of the center are:

- conducting social and preventive work aimed at preventing persons/families belonging to vulnerable population groups from falling into difficult life circumstances;

- providing individuals/families with a set of social services they need in order to minimize or overcome such circumstances.

Specialists of social service centers, in accordance with the defined tasks, implement the following types of activities:

1) measures are aimed at:

- preventing persons from falling into difficult life circumstances and families;

- conducting social work on prevention, minimization or individuals/families overcoming difficult life circumstances;

- identification of persons/families who are in difficult life situations circumstances and need social assistance;

- social and psychological adaptation of orphans and children, deprived of parental care, persons from their number with the purpose preparation for independent living;

- provision to victims of domestic violence, and to persons who have suffered from gender-based violence, comprehensive information about their rights and the possibility of receiving assistance;

2) assessment of the needs of persons/families who belong to vulnerable population groups and/or are in difficult life circumstances, in social services, planning social work, providing psychological support;

3) provision of social services in accordance with the needs of clients;

4) social support of foster families and family-type children's homes;

5) social patronage of persons who have served a sentence in the form of restriction or deprivation of liberty for a certain period, as well as those released from further serving of the specified types of punishments on the grounds provided for by law;

6) planning the rehabilitation of persons affected by human trafficking.

According to the information of the National Social Service Service, as of the beginning of 2022, there were 243 social service centers in Ukraine.

Task 7.1. Read and translate Tables belove, make sentences with phrase in bold:

Table

Structural subdivisions (departments) of social service centers

Name of the structural division	**Social services provided**
Stationary services	work to prevent abandonment of newborn

(departments)	babies; social and psychological rehabilitation of children; social adaptation of orphans and children deprived of parental care; providing temporary shelter to families with children
Day services (department)	socio-psychological support for internally displaced persons, participants in the anti-terrorist operation, implementation of measures to ensure national security and defense, and their family members; social support of families who have fallen into difficult life circumstances; social support of foster families, family-type orphanages, guardian and adoptive families;
Specialized support services for persons suffered from domestic violence and gender-based violence	provision of social services to persons affected by domestic violence and/or gender-based violence
Mobile teams of social and psychological assistance (emergency response)	specialized support service for victims of domestic violence and/or gender-based violence, violence, particularly sexual, related to armed conflict. Provides socio-psychological assistance to affected persons, including social counseling services, crisis and emergency intervention, and social prevention in accordance with their needs.

Task 7.2. Complete your vocabulary with words in bold
Task 7.3. Make sentences with them
Task 7.4. Analyse content of the Table and be ready to make short summary of it.
Task 7.5. Prepare the example of case according to topic

Task 8. Read and translate Tables belove, make sentences with phrase in bold:

Table

Structural subdivisions (departments) of centers providing social services

The name of the structural division	**Provided social services**
Social work department	conducting social work with individuals/families, in particular informational and educational, social and preventive work, assessing the needs of individuals/families in social services, organizing the provision of social services to them through case management, monitoring the provision of social services by the center, social support of foster families and children's family-type houses, social patronage of persons who have served a sentence in the form of restriction or deprivation of liberty for a certain period,
Mobile team of social and psychological assistance to persons affected by domestic violence and/or gender-based violence	provision of crisis and emergency intervention services, information, counseling, representation of interests to persons who have suffered from domestic violence and/or gender-based violence
Department of in-kind and cash assistance	provision of in-kind and monetary assistance (food, items and personal hygiene products, sanitary and hygienic cleaning products, care products, clothes, shoes, other essential items, organization of meals, provision of fuel, etc.) to persons/families who are in difficult life circumstances
Department of social services at	provision of social care services at home, social support to persons/families in difficult life

the place of residence	circumstances, according to their place of residence/stay.
Specialized service (department) for the support of persons who have suffered from domestic violence and gender-based violence	provision of social services of counseling, information, representation of interests, day stay, shelter, etc. to persons who have suffered from domestic violence and/or gender-based violence. Such a service (department) is located in a separate premises (separate building, structure or part of a building) in compliance with the principle of confidentiality
inpatient/day-time service of social and psychological rehabilitation of children	provision of socio-psychological rehabilitation services to children who are in difficult life circumstances. Such a service (department) is located separately from other services (departments), in separate room, a separate building, structure or part of a building), where conditions are created as close as possible to family ones and provide services in conditions of 24-hour stay/accommodation (departments for inpatient care, assisted living, palliative care, shelters, etc.)
department of provision social services in 24-hour accommodation conditions	providing services 24h provision of social services of inpatient care, assisted living, palliative care, shelter to senior citizens, persons with disabilities, persons in need of palliative care, homeless and other vulnerable population groups. The center may have several departments that provide services in conditions of 24-hour stay/accommodation (departments for inpatient care, assisted living, palliative care, shelters, etc.)

Task 8.1. Complete your vocabulary with words in bold
Task 8.2. Make sentences with them
Task 8.3. Analyse content of the Table and be ready to make short summary of it.
Task 8.4. Prepare the example of case according to topic

Task 9. Read and make short summery of the text:

SYSTEM OF SOCIAL SERVICES PROVISION

SOCIAL SERVICES PROVIDED TO FAMILIES, CHILDREN AND YOUTH

Social services are actions aimed at preventing difficult life circumstances, overcoming such circumstances or minimizing their negative consequences for individuals/families who are in them. Individuals/families may be provided with one or several social services at the same time (Article 1, Law of Ukraine "On Social Services")

The implementation of social work with families, children and youth involves the implementation of the ***following stages***:

1) assessment of needs in social services;

2) planning, organization, coordination and provision of social services and various types of social support (state social benefits, benefits, compensation payments and other forms of support) depending on needs;

3) monitoring the provision of social services.

Social services – legal, economic, psychological, educational, medical, rehabilitation and other actions of state or non-governmental organizations aimed at certain social groups, individuals who are in difficult life circumstances and need outside help, with the aim of meeting the needs and provision of rights, improvement or reproduction of their life activities, social adaptation, return to a full life.

The main goals of providing social services to individuals and families who are in difficult life circumstances and need social support:

- prevention of difficult life circumstances;
- overcoming difficult life circumstances;
- minimization of the negative consequences of difficult life circumstances.

Task 10. Read and translate the Table.

Social services are divided by direction, type and place provision, by the implementation period. The provision of social services is carried out in three main directions: social prevention, social support, social service (see Table).

Table

Directions of implementation of social service

Direction	Implementation tasks
Social prevention	***preventing the occurrence*** of difficult life circumstances and/or the person/family falling into such circumstances
Social support	helping a person/family ***overcome difficult life circumstances***
Social service	***minimization of the negative consequences*** of difficult life circumstances for the person/family, support of their life activities, social status and inclusion in the community

Task 10.1. Complete your vocabulary with words in bold
Task 10.2. Make sentences with them
Task 10.3. Analyse content of the Table and be ready to make short summary of it.
Task 10.4. Prepare the example of case according to topic.

Task 11. Read and translate Tables belove, make sentences with phrase in bold:

Also, social services differ according to the type of assistance organization, depending on the place and period of implementation. The classification of social services in accordance with the Law of Ukraine "On Social Services" is given in Table.

Table

Classification of social services by type of organization and term of provision

According to type	***simple***	do not provide for the provision of permanent or systematic complex assistance (informing, ***counseling, mediation, providing asylum, representation of interests,*** etc.)
	complex	involve the coordinated actions of specialists to provide permanent or systematic complex assistance (***care, education, cohabitation, social support, crisis intervention, supported living, social adaptation, social integration and reintegration,*** etc.)
	complex specialized	provided to a certain category of recipients of social services (***HIV-infected persons, persons addicted to psychotropic substances, persons affected by human trafficking, refugees, persons with mental disorders,*** and others)
	auxiliary	provided in the form of ***provision*** (food products, items and personal hygiene products, sanitary and hygienic means for cleaning, care products, clothes, shoes and other essential items, organization of food, provision of fuel, etc.) and technical services (transportation services, sign language translation, etc.)
According to deadline	***emergency (crisis)***	services are provided urgently (within 24 hours) due to circumstances threatening the life and/or health of the recipient of social

		services
	permanent	services are provided at least once a month for more than one year
	temporary	services are provided at least once a month for up to one year
	disposable	at the request of the recipient of the service

Task 11.1. Complete your vocabulary with words in bold
Task 11.2. Make sentences with them
Task 11.3. Analyse content of the Table and be ready to make short summary of it.
Task 11.4. Prepare the example of case according to topic.

Task 12. Read and translate Text belove, make sentences with phrase in bold:

According to the place of provision, social services can be provided:

− by the place of residence/residence of the recipient of social services (at home);

− in the premises of the social service provider:

inpatient – in the conditions of round-the-clock stay (accommodation) of the recipient of social services with provision of food and living conditions;

semi-stationary – during a certain time of the day with conditions for a night or day stay;

- at the place of residence of the recipient of social services outside the place of residence and ***premises*** of the provider of social services, including on the street.

Planning and provision of social services to a person/family in difficult life circumstances is carried out ***according to the case management method and involves the following actions in sequence:***

1) ***analysis*** of the situation regarding individuals/families who are in difficult life circumstances or in situations that threaten life or health

2) ***assessment*** of a person's/family's needs in social services;

3) ***a decision on the provision*** of social services taking into account the individual needs of the person/family;

4) ***individual plan*** for the provision of social services;

5) ***contract*** on the provision of social services;

6) ***execution of the contract*** on the provision of social services and individual plan for the provision of social services

7) ***monitoring of the provision*** of social services and assessment of their quality (Article18, Law of Ukraine "On Social Services").

Social services are provided in accordance with the state standards of social services, which determine the content and scope, norms and regulations, conditions and procedure for providing the relevant social service and quality indicators, as well as requirements for ensuring the availability of social services at each stage of their provision.

The state standard of social service – the content and scope, norms and standards, conditions and procedure for providing social service, indicators of its quality are determined by the regulatory act of the central executive body in the field of social policy.

Electronic case management is designed to optimize the work of social work specialists and ensure a systematic approach to the organization of providing social services to vulnerable categories of the

population and individuals/families who find themselves in difficult life circumstances. Case management allows you to organize the provision of social services based on the needs of a specific person or family. The specialist offers exactly those social services and other types of support that can help a person get out of a difficult life situation.

Task 13. Read and translate Text belove, make sentences with phrase in bold:

ASSESSMENT OF NEEDS
(of families, children and youth)

Assessing the needs of a person or family is an important component of the process of providing social services and an effective tool for ensuring the effective provision of social assistance and meeting the needs of socially vulnerable categories of the population.

Assessing the needs of families, children and youth in social services – analysis of the belonging of families, children and youth to vulnerable population groups, being in difficult life circumstances and determining the individual needs of families, children and youth, the list and scope of necessary social services, other types of social support, social assistance (Article 1, Law of Ukraine "On social work with families and children").

Assessment of the needs of a person/family is aimed at achieving the following goals:

- ***determining the need for social services:*** the assessment helps to determine whether a person or family has a real need for certain social services. This helps to avoid wastage of resources and ensure that assistance is provided to those who really need it;

- ***planning and individualization of services:*** assessment of needs allows to understand the specific needs of a specific person or family. Based on it, you can develop an individual plan for the provision of social services, which takes into account the unique needs and goals of the client/family;

- ***assessment of effectiveness and efficiency:*** assessment of needs helps to determine the initial state of a person or family and outline what results are expected from the provision of social services. This allows you to determine how successfully the services were provided and whether the set goals were achieved;

- ***implementation of the principles of justice and equality:*** assessment of needs ensures the organization of the provision of social services based on objective criteria, taking into account the individual needs of each client. This promotes justice and equality in access to social services.

In accordance with ***the Procedure*** for the provision of social services, an assessment of the needs of a person/family in social services is carried out by a social work specialist within seven working days from the date of identification of a person/family who belongs to vulnerable categories of the population or is under the influence of factors that can provoke difficult life circumstances.

Table

INDICATORS FOR ASSESSING THE NEEDS OF A PERSON/FAMILY IN SOCIAL SERVICES (in accordance with the Family/Individual Needs Assessment Act)

Information blocks	Evaluation indicators
1.General information about family members / person by place of residence	***Place of residence (address) Information for each family member***: - Full Name - date of birth - family connection - disability - legal capacity - place of work/study, position - registration by place of residence - contact phone number
2. The condition and needs of the child	1) the child's well-being, appearance 2) ***nutrition*** 3) ***learning and achievement*** 4) emotional state 5) ***bad habits and signs of deviant behavior*** 6) family and social relations 7) self-service 8) other important information
3. Condition of adult family members (father, mother) / person at the time of assessment	1) health 2) ***emotional state*** 3) bad habits, manifestations of deviant behavior 4***) social contacts*** 5) social history 6) employment 7) self-care/ ability to live independently 8) performance of parental duties
4. Family and environmental factors	1) family/person social support network 2) social relations of the family/person in the community 3) the main income of the family, including state

	assistance, compensations, benefits 4) ***debts*** 5) family members, other persons who live with the family/person and need support, protection, social services 6) ***accommodation and its condition***
5. Case classification	- simple - medium difficulty – difficult - emergency

Assessment of the child's safety level. Assessment of the needs of a child who is in difficult life circumstances is carried out when a social work specialist assesses the needs of the family in which he is raised according to the algorithm of the prominent ***Procedure for the Organization of Social Services***.

In the event that the children's affairs service receives a notification that there is a threat to the child's life or health, an assessment of the child's safety level is carried out in accordance with the ***Procedure for conducting activities related to the protection of children's rights by guardianship authorities***

The assessment of the child's safety level is carried out by the following specialists:

- specialists of the children's affairs service;
- a representative of the unit of the National Police;
- a social work specialist;
- a representative of a health care institution.

Specialists receive information about the child's condition when communicating with it, explanations from parents, other legal representatives, persons who actually care for the child, relatives, and

other persons. And also based on their own observation of the child's living conditions and behavior.

According to the results of the assessment, ***the Act of assessment of the child's safety level is drawn up.*** The act contains information about the child's condition at the time of detection; facts indicating the inability of parents or persons who actually take care of the child to guarantee its safety; other circumstances that are dangerous for the child. The indicators by which the child's safety is assessed are given in the table.

Task 13.1. Read and translate Tables belove, make sentences with phrase in bold.
Task 13.2. Complete your vocabulary with words in bold
Make sentences with them
Task 13.3. Analyse content of the Table and be ready to make short summary of it.
13.4. Analyse content of the Table and be ready to make short summary of it.
Task 13.5. Prepare the example of case according to topic

Table

INDICATORS FOR ASSESSING THE CHILD'S SAFETY LEVEL (in accordance with the Act on the evaluation of the child's safety level)

Information blocks	Evaluation indicators
I. Personal data about the child	Surname, first name, patronymic of the child Sex Date of birth Status (orphan child; child deprived of parental care, child left without parental care) Birth certificate/passport Address of residence (residence) of the child
II. Data on the child's parents,	Full Name Date of birth Place of work, job title, contact phone number

other legal representatives	Address of the actual place of residence (stay) The address at which the place of residence (living) is registered
III.The condition of the child at the time of detection	1. The child reports danger and asks for help 2. Existing physical and behavioral signs that may indicate child abuse 3. Existing facts that may indicate that the child was engaged in sexual relations and/or lewd acts were committed in relation to her: 4. Existing signs of health deterioration at the time of the child's discovery 5. The child has external signs of neglect or neglect 6. Facts of involvement of the child in illegal activities 7. The child became an eyewitness to a crime/offence against life, health, will, honor, dignity, sexual freedom, sexual integrity of a person
IV. Facts that indicate the inability of parents, other legal representatives, persons who actually care for the child, to guarantee the safety of the child (children)	1. Parents, other legal representatives, persons who actually take care of the child are absent at the time the child is discovered 2. A child under the age of 7 or a child in a helpless state (sick, with limited life activities, etc.) is left without the supervision of persons who have reached the age of 14 3. The child was left under the supervision of persons with existing signs of alcohol or drug intoxication, being under the influence of psychoactive substances, severe mental disorder 4. Presence of dangerous behavior or signs of mental and behavioral disorders 5. Parents, other legal representatives, persons who actually take care of the child are in an urgent condition, which is a direct threat to their life and health or their environment
V. Other facts indicating danger to the child	1. There are persons in the apartment who are likely to: - in a state of alcoholic intoxication - under the influence of psychoactive substances - are offenders 2. There are signs of the lack of support for the child: - proper nutrition - necessary medical assistance

	- care that corresponds to age and season 3. The premises in which the child lives are not adapted for his residence 4. The child was discovered as a result of: - a natural disaster - man-made accident - disasters - military actions - armed conflict

Task 14. Read and translate Tables belove, make sentences with phrase in bold:

Based on the results of the assessment, a conclusion is made regarding the level of the child's safety (very dangerous, dangerous, safe) and appropriate recommendations for further actions: urgent removal of the child, social work with the family to resolve difficult life circumstances, absence of the need for further actions (see Table).

Table

CONCLUSION ON THE CHILD'S SAFETY LEVEL
(according to the Act on the assessment of the child's safety level)

Level of danger	Recommendations
Very dangerous	***Immediate removal of the child from parents, other legal representatives, persons who actually take care of the child***
Dangerous	***The need to take immediate action within the family, including an assessment of the needs of the child and his family***
There are no signs of danger	***Need to assess the needs of the child and his family***
Safely	***No need for further action***

Task 14.1. Complete your vocabulary with words in bold
Task 14.2. Make sentences with them
Task 14.3. Analyse content of the Table and be ready to make short summary of it.

III EFFECTIVE MANAGEMENT BASIS OF PROFESSIONAL SOCIAL MANAGERS

Themes and materials for studies:

1.MANAGEMENT: AN OVERVIEW
What Is Management?
2.Management Functions
3.The Management Process
4.Management Styles
5. Managerial Knowledge, Skills, and Performance
6.How to be a Better Manager: Ten Things to Do Today to be a Better Manager
7.New Paradigm in Management
8.The Concept of Strategic Management

Language skills: translation practice
Career skills: Managing personnel
Vocabulary: words and expressions for talking about management in the psychological sphere, multi-part verbs and synonyms
Dilemma & Decision: What is the best way of management in social sphere? How to be a Better Manager: Ten Things to Do Today to be a Better Manager

Task 1. A number of prominent authors have developed their own definitions of leadership. Read them and present your own opinions:

1. "*Management and leadership are defined as the manager doing the right things and the leader doing things right.*" (Warren Bennis)
2. *"Management is goal setting and showing approval."* (Ken Blanchard)
3. *"Leader is one who decides on which one of the many walls to place a ladder, whereas the manager decides on how to climb it most successfully."* (Steven Covey)
4. *"Management equates with efficiency, whereas leadership is effectiveness."* (Peter Drucker)

Task 2. Read and translate the text:

MANAGEMENT: AN OVERVIEW

What Is Management?

Management is the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading, and controlling. This definition recognizes that management is an ongoing activity, which entails reaching important goals, and involves knowing how to perform the four major functions of management.

	Planning: Setting goals and deciding how best to achieve them	
Controlling: Regulating activities to reach goals		Organizing: Allocating and arranging resources
	Leading: Influencing others to work toward goals	

The Functions of management

Management functions

Planning. Planning is the management function that involves setting goals and deciding how best to achieve them. This function also includes considering what must be done to encourage necessary levels of change and innovation.

Organizing. Organizing is the management function that focuses on allocating and arranging human and nonhuman resources so that plans can be carried out successfully. It is through the organizing function that

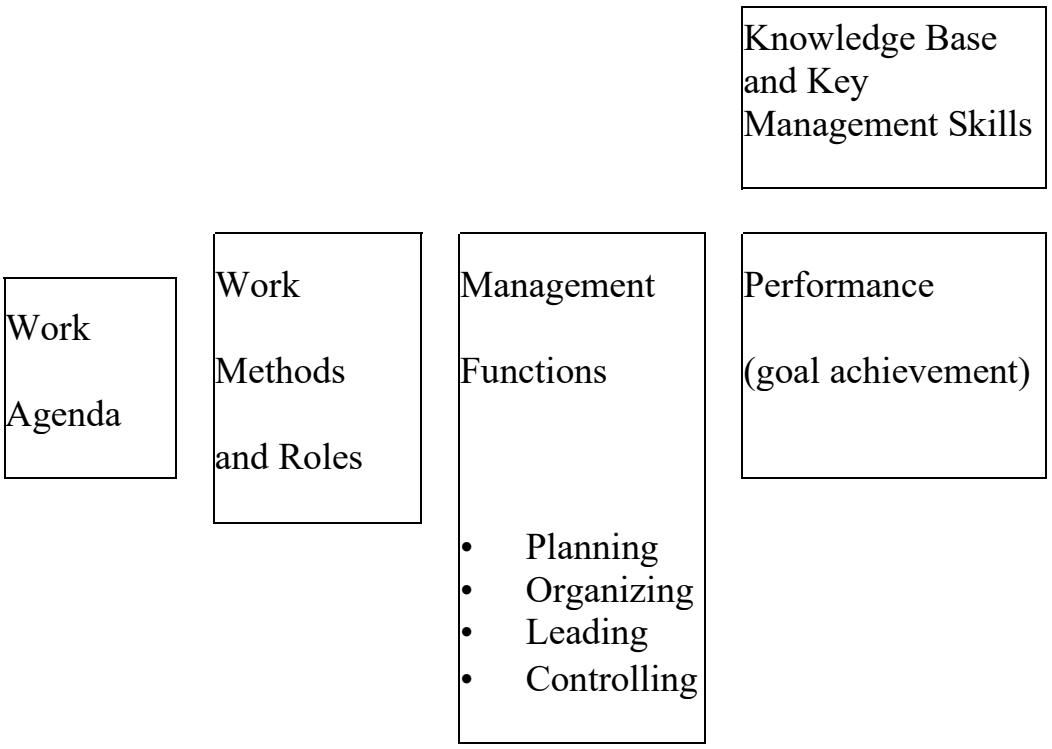
managers determine which tasks are to be done, how tasks can best be combined into specific jobs, and how jobs can be grouped into various units that make up the structure of the organization. Staffing jobs with individuals who can successfully carry out plans is also a part of the organizing function.

Leading. Leading is the management function that involves influencing others to engage in the work behaviors necessary to reach organizational goals. Leading includes communicating with others, helping to outline a vision of what can be accomplished, providing direction, and motivating organization members to put forward the substantial effort required.

Controlling. Controlling is the management function that is aimed at regulating organizational activities so that actual performance conforms to expected organizational standards and goals. To do the necessary regulating, managers need to monitor ongoing activities, compare the results with expected standards or progress toward goals, and take corrective action as needed.

The Management Process

Although the four major functions of management form the basis for the managerial process, several additional elements are considered key ingredients of this process as well. The additional elements were identified by management scholars Steven J. Carroll and Dennis J. Gillen on the basis of their review of major studies on managerial work.



An extended model of the management process

As indicated in the model, the functions of management form the central part of the process. However, the model also shows that work methods and managerial roles, as well as work agendas, feed into the management functions. A manager's working knowledge and key management skills also are important factors that contribute to high performance (achieving goals).

To understand how management can influence in an organization, we need to define the organization. For most of us, organizations are an important part of our daily lives. By organization, we mean two or more persons engaged in a systematic effort to produce goods or services. We all deal with organizations when we attend classes, deposit money at the bank, buy clothing, and attend a movie. We are also influenced by organizations more indirectly through the products that we use.

It is useful to keep in mind that the management process applies not only to profit-making organizations but also to not-for-profit organizations. Anot-for-profit organization (sometimes called a nonprofit organization) is an organization whose main purposes center on issues other than making profits. Common examples ofnot-for-profit organizations are government organizations (e.g., the federal government), educational institutions (your college or university), cultural institutions (New York's Carnegie Hall), charitable institutions (United Way), and many healthcare facilities. Of course, environmental factors (such as the state of the economy and actions by competitors) also have a bearing on ultimate goal achievement.

Task 2.1. Answer the questions:

1)Why is management an ongoing activity?

2)What are the four major functions of management?

3)What does planning as the management function involve?

4)Which are the parts of the organizing function?

5)Which function of management includes influencing others to engage in the work behaviours necessary to reach organizational goals?

6)What is controlling aimed at?

7)What forms the basis for the managerial process?

8)Why do you think organizations are an important part of our daily lives?

Task 2.2 Match the notions with the definitions:

1) management	a) the management function that involves setting goals and deciding how best to achieve them;
2) planning	b) two or more persons engaged in a systematic effort to produce goods or services;
3) organizing	c) the management function that involves influencing others to engage in the work behaviours necessary to reach organizational goals;
4) leading	d) the management function that is aimed at regulating organizational activities so that actual performance conforms to expected organizational standards and goals;
5) controlling	e) the management function that focuses on allocating and arranging human and non-human resources so that plans can be carried out successfully;
6) organization	f) the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading and controlling.

Task 3. Read and translate the text:

MANAGEMENT STYLES IN THE SOCIAL SPHERE

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:

MANAGERIAL KNOWLEDGE, SKILLS, AND PERFORMANCE

Managers develop work agendas, act out roles, and engage in planning, organizing, leading, and controlling, for this they need a sound knowledge base and key management skills.

Knowledge Base

Although managers often switch companies and work in different industries, they are apt to run into difficulties if they don't have a reasonably extensive knowledge base relevant to their particular managerial job. A knowledge base can include information about an industry and its technology, company policies and practices, company

goals and plans, company culture, the personalities of key organization members, and important suppliers and customers.

Key Management Skills

In addition to having a knowledge base, managers need three key types of skills to carry out the various management functions. A skill is the ability to engage in a set of behaviors that are functionally related to one another and that lead to a desired performance level in a given area. For managers, the three key skill types are technical, human, and conceptual.

Technical Skills. Technical skills are skills that reflect both an understanding of and a proficiency in a specialized field. For example, a manager may have technical skills in a specialized field such as accounting, finance, engineering, manufacturing, or computer science.

Human Skills. Human skills are skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others. Managers with effective human skills typically are particularly adept at communicating with others and motivating them to develop themselves and perform well in pursuit of organizational goals.

Conceptual Skills. Conceptual skills are skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts, and understand how the organization fits into the wider context of the industry, community, and world.

Managers need to recognize these various elements and understand the complex relationships among them so that they can take actions that advance the goals of the organization. Conceptual skills, coupled with

technical skills, human skills, and a knowledge base, are important ingredients in organizational performance.

Performance

What constitutes high performance in an organization? Performance is made up of two important dimensions: effectiveness and efficiency.

Effectiveness. Effectiveness is the ability to choose appropriate goals and achieve them. Effectiveness, then, has two parts. First, *goals must be appropriate.* Second, *goals must be reached.*

Efficiency. In contrast, efficiency is the ability to make the best use of available resources in the process of achieving goals.

In essence, organizations need to exhibit both ***effectiveness*** (doing the right things) and ***efficiency*** (doing things right) in order to be good performers.

Task 4.1.

a) Why is a knowledge base important to managers?

b) What do managers need to carry out the various functions of management?

c) What does a skill mean?

d) What skills are associated with a manager's ability to work well with others?

e) What is the difference between effectiveness and efficiency in organizational performance?

Task 5. Read and translate the text:

HOW TO BE A BETTER MANAGER

What is **management**? What do managers do? How do I manage? These are standard questions that most of us in the management profession have been asked more than once.

Contemporary period in the development of economics, when the radical changes have been made in the sphere of human resource management, is characterized by the acute shortage of qualified trained managers selected on the basis of ability and expertise. During last years interesting books on the personnel management have appeared, however, still there is lack of monographs, books and research works based on the modern management theory and a long history of work. So it turns out to be important to study the questions, concerning personnel and personal management either in business or in state and municipal management.

A **management career path** is not a straight line. Nor is it the same for everyone. Yet all management career paths have a starting point. All have milestones along the way. This page is the starting point for several management paths. Each path leads managers to what they need to know based on where you are in your career and where your interests lie. On each visit you can go further along the path, retrace steps along the same path, or start down a new path. Five paths are listed below.

Considering Management

This person wonders whether a management career is for them. Maybe someone has suggested it. Maybe they just feel they can do it better than their current boss. Take this path to learn more about what management does and whether management might be for you.

Going For It

This person has decided to try the management career path. They have no management experience yet, but are interested and motivated. This path leads to the knowledge and skill needed to land that first management job.

Just ***Starting Management***

This person has just started, or is about to start, their first management job. This path will guide you through those first confusing, challenging days and months. It takes you through the basic knowledge needed to be a manager and how to deal with the problems that crop up.

Experienced Manager

This manager has had several years experience in management. He or she has had time to make some mistakes and achieve some successes in the real world and now want to improve. This path leads to the resources to improve their skills and their promotion potential.

Management Pros and Consultants

These are veteran managers interested in increasing and sharing their professional knowledge and experience. They have managed different and difficult opportunities, but they know there is always more to learn. This path connects them with their peers and to cutting-edge theory.

Most urgent problems of personnel management:

- New approaches to organization of work of personnel, work regulations and scientific labor organizations, team - building, theory of leadership.
- Important problems of motivation, payment, methods of personnel estimation and effectiveness of work.
- The personnel of the state and municipal management bodies and business;
- The notion and classification of the methods of state and municipal management and business;
- The manpower policy in the state and municipal management and business;
- The competitive basis of the manpower policy in the state and municipal management and business;
- The staff appraisal procedure in the bodies of the state and municipal management and business;
- The staff estimation procedure based on the estimation center method;
- The international experience of the personnel training and skills improvement for the state and municipal management bodies and business;
- The personnel management at the bodies of state and municipal administration and so on.

Managers spend a lot of time giving direction to people. When done well you can achieve great results. Make a little slip up and everything goes wrong. Here's how to do it right.

Management is both art and science. It is the art of making people more effective than they would have been without you. The science is in how you do that. There are four basic pillars: plan, organize, direct, and monitor. Four workers can make 6 units in an eight-hour shift without a manager. If I hire you to manage them and they still make 6 units a day, what is the benefit to my business of having hired you? On the other hand, if they now make 8 units per day, you, the manager, have value. The same analogy applies to service, or retail, or teaching, or any other kind of work. Can your group handle more customer calls with you than without? Sell higher value merchandise? Impart knowledge more effectively? That is the value of management - making a group of individual more effective.

Management starts with planning. Good management starts with good planning. And proper prior planning prevents… well, you know the rest of that one. Without a plan you will never succeed. If you happen to make it to the goal, it will have been by luck or chance and is not repeatable. You may make it as a flash-in-the-pan, an overnight sensation, but you will never have the track record of accomplishments of which success is made. Look at all the probable scenarios. Plan for them. Figure out the worst possible scenario and plan for that too. Evaluate your different plans and develop what, in your best judgments, will work the best and what you will do if it doesn't. Figure out what your goal is (or listen when your boss tells you). Then figure out the best way to get there.

What resources do you have? What can you get? Compare strengths and weaknesses of individuals and other resources. Will putting four workers on a task that takes 14 hours cost less than renting a machine that can do the same task with one worker in 6 hours? If you change the first shift from an 8 AM start to a 10 AM start, can they handle the early evening rush so you don't have to hire an extra person for the second shift? One of the most often overlooked management planning tools is the most effective. Ask the people doing the work for their input.

Now that you have a plan, you have to make it happen. Is everything ready ahead of your group so the right stuff will get to your group at the right time? Is your group prepared to do its part of the plan? Is the downstream organization ready for what your group will deliver and when it will arrive? Are the workers trained? Are they motivated? Do they have the equipment they need? Are there spare parts available for the equipment? Has purchasing ordered the material? Is it the right stuff? Will it get here on the appropriate schedule? Do the legwork to make sure everything needed to execute the plan is ready to go, or will be when it is needed. Check back to make sure that everyone understands their role and the importance of their role to the overall success.

Now flip the "ON" switch. Tell people what they need to do. I like to think of this part like conducting an orchestra. Everyone in the orchestra has the music in front of them. They know which section is playing which piece and when. They know when to come in, what to play, and when to stop again. The conductor cues each section to make the music happen. That's your job here. You've given all your musicians (workers) the sheet music (the plan). You have the right number of

musicians (workers) in each section (department), and you've arranged the sections on stage so the music will sound best (you have organized the work). Now you need only to tap the podium lightly with your baton to get their attention and give the downbeat.

Now that you have everything moving, you ***have to keep an eye on things.*** Make sure everything is going according to the plan. When it isn't going according to plan, you need to step in and adjust the plan, just as the orchestra conductor will adjust the tempo. Problems will come up. Someone will get sick. A part won't be delivered on time. A key customer will go bankrupt. That is why you developed a contingency plan in the first place. You, as the manager, have to be always aware of what's going on so you can make the adjustments required.

A manager's most important, and most difficult, job is ***to manage people***. Managing people is not easy. You must lead, motivate, inspire, and encourage them. Sometimes you will have to hire, fire, and discipline or evaluate employees. However, it can be done successfully. And it can be a very rewarding experience. Remember that management, like any other skill, is something that you can improve at with study and practice.

Task 5.1 Read and translate the next advices:

Ten Things *To Do* Today To Be A Better Manager

Listed below are ten things you can do to become a better manager. Pick one. Do it today. Pick another one for tomorrow. In two weeks you will be a better manager.

1. ***Select the best people***

As a manager, you are only as good as the people on your team. Give yourself a better chance to succeed by picking the best people from the start.

2. ***Be a motivator***

Human beings do things because we want to. Sometimes we want to because the consequences of not wanting to do something are unpleasant. However, most of the time we want to do things because of what we get out of it.

It's no different at work, people do good work for the pay, or the prestige, or the recognition. They do bad work because they want to take it easy and still get paid. They work really hard because they want to impress someone. To motivate your people better, figure out what they want and how you can give that to them for doing what you want them to do.

3. ***Build Your Team***

It is not enough that people are motivated to succeed at work. They have to work together as a team to accomplish the group's objective. After all, if we just want them to all "do their own things" we don't need you as a manager to mold them into a team, do we?

4. ***Be a Leader, Not Only a Manager***

You have built the best team from the best employee available. You motivated them to peak performance. What is missing? Motivating a team is worthless unless you provide direction; unless you turn that

motivation toward a goal and lead the team to it. Enthusiasm, dedication and charisma are some of the more important characteristics of leadership. Leaders are seen as good and evil, and take on many personalities and roles, from managers or coaches to world leaders. It is believed that every leader possesses a charisma that provides change and success. Thus leadership begins with vision, concern and mentorship. Leadership, a critical management skill, is the ability to motivate a group of people toward a common goal. Perhaps the one personal skill that has the greatest impact on your job satisfaction, promotion potential, and career success is your ability to communicate effectively with others. By improving your communications skills at work you increase your ability to achieve success, have your successes noted, and get yourself those promotions you deserve. It is the ability to lead others that truly sets a manager apart from their peers. Remember that leaders are found at all levels of the organization, so be one.

5. ***Improve as a Communicator***

Communication may be the single most important skill of a manager. You can't be a leader if you can't communicate your vision. You can't motivate people if they can't understand what you want. Communication skills can be improved through practice.

6. ***Get Better at Managing Money***

To stay in business, a company has to make money. That means bringing money in the door and it means spending less than you bring in. Depending on your function in the organization, you may have more influence on one area or the other, but you need to understand both. You

can help your company, your employees, and yourself be getting better at managing the company's money.

7. *Get Better at Managing Time*

The one thing you will probably have less of at work than money is time. The better you get at managing time, yours and others, the more effective you will be as a manager.

8. *Improve Yourself*

Don't focus so hard on your people that you forget about yourself. Identify the areas in which you are weak and improve them. The fact that you are reading this article shows you understand the concept. You need to put it into practice.

9. *Practice Ethical Management*

Ethics is very important in business.

10. *Take a Break*

You are less effective as a manager if you are over-stressed. You are less tolerant. You snap at people more. No one wants to be anywhere near you. Take a break. Give yourself a chance to relax and recharge your batteries. Your increased unbelievable productivity when you return will more than make up for the time you take off. Have a good laugh or go lie on a beach somewhere.

Management is a skill that can be learned. You can improve as a manager by working every day to get better. Good managers always stick to his task until it gets completed from his staff. If you pick one subject each day, and work on improving in that area, you will be a better manager before you know it. And others will notice it too.

Task 6. Read and translate the text:

NEW PARADIGM IN MANAGEMENT

Around the 1960s and on to today, the environment of today's organizations has changed a great deal. A variety of driving forces provoke this change. Increasing telecommunications has "shrunk" the world substantially. Increasing diversity of workers has brought in a wide array of differing values, perspectives and expectations among workers. Public consciousness has become much more sensitive and demanding that organizations be more socially responsible. Much of the third-world countries has joined the global marketplace, creating a wider arena for sales and services. The paradigm – that is, the prevailing general theory – has no impact on the natural universe. Whether the paradigm states that the sun rotates around the earth, or that, on the contrary, the earth rotates around the sun, has no effect on sun and earth. But a social discipline, such as management, deals with the behavior of people and human institutions. The social universe has no "natural laws" as the physical sciences do. It is thus subject to continuous change. This means that assumptions that were valid yesterday can become invalid and, indeed, totally misleading in no time at all.

As a result of the above driving forces, organizations were required to adopt a "new paradigm" or view on the world, to be more sensitive, flexible and adaptable to the demands and expectations of stakeholder

demands. Many organizations have abandoned or are abandoning the traditional top-down, rigid and hierarchical structures to more "organic" and fluid forms.

Today's leaders and/or managers must deal with continual, rapid change. Managers faced with a major decision can no longer refer back to an earlier developed plan for direction. Management techniques must continually notice changes in the environment and organization, assess this change and manage change. Managing change does not mean controlling it, rather understanding it, adapting to it where necessary and guiding it when possible. Managers can't know it all or reference resources for every situation. Managers must count on and listen more to their employees. Consequently, new forms of organizations are becoming more common, e.g., worker-centered teams, self-organizing and self-designing teams, etc.

Task 6.1. Read and translate the next information:

Traits of the New Paradigm

New Paradigm	***Old Paradigm***
appropriate consumption	promote consumption at all costs
jobs to fit people	people to fit jobs
autonomy encouraged, worker participation	imposed goals, top-down decision making
cross-fertilization by specialists seeing wide relevance	fragmentation in work and roles
identity transcends job description	identification with job
recognition of uncertainty	clock model of company

cooperation	aggression, competition
blurring of work and play	work and play separate
cooperation with nature	manipulation and dominance
sense of change, of becoming	struggle for stability
qualitative as well as quantitative	quantitative
spiritual values transcend material gain	strictly economic motives
transcends polarities	polarized
ecologically sensitive	short-sighted
rational and intuitive	rational
harmonious work environment	emphasis on short-term solutions
decentralized operations when possible	centralized operations
appropriate technology	runaway, unbridled technology
attempt to understand the whole, locate deep underlying causes of disharmony	allopathic treatment of symptoms

The New Paradigm (Emerging Strategic for Leadership and Organizational Change) provides a very concise overview of the differences between the old and new paradigm.

Task 7. Read and translate the text:

THE CONCEPT OF STRATEGIC MANAGEMENT

Strategic management is a process through which managers formulate and implement strategies geared to optimizing strategic goal achievement, given available environmental and internal conditions. This definition recognizes that strategic management is oriented toward *reaching longterm goals*, weighs important environmental elements,

considers major internal characteristics of the organization, and involves developing specific strategies.

The Strategic Management Process

The strategic management process is made up of several major components. The process begins with identifying the organization's mission and strategic goals. The process also includes analyzing the competitive situation, taking into consideration both the *external environment* and *relevant organizational factors*. Once the situation has been carefully analyzed, managers can begin to develop, or formulate, various strategies that can be used to reach strategic goals. The part of the strategic management process that includes identifying the mission and strategic goals, conducting competitive analysis, and developing specific strategies is often referred to as strategy formulation. *In contrast,* the part of the strategic management process that focuses on carrying out strategic plans and maintaining control over how those plans are carried out is known as strategy implementation. *Strategy implementation* is increasingly highlighted as a distinct part of the strategic management process because even the most brilliantly formulated strategies must be implemented effectively in order to reach strategic goals.

Importance of Strategic Management

Strategic management is important for social organizations for several reasons. For one thing, the process helps organizations identify and develop a competitive advantage, which is a significant edge over the competition in dealing with competitive forces. For example, Disney has

been able to gain *a competitive advantage* in the family entertainment industry by creating amusement parks, movies, and products based on the renowned Disney characters.

Another reason for the importance of strategic management is that it provides a sense of direction, so that organization members know where to expend their efforts. Without a strategic plan, managers throughout the organization may concentrate on day-to-day activities only to find that a competitor has maneuvered itself into a favorable competitive position by taking a more comprehensive, long-term view of strategic directions.

Another reason for the importance of strategic management is that it can help highlight the need for innovation and provide an organized approach for *encouraging new ideas* related to strategies. *For instance*, Disney has a special procedure for handling major innovations, whereby new ideas and accompanying financial considerations are forwarded to the strategic planning group, which evaluates them for compatibility with the firm's overall strategy. In addition, the process can be used to involve managers at various levels in planning, thus making it more likely that the managers will understand the resulting plans and be committed to their implementation.

Task 7.1. Complete sentences with the following words and word-combinations:

Long-term goals; a competitive advantage; strategies; innovation; new ideas; environmental elements; relevant organizational factors

1)Most well-runorganizations attempt to develop and follow … .

2)This definition recognizes that strategic management is oriented toward reaching … .

3)Strategic management weighs important … .

4)The strategic management process also includes analyzing the competitive situation, taking into consideration both the external environment and … .

5)... is a significant edge over the competition in dealing with competitive forces.

6)Strategic management can help highlight the need for ... .

7)Strategic management can provide an organized approach for encouraging ... related to strategies.

Task 7.2. Answer the questions:

1)What does the definition of strategic management recognize?

2)What does the strategic management process begin with?

3)What does the strategic management process include?

4)Why is strategy implementation increasingly highlighted as a distinct part of the strategic management process?

5)Why is strategic management important to organizations?

Task 7.3. Match the notions with the definitions:

a) competitive advantage	l) large-scaleaction plans for interacting with the environment in order to achieve long-termgoals;
b) strategy formulation	2) a comprehensive statement of an organization's strategies, along with its mission and goals;
c) strategies	3) a process through which managers formulate and implement strategies geared to optimizing strategic goal achievement,

	given
d) strategy implementation	available environmental and internal conditions; 4) the process of identifying the mission and strategic goals, conducting competitive analysis, and developing specific strategies;
e) an organization's strategic plan	5) the process of carrying out strategic plans and maintaining control over how those plans are carried out;
f) strategic management	6) a significant edge over the competition in dealing with competitive forces.

Task 8. Multi-part verbs

Take **can have different meanings when combined with different words. Study the examples and match the verbs a-f with their meanings 1-6:**

1 The kids have **taken over.**

2 The patrol service has **taken on** 20 new staff.

3 Maria has **taken up** the job offer from another department.

4 The captain told John to **take off** his earrings at work.

5 Everyone in the department **took part** in the volleyball match.

6 The meeting will **take place** on Monday at 09:00.

A remove

B take control of something

C recruit or hire

D accept

E happen

F do an activity, participate

Task 9. Match the verbs and nouns:

1) take	a) a balance
2) attend	b) a risk
3) strike	c) an example
4) set	d) a problem
5) resolve	e) an event
6) found	f) a company

Task 9.1. Now use the verb and noun pairs to complete the sentences:

1. Psychology managers find it hard sometimes to strike a *balance* between being too informal and too formal with their employees.
2. How many organization events do you have to_____ every month?
3. My supervisor always works late – I think, he wants to _____an example.
4. How did you manage to_____ the problem?
5. Good psychology leaders are rarely afraid to _____risks.
6. My colleague has decided to_____ his own company.

Task 9.2. Which word is the odd one out in each set?

1 a manager	b chief executive	c subordinate	d leader
a precedent	b success	c limit	d target
a achieve	b reach	c meet	d lose
a reduce	b improve	c develop	d increase

a deadline	b cost	c expectation	d dismissal
a positive	b trusted	c poor	d valued
a fire	b motivate	c reward	d inspire
a risk	b consensus	c position	d chance

Task 9.3. 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.
9. _____a positive working environment.
10. Lead meetings but _____ them.

UNIT IV PROFESSIONAL LEADERSHIP IN SOCIAL SPHERE

Themes and materials for studies:

1. Leaderology
2. Leadership
3. Evolution of approaches to the classification of leadership theories
4. Management vs. Leadership
5. Leadership Styles
6. Factors affecting Leadership Styles
7. Top 10 Leadership Qualities

Language skills: translation practice
Career skills: Achieving the goals
Vocabulary: words and expressions for talking about leadership, personal qualities
Dilemma & Decision: What should a leader BE, KNOW and DO? What is the best leadership approach?

Task 1. Before reading about leadership think and try to answer the following questions:

1. What leaders must BE, KNOW and DO to gain fellowship?
2. What kind of job would you like to do?
3. Are you ready to work hard to make a career?
4. Would you like to be rich or famous?
5. What skills do you need for the job you have chosen?
6. Do you think you possess the qualities required in social sphere? What are they?
7. In your opinion, what are the most important qualities for a psychology leader?

Task 2. Read and try answer the qestions answered by the «Leaderology»:

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.

Task 3. Read and translate the text:

LEADEROLOGY

The subject of the «Leaderology» 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. (dglib.nubip.edu.ua)

Task 4. 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 5. 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 6. 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 7. 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 8. 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 9. 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, social, 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 asked for advice and assistance. Professionals 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 the future. They anticipate and prepare for leadership positions that may become available in the future.

Task 9.1. Answer the following questions using 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 9.2. 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 9.3. 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 has to be delivered through subordinates, leadership has to achieve its success through influencing subordinates to perform 'better'.

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

5. Real leaders use leadership materials and take every opportunity to keep pace with the future.

Task 10. Read and translate the next points about Management and Leadership:

- What is Management?
- McLaughlin (1994) says that:
  "Management can be defined as the effective utilization of resources (both human and material) to achieve an organization's objectives".
  Hunter (1991) says that: "In some ways the task of supervising is more demanding than that of more senior management. The managing role can be described under five headings. These are:
    - Planning
    - Organising
    - Directing
    - Controlling
    - Staffing."

Management: Theories

▶ Weber: Bureaucratic Model of Management: Chain of Command
▶ Taylor: Scientific management: time and motion
▶ Mayo: Norms powerful control over workers
▶ Maslow: Needs Hierarchy
▶ McGregor: Theory X and Theory Y
▶ Hertzberg: Hygiene or Motivation theories
▶ Likert: Human behavior/motivation and leadership style associations.

Leadership: A Facet of Management

▶Managers think incrementally
▶Leaders think radically "
▶Managers do things right, while
▶Leaders do the right thing" (Pascale)
▶Managers follow the rules; Leaders follow their intuition
▶Leaders stand out by being different.
▶They question assumptions and are suspicious of tradition.
▶They seek out truth and make decisions based on fact not prejudice
▶Leaders are observant and sensitive people. They know their team and develop mutual confidence within it (Fenton)

Task 11. 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.

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 12. Read and translate the text:

MANAGEMENT VS. LEADERSHIP

Social and Psychological leadership is different from ***Social and 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 in work 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. Social organizations value both kinds of people and work hard to make them a part of the Social 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 organizations tends to become chaotic. Good management brings a degree of order and consistency to key dimensions like the quality work. 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 12.1. 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 12.2. 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.

5. Управління є першим етапом тактичного рівня в алгоритмі системно-організаційної діяльності.

Task 12.3. 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	Generates excessive paperwork

Instruction through deeds not words	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 13. Read the text:

LEADERSHIP STYLES

Leadership 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 social 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 specialists 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 leaders can be engaged in different types of behavior: ***task behavior*** and ***relationship behavior***.

Task behavior provides guidance and direction — the, leader 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 social 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:

There are 4 the main leadership styles:

• ***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 13.1. 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 carry out decisions.	Leader makes decisions alone. Others are persuaded by the leader that the decision is the right one, i.e. leader 'sells' the decision to the group.	Leader consults with others before decision is made. There will be group influence in the final decision, even though it is made by the leader.	There is no formal structure to decision making. The leader does not 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 14. 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.

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 14.1. Translate the sentences:

1) The concepts of Situational Leadership are used by many companies and organizations throughout the world.
2) The program provides managers with a practical approach to achieve the best results from their people.
3) He manages people fairly for mutually rewarding and productive purposes.
4) The effective leader can be engaged in different types of behavior.
5) Relationship behavior emphasizes two-way communication with followers.
6) Task behavior provides guidance and direction.

Task 14.2. Make up sentences with these words and word combinations:

1. leadership, a leader, to lead;
2. to define, definition, definite;
3. to be engaged, to engage, engagement.

Task 14.3. 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):

Task 14.4. 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 14.5. Translate the following text

LEADERSHIP QUALITIES

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 15. 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	вміння завойовувати

prestige	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

UNIT V PROFESSIONAL MOTIVATION IN SOCIAL SPHERE

Themes and materials for studies:
1. What is motivation? Social Identities
Motivational, Emotional, Cultural Influences
2. What social managers need in order to feel motivated?
3. Motivational Component of social managers' Professional Competence
4. Leading in Social Sphere
Language skills: translation practice, prepositions
Career skills: Motivating personnel
Vocabulary: Motivational factors, multi-part verbs, synonyms
Dilemma & Decision: What is the best way of motivation?

Answer next questions:

1. What is motivation?
2. Types of motivation
3. Motivation theories: Maslow's Theory, Herzberg's theory, The X and Y theory
4. What motivates today's employees?
5. What are Corporate strategy and vision

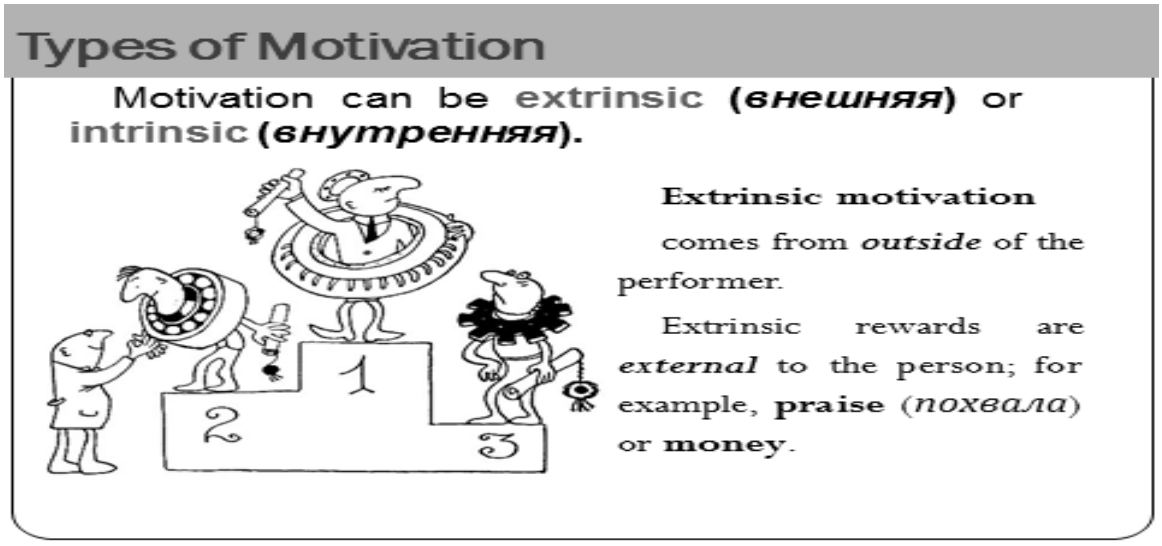
Task 1. Read and translate the text:

Motivation is the reason or reasons for behaving in a particular way, especially when we speak about human behavior as studied in philosophy, economics, psychology, and neuropsychology.

These reasons are usually associated with the notion **"reward"** – something that person expects to get as a result of behaving in this or that way.

Studies show that if the person receives the reward immediately, the effect would be greater. Repetitive action-reward combination can cause the action to become habit. Motivation may include **basic needs** such as food or a desired object, hobbies, goal, a particular state of being, or ideal. The motivation for a behavior may also be attributed to less-apparent reasons such as altruism or morality.

Motivation can be Extrinsic and Intrinsic.



We say that motivation is intrinsic when people engage in an activity which gives them pleasure, such as a hobby, without obvious external incentives. Intrinsic rewards are internal to the person; for example, satisfaction or a feeling of accomplishment. For example, students are more likely to be intrinsically motivated if they:

- Attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in)
- Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck)
- Are interested in mastering a subject, rather than just rote-learning to achieve good marks.

Task 2. Read and translate the article:

Social Identities
Motivational, Emotional, Cultural Influences

The concept of social identity occupies a central position in contemporary social psychology. Social Identities: **Motivational, Emotional, Cultural**. There are the cross-cultural generality of Social Identity Theory explanations of intergroup competitiveness, which have strongly influenced international research in this area. People's social identities and self-evaluation are thought to be largely derived from group memberships; it is presumed that people are motivated to attain positivity in these identities by favouring the ingroup in intergroup comparisons. An increasing stream of research is being devoted to extending the applicability of social identity concepts to intergroup relations and related fields.

The central themes of most prominent motivational theories of identification concern:

- motivations which lead individuals to join a group and identify with it
- the role emotions have in favoring (or hindering) intergroup relations
- the effect of emotions on intergroup behaviour
- how people react to social identity threats

Shedding new light on important social problems like prejudice, bigotry, and intense conflicts around the world, this unique volume will be indispensable to students and researchers of social psychology, sociology and cultural studies.

Task 3. What psychologists need in order to feel motivated? Translate into Ukrainian any extract you like in written form:

Kevin Jafferson, senior Social Development Manager

"Let's look at the qualities, skills and experience that effective leader need. Also look at different management styles and focus on the aggressive management style. All organizations may need different types of leadership at different periods in their development. In most organizations, change is necessary for continued success. A common question is whether a good leader t is necessarily a good manager (and vice versa). In some cases, one person can combine both roles and qualities, but this is relatively rare. Therefore, it may be wise to ensure that organization has a team of top social managers / executives with the right mix of complementary skills. There are differing views on the best way to motivate and inspire employees, 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 people, or handing over work without giving sufficient information."

Andrew Kadase, Professor of Social Management Development at the Cranfield School of Management.

"Motivation means different things to different people. Some people are motivated by money and competition; others are motivated by working in a friendly environment, or being able to have fun.

Most people feel motivated when they know they are making a contribution, and doing something useful. People need to receive praise. They want to feel that others listen to their problems or suggestions. And most want to develop their skills and learn new things.

It's important for managers in social sphere to stimulate and encourage their staff to get the best from them. Staff in social and psychological sphere will be more motivated if they have a challenge, and the work is interesting. But they also need to believe that they can do the job. So, it's important for social managers to support their staff, listen to their problems and help them feel more confident. Social managers only get satisfaction from work if they feel they can do it well."

Clark Morris, Community Support Manager

"To feel motivated, Social managers and psychologists have four kinds of needs called ***the four Cs.*** **The first C** is connection. To feel connected to organizations, they need to understand their role and feel that they are helping to achieve the company goals. **The second C** is content. Social managers and Psychologists need to enjoy the job in order to get satisfaction from it. **The third C** is context: the company's systems and organisation. This can include the IT network, machine maintenance, or the pay system. If things don't work smoothly – because the computer system is out-of-date, for example – Social managers will soon become

demotivated because they can't do a good job. **The final C** is climate, or company culture. It depends on the relationships between management and staff. In order to create a good climate, managers need to listen to the staff and respond to their suggestions. They should encourage staff to have ideas and use their initiative, and support their team when they need help. Staff may feel angry or stressed if the climate is poor. So it's very important to create a good climate."

Kok Tan Wang, Japanese human resources consultant

"It's very important to create a good working environment. When we moved, we changed our office design. We built larger working spaces where people could sit together. We only needed work spaces for two-thirds of our staff, so hot-desking was the obvious solution. We also wanted to create a more democratic workplace. We wanted better communication between people at all levels.

Was it a good decision? Well, hot-desking was a good solution for us. We already had the technology to implement the new working arrangements. Many of our staff, such as sales and technical teams, like the hot-desking arrangement. They have a dynamic environment to work in and it helps them to be more creative. However, we had to make permanent work spaces for people who were dissatisfied with the new arrangement. The psychologists, for example, needed permanent space to store books. In the business world of today, you have to be ready to change. Fortunately, most of our staff adapted easily."

Task 3.1. Read Clark's Morris opinion, a human resources consultant, talking about four factors that contribute to employee motivation. Match the factors 1-4 with the explanations a-d:

1 *connection*	a We need to enjoy our job and get satisfaction from it.
2 *content*	b Staff need to have a good relationship with managers.
3 *context*	c We need to understand our role in the department.
4 *climate*	d The organization's systems need to work well.

Task 3.2. Read Dilly's Brown opinion. Tick what managers should do, according to Dilly Brown. Did you have similar ideas to Dilly Brown?

stimulate O *encourage* O *criticise* O *support* O
listen O *shout* O *help* O *instruct* O

Task 4. Group work. Discuss: what should good social managers do in order to create a good climate?

Task 5. Look at these factors that can affect motivation. Put them in order to show what motivates you most (1 = motivates most, 12 = motivates least):

Motivational factors:

Learning new skills
Status
Financial reward
Competition
Job security
Knowing that people listen to your ideas and suggestions
Praise
Fear
Being able to discuss concerns
A happy working environment
Achieving results / hitting targets
Possibility of promotion

Task 5.1. Match following motivation notions with their meaning. Then check your answers in the dictionary:

bonus	**job satisfaction**	**loyal**	**pay**	**performance**
power	**promote**	**reward**	**senior**	**motivation**
initiative	**hot-desking**			

- an extra amount of money added an employee's salary for doing difficult work
- the ability to make decisions take action without waiting for someone to tell you what to do
- a feeling of happiness or pleasure in doing your job or achieving something in your job
- loyal employees stay with that company and don't seek jobs in other companies
- willingness and enthusiasm to do something without being told to do it
- the practice in an office of allocating desks to workers when they are required or on a rotating system, rather than giving each worker their own desk
- the money someone receives for the job they do
- the way that someone does their job and how well they do it
- the ability or right to control people
- to give someone a better paid, more responsible job in a company or organization
- to give payment for excellent work, high performance or special service
- having a high position in an organization or company

Task 5.2. What motivates you to work harder? Choose three factors from the list. Explain your choices to a partner.

1 the prospect of earning good money in the future

2 competitions with others

3 working in a friendly environment

4 having fun while you work

5 receiving praise

6 meeting a challenge

7 working on something that is interesting and exciting

8 feeling confident that you can do something well

Task 6. Which of the following statements do you agree with? Discuss your views with a partner: what employees really want?

- Here is the comparison:

What Employees Want	What Supervisors Thought Employees Wanted
1. Interesting work	1. Good wages
2. Full appreciation of work done	2. Job security
3. Feeling of being "in" on things	3. Promotion and growth
4. Job security	4. Good working conditions
5. Good wages	5. Interesting work
6. Promotion and growth	6. Personal loyalty to employees
7. Good working conditions	7. Tactful disciplining
8. Personal loyalty to employees	8. Full appreciation of work done
9. Tactful disciplining	9. Help with personal problems
10. Help with personal problems	10. Feeling of being "in" on things

Task 7. Answer the following questions. Which of the following would motivate you to work harder? Choose your top five and rank them in order of priority. Explain your priorities.

bigger salary praise

more responsibility

good colleagues

promotion opportunities

perks or fringe benefits

desire to help others

a wide variety of tasks

Task 8. Read the text paying attention to the words and phrases in italics.

Social work may be associated with low pay, *unsociable hours* and a *lack of confidence* among the general public, mainly due to negative stories in the media in recent years, but the fact is that job satisfaction remains high among those working in the sector. Various surveys have unveiled high levels of job satisfaction among social care workers, with the Department of Health insisting that this surpasses notions of an *imbalance between salary and workload*.

The primary motivation for many entering the social care arena is a *determination to improve the lives of people* in different walks of life, something that is well *worth keeping at the forefront of your mind* when answering social work job interview questions. Social workers care about people and recognise that the *suffering that many experiences* in their lives can be relieved with some *coordinated intervention*. The rewards that are to be enjoyed, therefore, are not monetary but high levels of job satisfaction in the knowledge that real differences are being made *to enable needy people to live more safely and independently*.

Few jobs can boast the high levels of *face-to-face interaction* with such a diverse group of people, and this is another aspect of social work that those in the profession tend to *highlight as an advantage* of their work. Social workers can specialise in different client groups including children, families or senior citizens, and the *circumstances under which they work* can range from *domestic violence* to *adoption* and *mental health issues* to *end-of-life care*.

Every client's personal needs make them among the most *vulnerable* in society, meaning the social worker can have *valuable input* into shaping their future, building on the client's strengths and making important decisions that can help *to facilitate positive change*. The range of situations facing social workers is immense, with every day potentially bringing a fresh challenge, whether it is in an individual's home, school, care home or other location.

Feeling that they *make a real difference* in the lives of vulnerable people is the overriding factor that motivates those who work in the field of social care. The steps that clients take may be tiny, such as a child who improves his attendance at school, or more life-changing, for example a young adult who is dissuaded from suicide, but every success is evidence of the social worker's successful interventions and positive actions to improve the life experience of people who are most in need.

Task 8.1. Find the word in the text that means:

a) unusual hours that are outside of the normal working day (late at night, early in the morning, at weekends, or on public holidays);

b) an investigation of the opinions or experience of a group of people, based on a series of questions;

c) the amount of work to be done by someone;

d) in a position of highest importance or priority;

e) a thing given in recognition of service, effort, or achievement;

f) is a type of social interaction occurring between two people where they converse or exchange knowledge;

g) a favourable or desirable feature;

h) exposed to the possibility of being attacked or harmed, either physically or emotionally;

i) a contribution of work or information;

j) make (an action or process) easy or easier;

k) to do something that is important.

Task 8.2. Write a short summary of the text.

Task 9. Authors identify three building blocks to creating a motivating work environment:

1.Employees want to feel that they are a significant and important part of their work environment. Workers should be put in control of achieving the goal: it is increasingly important to place the responsibility for decision making directly on the employees themselves. Employees are more motivated when they know that their opinion matters.

2.Cheering each other on: create a collaborative climate where improvement is celebrated and people feel acknowledged.

3.Reward and recognition focused on catching people doing things right is one of the best ways to positively reinforce a motivating work environment.

It should be also born in mind that the force of this or that motivator depends on the type of work a person performs: whether it demands creativity or mental work, or it is associated with merely physical efforts.

Task 10. Opinions differ about what is the best way to manage and motivate employees. Which of the following statements do you agree with? Discuss your views with a partner.

a) Employees cannot be trusted and must therefore be closely supervised.
b) Staff should be allowed to organise their own work.
c) The best motivation is money and recognition for meeting targets.

Task 11. Read and translate the text:

MOTIVATIONAL COMPONENT OF PROFESSIONAL COMPETENCE

Social, economical and political challenges in the country are associated with the reform process, contradictions between the tasks of integration of Ukrainian higher education into the European Higher Education Area and the current system of training, the needs of society in competent specialists in the field of psychology and the quality of their training require radical scientific modernization. The level of psychologist's training has to meet international standards, which will allow effective cooperation in the global space.

Everyone is faced with the choice of the future profession in his life. This choice is made by her, first of all, on the basis of the motivational sphere. The basis of the motivational component to professional activity is professional interest, which coincides with the professional motivation concept, and confirms itself as a fundamental factor in the professional individual self-development. In social, psychological and pedagogical activity, interest is defined as a certain form of expression of cognitive needs, which provides the individual's focus on understanding the desired purpose of the activity and thus promotes orientation, acquaintance with new facts.

Professional self-determination is the unity and complementarity of such components: worldview (integration of experience, knowledge, self-awareness – an attitude to reality, to the individual picture of the world and to himself; value (integration manifestations of awareness of own purpose); needs, interests and motives). Thus, professional and life self-determination is as merged into a single understanding of worldview, motivational and value self-determination.

The level of motivation as a dynamic indicator that characterizes it in a certain period of time, in a certain situation. The difficulty of this level is that we are faced with many options. What values and motives need to be formed first of all? How is motivation developed by individual? The educator must have an idea of the levels of professional motivation of the student to determine the existing and help him reach a higher level.

The main indicators of the professional motivation formation:

a) the isolation of the levels of motivation formation is impossible without the study of the activities of the subjects, the subject of activity and its result;

b) student activity, active participation in practical extracurricular activities (attending trainings, master classes, seminars, etc.);

c) ***the term "level"*** accurately reflects the dialectical nature of the process of motivation development, which makes it possible to understand the subject in all its diversity of properties, connections and relations;

d) the motivation formation is a transition from a lower level to a higher level. The development of professional motivation at certain levels

plays a key role in the complex of general motivation, aimed at mastering specific skills. With the motivation transition to higher level does not reflect the weakening of the combined of the abovementioned qualities, but instead will transform them to a complete level.

Determining the features of the development levels of *professional motivation*, we aimed to use a number of methodological ideas of psychological combination of theoretical and practical activities. In the science, the tendency to distribute levels as an institution is based on value, themology (a high level is considered to be the one that the best meets the goals of individual development); complex feature (motivation by changing the level changes its functions and complexity). The formation of mentioned motivation was based on such semantic characteristic as professional significance. In this sense, professional significance is one of the integral indicators of the state of the personality motivational sphere. As an indicator, it is closely related to personality traits and, gaining stability, becomes its characteristic feature.

Thus, we can explain *motivation as a set of internal and external progressive opportunities* that guide the activity and offer the limits and forms of activity (goal-oriented activity).

The essence of *life self-determination* is directly related to the nature of the professional activity itself. Thus, professional motivation is a sequence of certain motives or incentives that lead to a specific activity, preservation, restoration and strengthening of professional guidelines, it is the desire to preserve and improve the potential given by nature. Professional motives are formed when psychologists (special, clinical) have a set of values that meet the individual social needs. This formation

on the basis of the need is derived from the biological need for self-realization. Satisfying need to direct a person to professional development is an effective force for mastering professional skills and abilities.

The development of motivation – is the acquisition by students of ability to motivation management and to consciously management of the external factors influence to deliberately master their own motivation is seen as an important factor in strengthening professional motivation, which, in fact, ensures qualitative changes in their motivation. A. Maslow considers this situation as a theory of self-actualization and future psychologists development to conscious professional motivation. The professional motivation development performs certain functions in managing the individual behavior, ie has its own functional components. Each of them corresponds to its own criterion, which determines and reflects the levels outlined in the abovementioned analysis. Motivation is the formation of value orientations, the formation of a motivational attitude to professional activity and the formation of motivational professional orientation.

Conclusions

Thus, in the conditions of market economy, information society, the situation has changed fundamentally due to constant improvement of technology, market orientation, which requires a specialist of a new formation, able to adequately respond to market conditions, show initiative, creativity and activity. Therefore, the result of professional education should be not only qualifications but also professional competence, because it is competence that ensures the presence of professionally important qualities and a higher level of training. In novaday's conditions it is necessary to characterize a new, modern structure in the implementation of motivational component. According to the abovemantioned facts, in developing criteria and indicators of professional training, allows us to conclude that the main requirements for them should be objectivity, reliability, simplicity of measurement, coordination with the component, adequacy, interdependence of the criterion with its indicator. The problem of monitoring these tumors at different stages of training through a comprehensive and prolonged study of the component of professional competence needs the further research.

Thus, summarizing, we can say that the motivational component of psychologist’s professional competence can be considered as a certain readiness for professional activity stimulating the obtaining of knowledge, skills and abilities. The purpose of the acquisition of professional competence is the formation of a motivational attitude and direction to professional activity and value orientations, the dominant motives for choosing a profession, the formation of humanistic orientation, the meaning of life orientations of the individual.

Task 12. Read David's Kinch opinion about leading a department. Translate the text:

LEADING IN SOCIAL SPHERE

In my department we set clear goals and targets for a fixed period of time. We try to make it worth people's time to reach those targets through our performance-related bonus scheme. We have regular meetings to see if everyone is on track during that period of time and at the end we have an appraisal meeting to evaluate the work that has been done. Naturally, if we find that the deadlines were too tight or things didn't get done because of factors beyond our control, we sometimes adjust schedules to more realistic time frameworks.

I like to get in early before the rest of my staff and design the daily work schedule of each team member. That way I feel very much in control and that I have a hand in every task. My staffs know that I like to be involved in every decision and they always consult me when they run into problems. We've been working successfully like this for years in our department and I find that it reassures people to have a strong leader heading operations. They have their own responsibilities, naturally, but when it comes to the important decisions it's me who makes them. In my view, one of the most important things to learn as a manager is how to delegate. That way you get officers to feel that they are a part of a team, it gives them a real sense of belonging, and that, in turn, generates responsibility towards the organisation. So you've got to give subordinate staff the space they need so they can take initiatives and really move things forward. If you've recruited the right people for the job then you should let them get on with it.

Task 12.1 Make questions for next answers. Use right grammar form:

1. David appears to think the secret of good leadership is being very involved in what his staff are doing, setting them goals and delegating, but ensuring that he makes important decisions and is in control.
2. David appears to have a paternalistic attitude to his staff; he treats them as if they are his children.
3. His aim is to help them to develop independence but he likes to be consulted and to make major decisions.
4. David motivates his staff through a performance-related bonus scheme and a paternalistic interest in what they do.
5. He has regular meetings to check that people are on track and appraisal meetings to evaluate work that has been done.
6. He arrives early to design the daily work schedule of each team member.
7. David's staff consults him when they run into problems and he makes the important decisions.

Task 12.2 See above for David's views on leadership. There appears to be some inconsistency in what he says. He talks about delegation and giving employees space - but David appears not to give people space or allow them any autonomy.

Task 12.3. Synonyms. Match the words with similar meanings:

1	Inspire	a technique
2	fire	b terror
3	fear	c motivate
4	defeat	d employee
5	upset	e sack
6	subordinate	f failure
7	tactic	g hurt

Task 12.4. Underline the odd word out in each group:

1	a encourage	b praise	c criticise
2	a help	b order	c support
3	a competitive	b teach	c instruct
4	a stimulating	b interesting	c friendly
5	a promotion	b talent	c skill
6	a ambitious	b responsible	c determined

Task 12.5. Match the verbs (1-6) with the verbs and nouns (a-f). Make sentences with them:

1 show	a confident
2 meet	b skills
3 receive	c achievement
4 develop	d initiative
5 feel	e praise
6 reward	f challenges

Task 12.6. ***Complete the sentences using words or phrases from the box:***

that	**order**	**because**	**means**	**because of**	**so**

1 I wasn't sure ***because I haven't*** heard from you.

2 We have another two staff leaving this week,___ I need six now.

5 This_____ that there might be some errors in the original information.

4 In _____ to check this, do you mind if I go over some of the job details?

5 It's probably _____ the low salary that there hasn't been any interest.

6 I've just got a few more questions, so_____we can be sure that all the information is correct.

Task 14. Language check. Complete the sentences with on, *in, up, to, with, out* or *of*:

1. I couldn't relate *to* anything the seminar leader was saying.
2. Have you signed___ for the presentation skills course yet?
3. You have to comply___ all the legal requirements.
4. The next session will focus___ analysing training needs.
5. Let's start by looking at all the options open __us.
6. I don't know what the cause__ problem is.
7. Few of the courses conform__ what it says in the brochures.
8. I'll be asking you to act__ the case study later.
9. The feedback could result__ a follow-up course being organised.
10. The tutor pointed __key features of the case study.

Task 15. Look at these sentences for motivating psychology staff. Find and correct the mistakes:

1 You get the business, you get bonus.
2 Come on. You've got to do better as that!
3 Would you like taking full responsibility for this?
4 I'm going to let you handle with this.
5 We're all in to this together.
6 It's everybody's interests to take on more staff.
7 I offering an additional commission to whoever strikes the deal.
8 This is a last chance to sort things out.

Task 16. Read and translate the conclusion text:

SUMMARY

1. Motivation is associated with some reward that worker gets as a result of his actions or because of his behaving a specific way. This reward can be extrinsic – coming from outside, or intrinsic – related to his feelings, personal development etc.

2. Motivating strategy should be tailored to the needs of a particular worker: his status, type of work he/she performs, his age, his interests. Workers and executives want different things from their work.

3. Rewards can be material and non-material. Non-material reward is related to the characteristics of the working environment that can be favourable (and thus keeping the worker from being dissatisfied) or unfavourable (demotivating).

Material rewards, the most universal of which is money, should me related to the performance of the worker, should be quick-closely connected to the result, fair and irrevocable.

4. Reward system – however thought-through it may be – is not a substitute for good management, but only a part of it.

UNIT VI MOTIVATION TO CHANGE LIFE CIRCUMSTANCES

Themes and materials for studies:
1. Motivation to change life circumstances
2. Motivation to change behavior and lifestyle
3. Types of human motives according to different characteristics
4. The concept of "Motivation"
(Motive, Value, Conviction, Beliefs, Intentions)
5. Distinguish between internal and external motivation
Language skills: translation practice, prepositions
Career skills: Motivating to change life circumstances
Vocabulary: Motivational factors, multi-part verbs, synonyms
Dilemma & Decision: What is the best way of motivation to change life circumstances?
Approaches to interaction and motivation to change individuals/families that are in difficult life circumstances

Task 1. Read and translate the text

MOTIVATION TO CHANGE LIFE CIRCUMSTANCES

One of the negative factors that reduces the effectiveness, and in some cases makes it impossible, of the interaction of a social work specialist with a client/family who are in difficult life circumstances is *opposition/resistance to change*.

Resistance to change is a normal human phenomenon that must be taken into account in social work. Any person (or social group) when changing an established and usual way of life or behavior, especially if he or she does not understand or perceive the *relevant positive perspectives*, feels a sense of resistance, which can be open or hidden.

Examples of ***open resistance:*** rejection of existing problems; aggressive behavior towards a person who emphasizes the need for change; initiating an open discussion about the need for behavioral

changes. Examples of ***hidden resistance:*** being late for meetings, skipping meetings with specialists; denial of interference of third parties in personal affairs; doubt in the specialist's competence; unwillingness to provide information about oneself and one's condition or providing incomplete, unreliable information, etc.

Life changes can also be perceived as a threat by clients and families. Many people cannot decide to radically change their lives, even if the current state does not satisfy them. On the one hand, they want to solve existing problems, on the other hand, they are afraid that such a solution will lead to deepening of the problem.

Opposition is primarily *a manifestation* of the fear of the client or family members, connected with the need to perceive and realize the need to change the usual and established processes and life circumstances. Individuals and families, who lead an antisocial lifestyle often have a negative communication experience with authorities in the form of *punitive sanctions* and warnings. Consideration of personal problems by "outsiders" in most cases is unacceptable for any person or family, including those, who are in difficult life circumstances. Opposition manifests itself at the level of verbal, behavioral and affective (emotional) reactions of family members to visit by a social worker or the intervention of children's rights protection bodies in family life.

According to the sociological survey *"Monitoring social support of families in difficult life circumstances"* conducted by the Socioconsulting Analytical Center in 2023, members of families in difficult life circumstances had an unfavorable, even hostile, attitude during social worker's first visit , and initially in many cases they refused social

assistance. Reasons for reluctance to communicate with specialists: mistrust of social services – 56%; despair in the possibility of solving problems – 39%; shame about publicizing the problem – 31%; character traits of family members – 25%.

A social work specialist, at the stage of establishing contacts with the client/family, must convince them of his/her own openness, involve them in the process of planning and decision-making, provide clear and complete information, respect the opinion of the client/family members, *use "strengths" and resources*, demonstrate interest in solving life problems, etc.

In the case when the clients themselves are the *initiators of the contact*, then this makes further work on motivation for change much easier. In practice, the social service often independently acts as the initiator of contact, specialists are forced to *exert a targeted influence* on the family or its individual members, primarily with the aim of changing motivations for joint cooperation. In this case, social workers are forced to act quite categorically, even to use pressure in order to ensure the social security of family members and the environment.

In order to overcome the resistance to changes of clients and family members, it is advisable to use short-term plans, the results of which immediately give a positive effect, ***"step-by-step problem solving"***. It is very important that clients feel that their life situation can change for the better and see positive changes in their lives. During the discussion and planning of activities, the specialist *identifies vital issues* that the client/family can solve independently and in a short time. For example, a

specialist can offer to urgently get rid of dirt in the apartment, what needs to be done for this and what can be done to help.

Change in living conditions is a positive indicator that can be achieved at the *initial stage* of working with the client/family.

Specialists in the social sphere should perceive resistance to change as a completely natural manifestation and use it in the formation of the ***internal motivational process***.

Task 2. Read and translate the text and Table

MOTIVATION TO CHANGE BEHAVIOR AND LIFESTYLE

Changes in behavior or attitude to life circumstances are impossible without motivation, conviction of a person in the need to change his own life. Motivational mechanisms for forming a person's interest and activity in solving personal and family problems are widely used in social work with various categories of clients and families.

A motive (motive, Latin motus – movement) is a material or ideal object that prompts an activity or deed and for the sake of which it is carried out.

Interests, ideals, values can act as motives for a person orientations, beliefs, worldview. Types of human motives according to various characteristics are given in **Table.**

Types of human motives according to different characteristics

Indicators	**Motives**	
According to place of origin	internal	arise within the person himself (own desire)
	external	caused by external influences (necessity, need, payment for anything, etc.
According to the emotional load	positive	based on positive expectations
	negative	factors, that warn a person from negative effects
According to the duration	stable	at the basis of which lie human needs and which do not require additional reinforcement
	unstable	requireconstant external reinforcement

Task 2.1. Complete your vocabulary with words in bold
Task 2.2. Make sentences with them
Task 2.3. Analyse content of the Table and be ready to make short summary of it.
Task 2.4. Prepare the example of case according to topic

Task 3. Read and translate the text and Table

THE CONCEPT OF "MOTIVATION" (MOTIVE, VALUE, CONVICTION, BELIEFS, INTENTIONS)

*A **motive*** is something that belongs to the subject of behavior, is his established personal property and motivates him to perform certain actions from the inside. Values, convictions, and intentions should be attributed to consciously justified personal motives.

Value is a category of a person's spiritual life; beliefs, actions that an individual perceives as important and significant. A high and deep degree of emotional perception and transfer of ideas or doctrines; faith; potential target; values show how a person decides to live; direct life and motivate behavior. The term "values" is used to characterize a person, socio-cultural significance of certain objects or phenomena. The values of the individual constitute the system of his value orientations, which are the basis of consciousness and activity of the individual. Value is a personal attitude to the world that arises on the basis of not only knowledge and information, but also one's own life experience. Values are a part of culture that a person receives under the influence of parents, family, religion, state and public organizations, school and the environment. Faith, will, doubt, and ideal are of great importance in the world of human value orientations.

Conviction (credo) is a way of influencing the rational sphere of the individual with the help of logically argued information in order to strengthen or change the views, attitudes, and evaluations of the object of influence.

Beliefs are motives for practical and theoretical activity, based on theoretical knowledge and a person's worldview. Deeply grounded beliefs persist throughout a person's life and are characteristic features of personality traits.

Intention – an idea, a desire to do something to achieve a set goal, is the motivational basis of activity. An intention is a conscious decision to achieve a certain goal with a clear set of means and methods of

activity, which combines motivation to act and planning. Intentions organize human behavior.

The concept of "motivation" is much broader than the concept of "motive" and has a double meaning: firstly, it is a system of factors that influence human behavior (needs, motives, goals, intentions, etc.), secondly, it is a characteristic of the process that stimulates and supports behavioral activity at a certain level.

Motivation is a set of motivating factors (a system of motives, needs, incentives, situational factors) that determines specific forms of human activity or behavior.

Motivation is the process of influencing a person with the aim of encouraging him to take specific actions by activating certain motives.

Task 4. Read and translate the text and Table

DISTINGUISH BETWEEN INTERNAL AND EXTERNAL MOTIVATION

Internal motivation is determined by a person's own desires and aspirations, personal interest in the process of achieving a certain goal or satisfaction with the results of activities. The internal motivation of the individual is the most effective in achieving life changes.

External motivation – *external influence* – is used in the practice of social work with the aim of changing life attitudes and behavior of a person or family members and is aimed at forming a person's internal awareness and conviction of the need for life changes. External influence is a stimulus that contributes to the formation of a person's internal

motivation: the development of personal interests and inclinations, moral principles, internal attitudes, self-affirmation and *increasing the level of self-esteem.*

Imperative (forced) and ***non-imperative*** forms are used in the organization of the external motivational process. Non-coercive forms of motivational influence are *requests, advice,* and *persuasion*, which provide for a person's ability to refuse proposed or planned options for getting out of difficult life circumstances. In the case of a difficult life situation, non-coercive forms of influence act as a means of equipping the individual to change.

Imperative forms of external motivational influence are demand (order), coercion. Changing the client's behavior, as a result of external motivation, does not guarantee the consolidation of the desired behavior, does not form the perception of it as a vital model. At the same time, external influence contributes to the formation of the internal motives of the individual and can be a *stimulus to the formation* of internal motivation and the beginning of the process of behavior change.

The main forms of motivation used in social work are: advice in the form of a proposal given to the client regarding a possible solution to the problem; *persuasion,* which includes explanations of the essence of events, cause-and-effect relationships, argumentation, etc.; in some cases – following certain life examples, striving to achieve the desired result that others under similar circumstances (for example, sharing experiences on the ***"peer-to-peer" principle***). A motivating form is a request that must be formulated clearly, carefully, politely, with respect for the client and his right to refuse the proposed option. Inadmissible forms of

motivation in social work are imperative (coercive) methods (*order, coercion, sanctions)* and manipulation.

Methods of motivational psychotherapy, aimed at the formation of internal motivation in the client, require compliance with a number of provisions:

- *motivation for change* should come from the individual himself, and not from the outside;

-*aggressive persuasion* is ineffective in the process of resolving doubts and contradictions that arise in a person with problematic behavior;

- the person must be aware of the presence of contradictions in his attitude to the problem;

- a person with problematic behavior may need specific advice on resolving contradictions;

- communication style should be *calm and diplomatic*;

- readiness for change does not arise by itself, but is the result of personal experiences;

- partnerships can help a person achieve the desired changes.

Approaches to establishing interaction and motivation to change persons/families in difficult life circumstances, used in practical social work are given in **Table.**

Table

Approaches to interaction (and motivation) to change individuals/families that are in difficult life circumstances

Gradual satisfaction of life needs	When planning work with individuals/families, the social worker must consider their needs. If the lowest, physiological needs (for food, water, rest, protection, safety) are not satisfied, then work on the formation and satisfaction of the highest needs for self-realization and self-expression will be ineffective and ineffective
Work with the request	A social work specialist should first of all work with the problem/question with which the person/family sought help
Trusting relationship	A positive result of social work in overcoming difficult life circumstances is possible only when a friendly and trusting relationship is established between the person/family members and the social work specialist
Finding strengths and resources	Every person or family, regardless of the complexity of life circumstances, has strengths, external and internal resources. The task of a social work specialist together with clients is to determine how to find them and use them in work
Trust and respect	The trust and respect of the social work specialist towards the client/family members is a motivational stimulus for changes for the better
Formation of self-esteem	Forming or increasing the level of self-esteem of clients/family members is one of the tasks of social work

Task 4.1. Complete your vocabulary with words in bold
Task 4.2. Make sentences with them
Task 4.3. Analyse content of the Table and be ready to make short summary of it.
Task 4.4. Prepare the example of case according to topic

Task 5. Read and translate the Conclusion text

Methods of motivating clients to change their behavior and lifestyle were tested by ***the Representative Office*** of the ***charity organization "Hope and Housing for Children"*** in Ukraine in working with families with children who found themselves in difficult life circumstances. The motivation of family members to change their life circumstances begins during the first visit of a social work specialist with an explanation of the consequences that the current situation may lead to.

the situation of the family, and the forecast of the development of events in the future, if the family starts to change its lifestyle. A supporting factor in further interaction is the specialist's demonstration of his own interest and willingness to cooperate with the family.

Exercising One of the methods of social work ***aimed at motivating and encouraging*** clients/family members to change their life circumstances is training aimed at forming new experiences, a constructive attitude towards life circumstances, developing an active position, strategies in a person who is in a difficult life situation. behavior that would contribute to improving the situation and preventing negative events from recurring in the future, as well as supporting the individual's desire for ***self-development*** and ***self-realization***. As a result of such activities, a person realizes and/or increases responsibility for solving his own problems, develops self-help skills and mobilizes internal resources.

Empowerment is a method of social work, the purpose of which is to help the client to increase the level of control over his own life and

actions, as well as to ensure the possibility of realizing their potential. It provides ***"indirect"*** and ***"active" ways of providing assistance***.

Efforts in the activities of a social worker are primarily aimed at achieving changes in the client's emotional, cognitive and behavioral spheres. At the level of emotions, this is a feeling of confidence in one's abilities, energy saturation, a certain elation, inspiration. At the cognitive level, opportunities are reassessed, positive, convergent thinking is formed, potential is revealed, analytical abilities are manifested, etc. The behavioral sphere is characterized by activity, the desire to implement plans and specific actions, establish interaction with others, build new relationships, search for like-minded people, etc.

The directions of equipping the client/family members are personal motivation, goal setting, involvement of clients in life assessment and planning, formation and/or correction of the system of value attitudes of the individual, mobilization of resources.

UNIT VII CAREER IN SOCIAL SPHERE

Themes and materials for classroom studies:
1. SOCIAL WORK CAREERS:
Employment
Recruitment
Job interview

2. SOARA
3.The Use of Power
4.Specialists who carry out Social Work with families, children and young people
5.Social Services provided to Families, Children and Youth
5. Social Prevention Services
6. Forms of Social Work used in Provision of Social Services Prevention
7. Social and Professional Adaptation.
8.Social Support during Employment and at the Workplace
9.Support for Employment and at the Workplace for Persons with Disabilities
Language skills: translation practice
Career skills: Do a job interview
Motivational Letter
PERSONAL THANK YOU LETTER
HYPNOTIC RESUME
Writing: CV
Vocabulary: words and expressions for successful interview
Dilemma & Decision: What person would you employ?
Promotion of my career

In this unit you will:

- Employment and social work careers
- talk and ask questions about experience
- describe your career
- ask and answer interview question

Task 1. Read the text and discuss the questions.

How many times do you expect to apply for a new position during your career?

How many times do you expect to change jobs?

Can you explain the difference between the following pairs of words:

- a career and a profession

- a certificate and a qualification skills and experience

Which career most appeals to you? Why?

What do you want out of your career?

How does your choice of career affect your life?

SOCIAL WORK CAREERS

Direct care worker

Primary duties: Direct care workers provide care and help to patients who cannot care for themselves because of a physical or developmental disability, age, illness or injury. They may help patients with daily living activities such as caring for personal hygiene, administering medications, completing household chores, running errands and counseling about independent living. Direct care workers also observe patients for changes in their overall health condition.

School counselor

Primary duties: A school counselor provides counseling services to students regarding topics such as personal and social development, career development, college admissions and achieving their academic goals. School counselors may work in public, private and charter schools at the elementary, middle and high school level. The specific duties of a school counselor vary based on the ages and needs of the students they serve.

Family advocate

Primary duties: A family advocate ensures the greatest number of eligible families take part in the Head Start program as is allowed by funding, creates a trusting and collaborative partnership with each family, enhances the lives of parents and guardians by making home visits and encouraging active participation in the program, maximizes the use of community resources by families in need, promotes positive growth and development of families and documents and records progress of the families.

Case worker

Primary duties: Caseworkers help at-risk individuals and families such as children from troubled homes, senior citizens and people with serious chronic or terminal illnesses. Caseworkers may make home visits, perform psychosocial evaluations, provide referrals to community resources and report abuse. They meet with their clients regularly to determine how well they are managing their circumstances and to help them cope with life's difficulties when possible.

Behavioral health technician

Primary duties: A behavioral health technician provides mental health and behavioral intervention services to patients who struggle with issues such as post- traumatic stress disorder, psychiatric disorders, developmental disorders, substance abuse and physical or emotional abuse. Behavioral health technicians work with doctors, nurses and behavior analysts to implement patient treatment plans and evaluate and report on their patients' treatment progress.

Counselor

Primary duties: A counselor guides individuals, couples, families and groups to help them cope with and overcome issues that affect their mental health and well-being. Most counselors use a holistic therapy approach that encourages patients to discuss their emotions and experiences and helps them define their goals, gain insight and plan a course of action to reach their goals. Counselors may work with patients on issues such as substance abuse, depression, career guidance, anger management, relationships, self-image, bullying, aging and stress. They may also refer patients to psychologists and other mental health professionals.

Child welfare specialists

Primary duties: Child welfare specialists ensure children are protected and secure by making sure they are living in an appropriate environment, receive necessary medical care and have access to schooling. Child welfare specialists often have to make tough decisions on behalf of children such as deciding whether the child needs to be removed from their home. When a child is removed from their home, the child welfare specialist conducts interviews of potential foster and adoptive parents to find a new home for the child, schedules visitations and represents the child in all court hearings. Child welfare specialists may continually supervise the care of a child through regular home visits.

Case manager

Primary duties: Case managers work in healthcare or social service industries including family services, rehabilitation services, geriatric care, mental health care, education and nursing and acts as a mediator and advocate for their patients. Their duties may include meeting with patients and their care teams, filling out paperwork, advocating on behalf of their patients, creating or helping create care plans, making home visits and following up on the progress a patient is making in their care plan.

Addiction counselor

Primary duties: Addiction counselors offer services to individuals and groups struggling with substance abuse. Addiction counselors listen to their patients to help them identify the root causes of their addictive behavior, provide guidance on coping mechanisms and refer them to programs that can help them through recovery such as 12-step programs. Addiction counselors may also work with families to provide support and guidance and report to courts on the progress of recovery. Addiction counselors may work in hospitals, in-patient and out-patient rehabilitation centers and halfway houses.

Crisis counselor

Primary duties: Provides help and support to individuals and groups who have recently experienced a major crisis to help them find resources, regain stability and improve their overall sense of safety and empowerment. Crisis counselors usually meet with their patients for brief periods involving less than three sessions, with each session ranging in length from 15 minutes to two hours. The role of the crisis counselor is to provide immediate relief through the use of psychological first aid and to refer patients who need on-going treatment to long-term counselors and therapists.

Medical social worker

Primary duties: A medical social worker helps patients and their families cope with the social, financial, emotional and psychological hardships related to a diagnosis of a serious, chronic or terminal illness and educates them about patient entitlements, community resources and health insurance coverage. Medical social workers may also provide counseling through individual or group therapy discussions. They can help advocate for their patients by promoting an understanding of healthy lifestyles, disease prevention and barriers to access within their communities.

Therapist

Primary duties: Therapists, also known as “psychotherapists”, are licensed mental health professionals who improve the lives of their patients by helping them overcome mental health illness, develop better cognitive and emotional coping skills and overcome life challenges. Therapists provide unbiased, objective, nonjudgmental and supportive guidance to help their patients identify goals, overcome challenges and achieve their goals.

Behavior analyst

Primary duties: Behavior analysts are licensed mental health professionals who use the principles of behavioral psychology to help their patients overcome social, emotional and behavioral problems caused by mental illness, injury, disability or a developmental delay. They conduct behavioral assessments, create behavior support and intervention plans based on the results of their assessments and oversee the implementation of these plans by Registered Behavior Technicians to measure the patient’s progress towards achieving their individual goals and program objectives.

Clinical social worker

Primary duties: Clinical social workers are licensed mental health professionals who provide counseling services to at-risk individuals, families, children and groups and act as an advocate for their patients by directing them to resources, services and programs. They often work closely with other social workers, doctors, nurses, teachers, counselors and psychologists. They may assess patients and diagnose mental health illnesses, help patients identify goals, create treatment plans designed to help their patients achieve their goals and then provide counseling services as their patients work toward achieving their goals.

Task 1.1. Writing

Conduct a mini-research on potential employment spheres for social workers in Ukraine. Write a report on your research findings.

Task 2. Look at the information below and put the nouns from exercise 2 and from the list in the appropriate places in the stories about Angela, Ben and Sheila.

part-time job, temporary job, contract, pension, job description, job centre, redundancy, Curriculum Vitae (CV), unemployment benefit (dole)

Angela

A1 Angela prepared a summary of her qualifications and experience. _____A2 She saw an ad (advertisement) in the newspaper and wrote a letter to the Personnel Department. _____A3 She received a letter saying that she and a few others had been selected to meet managers on a certain day. _____A4 With the letter there was a list of things that the job involves_____A5 Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc. _____

A6 She received a letter telling her that she had got the job. _____A7 There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this. _____

Ben

B1 Ben applied for a job. He got a letter back saying that he hadn't got the job. _____B2 After trying several times, he went to an office where they help to find jobs. _____B3 They took

all his details. Later they phoned him and offered him a job just for a few weeks. _____ B4 After this job, he got another, but it only involved working for part of the day. _____B5 Ben got to the age of 65, the age when employees stop working._____B6 Now he gets money monthly during his old age from the government and from his employers. _____

Sheila

C1 Sheila got on very well in her first job, and after a while she got a higher salary. _____C2 She did so well that after a year, she was given a new job with more responsibility. _____ C3 After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied. _____C4 Sheila's work continued to be unsatisfactory. After another warning the boss told her that she had to leave. _____ C5 Sheila got another job, but she didn't like the work and decided that she wanted to leave. _____C6 Sheila got a third job, but after weeks the company went bankrupt and her job came to an end. _____ C7 After several weeks without a job, she registered at a government office. They paid her a small amount of money every week. _____

Task 3. Use the words and word combinations from the list to complete the sentences below. There is one extra word you do not have to use.

interview, job description, applicant, application, apply, candidate, CV, employment agencies, dole, job vacancies, references, short-listed, application form

Many people looking for work read the 1) ... advertised in newspapers by companies and 2) ... . To reply to an advertisement is to 3) ... for a job. You become a 4) ... or a 5) ... You write an 6) ..., or fill in the company's 7) ... , and send it, along with your 8) ... and a covering letter. You often have to give the names of two people who are prepared to write 9) ... for you. If your qualifications and abilities match the 10) ... , you might be 11) ... , i.e. selected to attend an 12) ... .

Task 4. Fill in the gaps in the sentences with the words from the list. There are two extra options which you do not need to use.

redundant, retired, overtime, resigning, part-time, prospects, recruitment, sacked, promotion

1. Do you get paid extra for doing ...?
2. She was ... after repeatedly arriving late at work.
3. Five thousands miners were made ... when the tin market collapsed.
4. The ... for employment in the technology sector are especially good right now.
5. We try to fill our executive positions by ... from within.
6. There are six ...employees working here.
7. He made it clear that he was not ... from active politics.

Task 5. Fill in the gaps in the sentences with the words from the list.

assess, income, fostering, unemployed, provide, wage, needy, insurance, facilities, handicapped, guidance

1. We can ... you with information that may help you to find a job.
2. When you fill out a health ... application and use some tools on the

website, you'll need to estimate your expected ... .

3. A ... is monetary compensation paid by an employer to an employee in exchange for work done.

4. If you lose your job or are ... you may get a social welfare payment.

5. He donated a lot of money to the ... people.

6. The examination was soon completed, for the room presented no ... whatever for escape.

7. Would you consider ... a child?

8. He has been ... since his motorcycle accident.

9. We need to ... whether or not the system is working.

10. We need more ... on how to handle these unusual cases.

There is one extra option which you do not need to use.

Task 6. Match the phrases in the box with the definitions below. Use a dictionary to help you:

well-organise	**good people skills**	**requirements**	**salary**
candidates	**travel benefits**		

1 people who apply for a job:_____

2 money that a company pays monthly to its employees: _____

3 can work well with other people:_____

4 free or low-cost travel for the employee:_____

5 someone who can do things efficiently:_____

6 what the organisation wants or expects from the people who apply:_____

Task 7. Read following questions and answers for them. Discuss and share your own answers with other members of the class.

1. Why did you leave your previous job? Because the pay wasn't very good, so I decided to look for something better.

2. Why did you leave your previous job? Because it wasn't a challenge any more. The job was the same every day, so there was nothing new to learn.

3. Why have you applied for this job? So, that I can learn something new and develop my skills.

4. Why have you decided to change your job? The department I work for at the moment is very small. That means that the career prospects aren't very good.

5. Why have you applied for this job? In order to improve my career prospects. This is a bigger department, so I think I'll have more opportunities.

Task 8. Objective: Do a *job interview.* Most people have had experience of an interview that has not gone well. Here are some advices about preparing for a job interview:

A successful interview

Research

Most interviewers are happy to answer questions about their organisations, company or department but show that you have done your research.

•How is department organised? Who is in charge of the department that you want to work in?

•Make a note of any questions that you want to ask the interviewer about the job or department.

Preparation

Before the interview, prepare information about you.

•***What are you doing at the moment?*** Are you in a job or are you studying?

•***What experience do you have?*** What work or courses have you done in the past that could help you in the job that you want to do?

•***Give examples*** of situations where you have worked in a team or solved problems. It isn't necessary for this to be in a work situation. It could be something you have done in sport, college or voluntary work.

• ***Brainstorm*** the questions that you think the interviewer could ask you. Practise answering the questions.

The interview

•***Arrive*** on time.

•***Listen*** as well as talk – it shows that you are interested in what the interviewer is saying. Listening carefully also helps you to answer the interview questions.

• ***Speak*** slowly and clearly. If you make a mistake apologise and then quickly correct the information.

• Don't forget to ***smile.***

Task 8.1. Imagine that you are a Human Resources Manager. Ask the information you need about each candidate for vacant position:

Asking questions

- Use open questions to ask for specific information:

Question words: *when, where, what, who, how, why,*

how much, how many, how long, how far

Where did you study?

When did you start your present job?

Why do you want a **new job?**

What are your main interests?

Who do you work for?

How did you hear about this job?

How long have you worked in social sphere?

- If you want a simple yes or no answer, ask closed questions:

Do *you like travelling? Did you enjoy it? Have you ever been in the* USA? Are *you still working for…?*

- Sometimes, it is useful to ask a very open question to get general information. This is a useful strategy at the start of a meeting or interview. (Note that we don't usually ask these questions in social situations.):

Can you tell me a bit about yourself?

What can you tell me about your present job?

- If the other person didn't give you enough information, you can ask:

Can you tell me a bit more about that?

Task 8.2. Answer the questions.

Tips for job interviews

Which five of these tips do you think are the most useful?

Research the company thoroughly.

Have complimentary things to say about the company and its products or services.

Be confident and enthusiastic.

Be prepared to talk about your strengths and weaknesses.

Expect questions about difficult situations you have faced, problems you have solved, etc.

Have examples of successful experiences with groups or teams.

If you talk about your hobbies, try to say something interesting and memorable (and not just 'music, cinema, travel').

Have some questions you can ask the interviewer, such as:

-Can you tell me more about your training programmes?
-Can you tell me how performance is measured and reviewed?
-Are there possibilities of promotion for someone whose results are good?
-Is the company facing any major challenges I don't know about?

Task 9. Watch the video 'Common interview questions and answers – Job interview skills' https://www.youtube.com/watch?v=1mHjMNZZvFo&t=107s and write

your own answers to 8 questions from the video.

Task 10. Study and practise common social worker interview questions and answers.

1. What target group would you be willing to work with?

Employers want to know what motivates you and verify your commitment to the job of a social worker. They also want to assess your interests and your commitment to helping certain clients. Explain why you believe you could make an impact with this target group.

Example: "I am committed to helping the elderly have a better life. It is not always easy for them to find a good balance once they stop working. They are often isolated and facing financial or health challenges. I want to improve their situation. I am motivated to provide practical solutions for them and advocate when necessary for this target group."

2. Would you be willing to visit clients in their houses?

The interviewer wants to know if you are prepared for this challenging situation. Your answer should be yes since home visits are an essential part of a social worker's job. Let your employer know that you are prepared and express yourself with confidence.

Example: "Yes, I am mentally prepared to visit clients in their homes. I know that these situations can be risky or emotionally difficult, but I am confident enough to do it. It is the best way to get to know the clients' real situation and provide them with the help they need. Moreover, I am not easily stressed and I can keep calm whenever a situation becomes complicated."

3. In your experience, what kind of clients are the most difficult to work with?

With this question, your future employer will try to identify how well you can deal with demanding clients and with your stress. Answer with positivity and acknowledge the clients' struggles to demonstrate empathy.

Example: "I think that it can be challenging to work with substance abusers. But it is also gratifying to help them fight their addiction. I am committed to motivating my clients and finding the best solution to their problems. Substance abusers have a story and I understand that I must figure out what brought them to their low point if I want to help them get better. This involves listening to them, facing emotional situations and trying different ways until it works."

4. What do you know about vivid signs of abuse?

With this theoretical question, the employer is testing your knowledge and experience. The ability to identify the signs of abuse in a target group is a crucial competency as a social worker.

Example: "Unusual changes in behaviour, agitation or social withdrawal can be signs of emotional abuse. Bruises or black eyes are evident signs of physical abuse. Also, when the caregiver refuses to let visitors see the vulnerable individual alone, it can be a sign that something is wrong. Finally, the individual's report of abuse is a clear sign that I will take seriously."

5. How would you handle an aggressive client?

The interviewer wants to verify your ability to resolve conflict and demonstrate patience. This is a potentially challenging question because it could lead you to speak in negative terms. Stay positive in your answer by expressing empathy and assuring the interviewer you can manage angry clients.

Example: "When I face aggressive clients, I first want to show them that I am with them and not against them. I listen to what they say and rephrase to make sure I understand. I know that I should not take anything they say

personally, so I stay collected. I use a low tone of voice, I speak calmly and most of the time they calm down after a few minutes. It is crucial to stay relaxed to keep the situation in control."

6. How do you balance your work and personal life?

Your interviewer knows how social work can interfere with your personal life and wants to ensure you can manage it. Emphasize your organizational skills and express your will to commit to your job.

Example: "I am well organized and used to managing my professional and personal life. I have put in place a support system to help me at home when I need to work overtime. That way, I can stay committed when I work and enjoy my free time when I am home."

7. What are your biggest strengths in the role of a social worker?

When a prospective employer asks you about you strengths, they want to know if you have the requested qualities to perform the job of a social worker. A good social worker's top qualities are being non-judgemental, well organized, proactive and an excellent communicator.

Example: "I know that being caring and non-judgemental is crucial to building a relationship with clients, and I possess these qualities. I am an excellent communicator. I can ask the right questions of my clients and listen to their answers, even in difficult situations. This strength allows me to make good decisions on the cases I manage."

8. What are your most significant weaknesses in the role of a social worker?

When the interviewer asks about your weaknesses, they want to ensure you can recognize your limitations and work on them. Select a weakness that will not impair your performance as a social worker, like a lack of self-control or difficulty in making decisions. Also, be sure to explain what steps you have taken to improve.

Example: "I am so dedicated to providing a high-quality service, that sometimes I take on too much work. This is a weakness I am well aware of, so I make an effort to talk with my colleagues when my workload increases. Recently, I have become much more comfortable asking for help and delegating tasks."

9. Why did you choose a career in social work?

The interviewer is asking you to show how much you care about social work. Explain that you care about improving other people's lives and show your compassion and commitment to the role.

Example: "Since I was a child, I always felt fulfilled when I was able to help others. Making a difference in my community is something that drives me every day. I have required social help myself in the past—and I am forever grateful for the impact social workers made in my life. Their guidance brought me where I am today. This personal experience and my compassionate nature certainly inspired me to choose a career in social work."

Task 11. What questions, in your opinion, are the most difficult to answer? Why?

Task 12. Write your own answers to the questions above.

Task 13. Objective: Describe your career

Step 1. Role-play the conversation. Tell your partner about your career in psychological sphere. 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 (Photocopiable resource 2):

	I	My partner
University/College		
Qualification		
First job		

Second job		
Second qualification		
Current job		

Step 2. Discussion. Imagine that you are a Human Resources Manager. Discuss the information you got about each candidate with the rest of your group. Which person would you employ? Why?

Task 14. Inga Muller, manager in psychological sphere is applying for the job. She has an interview with Pete Bowler, Human Resources Manager. Read and number the interviewer's questions in the right order. Role-play the conversation and answer these questions:

□ Why do you want this job?

□ What do you want to do in the future?

□ Have you been responsible for a team of people before?

□ Can you tell me a bit about yourself?

□ How long have you worked in psychological sphere?

□ Have you ever lived in a foreign country?

□ What special skills do you have?

Task 15. Look at the advice for someone applying for a job. Complete the sentences using the words from the list.

write, will know, will receive, have written, have received, know, have sent in, send in

1. When you ... your application, include a covering letter with your CV.

2. When you ... your CV, make sure the experiences and skills you list match the job you're applying for.

3. When you ... your CV, check it for spelling and grammar mistakes.

4. When you ... your application, you will often have to wait several weeks for a reply.

5. When you don’t hear anything after several weeks, you ... that your application was probably unsuccessful.

6. When you ... an invitation to an interview, start preparing for it by researching the company on the Internet.

7. When you ... that you have got the job, tell your current employer.

Task 15.1. Discussion: CVs/Resumes and Covering Letters
Why is it normal in some countries not to include photos or personal details on a CV/resume?

Should a CV really be totally honest?

Do you think most people are completely honest?

Why might an employer want to know about your hobbies and interests?

Would you want to work for someone who might be prejudiced against your country of origin or religion?

Would you target each covering letter if you were applying to 30 companies?

Curriculum vitae (CV) Useful tips

1 Use wide margins and leave lots of white space. It makes your CV easier to read.

2 Use a clear, easy-to-read typeface. Don't use italics or a small type size. Be consistent with the typefaces you use.

3 Make the section headings clear and leave a clear space between sections.

4 Separate each part of your work experience and education clearly.

5 Don’t assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name.

6.Don’t exaggerate your talents but don't underestimate them either. Remember to sell yourself by using positive adjectives.

7. Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else

to check it for you.

Task 16. Let's work in small groups. Imagine that you are working at the Human Resources Office and deal with applicants' resumes. You know well how to write a good resume. Think how to write it clearly and come up with a list of Dos and Don'ts of CV writing. Elicit the Dos and Don'ts and write up the points on the board. Then discuss which are the three most important pieces of advice from the whole list. Finally, using the information provided by this chapter try to write your own CV

Dos	**Don'ts**
Do remember that your resume is aimed at professionals with little time. Make it easy for them to see that you are a strong candidate. **Do** keep your CV to a reasonable length. One page is almost certainly too short; three pages is probably the upper limit. **Do** use a clear layout, without too many special effects. If you want to use bold text, feel free - but keep in mind that the ultimate goal is to make the CV a quick read. **Do** use reverse chronological format. Be brief about your earliest assignments so you can describe more recent roles in greater detail. Do keep the style crisp. It's usually best to write in the third person without pronouns, and to start sentences with action verbs. Choose *Led a major cases…/ was involved in . . .* **Do** describe your role and responsibilities, e.g. *Reported to the …and led a total team of 200 with seven direct reports.* **Do** make your achievements quantifiable whenever you can. If you launched Project X, add that the launch generated new revenues of $22 million over two years. Don't leave the reader needing to guess at your importance. **Do** explain all significant breaks in your career or education. Recruiters hate unexplained gaps. **Do** check thoroughly and carefully. Then check again. Spelling mistakes, typographic errors and inconsistent dates are even more damaging at a senior level than to a recent	**Don't** lie or exaggerate. It's much easier to check qualifications these days. You'll ultimately be caught out, and then what was a small untruth is likely to ruin your chance of success. **Don't** be tempted to make the font smaller or reduce the margins to get more information in. Keep it easy to read. If you need to say more, ask yourself if the extra detail really adds value. **Don't** use exaggerations and generalities. (It's strange how many CV writers are born leaders and strategic thinkers with superb communications skills!) **Don't** include long lists of obscure courses you've attended on how to be a better time-manager. But do include details of higher education degrees, such as Master's or MBAs. **Don't** include pages of obscure testimonials, references, newspaper cuttings and brochures. **Don't** assume that the recruiter knows about the company. Do include a brief description, e.g. *Microsoft is a global software company with a multi-billion*

graduate.	*dollar turnover.*

Task 17. Discuss these questions about EMPLOYMENT

a) Have you applied for any jobs?

b) Were you interviewed? How did it go?

c) What's the usual process for getting your first job in Ukraine?

d) Which factors are important for getting a job (age, sex, appearance, astrological sign, contacts and connections, experience, family background, handwriting, hobbies, intelligence, marital status, personality, qualifications, references, sickness record, blood group)?

e) Do people change during their working lives?

Task 18. Match the words with their definitions

1	employ	**a**	someone who is paid to work for someone else
2	employer	**b**	the condition of having a paid job
3	employee	**c**	written request
4	employment	**d**	company/organization/business
5	unemployment	**e**	the number of people without a job
6	enterprise	**f**	to pay someone to work for you
7	application	**g**	person/company/organization that employs people

Task 18.1. Complete the text below with the words from Exercise 18

E……..t is a contract between two parties, one being the **e…...r** and the other being the **e…….e** . An **e……e** may be defined as: "A person in the service of another under any contract of hire, express or implied, oral or written, where the **e……r** has the power or right to control and direct the **e……e** in the material details of how the work is to be performed." In a commercial setting, the e……..**r** conceives of a productive activity, generally with the intention of creating profits, and the **e……e** contributes labour to the e…….**e**, usually in return for payment of wages.

E……..t also exists in the public, non-profit and household sectors.

To the extent that **e……..t** or the economic equivalent is not universal, **u…….t** exists.

Task 19. Additional reading.

EMPLOYMENT

Employment is almost universal in capitalist societies. Opponents of capitalism such as Marxists oppose the capitalist employment system, considering it to be unfair that the people who contribute the majority of work to an organization do not receive a proportionate share of the profit. However, the Surrealists and the Situationists were among the few groups to actually *oppose* work, and during the partially surrealist-influenced events of May 1968 the walls of the Sorbonne were covered with anti-work graffiti.

Employer. An employer is a person or institution that hires employees or workers. Employers offer wages or a salary to the workers in exchange for the worker's labor power, depending upon whether the employee is paid by the hour or a set rate per pay period. A salaried employee is typically not paid more for more hours worked than the minimum, whereas wages are paid for all hours worked, including overtime.

Employers include everything from individuals hiring a babysitter to governments and businesses which may hire many thousands of employees. In most western societies governments are the largest single employers, but most of the work force is employed in small and medium businesses in the private sector.

Note that although employees may contribute to the evolution of an enterprise, the employer maintains autonomous control over the productive base of land and capital, and is the entity named in contracts.

The employer typically also maintains ownership of intellectual property created by an employee within the scope of employment and as a function thereof. These are known as "works for hire". An employers' relative level of power over employees is dependent upon numerous factors; the most influential being the nature of the employment relationship. The relationship employers share with employees is affected by three significant factors – interests, control and motivation. It is up to employers to effectively manage and balance these factors to ensure a harmonious and productive working relationship.

Interests can be best described as monetary constraints and economic pressures placed on organizations in their pursuit of profits. It covers facets such as labour productivity, wages and the effect of financial markets on businesses.

Employer and managerial control within an organization rests at many levels and has important implications for staff and productivity alike, with control forming the fundamental link between desired outcomes and actual processes. Thus employers must balance interests such as decreasing wage constraints with a maximization of labour productivity in order to achieve a prolific employment relationship.

Motivation is the third and most difficult of the factors in the employment relationship for employers to effectively manage. Employee motivation can often be in direct conflict with control mechanisms of employers, and can be broadly defined as that which energizes, directs and sustains human behaviour, "something that moves a person to action, and continues him in the course of action already initiated."

The employment relationship is thus a difficult challenge for employers to manage, as all three facets are often in direct competition with each other, with interests, control and motivation often clashing in the equally important quest for individual employee autonomy, employer command and ultimate profits.

Employee is any person hired by an employer to do a specific "job". In most modern economies the term *employee* refers to a specific defined relationship between an individual and a corporation, which differs from those of *customer*, or *client*. Most individuals attain the status of *employee* after a thorough process of *interviews* with several departments within a company. If the individual is determined to be a satisfactory fit for the position, he is given an official offer of employment within that company for a defined starting salary and position. This individual then has all the rights and privileges of an employee, which may include medical benefits and vacation days. The relationship between a corporation and its employees is usually handled through the *human resources* department, which handles the incorporation of *new hires*, and the disbursement of any benefits which the employee may be entitled, or any grievances that employee may have. An offer of employment, however, does not guarantee employment for any length of time and each party may terminate the relationship at any time. This is referred to as *at will* employment. While the terms *accountant*, *lawyer* and *photographer* might refer to professions, they are not *employee titles*, which may include Controller, Vice President of Legal Affairs, and Head of Media Development.

There are differing classifications of workers within a company.

Some are *full-time* and permanent and receive a guaranteed *salary*, while others are hired for short term contracts or work as temps or *consultants*. These latter differ from permanent employees in that the company where they work is not their employer, but they may work through a temp-agency or consulting firm. In this respect, it is important to distinguish *independent contractors* from employees, since the two are treated differently both in *law* and in most *taxation* systems.

Employees can organize into *labor unions* (*Am. E.*), or *trade unions* (*Br E*), who represent most of the available work force in a single organization. They utilize their represenative power to collectively bargain with the management of companies in order to advance concerns and demands of their membersip.

Associate is a term used by some companies instead of *employee*. *Big box retailers* like *Wal-Mart* and *Home Depot,* for example, use this term for *non-management* employees. Other firms use terms such as *teammate* or *team member* instead of *employee*.

Many companies further classify employees as *exempt* or *non-exempt*. This designation is used to separate employees that are eligible for overtime from those that are not. An *exempt* employee is one that is typically salaried and is not eligible to earn overtime. *Non-exempt* employees are typically paid hourly and are eligible for overtime pay.

When an individual entirely owns the business for which he or she labours, this is known as **self-employment.** Self-employment often leads to *incorporation*. **Incorporation** offers certain protections of one's personal assets. Laws of incorporation vary from state to state with Delaware having the most incorporated businesses of any state in the

U.S.

Workers who are not paid wages, such as *volunteers*, are generally not considered as being employed. One exception to this is an *internship*, an employment situation in which the worker receives training or experience (and possibly college credit) as the chief form of compensation. Those who work under obligation for the purpose of fulfilling a debt, such as an *indentured servant,* or as property of the person or entity they work for, such as a *slave*, do not receive pay for their services and are not considered employed. Some historians suggest that slavery is older than employment, but both arrangements have existed for all recorded history.

Task 19.1. Tell whether each statement is true (T) or false (F), according to what you have read in the text

1. An employee is a person or institution that hires employers or workers. 2. Employers offer wages or a salary to the workers in exchange for the worker's labor power. 3. In most western societies governments are the smallest single employers. 4. Employees may contribute to the evolution of an enterprise. 5. The employer typically maintains ownership of intellectual property created by an employee. 6. The relationship employers share with employees is affected by 5 significant factors: interests, control, motivation, productivity and effectiveness. 7. Employer is any person hired by an employee to do a specific "job". 8. The relationship between a corporation and its employees is usually handled through the *human resources* department. 9. Full-time and permanent employees receive a guaranteed salary. 10. Employees can organize into labour unions (British English) or trade

unions (American English).

Task 19.2. Answer the following questions:

1. Who is an employer?
2. Who is an employee?
3. What are the significant factors of the relationship between employers and employees?
4. Who is an associate?
5. What is self-employment?

Task 19.3. Correct the grammatical mistakes in these sentences:

1. There is differing classifications of workers within a company. 2. Some am *full-time* and permanent and receive a guaranteed *salary*, while others are hired for short term contracts or work as temps or *consultants*. 3. It is was important to distinguish *independent contractors* from employees. 4. Employees can are organize into *labor unions* (*trade unions*), who represent most of the available work force in a single organization. 5. *Associate* there is a term used by some companies instead of *employee*. 6. Other firms uses terms such as *teammate* or *team member* instead of *employee*. 7. When an individual is entirely owns the business for which he or she labours, this is known as *self-employment*. 8. Self-employment are often leads to *incorporation*. 9. Workers who is not paid wages, such as *volunteers*, are generally not considered as being employed. 10. Some historians suggest that slavery is older than employment, but both arrangements has existed for all recorded history.

Task 20. Reading. Read the article quickly to find out:

a) what *recruitment* refers to;
b) what the types of *recruitment* agencies are;
c) what *headhunting* is.

RECRUITMENT

Recruitment refers to the process of sourcing, screening, and selecting people for a job or vacancy within an organization. Though individuals can undertake individual components of the recruitment process, mid- and large-size organizations generally retain professional recruiters.

The recruitment industry has four main types of agencies. Their recruiters aim to channel candidates into the hiring organization's application process. As a general rule, the agencies are paid by the companies, not the candidates.

Traditional recruitment agency. Also known as employment agencies, recruitment agencies have historically had a physical location. A candidate visits a local branch for a short interview and an assessment before being taken onto the agency's books. Recruitment Consultants then endeavor to match their pool of candidates to their clients' open positions. Suitable candidates are with potential employers.

Renumeration for the agency's services usually takes one of two forms:

- A contingency fee paid when a recommended candidate accepts a job with a client company (typically 20%-30% of the candidate's starting salary)

- An advance payment that serves as a retainer.

Online recruitment websites. Such sites have two main features: job boards and a résumé/Curriculum Vitae (CV) database. Job boards allow member companies to post job vacancies. Alternatively, candidates can upload a résumé to be included in searches by member companies. Fees are charged for job postings and access to search resumes.

Headhunters. Headhunting are third-party recruiters often retained when normal recruitment efforts have failed.

Headhunters are generally more aggressive than in-house recruiters. They may use advanced sales techniques, such as initially posing as clients to gather employee contacts, as well as visiting candidate offices. They may also purchase expensive lists of names and job titles. They may prepare a candidate for the interview, help negotiate the salary, and conduct closure to the search.

Headhunters are typically small operations that make high margins on candidate placements (often more than 30% of the candidate's annual compensation). Due to their higher costs, headhunters are usually employed to fill senior management and executive level roles.

While in-house recruiters tend to attract candidates for specific jobs, headhunters will actively seek them out. To do so, they may network, cultivate relationships with various companies, maintain large databases, purchase company directories or candidate lists, and cold call.

In-house recruitment. Larger employers tend to undertake their own in-house recruitment, using their Human Resources department. In addition to coordinating with the agencies mentioned above, in-house recruiters may advertise job vacancies on their own websites, coordinate

employee referral schemes, and/or focus on campus graduate recruitment. Alternatively a large employer may choose to outsource all or some of their recruitment process.

Sourcing. Sourcing involves 1) advertising, a common part of the recruiting process, often encompassing multiple media, such as the Internet, general newspapers, job ad newspapers, professional publications, window advertisements, job centers, and campus graduate recruitment programs; and 2) recruiting research, which is the proactive identification of relevant talent who may not respond to job postings and other recruitment advertising methods. This initial research for so-called passive prospects, also called name-generation, results in a list of prospects who can then be contacted to solicit interest, obtain a resume/CV, and be screened.

Screening & selection. Suitability for a job is typically assessed by looking for skills, e.g. communication, typing, and computer skills. Qualifications may be shown through résumés, job applications, interviews, educational or professional experience, the testimony of references, or in-house testing, such as for software knowledge, typing skills, numeracy, and literacy, through psychological tests or employment testing.

Onboarding. A well-planned introduction helps new employees become fully operational quickly and is often integrated with the recruitment process.

Pitfalls of recruitment. Candidates can be subject to undue pressure to accept a job or position, such as in expanding the base of a cult.

Task 20.1. Find the answers to these questions.

1. Who do mid- and large-size organizations generally retain? 2. Who are the agencies paid by? 3. What does a candidate do at a local branch of an employment agency? 4. What do Online recruitment websites provide? 5. What do headhunters do? 6. What is *in-house recruitment*? 7. What does *sourcing* involve? 8. How may suitability for a job and qualifications be shown?

Task 21. Reading. Read the text, translate it into Ukrainian and retell in English

JOB INTERVIEW

Job Interview is a process in which a potential employee is evaluated by an employer for prospective employment in their company, organization, or firm.

A job interview typically precedes the hiring decision, and is used to evaluate the candidate. Interviews are usually preceded by the evaluation of supplied résumés, selecting a small number of candidates who seem to be the most desirable (shortlisting). A company seeking to fill a single position will typically interview a handful of candidates - perhaps as many as ten if the level of application has been high. While job interviews are considered to be one of the most useful tools for evaluating potential employees, they also demand significant resources from the employer and have been demonstrated to be notoriously unreliable in identifying the optimal person for the job.

Multiple rounds of job interviews may be used where there are many candidates or the job is particularly challenging or desirable; earlier rounds may involve fewer staff from the employers and will

typically be much shorter and less in-depth. A common initial interview form is the *phone interview*, a job interview conducted over the telephone. This is especially common when the candidates do not live near the employer and has the advantage of keeping costs low for both sides. Once all candidates have had job interviews, the employer typically selects the most desirable candidate and begins the negotiation of a job offer.

Preparation. It is very important to be well prepared for an interview. According to the University of Delaware's career center, a common reason employers gave for not hiring an applicant, is the inability of the applicant to fully explain the contents of his or her résumé. It is therefore of paramount importance to be able to discuss in detail every item listed on one's resume, and if possible to give examples where appropriate. It is also important to research the company before the interview. To avoid being nervous, practice answering difficult questions. A good source of interview questions can be found by searching the Internet.

How to Get That Next Interview. When it comes right down to it, it is often much easier to get a job interview than it is to do well during that interview in order to actually get the job itself. For most people, the job interview is the hardest part of applying for a job, but it does not have to be that way. With a little bit of help, you can be well on your way to beating out your competition (other applicants) and getting the job you have always wanted.

What you really need to do is get into a mindset of preparing and organizing both yourself and the materials you need to bring with you to

a job interview so that you never have to worry about forgetting anything. The more you have it together on the outside, the more calm and collected you will feel on the inside. This confidence that you have everything taken care of is going to show through during the interview process and it is ultimately what will land you the job.

First, think about your past: your educational background, previous employment experiences, and extracurriculars on your application; you are probably going to be asked about those verbally in the interview. You do not want to have to use crib notes in order to remember dates and names, so memorize this information so that you can answer questions more easily during the job interview.

When filling out an application, many people give one word answers when it comes to their previous employment duties. This can lead the interviewer to think that you did not take your previous jobs seriously, or did not feel that they were important enough to write about. Give detailed information about your job duties, as if you were proud to have done them. Remember to write in complete sentences - no one word answers.

If the interviewer gives you information about the job you are applying for, you need to show them that you actually want to do the job. The last thing you want to do is give the interviewer the impression that you could not care less whether you get the job, because if that is the case, then you will not get it. If you are already aware of the duties that you would be performing if you were hired, make a mental note of instances when you have done or mastered those tasks in the past. If you can show the interviewer that you not only know what you need to do

the job, but that you have already done it successfully in the past, you will have much better chances of getting the job. Confidence and ability is not only shown through the spoken word, it is demonstrated through how you look and your body language as well. This means that you could boast all day about your skills, but if you do not look the part, you are not as likely to be taken seriously – especially in a job interview where it counts the most. Take the time to look and dress the part, and it will go a long way toward completing the picture for the interviewer.

Process. A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process. A larger interview panel will often have a specialized human resources worker. The meeting can be as short as 15 minutes; job interviews usually last less than two hours. The bulk of the job interview will be the interviewers asking the candidate questions about their history, personality, work style and other relevant factors to the job. The candidate will usually be given a chance to ask any questions at the end of the interview. Questions are strongly encouraged, not only do they allow the interviewee to acquire more information but they also demonstrate the candidate's strong interest in the position and company. A candidate should follow up the interview with a thank you letter expressing their appreciation for the opportunity of meeting with the company representative. The thank you letter ensures that the candidate will stay fresh in the interviewer's mind. The primary purpose of the job interview is to assess the candidate's suitability for the job, although the candidate will also be assessing the corporate culture and demands of the

job on offer.

Lower paid and lower skilled positions tend to have much simpler job interviews than more prestigious positions; a lawyer's job interview will be much more demanding than that of a retail cashier. Most job interviews are formal; the larger the firm, the more formal and structured the interview will tend to be. Candidates generally dress slightly better than they would for work, with a suit being appropriate for a white-collar job interview, but jeans being appropriate for an interview as a plumber.

Additionally, some professions have specific types of job interviews; for performing artists, this is an audition where the emphasis is placed on the performance ability of the candidate.

In many companies Assessment Days are increasingly being used, particularly for graduate positions, which may include analysis tasks, group activities, presentation exercises and *Psychometric* testing.

Task 21.1. Answer the questions.

1. What is job interview?
2. What does a job interview typically precedes and is used to?
3. Why is it very important to be well prepared for an interview?
4. How to do well during that interview in order to actually get the job itself?
5. What happens during the interview process?

Task 21.2. Choose the necessary word and put it in the sentence

résumés, interviewer, candidate, applying for a job, phone

interview, employee, job interviews, employment duties, job offer, company

1. Job Interview is a process in which a potential … is evaluated by an employer for prospective employment in their company, organization, or firm. 2. A job interview is used to evaluate the …. 3. Interviews are usually preceded by the evaluation of supplied … and shortlisting. 4. Multiple rounds of … may be used where there are many candidates or the job is particularly challenging or desirable. 5. A common initial interview form is the …, a job interview conducted over the telephone. 6. Once all candidates have had job interviews, the employer typically selects the most desirable candidate and begins the negotiation of a …. 7. It is important to research the … before the interview. 8. For most people, the job interview is the hardest part of …. 9. When filling out an application, many people give one word answers when it comes to their previous …. 10. Take the time to look and dress the part, and it will go a long way toward completing the picture for the

Task 21.3. Give definitions of the following terms

resume - CV – application

interview – interviewee – intrviewer

position – profession - job

Task 21.4. Read these extracts from the article. Which word is similar in meaning to the underlined word in each extract?

1. A typical job interview has a single candidate meeting with between one and three persons representing the employer.

a) applicant b) worker c) employee

2. A larger interview panel will often have a specialized human

resources worker.

a) financial department worker b) worker c) personnel department worker

3. The meeting can be as short as 15 minutes; job interviews usually last less than two hours.

a) appointment b) job interview c) party

4. Questions are strongly encouraged, they demonstrate the candidate's strong interest in the position and company.

a) appointment b) post c) vacancy

5. The primary purpose of the job interview is to assess the candidate's suitability for the job.

a) receive b) show c) evaluate.

Task 21.5. Translate into English

1. Процес працевлаштування складається з кількох етапів.

2. Ваша заява подається до відділу кадрів і Вас відповідно інформують про цей факт.

3. Кожна заява перевіряється на відповідність до вимог компанії.

4. Подавачі заяв, що задовольняють початковим вимогам, запрошуються на співбесіду.

5. Відібраним кандидатам призначаються час та місце співбесіди за допомогою телефону або e-mail.

6. Співбесіда дозволяє оцінити та перевірити професійний рівень кандидата та його досвід.

7. Співбесіду проводить представник компанії, іноді разом з працівником відділу кадрів.

8. Успішні кандидати запрошуються на наступну зустріч.

Task 22. Reading. Choose the best word or phrase from the list below to complete the extract

SOARA

The SOARA (Situation, Objective, Action, Results, Aftermath) is a **Job interview** technique used by interviewers to gather all the relevant … about a specific capability that the job requires.

- *Situation:* The … wants you to present a recent challenge and situation you found yourself.
- *Objective:* What did you have to … ? The interviewer will be looking to see what you were trying to achieve from the situation.
- *Action:* What did you do? The interviewer will be looking for information on what you … , why you did it and what were the alternatives.
- *Results:* What was the outcome of your … ? What did you achieve through your actions and did you meet your objectives.
- *Aftermath:* What did you learn from this experience and have you used this learning since?

1	**A** information	**B** collection	**C** direction	**D** formation
2	**A** director	**B** interview	**C** interviewee	**D** interviewer
3	**A** receive	**B** achieve	**C** forgive	**D** believe
4	**A** had	**B** needed	**C** did	**D** got
5	**A** conditions	**B** actions	**C** backgrounds	**D** circumstances

Task 23. Reading.

JOB INTERVIEW

Questions and Answers

Don't be surprised if the interviewer asks you something like:

- How are you today?
- Did you have any trouble finding us?
- What do you think of the weather lately?

Don't be surprised by the friendly tone. The interviewer wants to put you at ease (help you relax). Answer the question without going into too much detail. The language you use should be simple but polite, for example, How are you today?

GOOD	**BAD**
I'M FINE THANK YOU, AND YOU?	SO, SO
I'M WELL THANK YOU.	**OK** NOT SO WELL

What is most important?

Talking about your experience and credentials (qualifications) is the most important part of any job interview. Your qualifications include your education from High School on and any special training you may have done in the past. Your experience is any work that you have done

that is directly or indirectly related to the job you are applying for.

Education

Remember that your education took place in the past. Therefore you need to use the past tenses, for example: I attended the University of Helsinki from 1987 to 1993. I graduated with a degree in agricultural planning. Etc.

If you are currently a student you should use the following present tenses: I am currently studying at the University of New York and will graduate with a degree in Economics in the spring. I am studying English at the Borough Community College. Etc.

Remember to include any training you may have had when talking about your education. This includes any computer training, correspondence courses, etc. Make sure to mention your English studies. This is very important as English is not your first language and the employer may be concerned about this fact. Assure the employer that you are continuing to improve your English skills by any courses you may be taking, or by saying that you study a certain number of hours a week to improve your skills.

Experience and Qualifications

Work experience is by far the most important topic of any job interview (at least in the United States and Britain). Therefore, it is important to explain what experience you have in detail. Generally, employers want to know exactly what you did and how well you accomplished your tasks. This is not the time to be modest. Be confident, and talk freely about your accomplishments in past

employment.

The tenses you should use are the following: When talking about current employment be careful to use the Present Perfect or Present Perfect Continuous. This signals that you are still performing these tasks at your current job, for example: *Smith and Co. have employed me for the last 3 years as a salesperson. I have been creating customer contacts for 6 months. Etc*

When talking about past employers use the Past tenses to signal that you are no longer working for that company, for example: *I was employed by Jackson's from 2002 to 2012 as a clerk. I worked as a receptionist at the Ritz while I was living in New York. Etc.*

Talking about Responsibilities

Most importantly, you will need to demonstrate your qualifications and skills, which are required for the job you are applying for. The job skills that you have acquired in the past may not have been for the same exact job. Therefore, it is important to show how the capabilities you do have relate to the job you are applying for.

I remember a wonderful example of adapting skills to fit the job desired. I had a student from Kyiv who had worked as the manager of an important theater in Kyiv. Unfortunately, he had to start from the beginning in New York and therefore wanted to get a job as a rodent exterminator (someone who kills rats!). When asked what kind of experience he had, he replied that, as the manager of the theater, he had had to make sure that the theater was always rodent free and was therefore capable of doing the job well! This is a fantastic example of the type of adaptability most employers in the United States are looking

for.

Task 24. Read *Motivational Letter. Write your own by using this example.*

Daria Suprun
Professor of the Department of Special Psychology and Medicine,
Faculty of Special and Inclusive Education,
National Pedagogical Dragomanov University
+380976393762
darya7@ukr.net

Dear Sir or Madam:

My name is Daria Suprun, I am Doctor of Pedagogical Sciences, Professor. With this letter, I would like to express my interest in taking part at the scientific project: “Changes of Pedagogical Faculties in the 21st Century”, as I am conducting a scientific research in the sphere of the professional training of specialists in the field of correctional pedagogy and special psychology.

I have over than 10 years of experience in scientific and pedagogical work in various higher education establishments. The main results of my scientific work are presented in my PhD and doctoral dissertations, as well as in 200 scientific works. Also I have publications in periodical journals included in Scopus and Web of Science scientific databases (the list is attached). At the moment, I aim to involve students and graduate students to the scientific research. I am the head of the student scientific studio of the Department of Special Psychology and Medicine. I am scientific supervisor of dissertation researches and master's projects in the field of correctional pedagogy and special psychology. I am member of the editorial board of different Scientific Journals. I am fluent in English (Proficient (C2)).

The main desire to participate in the project is mastering the best examples of international experience in the field of modern world-class professional training.

It is a unique opportunity to renew and deepen knowledge and skills, to improve the professional level, which will guarantee the quality of the professional work. I sincerely hope that my knowledge gained during all my business trip will be fully used at my work at the National Pedagogical Dragomanov University.

I have been interested in the activities of your university during long term from various sources of information. And that is why I consider it as an honor to be directly involved in the work of your team.

Please read my resume, which is attached to the letter, as well as list of my scientific achievements.

Thank you for your attention, I look forward to our continued cooperation.

Yours faithfully,

Daria Suprun

Task 25. Reading. Read the text *Personal Thank You Letter*. Some parts of the text have been taken out. These extracts are listed below the article. Complete each gap with the appropriate extract

PERSONAL THANK YOU LETTER

Why to send a personal thank you letter? … (**1**), you need to send **interview thank you letter**. Sending a **thank you letter after an interview** gives you an additional advantage over other candidates. It is strongly encouraged to **write an email interview thank you letter**

immediately after an interview. According to research, 20% of human resource managers will not hire a person … (**2**). Interestingly, almost 30% of all respondents noted that hand-written letters were preferred over emailed. Thus, spend some time to prepare a personalized message … (**3**) and to remind about yourself.

Many of us have been in situations when interview did not go well or when some misunderstanding occurred, or … (**4**). Thank you letter is the best way to clear up misunderstandings and to re-emphasize your qualifications. In addition, an interviewer will get an impression that you are a caring person who pays attention to details. Thank you letter should be … (**5**): after interview, when you were provided with assistance, and after a company visit. **Promotion thank you letter** is sent to a person who contributed to your promotion.

Writing tips

- Keep it short and use simple language
- Remind about yourself
- Refer to specific interview points
- No errors!
- Send thank you letter on the same day when interview was conducted
- Re-emphasize your strengths
- Provide information you forgot to mention
- Express interest and enthusiasm

Format

First paragraph

- Thank interviewer for his time
- Remind your name and position of your interest

Second paragraph

- State your continued interest
- Comment on interview
- Emphasize your strengths
- Mention the most important interview points

Third paragraph

- Thank interviewer for his time
- Suggest further action
- Remind about follow-up call
- Provide your contact information

Thank you letter is a business document, not a mere statement of your gratitude! Do not write a lot, 200 words (… (**6**)) are more than enough. Be open and sincere. Always proofread your thank you letter prior to sending it if you want to have an extra chance to get employment of your dreams, … (**7**), if you want to leave other applicants behind, if you want to be successful.

a) If you want to be perceived as a polite person aware of business etiquette;

b) if you want to impress the interviewer;

c) who did not send a thank you letter after an interview;

d) sent in following situations;

e) to gratify interviewer for his time;

f) you forgot to tell some important information;

g) 10-15 clear and concise sentences.

Task 26. Reading. Read the text, translate it into Ukrainian and retell in English

HOW TO WRITE HYPNOTIC RESUME

You need to know what you want. Prior to starting the new project, you need to have the clear picture of what you want to achieve. *What is your goal? What are your objectives? What specific reactions of employer do you expect after he reads your resume? What should be the result?*

Emotional appeals to employer. The key assumption underneath hypnotic resume is that people are always concerned with something. Some thoughts never give us rest. You may be concerned with money, employment, children, friends, future, or anything else. Alternatively, you may think about the new movie you have not seen yet, about your health problems – anything. Even now, while you are reading this article, your

subconsciousness is preoccupied with some thought which distract you from reading. ***True?***

Professional resume writers have an interesting, even though not easy, task – to gain the attention of the potential employer and distract him from his thoughts, concerns and problems. If employer is not stirred up and is left in his own thoughts, not a single word written in your resume will impress him.

Thus, the main objective is to help the reader to leave his thoughts aside and devote all of his attention to your resume. Pictures, statistics, your accomplishments or pink ink may gain the interest of potential employer, however, it is not enough to be invited to face-to-face interview. It is important that every word, every phrase and every sentence that attracted the reader first, is logically connected to the whole text. For example, the word “FIRE!” typed in red and used in the commercial will attract the attention of the viewer. However, if it is not related to product or service, the viewer will not see any sense in the whole commercial.

If employer seeks the people who can double the sales volume, your resume should include information about your profound abilities to sell and attract new customers. Inform your reader about solutions to their problems and you will immediately gain their full attention. Ask yourself the questions: ***What does my potential employer need? What is he thinking about?***

Employers, for whom your resume is written, do have problems, concerns and needs. You need to focus on their thoughts to gain the interest.

It is a fact that all people are guided by emotions in the first place. The recent studies indicate that we make decisions based on emotions and, only secondly we try to explain our choice rationally. If your resume is emotionally appealing, you gain the interest on subconscious level. If you succeed, your resume becomes hypnotically influential.

Give the employer what he wants to receive

What does your employer want? Definitely, he wants to find a real solution to his real problems. Employers are not concerned with the methods; they are focused on the goal: the solution of the problem. First, you need to state the fact and then explain why this information is important for the potential employer.

The potential employer who is reading your resume, wants the same as other employer do: to be successful in business. ***Can you assist him on his way to success? Can you help him to make his dream come true?*** Think about the gains employer seeks, not about the cause why he should hire you. People pay for the final result – not for ability to increase the sales, but for the real increased sales volume. Do not forget about this. It is extremely important.

Colorful Descriptions. Surveys prove that people think figuratively. Your resume should describe you vividly and in detail. Tell your employer what he will sense and feel if they hire you. Draw the picture of yourself, let the employer imagine you being the member of his team.

The secret of this method is that the reader will understand what benefits he receives while hiring you. Let him feel these benefits while reading your resume.

Remind the employer about his problems. Do not forget to appeal emotionally. “The sales volume is not increasing? Hire me and I will double the sales volume”. According to psychologists, fear is the strongest emotion which motivates the action. The fear to lose an opportunity to benefit from something is stronger than the desire to benefit. It does not mean that your resume should scare the reader. However, your resume should create the fear of losing you as the potential employee. Remind the reader of your resume that he has the problem and you have the solution.

If you follow the above advices, think about the employer and his problems, talk with him in his language and offer the solution, your resume will not leave the reader indifferent. In this way your resume becomes persuasive and, as it was already noted in the beginning of the article, hypnotic.

Task 27. Reading. Read the text, translate it into Ukrainian and retell in English

HOW TO WRITE A CV

CV Writing is not the same as **resume writing**. Your CV is your promotion, a marketing tool selling your skills and experience. The only difference between a resume and CV is length, the employer will not spend more than 30 seconds to read your writing, thus, there is no need to **write CV 5** pages long!

Write Good CV. Information you present in your CV should help the reader to get basic information about your skills, professional experiences, qualifications, and achievements related to the position you

apply for. Keep in mind that date of birth, race, and marital status do not have to be included!

If you send out dozens of CVs and resumes, but do not get an invitation for interview, it means that your CV or resume fails to gain the attention of the reader. If you want to secure an interview, you have to work hard to make your CV work for you and maximize your chances to be employed. If you want to learn **how to write a CV**, you need to learn how to express your ideas shortly and concisely. **Good CV** is clear in details and concise in format, it underlines your professional skills and increases chances to become successful!

CV Writing Tips. If you want to impress the potential employer with the **professional CV**, keep it simple, clear, and concise. Having a **good CV** is vital for all types of jobs; moreover, you have to write a new CV for every job you apply for because different positions require different skills and achievements. According to the statistics, 90 percent of recruiters think that application forms and CVs are not trustworthy and are intentionally false. Thus, your primary objective as of a **CV writer** is to convince the reader that information you included in true. Furthermore, 10 percent of recruiters think that academic performance is directly related to professional performance, thus you are encouraged to devote a section to academic achievements.

While **writing a CV**, you should be careful with providing the following information: correct employment dates, job titles, qualifications, and gaps between employments. Put yourself on the place of employer, think about the person he is looking for, describe the perfect candidate, and match this description with your qualifications. If

there is no match, the position is probably not for you. **CV writing** should demonstrate your skills, professional experience, and even morality, describe your communicative abilities, leadership, and professional skills.

As you already understand, good CV is the main factor determining your success as a candidate. CVs should not be written only because you are required to provide a CV while applying for a job. **Good CV** doubles your chances to get the employment of your dreams. Do not rely on luck; contribute to your own professional advancement!

Task 28. Read and translate the text in written form:

THE USE OF POWER

Our first step will be to work out a definition of leadership. We will explore how leadership skills can be gained, honed and applied. Nearly every promotional interview panel asks some type of leadership questions. Indeed, they often simply ask the interviewee to define leadership.

It's your first day in your assignment. Perhaps you are a newly appointed leader, or you have been transferred into a new assignment. How do you establish leadership? How do you get things moving in the right direction? You have the positional authority, the stripes or bars or whatever symbol of leadership. The position is only one type of leadership power and for the most part the weakest.

As you study your craft, leadership, you will find that there are several types of leader power. The definition of leadership is next: the art of influencing human behaviour toward organizational goals. In the leader realm, power is the amount and type of influence the leader possesses. First, lets defiene four of the power bases you can work from as a new leader and then we will explore how to combine them into a plan to jump-start your leadership.

Compensatory Power. The ability to reward team members. Rewards can be praise, cash, a corner office, a title, control over schedule and priorities, recommendations, choice of the next assignment, promotion, or any number of things. In the social service, compensatory rewards are usually recognition and special assignments.

Expert Power. Knowing the task, especially when you know the task better than the subordinate.

Referent Power. Respect of your subordinates. Usually developed when you have a track record of making successful decisions and you develop bonds with your subordinates.

Positional Power. Authority based solely on your job description.

For a jump-start as leaders in psychological sphere we are going to combine position, compensatory, expert and referent types. Your jump-start strategy begins by establishing a training program within your new unit. We are not talking about a formal training program. You are going to use a short period of time during briefings and in the field to combine these four types of power into a leadership jump-start. In addition to jump-starting your leadership role, you are also improving unit performance.

Task 29. Objective: Describe promotion of your career

In preparation for a mini-presentation, make notes on your current career and where you hope to be in the future (timescale, e.g. in ten years' time). Then make notes about other ways in which you think you life will change. Use each of the modal verbs at least once. Make your notes under three headings: *Me previous achievement*, *My current career, My future career, Other future changes.* Once you have made your notes, make small groups and tell each other briefly (3-5 minutes) your predictions. One will make a mini-presentation of his predictions to the rest of the class.

Task 30. Read and make short summery of the text:

SPECIALISTS WHO CARRY OUT SOCIAL WORK WITH FAMILIES, CHILDREN AND YOUNG PEOPLE

According to *the Law of Ukraine "On Social Work with Families, Children and Youth",* social support and social services to vulnerable categories of individuals and families are provided by specialists of the appropriate qualification level:

- social manager;
- specialist in social work;
- social worker (Article 18).

the main purpose of the social manager's activity is planning, organization, coordination, monitoring of social work, assessment of needs in social services to ensure the provision of social services, social support to

families, children and youth who are in difficult life circumstances in the territorial community.

Powers of the social manager:

- planning, organization, coordination, monitoring of social work, provision of social services in the territorial community;

- involvement of territorial community resources for implementation social work and provision of social services;

- reporting to the local executive body, local authority, self-government on the implementation of social work and the provision of social services in the territorial community;

- preparation and submission to the local executive body, local self-government body of proposals for the improvement of local programs involving the implementation of social work and the provision of social services;

- carrying out information and explanatory work regarding social work and provision of social services;

- assessment of needs in social services of families, children and youth;

- exercise of other powers regarding social work and provision of social services.

According to the professional standard "**social work specialist**", approved by the order of the Ministry of Economic Development, Trade and Agriculture of Ukraine (2020), the main purpose of the activity of a social work specialist is the organization and provision of social services and social assistance at home to the elderly and persons with disabilities , sick people of working age for the period before they are assigned a

disability group, but no more than four months, who are in difficult life circumstances, in overcoming difficult life circumstances or minimizing the negative consequences of such circumstances.

The powers of a social work specialist include:

− assessment of needs in social services of families, children and youth;

- planning of social work, provision of social services, social assistance, definition of methods of social work;

- provision of social services;

- representing the interests of the recipient of social services in institutions and organizations;

According to the *professional standard "social worker",* approved by the order of the Ministry of Social Policy of Ukraine (2019), the main goal of the activity of a social worker is to ensure actions aimed at preventing difficult life circumstances, overcoming such circumstances or minimizing their negative consequences for individuals/families who are in them .

The powers of a social worker:

- provision of social services in accordance with the results of the assessment of the needs of families, children and youth;

- formation of knowledge, abilities, and skills of the recipient of social services in accordance with the individual plan for the provision of social services;

Providers of social services of the non-state sector

Volunteers in the social sphere are involved in social work and provision of social services to families, children and youth; legal entities and individuals who provide social services to families, children and youth; representatives of public, charitable, religious organizations that provide social support to vulnerable categories of the population in accordance with the law.

Subjects of social services of the non-state sector must meet the relevant criteria determined by the Resolution of the Cabinet of Ministers of Ukraine "On approval of criteria for the activities of social service providers".

The social protection departments of the population of united territorial communities can use the *following mechanisms* to involve non-state sector entities in the provision of social services and social assistance to the residents of communities:

- public procurement of works and services;
- social ordering of social services;
- a competition to determine the programs (projects, events) developed institutions of civil society, for the implementation of which financial support is provided;
- a state-private enterprise

Task 31. Read and translate the text:

SOCIAL SERVICES PROVIDED TO FAMILIES, CHILDREN AND YOUTH

Social services that must be provided to socially vulnerable categories of the population when organizing social work at the local level are defined as basic, and their list is defined by law (Article 16, Law of Ukraine "On Social Services").

Basic social services are social services that are provided to recipients of social services by city and district state administrations, executive bodies of councils of united territorial communities.

17 social services are classified as basic:

1) care at home, day care;

2) supported living;

3) social adaptation;

4) social integration and reintegration;

5) provision of asylum;

6) emergency (crisis) intervention;

7) consulting;

8) social support;

9) representation of interests;

10) mediation (mediation);

11) social prevention;

12) in-kind assistance;

13) physical support of persons with disabilities who have disorders of the musculoskeletal system and move around in wheelchairs, visual impairment;

14) language translation;

15) care and upbringing of children in conditions close to family;

16) support during inclusive education;

17) informing.

The main social services implemented in social work with families are social prevention, social rehabilitation, social support, counseling (Article 6-1, Law of Ukraine "On Social Work with Families, Children and Youth")

Task 32. Read and translate the texts:

1. SOCIAL ADAPTATION SERVICES

Social adaptation is one of the components of the socialization of the individual and involves the adaptation of a person to certain conditions of the ***social environment***, acceptance of ***norms and values of society***. Taking into account the constant changes that occur in social life and require adaptation to new conditions, the process of social adaptation of a person is continuous. Social adaptation of the individual is aimed at the formation of means, determination of conditions and forms that ensure progressive development. The level of adaptation of an individual is measured by the following concepts: ***responsibility, confidence, cognitive activity, civic activity, emotional perception of interaction with the environment.***

Social adaptation is the process of active adaptation of an individual to the conditions of the social environment, the formation of an adequate system of relations with social objects, the integration of the individual into social groups, activities aimed at creating stable social conditions, adopting the norms and values of the new social environment.

An important factor that must be taken into account when providing social services is the adaptation potential of a person, which is an

individual feature and determines the level of ability to adapt to new living conditions. The increase in adaptation potential occurs thanks to the skills and abilities that a person acquires during his life. Development of potential and adaptive skills can be one of the tasks of social work with the client.

Social adaptation can be carried out in the following forms:

- accommodation
- complete submission to the requirements of the environment without

critical analysis;

- conformism
- forced submission to requirements environment;
- assimilation
- conscious and voluntary acceptance of norms and values

Active and passive social adaptation are distinguished. With an *active form* of social adaptation, a person is determined to actively interact with the environment, is ready to overcome life's difficulties and obstacles, influence the development of society and social processes. A person with a *passive form* of adaptation does not strive for changes in his own and social life, is prone to conformism, does not fully use his internal resources for adaptation in the social environment.

Social adaptation services are provided in accordance with the State Standard of Social Adaptation approved by the Ministry of Social Policy of Ukraine.

Social service of social adaptation – a set of measures carried out during the necessary period for the process of active harmonious

adaptation of persons in difficult life circumstances to the changed conditions of the social environment, aimed at eliminating/adapting limitations of life activities in order to maintain social independence, preserve and continue their social activity. Social adaptation services are provided to persons in difficult life circumstances and have adjustment problems, in particular, elderly persons, persons with disabilities, who were in specialized or residential institutions, who ***served a sentence*** in the form of ***restriction or deprivation of liberty***. The social service is provided after an initial comprehensive determination of the client's individual needs, drawing up an individual plan and concluding a contract for the provision of the service.

The service of social adaptation can be provided ***short-term, periodically, long-term according*** to the individual needs of the client.

According to the ***Classifier of social services***, social adaptation services (classification code 013.0) are aimed at solving the *following tasks:*

- training, formation and development of social skills, abilities, social competence;
- representation of interests;
- correction of psychological state and behavior in everyday life;
- provision of psychological support;
- mediation and consulting;
- assistance in ***processing documents***;
- ***employment assistance;***
- help ***in strengthening/restoring*** family and social relationships useful connections;

- organization of interest clubs, active longevity clubs, universities of the third age; assistance in organizing ***daytime employment*** and leisure time; promoting the organization and activities of self-help groups.

2.SOCIAL SUPPORT DURING EMPLOYMENT AND AT THE WORKPLACE

The provision of social support services to persons who are ***unable to compete on equal terms*** in the labor market, are in difficult life circumstances, want to get a job and need social support, is regulated by the *State Standard of Social Services of Social Support in Employment and at the Workplace*, approved by the order of the Ministry of Social Policy of Ukraine.

The social service of social support during employment and at the workplace is a set of activities that are carried out on a regular basis within a specified period and are aimed at supporting the recipient of social services in the process of overcoming life difficulties, restoring and improving social status, which involves the provision of social services directly by methods of individual work and performance of the role of an *intermediary* (organization of consultations of other specialists, support and representation of the interests of the recipient of services, assistance in the preparation of documents, etc.).

The basis for making a decision on social support is an appeal by a person or his legal representative to the department/department for social protection of the population of the local executive body.

At the beginning of social support, an assessment of the needs of the recipient of the social service is carried out, the results of which are

entered into ***the map of the determination (assessment)*** of the individual needs of the person in the provision of the social service of social support at the time of employment and at the workplace. Social support is provided in accordance with ***the individual plan*** developed based on the results of the assessment of the client's needs. A re-assessment of needs is carried out one month after the start of support, in the future – as needed, but not less often than once every three months.

An individual social support plan is developed in accordance with the client's needs and consists of **two parts**:

– ***"exit"*** of the client to the labor market, including with the help of professional training, retraining, preparation for work, strengthening of labor discipline, training in life skills, identification and job search;

– retention at the workplace through maintaining contact with the employer and monitoring the client's work at the new workplace.

The individual plan is reviewed one month after the beginning of the support, adjusted if necessary, then the review is carried out quarterly.

Social support is carried out in accordance with the social support service contract, which takes into account the individual needs of the client and the measures provided for in the support plan. The terms of providing social services are determined ***individually*** for each client and are specified in the contract. The term of providing social assistance is no more than six months from the day of employment of a person.

According to the ***Classifier of social services***, the service of social support during employment and at the workplace (classification code 011.0) is aimed at performing the following tasks:

- regular meetings with the client, visiting the client at the workplace;

- ***promotion of employment*** through help in finding a job/preparation for work;

- ***assistance in adaptation*** of a person to the performance of work functions, adaptation of the workplace for persons with disabilities;

- training and development of ***labor and social skills***;

- assistance in obtaining other services, organization of interaction with other subjects of social support;

- ***psychological counseling*** and support.

The main task of a specialist who provides social support is to support the client during employment and during the period of adaptation at the workplace. Over time, support from a specialist should decrease and be replaced by support from the employer and colleagues, this process should be foreseen when drawing up a social support plan.

Client support activities should be ***flexible***, take into account the client's individual needs and resources, and be provided both in the workplace and outside of the workplace (see Table).

Table

Measures to support the implementation of social support during employment and at the workplace

Place	Forms of support
Workplace support	- advice and help for development - advice and assistance for the development of social skills; - definition of a mentor/colleague; - definition of cultural features company/workplace; - support for adaptation of the recipient of ***social benefits*** services to the workplace; - support for the employer and colleagues; - definition of customs and practices of the company/work places; - identification of ***opportunities for career growth***

Support outside the workplace	- solving practical problems/issues (transport, work clothes, etc.); - discussion of personal relations with the employer and colleagues; - assistance in communicating with social security agencies; - maintaining relations with specialists in social work/health care; - discussing issues and providing advice on using services

Task 32.1 Complete your vocabulary with words in bold
Task 32.2. Make sentences with them
Task 32.3. Analyse content of the Table and be ready to make short summary of it.
Task 32.4. Prepare the example of case according to topic
Task 33. Read and translate the text:

SUPPORT FOR EMPLOYMENT AND AT THE WORKPLACE FOR PERSONS WITH DISABILITIES

One of the important issues in providing social support for employment and at the workplace for persons with disabilities is the adjustment of the workplace and working conditions to the client's individual capabilities and needs. Adaptation of the workplace can be carried out in the following directions: ***procedural adaptation; substantive adaptation; physical adaptation; organization of individual support***. The directions and measures of workplace adaptation for persons with disabilities are detailed in Table.

Table

Directions and measures for adapting the workplace to the needs of clients with disabilities

The direction of adaptation of the workplace	Adjustment measures	Examples
Procedural adaptation	Adjustment of the work schedule, sequence of work, etc.	- reduction of the duration of the working day - provision of additional breaks for taking medicines - work at home - using computer communication instead of oral communication
Meaningful adaptation	Adjustment and adaptation of functional duties, change of work tasks, etc.	- redistribution of functional duties between employees
Physical adaptation, not related to a change in the technological process at the enterprise	Adaptation of the environment to create appropriate sanitary and hygienic conditions and rest conditions during regulated breaks, etc	- arrangement of ramps, toilets and showers for the disabled, partitions in the premises that allow employees to take medicine, give themselves an injection, etc.
Physical adaptation associated with a change in the technological process at the enterprise	Modification or adaptation of existing tools, equipment, etc.	- use of special technical means, special equipment and work furniture - installation of necessary supports and fasteners
Organization of individual support	Application of the work of an assistant, master or	- introduction of relevant positions, for

at the workplace	mentor	example, assistant cook
Organization of individual support at a specially created workplace	Application of the work of an assistant, master or mentor	- introduction of appropriate positions, for example, a foreman who supervises the work of employees

Task 33.1 Complete your vocabulary with words in bold
Task 33.2. Make sentences with them
Task 33.3. Analyse content of the Table and be ready to make short summary of it.
Task 33.4. Prepare the example of case according to topic

Task 34. As conclusion of the topic read and translate the text:

PROFESSIONAL ADAPTATION

One of the directions of social work with youth, which is relevant in the modern conditions of military aggression, is social support of participants in hostilities, military personnel who were discharged from the Armed Forces of Ukraine. In particular, persons who are discharged or discharged from military service from among war veterans have the right to social and professional adaptation (article 8 of the Law of Ukraine "On Social and Legal Protection of Servicemen and Members of Their Families").

Mechanisms for ensuring social and professional adaptation of persons discharged from the armed forces military service, from among

war veterans are regulated by the Procedure and conditions for ensuring social and professional adaptation of persons who are discharged or released from military service, from among war veterans, persons who have special merits to the Motherland, family members of such persons, family members of the deceased (deceased) war veterans, family members of fallen (deceased) Defenders of Ukraine and injured participants of the Revolution of Dignity, approved by the Resolution of the Cabinet of Ministers of Ukraine.

Professional adaptation – measures aimed at restoring and improving professional skills and abilities through professional training, providing information, consulting and career guidance services on the specified issues, increasing their competitiveness on the labor market (clause 2, Procedure for social and professional adaptation).

Professional adaptation of persons in working professions is carried out through professional orientation, initial professional training, retraining and advanced training, taking into account the skills, abilities and wishes of the persons undergoing adaptation. Professional adaptation is organized and carried out at the expense of the state budget by subjects of educational activity that have the right to carry out adaptation in accordance with the procedure established by law. Professional orientation of persons is carried out by territorial employment centers or other institutions defined by labor legislation. Professional adaptation of persons with disabilities as a result of the war is organized in accordance with the recommendations of the medical and social expert commission, defined in the individual rehabilitation program.

The sequence of receiving professional adaptation services:

1) the person applies to the territorial body of social protection of the population with an application and relevant documents;

2) the body of social protection of the population issues a referral to the territorial employment center or other institution for professional orientation regarding the choice of vocational training;

3) based on the results of professional orientation, a conclusion is prepared regarding the direction of professional training;

4) in accordance with the conclusion on professional orientation, the social protection body of the population issues a referral for professional training to the appropriate educational institution or other subject of educational activity;

5) a person undergoes professional training and after a successful training course according to the relevant educational (educational) pogroms and receives documents.

Vocational training of persons is carried out in ***full-time, evening (shift), part-time, distance, external form of training,*** with or without separation from production and individual educational plans. Professional adaptation of persons with higher education is carried out by: obtaining another specialty on the basis of previously obtained degree (level) of education, advanced training, specialization, including with a shortened period of study; obtaining the second (Master's) level of higher education on the basis of the first (Bachelor's) level of higher education.

UNIT VIII TEAM BUILDING & TEAM-WORKING IN SOCIAL SPHERE NETWORKING

Themes and materials for classroom studies:

1. Team building: Working as a team. Team Building Concept
2. Meeting
3. Team roles
4. Coaching
5. Social Support Network

Career skills: Make a contribution
Play an active role
Lead the team

Language skills: translation practice

Vocabulary: words and expressions useful for team building and team-working

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

This unit highlights the importance of team building in social sphere.

It looks at what makes a successful team (e.g. committed team players), the varied roles needed within an effective team (e.g. facilitator, timekeeper) and the typical qualities shared between good team members (e.g. active listeners).

The unit also looks at:

• the different kinds of meetings that teams are often involved in (e.g. to explain new projects)

• what makes meetings effective (e.g. having a clear focus)

• different activities used to build teams.

Task 1. 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 2. 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

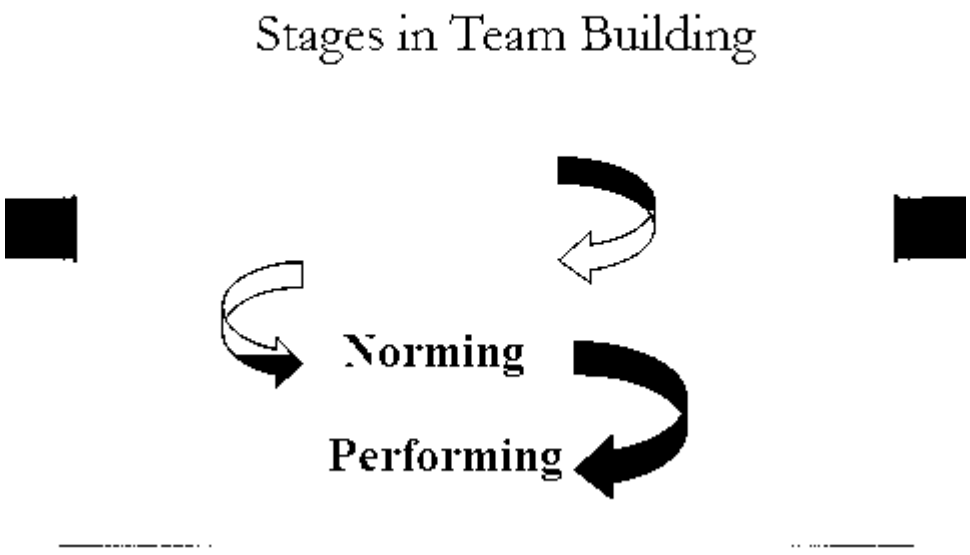
- Process of establishing and developing a greater sense of collaboration and trust between members

Team Morale Depends On

- Support
- Resources
- Communication
- Personalities

Teamwork Skills

- Listen
- Question
- Persuade
- Respect
- Help
- Share
- Participate



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

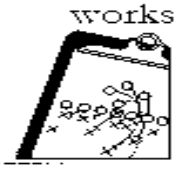
Sensor

- Great executors
- May miss big picture, relative importance

Relevance to Teams (T/F)

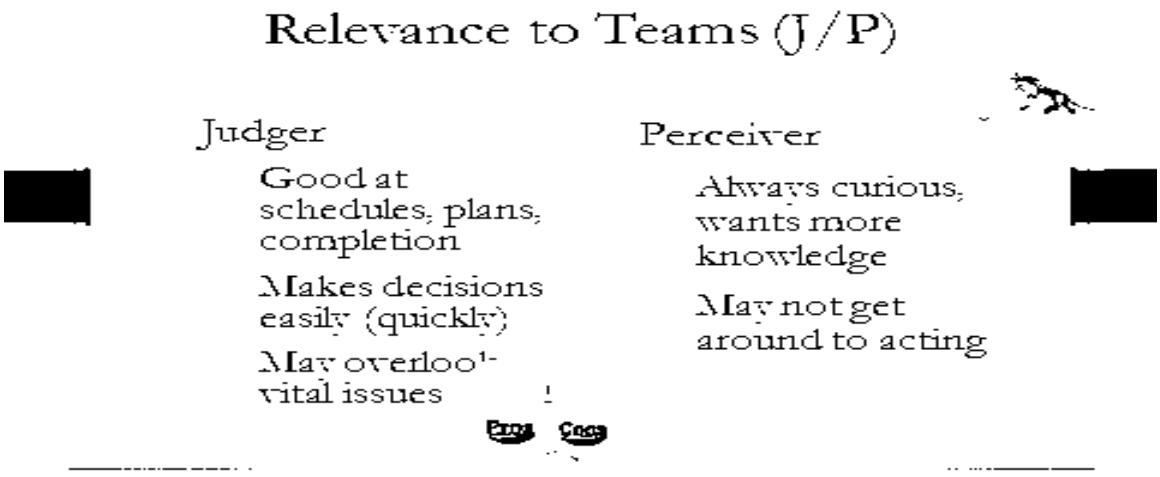
Thinker

- Skillful at understanding how anything works



Feeler

- Knows why something matters



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

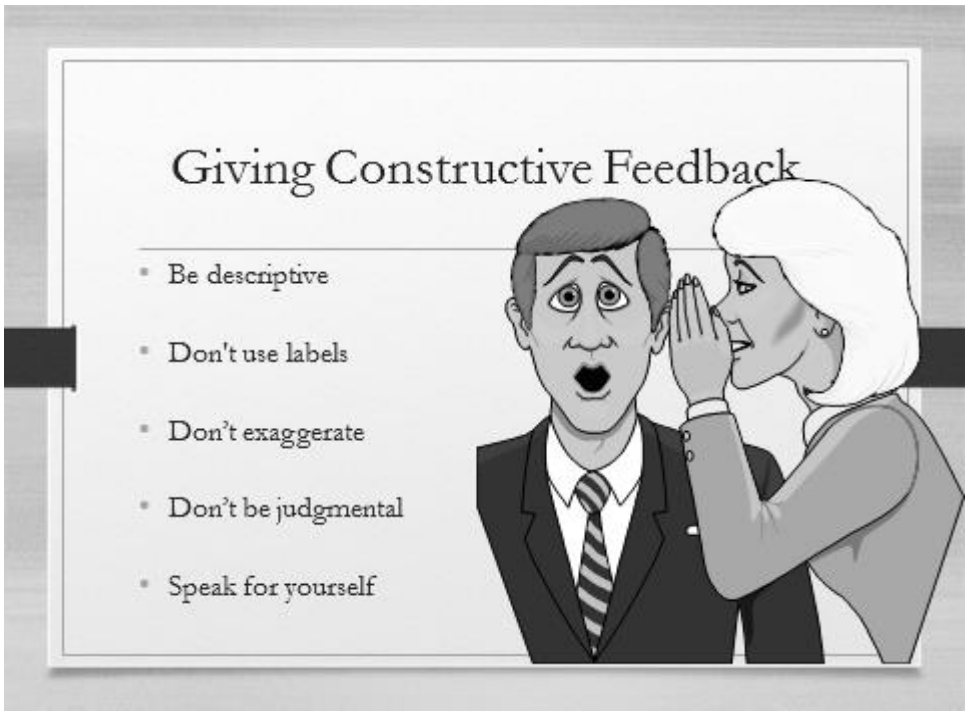
During this stage members accept:

- 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

Task 3. 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 social and 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. Social and 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 social culture will improve teamwork and community relationships.

Leaders in Social and Psychological sphere should use carefully selected and trained teams for critical situations. So, successful leaders explain the benefits of 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, social managers and 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 3.1. 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:

1Action role	a Ask other people what they think or feel.
2People role	b Offer to do something practical.
3Ideas 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 3.2 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 4. 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 5. Read and translate the text:

COACHING

The goal of coaching is not to provide direction, but to enable team members to work together to help one another find direction.

Coaching is the foundation for continuous improvement.

Coaching is a practical skill anyone can learn.

1. Identify an opportunity to help someone expand on his or her skills, knowledge and abilities

Coaching is a chance to help someone enhance his or her performance and add value to the organization/team. Sometimes, people may ask for coaching, but don't wait for that to happen. Act on opportunities for coaching at any time.

2. Confirm that the person is ready for coaching.

Before trying to coach, make sure the person is open to it. If a person seems hesitant, try explaining the benefits, but don't insist on coaching someone who simply isn't receptive. To ensure a win-win situation, find out if the person is willing before proceeding to coach.

3. Ask questions and offer information to help clarify the situation.

Much of coaching involves helping people clarify situations in their own minds. Often, the best way to do this is by asking open-ended questions that encourage them to think through the situation aloud. Begin questions with words like *what, when, where, who and how much.*

4. Help the person identify possible actions.

The best coaching enables people to think and act on their own. As you help someone identify immediate actions, you're also preparing the person to work through similar issues without your help. Offer guidance as he or she develops a plan.

5. Gain agreement on a course of action.

In coaching, you help someone plan how to handle a situation. To be certain that the session results in positive action, you need to gain the person's commitment to a specific plan of action.

6. Offer your support.

The ultimate goal of coaching is to enable a person to act independently. Most people need assurance and support before they can reach that goal. As a coach, you need to let the person know you're available to give further assistance – or further coaching- when it is needed. Coaching isn't a quick fix or a one-time shot, it's an extended relationship.

Task 6. 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 7. 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 7.1. 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 8. 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 8.1. 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 9. 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 9.1. 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.
E)

Task 9.2. 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 10. 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. 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 (or social manager) 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 10.1. Complete the tips for effective meetings with the following verbs (Photocopiable resource 4):

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.

Task 10.2. Which word is the odd one out in each set?

1	a achieve	b accomplish	c reach	d	fail
2	a proposal	b aim	c target	d	objective
3	a pessimism	b criticism	c skepticism	d	enthusiasm
4	a efficient	b concise	c precise	d	tedious
5	a cooperate	b collaborate	c collate	d	communicate
6	a chairperson	b facilitator	c mission	d	participant

Task 10.3. Complete the sentences with the appropriate form of the verbs in brackets:

1. The team regularly (meet) _____ to discuss progress.
2. We got the figures late and by that time we (already go) over budget!
3. They (have) the results of the research in the next few weeks.
4. Right now we (work)_____ on the planning phase of the project.
5. We (look) for a strategic partner for months, but we just can't find one.
6. The team generally (respect)_____ deadlines.

Task 10.4. Choose the correct forms of the words in *italics*:

1. All meetings ***can't be / mustn't be*** a waste of time, surely!
2. You really should ***have completed / must have completed*** the planning phase before you started executing the project.
3. We still ***might come I must come*** in under budget, but it looks unlikely.
4. There ***must have been / should have been*** some mistake; those are not the plans.
5. He ***might have been / must have been*** there but there were so many people that I can't say for sure.

Task 11. 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 12. 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 12.1. 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 12.2. 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 13. 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 14. 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 15. 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 16. 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 17. Read and translate the text:

SOCIAL SUPPORT NETWORK

Social support is the actions and factors that an individual or individual family perceives as helping them change their life circumstances for the better. In the context of social work with families, children and youth, social support is considered as a system of measures aimed at providing assistance or social services to individuals or families who are in difficult life circumstances, in overcoming stressful moments, solving life problems using internal and external resources.

Social support:

1) a system of measures of social work subjects aimed at solving the problems of persons in difficult life circumstances by providing them with assistance or the necessary types of social services;

2) a system of measures aimed at creating conditions that allow ensuring people's social security.

Among the most common types of social support are material, psychological, pedagogical, and legal support.

Material support includes the payment of pensions, compensations, assistance for treatment and rehabilitation, provision of basic necessities, medicines, etc. Types of material support for individuals and families who find themselves in difficult life circumstances: targeted socio-economic assistance, social services, socio-economic services.

In Ukraine, state social support is regulated by regulatory and legal acts and is provided in monetary and in-kind forms, as well as in the form of social services. State social support is provided both for the entire

population and for certain population groups: unemployed citizens, low-income families, families with children, persons with disabilities, children with disabilities, orphans and children deprived of parental care, etc.

Psychological support is aimed at mobilizing the client's or family's internal resources, motivating them to change life circumstances, building confidence in overcoming life's adversities, psychological complexes, activating activities, strengthening personal position. Psychological support is provided by providing psychological consultations, organizing psychotherapeutic groups and self-help groups, psychological diagnosis, correction and rehabilitation.

Pedagogical support includes preventive and operational assistance to children and families by providing them with the necessary socio-pedagogical information, conducting socio-pedagogical work, organization of educational events, consultations, discussions, etc.

Legal support is provided by providing legal advice, organizing information events about current legislation, social guarantees and benefits, conducting events aimed at protecting the rights and interests of citizens, families, children, execution of legal documents, representation of interests, etc.

In contrast to social protection, which involves the provision of state assistance without the active involvement of a person in solving his own problems, social support involves the active participation of the client himself in overcoming difficult life circumstances, using elements of self-help. From the standpoint of interaction with the client, social support is a complex of state measures that are implemented not only by state organizations, but also by public, charitable and commercial

organizations, and by individuals who provide social services, and involve the active participation of the client in changing their own life circumstances

Networks are formal or informal connections of people or organizations that can share resources, exchange skills, information, knowledge, etc.

According to how social relationships affect the individual/family they can be positive or negative. Thus, a person with alcohol addiction is included in the network of relationships that make it possible buy alcohol, communicate with people who accept her addiction without judgment and lead a similar lifestyle. In the case of making a decision to get rid of alcohol addiction, she should establish relationships with representatives of another social network who will support her in getting rid of addiction. This social support network may include family members, relatives, friends or acquaintances, social workers, doctors, hospitals or rehabilitation centers, Alcoholics Anonymous, etc.

A network of social support is a complex of interconnected relationships that provides stable patterns of interaction and interpersonal relationships. It usually consists of all those people who help a particular person or family overcome difficult life circumstances, and includes relatives, friends, neighbors, colleagues and social workers who provide assistance to a person or family in solving problematic issues of everyday life.

Methods of social support carried out through the system of interpersonal relations: approval; mentoring; psychological assistance; informing; concrete practical help.

One of the tasks of social work with families, children and young people is the formation of *a **social support network*** that would be safe, engender trust and further help a person or family to overcome difficult life difficulties. When building support networks, community resources are used as a social environment for the livelihood of each individual or family.

Task 18. Answer the following questions about relationships and personal social services

What are the most important relationships for you at your place of work or study or outside your place of work or study?
What skills do you need to build good relationships as a social worker?

Task 19. Read the text paying attention to the words and phrases in italics.

How to build good relationships as a social worker

There's no doubt that building positive relationships as a social worker is essential. When it comes to *succeeding as a social worker*, professionals need to be *empathetic*, *supportive* and *socially aware*. Social workers provide services to people facing a variety of different *challenges*. In this *people-centric career path*, understanding how to build relationships is *crucial* to success. Social workers are responsible for ensuring families, older people and young children feel comfortable and happy, so well-developed *interpersonal skills* are key.

Build a connection

One of the main ways to build great relationships as a social worker is to *establish a meaningful connection* with the people in your care. This means *finding common ground* and *building rapport* and *treating everyone as an individual*. As a social worker, you need to *show empathy* for people's past experiences and understand their feelings. This means social workers should always *be respectful* of boundaries and maintain their professionalism. Social workers need to be able to effectively communicate understanding and *provide encouragement*. These are all key ways of making a connection and building great relationships with people in need. It's important that social workers *put themselves in someone else's position* to make a connection, and make adults and children feel at ease.

Create trust

Establishing trust is essential to building strong relationships as a social worker. When social workers can build trust and create an open dialogue, outcomes for families and children can be much more positive. One of the best ways social workers can build trust for those in their care is by offering complete *transparency* with communication. This also includes being collaborative and *non-judgmental* and helping clients without any *bias*. Trust is the foundation of any relationship within the workplace, but equally important between social workers and their clients.

Provide active listening

Active listening is crucial for a social worker to identify and understand someone's needs. When a social worker listens carefully and

asks thoughtful questions, this can help *engage* the person you're speaking to and build positive relationships. Active listening helps recognise other people's perspectives, which *fosters respect* and helps clients feel understood. Social workers who listen and stay engaged during conversations will show they care and as a result, can build strong relationships.

Solve problems

Social workers are focused on *empowering and supporting the people* in their care. Problem-solving is an important part of a social worker's role. Strong problem- solving skills are crucial when it comes to *finding solutions* for individuals. Social workers may find themselves working with parents or children who are going through a difficult time, which could be anything from *dysfunction*, *neglect* or *abuse*. Social workers must be able to share information effectively and *arrange good quality care* for children. In this way, social workers can *create long-lasting relationships* with those they *interact* with.

Task 19.1. Find the word in the text that means:

a) having the ability to share another person's feelings or emotions as if they were their own;

b) a task or situation that tests someone's abilities;

c) of great importance;

d) relating to relationships or communication between people;

e) a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well;

f) the action of giving someone support, confidence, or hope;

g) firm belief in the reliability;

h) inclination or prejudice for or against one person or group, especially in a way considered to be unfair;

i) the state of being uncared for;

g) cruel and violent treatment of a person or animal.

Task 19.2. Write a 7-sentence summary of the text.

UNIT IX PROFESSIONAL ETHICS AND CULTURE IN SOCIAL SPHERE

Themes and materials for studies:

1. Ethics in Social Sphere
2. Professional Ethics: values and principles
3. The Philosophy of Social Work
4. The National Association of Social Workers (NASW)
5. Ethics in Social Sphere in Great Britain
6. From individual to team member
7. Organisational Culture

Language skills: translation practice
Career skills: developing ethical and cultural skills
Business Correspondence
Vocabulary: words and expressions for talking about Ethics
Dilemma & Decision: Are high ethical standards part of the work in social sphere?

Task 1. Answer the following questions.

1. What is ethics? Is it easy to answer this question?

2. What do you understand by these phrases? (social ethics, a code of ethics, professional ethics)

3. What do you understand by the phrase “an ethical profession?”

4. Could you think of any basic values, ethical principles, and ethical standards in social work?

5. Do social workers in your country have their professional code of ethics? If yes, what are its basic regulations?

Task 2. Check the following words and word-groups in your dictionary.

Nouns: core, justice, dignity, integrity, value. *Adjectives*: inherent.*Verbs*: seek, aspire, volunteer, pursue, strive.

Task 3. Read the text and say what the Code of Ethics in social work is designed for and what values and principles it provides.

ETHICS IN SOCIAL SPHERE

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The Code of Ethics in social work sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students.

The Code does not provide a set of rules that prescribe how social workers should act in all situations. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.

Social work's ***core values and principles*** of them are as follow:

Service. Social workers' primary goal is to help people in need and to address social problems. They volunteer their professional skills with no expectation of significant financial return.

Social Justice. Social workers pursue social change and challenge social injustice. Their social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.

Dignity and Worth of the Person. Social workers respect the inherent dignity and worth of the person. They treat each person in a caring and respectful fashion, mindful of individual differences and

cultural and ethnic diversity. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs.

Importance of Human Relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in an effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Integrity. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers behave in a trustworthy manner.

Competence. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers practice within their areas of competence, develop, and enhance their professional expertise.

Task 3.1. Are the following statements true or false?

1. The social work profession does not have its own professional ethics.
2. The Code of Ethics in social work says how social workers should act in all situations.
3. If social workers help people in need, they do not expect any significant financial return.
4. If social workers help people in need, they do not take into consideration that all people are different and belong to different cultures and nationalities.
5. Social workers work with people as partners in the helping process.

Task 3.2. Complete the sentences using the text.

1. The Code of Ethics in social work sets forth ___ to guide social workers' conduct.

2. Social workers challenge ___.

3. Social workers focus their social change efforts primarily on issues of ___ and other forms of social injustice.

4. An important vehicle for change is ___.5. Social workers' primary goal is ___ and ___.

Task 3.3. Translate next phrases.

1) to articulate basic values
2) a set of rules
3) to outweigh
4) to set forth ideals
5) a trustworthy manner
6) professional expertise
7) to elevate sth above self-interest
8) to apply sth in practice
9) significant financial return
10) to be mindful of individual differences

Task 3.4. Here are the definitions to the notions. Work out the notions.

Words for reference: a code, need, expertise, injustice, discrimination, standard.

1. A system of accepted laws and regulations that govern procedure or behaviour in particular circumstances or within a particular profession.
2. Unfair treatment of one person or group, usually because of prejudice about race, ethnic group, age group, religion, or gender.
3. A deficiency or lack of something.
4. Unfair or unjust treatment of somebody.
5. Usual way of doing something consistent with agreed principles of correct moral conduct.
6. The ability to do something well, usually gained through experience and training.

Task 3.5. Make word combinations. Use them in the sentences of your own.

1) ethical	a) of the person
2) to enhance	b) people's own needs
3) dignity and worth	c) principles
4) to address	d) social work
5) the core of	e) clients' capacity

Task 3.6. Form the following groups of derivatives. Make four sentences of your own using the words from the table.

Noun	Verb	Adjective
value		
	guide	
poverty		
expertise		
		inherent
	volunteer	
	apply	

Task 3.7. Insert the necessary preposition.

1. These responsibilities are relevant ___ everyone.

2. Ethical responsibilities of people flow ___ the whole system of human relationships.

3. Social workers practice ___ their areas of competence and in a manner consistent ___ them.

4. Human relationships are an important vehicle ___ change.

5. If people want to sound professional, they should be aware ___ ethical standards and principles.

6. Professional ethics are ___ the core of social work.

Task 4. Skim the text for getting the main idea of the purposes the Code of Ethics serves and ethical standards relevant to the professional activities of all social workers.

THE PHILOSOPHY OF SOCIAL WORK

The philosophy of social work is based on its ***Code of Ethics.*** The Code of Ethics serves ***six purposes.***

The Code identifies core values on which social work's mission is based. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

The code of ethical practice and professional conduct constitutes the standards by which the expected professional conduct of social workers shall be measured. The rules of ethical practice and conduct shall apply to the conduct of all social worker licensees and registrants, including applicants' conduct during the period of education, and training. A violation of these rules of ethical practice and professional conduct constitutes unprofessional conduct and is sufficient reason for a

reprimand, suspension, revocation, other disciplinary action, or for restrictions to provide social service.

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ***ethical responsibilities to clients***, (2) social workers' ***ethical responsibilities to colleagues***, (3) social workers' ***ethical responsibilities in practice settings***, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

Task 5. Compile the text of your own under the title "Ethical standards relevant to the professional activities of social workers in Belarus". Use any source available. See Appendices. 5. Creating a Project.

Task 6. Work in pairs. Swap your ideas on the following statements.

1. Do social workers in your country have the Code of Ethics? If yes, what are its fundamental regulations? If no, what would you assume as a basis of it?

2. What should guide social workers' conduct?

3. What are the ideals to which all social workers should aspire?

4. What are the core values and principles of social work?

5. Do you agree that relationships between and among people are an important vehicle for change?

6. What do you understand by social justice?

7. Should social workers treat each person in a caring and respectful fashion even if he or she is from the lower social stratum?

8. Do you agree that social workers have their dual responsibility to clients and to the broader society?

Task 7. Choose one of the ethical standards given below. Say what rights and obligations of social workers it includes.

1. Ethical responsibilities to clients.
2. Ethical responsibilities to colleagues.
3. Ethical responsibilities to the broader society.

Task 8. Translate the following text.

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. Some of these problem areas include:

● The fact that the loyalty of social workers is often in the middle of conflicting interests.

● The fact that social workers function as both helpers and controllers.

● The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.

● The fact that resources in society are limited.

Task 9. Translate next phrases.

1) to articulate basic values
2) to set forth principles
3) worth of the person
4) to address problems
5) the inherent dignity
6) a trustworthy manner
7) a professional expertise
8) a financial return
9) to pursue social changes
10) dual responsibility

Task 10. Make word partnerships with the adjectives on the left and the nouns on the right.

1) professional	*a) standards*
2) ethical	*b) relationships*
3) social	*c) ethics*
4) human	*d) individuals*
5) vulnerable	*e) injustice*

Task 11. Match these words on the left with their definitions on the right.

1) *poverty*	a) a social, religious, or civil code of behaviour considered correct
2) ethics	b) the fact of being unfair
3) discrimination	c) being without adequate food, money, etc.
4) injustice	d) a set of principles, rules, or expectations
5) the Code	e) unfair treatment of a person, racial group, minority, etc.; action based on prejudice

Task 12. Put an appropriate preposition in the following gaps if it is

necessary.

1. The Code is relevant ___ all social workers.
2. The following ethical principles are based ___ social work's core values.
3. Social workers draw on their knowledge to help people ___ need.
4. Social workers are aware ___ the profession's mission.
5. Some standards are enforceable guidelines ___ professional conduct.
6. The rules of ethical practice shall apply ___ all social worker.
7. A violation of these rules of ethical practice is sufficient reason ___ a reprimand.
8. Human relationships are an important vehicle ___ change.
9. Competence, integrity, and many others are the ideals ___ which we should aspire.

Task 13. Answer the questions before you read.

What is the main purpose of Social Work?

Can you give a definition of 'Code of Ethics'?

What are ethical standards and values of the social work profession?

The National Association of Social Workers (NASW)
Code of Ethics. Preamble

The primary mission of the social work profession is to enhance human well- being and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social

work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individual’s needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work’s unique purpose and perspective.

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Task 14. Read the text and match the values with the ethical principles.

Values

1 *Value: Service*
2 *Value: Social justice*
3 *Value: Dignity and Worth of the Person*
4 *Value: Importance of Human Relationships*
5 *Value: Integrity*
6 *Value: Competence*

Ethical Principles

A Ethical Principle: Social workers respect the inherent dignity and worth of the person. Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

B Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

C Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self- interest. Social workers draw on their knowledge,

values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

D Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession. Ethical Standards

E Ethical Principle: Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

F Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Task 14.1. Discussion

Imagine that you are taking part in an international conference and the agenda is to develop the Code of Ethics for social workers. Which values and which ethical principles are the most important ones for Ukraine? Make a list of values and principles according to their importance for Ukraine. You will take part in a round-table discussion in which you will be expected to put forward a certain point of view.

Task 15. Today we should speak about the problem of Ethics: values and principles. I am sure it will help you in your future career. Read and translate the text below:

ETHICS IN SOCIAL SPHERE IN GREAT BRITAIN

All social managers in Britain have to consult with the communities they serve and develop policing policies to meet community demands. They have to be more open and explicit about their operations and the

standards of service that they offer.

Discriminatory behaviour to members of the public, is an offence under the Discipline Code.

The chief and senior leaders should (1) raise ethical questions, (2) reward ethical behavior, and (3) establish ethical purpose in the department.

The outcomes of an effective ethics program are extremely attractive from both an individual or organizational perspective and include:

- An immediate impact on unethical (and sometimes illegal) behavior
- An acute awareness of ethical (legal) issues
- For officers, an opportunity and willingness to seek ethical advice
- An increased willingness to report unethical behavior
- An established support system of organizational values to be used in making ethical judgments
- An increase in commitment to the department
- Meeting/exceeding the ethical expectations of the community
- An increase in the level of support from the community
- Becoming true role models within the community

We must point out next values:

Preserve and Advance Democratic Values

We shall uphold this country's democratic values as embodied in the Constitution and shall dedicate ourselves to the preservation of liberty and justice for all.

Improve the Quality of Community Life

We shall strive to improve the quality of community life through the provision of quality and equitable services.

Improve the Quality of Work Life

We shall strive to improve the working environment for the department's employees by engaging in open and honest communication and demonstrating a genuine concern for one another.

Demonstrate Professionalism

We shall always engage in behavior that is beyond ethical reproach and reflects the integrity of professionals.

Principles

- Life and individual freedoms are sacred.

- All persons should be treated fairly and equitably.

- The role of the manager in social sphere is to resolve problems through the enforcement of psychological methods not through the imposition of judgment or punishment.

- The neighborhood is the basic segment of the community.

- Because management in psychological sphere and public safety reflect community wide concern, the managers in social sphere must actively seek the involvement of citizens in all aspects of policing.

The fundamental responsibility in social sphere is provision of quality services. Employee involvement in departmental activities is essential for maintaining a productive working environment. Employees should be treated fairly and equitable in recognition of basic human dignity and as a means of enriching their work life. Ethics training should

be initiated for the right reasons. The main point is that high ethical standards must become part of the culture within all organizations. So, Ethics must become important for every workers in social sphere.

Task 15.1. What words can help us understand the theme? Look here and open your active vocabulary. Let's read and translate. Write your translation:

- Life and individual freedoms are sacred.
- All persons should be treated fairly and equitably.
- The neighborhood is the basic segment of the community.

Task 15.2. Complete sentences. Use *Always* or *Never*.

Code of conduct

1 *Always* respect other people's rights.
2 _____respect the environment of the host country.
3 _____react emotionally to one side in the conflict.
4 _____be punctual.
5 _____drink alcohol when you're on work.

Task 15.3. Complete with the opposite adjective. Use these words:

reserved cold rude lazy

1 He isn't very polite. I think he's very *rude*.
2 He isn't very hardworking. I think he's very _____.
3 He isn't very friendly. I think he's very _____.
4 They aren't very open. I think they're very _____.

Task 15.4. Functional English. Expressions of politeness. We use special words and phrases to be polite. Now complete the conversations. Use these expressions

please well done excuse me (x2) I'm sorry (x2) thank you that's OK

1. Two people are speaking and you have something important to say.

A *Excuse me,* I'm sorry to interrupt.
B What is it, Private Rogers?

2. The friend of a colleague has a bad accident.

A ……about your friend.
B Thank you.

3. A friend wins a prize.

A …….. .
B Thank you.

4. Your subordinate speaks English very well.

A You speak English very well.
B ……..……, sir.

5. A group of people are very noisy.

A Quiet …….. .
B Sorry.

6. Your military superior is working and you need to ask something

A ……, sir.
B What is it?

7. You arrive late for a meeting.

……..I'm late.

8. You ask a friend for something and he forgets it.

A I'm really sorry.
B …… .

Circle the correct phrase.

1 A Excuse me. /Thank you. I'm sorry to interrupt.
B What is it?

2 A I'm really sorry.
B You're welcome. / That's OK.

3 A We're getting married!

B Congratulations! / I'm sorry!

4 A Quiet, thank you. / please.
B Sorry.

Task 15.5. Write the opposites. Use these words.

boring cold happy polite reserved

1 friendly ..
2 funny ....
3 open ....
4 rude ....
5 sad .....

Now add four more adjectives and four more opposites

Task 15.6. Work in pairs. Answer the questions.

What adjectives describe most people in your country?
Which words are positive? Which words are negative?
Which words describe you?

Task 15.7. Work in pairs. Tick the things you think are true about Britain (Photocopiable resource 6).

	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.			

Organizational Culture

What is an Organization's culture?

- A shared pattern of beliefs, assumptions and expectations held by organization members.
- Often called an organization's personality
- Informs us of what to believe, how to act and make decisions
- Guides members in how to perceive the artifacts, environment, norms, roles, values and physical cues
- The strategy, leadership style and ways of accomplishing tasks reflect organization culture

Why is this topic important?

Helps you assess career opportunities and how you might fit into an organization

Helps you assess how to succeed within an organization or whether it is possible

Characteristics of cultures

- Collective, evolves over time (thin to thick)
- Results from interaction by organizational members
- Reflects what members agree about
- Can create social order
- Helps members construct proper attitudes and behaviors
- Contributes to socialization of new members
- Enhances member feeling of belonging and commitment.

Diagnosing Organizational Culture - Three factors determine how influential a culture will be in shaping attitudes and behaviors

- Strength of shared beliefs. The stronger the beliefs, the stronger the culture, exists on a continuum from thick to thin
- Widely shared values, across organizational members have a powerful effect. Exists on a continuum from widely shared to not widely shared
- Clearly ordered values and beliefs, that are easy to adhere to and guide behavior in conflict situations, exists on a continuum from clearly ordered to ambiguous

Deciphering an Organizations Culture

- Highly interpretive and subjective
- Requires insights into historical and current activities
- Cannot rely on what is verbally reported, need to verify
- Start with values, the essence of organizational philosophy
- Managerial culture is defined by the leadership style
- Organizational heroes personify the value system
- Rites and rituals are reflected by language and ceremonies
- Cultural symbols are the material artifacts

Other Aspects of Culture

- **Subcultures, multiple cultures exist within organizations**
- **Typically one dominant culture**

Task 16. Read and translate the text:

FROM INDIVIDUAL TO TEAM MEMBER

The classic texts present employees as individuals working in a firm and devote attention to individual human needs. You will be familiar with this approach in the work of Maslow, who describes a hierarchy of human needs and stresses the importance of satisfying the higher needs.

Herzberg takes a similar approach (see Table 1), dividing the factors which can be identified in the work situation into those which must be there if people are to work at all (hygiene factors) and those which might be likely to provoke a positive response (motivating factors).

Table 1

The Herzberg model

Hygiene factors	Motivators
Working environment	Achievement
Supervision	Responsibility
Company policy	Work itself
Relationship with superiors	Advancement
Relationship with subordinates	Recognition

ORGANISATIONAL CULTURE

The human resource approach centers more on people working in groups, looking at the firm as a whole and developing the idea of a 'culture' which the firm will evolve and to which employees will respond. The spotlight is less on the individual employed through a job description and tightly defined role and more on efficient working teams through which better performance can be identified and achieved. Where emphasis is placed on the needs of the individual and on individual records, a wide range of indicators can be identified through which high or low morale can be measured. These include absentee rates, lateness, accident figures, low productivity and many others. This approach is rather like viewing a class of A-level Business Studies students as individuals. The alternative view of the class is as a set of sub-groups, not always the same groups, working together to achieve learning objectives, which the teacher, as manager of the class, determines. These will be in

line with overall objectives as represented by the syllabus and the way it is assessed. Translating this to the work situation implies an approach, which allows considerable decisionmaking responsibility to be given to teams of workers. In McGregor's language, it is very much a Theory Y approach since it demands much greaterself-motivation and personal responsibility for outcomes (see Table 2).

Table 2

McGregor's Theory X and Y model

X	Y
Dislikes work	Is satisfied by work
A voids work	Seeks work
Is lazy and selfish	Works well, cooperates
Is directed, controlled, threatened	Is self-directed
Avoids responsibility	Seeks responsibility
Little ambition	Seeks satisfaction of higher needs
Money motivates	All needs motivate

Task 17. Culture at work

Attitudes towards teams and team-working may vary considerably in different companies and cultures. In collectivist cultures, team-working has been the norm for many years. The practice has now become more common in individualist cultures, too, though the nature of the team may differ. To what extent do you agree / disagree with the statements in table below?

Exchanging information

Some cultures find team working easier than others. In individualistic cultures, "information is power" and people prefer to retain it in order to advance their personal careers. In collectivist cultures, the greater good of the company is the main concern of all employees. Which is closest to your culture? How might a difference in attitude cause conflict in multicultural teams?

	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

BUSINESS CORRESPONDENCE

Terms to remember

address	personal letters	length	to obtain	exceed
content	response	records	thank you letter	offering
error	review	decline	appropriate	

Questions for discussion:

1. In your opinion, what is the main aim of business correspondence?
2. Have you ever written business letters? Share your experience.
3. What can you say about the style of business correspondence?
4. There are different kinds of such letters. Can you name any of them?

Task 18. Read the text, translate it into Ukrainian and retell in English.

GENERAL RULES FOR ALL BUSINESS CORRESPONDENCE

1. **Address it to a particular person by name.** Send your letter to the person who will be making the hiring decision. Personal letters get read far in advance of form letters. If you do not have a contact name, call the firm. If you are unsuccessful, you can call the main phone number for the company and ask for the person in charge of MBA recruiting. This

name is usually easier to obtain.

2**. Letters should be kept to one page only.** Your letter should not be more than one page in length. If it is more than one page, you are probably giving the reader too much information. Keep your letter focused, succinct, and to the point. Letters exceeding one page in length usually don't get read.

3. **Remember the aesthetics.** Print on high quality paper. Your letter should be free of spelling and grammatical errors. Proof read! Have someone review your letter to get feedback regarding style and content.

4. Construct a letter that is unique and specific to the individual. This will make you stand out from the others!

5. Keep a copy of the letter and response for your records. This allows you to avoid confusion later.

Task 18.1. Answer the following questions:

1. What are the main rules of writing letters?
2. Why is it necessary to keep a copy?
3. How many pages letters should be kept to?

Task 18.2. Tell whether each statement is true or false:

1. Letters should be kept to five pages only.
2. Construct a letter that is unique and specific to the individual.
3. Letters exceeding one page in length usually get read.
4. Personal letters get read far in advance of form letters.
5. Address it to a particular person by surname.
6. Keep a copy of the page and response for your records.
7. Print on high quality paper.

Task 18.3. Fill in the gaps:

review	**grammatical**	**length**	**avoid**	**regarding**	**advance**	**individual**	**spelling**

1. Your letter should not be more than one page in … .
2. Your letter should be free of … and … errors.
3. Construct a letter that is unique and specific to the … .
4. Have someone … your letter to get feedback … style and content.
5. This allows you to … confusion later.
6. Personal letters get read far in … of form letters.

Task 19. Reading. Read the text, translate it into Ukrainian and retell in English

GUIDELINES FOR THANK YOU LETTERS

The thank you letter is one of the most important, yet least used tools in a job search. It is used to establish goodwill, to express appreciation, and/or to strengthen your candidacy. The basic rule of thumb is that everyone who helps you in any way gets a thank you letter. When used to follow up on employment interviews, thank you letters should be addressed to your interviewer(s). If the letter is received within 48 hours of the interview, it may help in the decision-making process. Thank you letters should also be sent to your contacts who granted you informational interviews and to people who served as your references. Keep in mind that recruiters remember those who don't send thank you letters (usually in a negative light).

Note: You may want to consider faxing or sending your letters overnight to make a positive impression of strong interest. If you wait too long to send your thank you letter, the hiring decision may already be made. If you fax, be sure to send the original copy by mail and note in the fax that the original will follow by mail.

Task 19.1. Complete the sentences:

1. The thank you letter is one …

2. The basic rule of thumb is …
3. If the letter is received …
4. Thank you letters should also be …
5. Keep in mind that recruiters …
6. You may want to consider faxing or …
7. If you wait too long to send …
8. If you fax, be sure to send the …

Task 19.2. Choose the best word to complete the extract:

person make employer impression cover attention personality reader demonstrate qualifications

1. "The art of good letter writing is more important than ever… 2. The old interview adage that 'you never have a second chance to … a good first …' is equally valid for the cover letter. 3. For it is usually the … letter… that first introduces you to a prospective employer. 4. Your cover letter tells them who you are and why an … should want to spend their valuable time meeting you in … . 5. It enables you to express your … and style – two important ingredients that are difficult to … in standard resume formats. 6. It invites the … to focus … on your key … in relation to the employer's needs. 7. In the end, it may well be your cover letter, rather than your accompanying resume, that is responsible for getting you invited to the job interview!"

(*Krannich & Krannich, Dynamic Cover Letters.)*

Task 20. Reading. Read and translate the letter

SAMPLE LETTER TO DECLINE A JOB OFFER

231 Kempsville Road
Kissimmee, FL 32801
March 25, 2002
Mr. George Duvall
Manager, Sales and Marketing
Colonial Properties, Ltd.
1700 Colonial Parkway
Williamsburg, VA 23176

Dear Mr. Duvall:

Thank you for offering me the position of Commercial Leasing Agent with Colonial Properties. I appreciate your discussing the details of the position with me and giving me time to consider the offer.

Although there are many aspects of the position and your organization that are very appealing to me, I believe it is in our mutual best interest that I decline your kind offer. As you know, my fiancée and I are conducting a dual career job search. She was able to secure an ideal position in California and, therefore, I have directed my job search to this region. This was a difficult decision for me, but one that is appropriate for my career at this time.

I appreciate you consideration and courtesy. It was a pleasure meeting you and your staff. I would recommend Colonial Properties to my other colleagues interested in this industry.

Sincerely, Christopher Jones

Task 20.1. Answer the following questions:

1. What is the main idea of the letter?
2. What is the letter to decline a job offer?
3. What situations do the people need such kind of correspondence in?

Task 20.2. Write sample of letter to decline a job offer of your own

Task 21. Read, translate, and retell the text

COVER LETTERS

More than a mere formality, a cover letter can spark interest in your special skills and give extra information. Cover letters help explain

anomalies that may stand out in a resume, such as a move or career change, salary requirements, or your special link to the company.

Keep the letter to a few brief paragraphs. Avoid generalizations, even when you send out a mass mailing. Be clear about where you are, what you have to offer, what you want, and when you want it.

Mention only positive things. For example, instead of stating: "Even though I only have two years experience in the industry,…" leave out the negative clause and write: "I doubled my experience in the industry by spending two years in a highly competitive company."

Be formal, yet friendly and open. Use statistics, highlighted statements, or bullets. Because recruiters often skim, make sure vital information can be easily spotted.

Task 21.1.Complete the following sentences:

1. A cover letter can spark …
2. Cover letters help explain …
3. Keep the letter to a few …
4. Mention only …
5. Use statistics …
6. Be formal, yet …

UNIT X PSYCHOLOGY OF WORK IN SOCIAL SPHERE

Themes and materials for classroom studies:

1.Psychology of Work
2. Work and Life
3. Job adiction
4. Burnout and Self-Care in Social Work Profession
5.Achieving Work-Life Balance
6. Job Boredom

Language skills: translation practice
Career skills: Achieving work-life balance
The role of ergonomics in the workplace
Writing: translation practice in writing form
Vocabulary: terms, thematic words and expressions
Dilemma & Decision:
What is the Difference between work and a job?
The best way of Achieving Work-Life Balance

Task 1. Read and translate the text

PSYCHOLOGY OF WORK

The Difference between work and a job. We live in a peculiar time with respect to the question of work: while there seems to be fewer and fewer jobs available, at the same time there is more work to be done in the world than ever before. If you look in the OED (Oxford Dictionary), a striking difference between the words – work and job – is immediately apparent. Work is something whole; it refers not only to the act of doing something, it also refers to the product of what is done, such as a work of art, or a work of architecture; the word, work, also carries a moral connotation, such as good works. While one can also do a good job, that simply means that the specialized operation was carried out in such a way that it was brought to successful completion. The word job is defined as a part or a piece of a work, particularly a part that is done as

one's specialization or profession. A job can quite easily lose its connection with work; one can easily get lost in the specificity of what one is doing so that it loses imaginative connection with the whole to which it rightly belongs.

Work and Life

Very few people today feel that they are involved in a work. Why is this the case? In order to come to an understanding of your relationship to work, it is necessary to look at the *influences of the past* in your life.

A job concerns the acts that one does that require that one becomes forgetful of their own life and labor that serves someone else's interests – whether this be an individual, a business, or a large corporation. This distinction can quite readily become blurred. It is not likely that having a job at the local Burger King is an expression of doing something in the world that brings the fullness of one's life into the world. A job originates from and intensifies an one-sidedness that often requires relinquishing the true creativeness that characterizes spirit and the true depth of individuality that characterizes soul. Receiving a salary is the compensation for forgetting who you are. Work, on the other hand, comes from and intensifies the labor involved in becoming a complete human being. The difference between work and a job has been drawn in this rather exaggerated manner in order to help us in our task of re-imagining work.

If the distinction were as clear as that pictured above, the answer would seem to lie in the necessity of working for oneself rather than for others if one really wanted to stay in connection with the unfolding of

life. However, working for oneself can just as easily become caught up in the desire for external rewards.

In addition, being involved with others in work offers the promise of doing much more in the world than could ever be accomplished alone. The conditions of work have changed radically since the 15th century.

The evolution of humankind since the 15th century has to do with gaining independence from the larger cosmos. In the domain of work, this gradual independence concerns work becoming more and more bound to the physical world.

In work, maintaining a connection with the larger cosmos meant that a person could find in his vocation the connection between what he/she was producing and what this meant for the world. One therefore, took an interest in the shaping of his product because he/she saw clearly what a production would become in life.

The right relationship between work and life is by no means simple. Since a true imagination of work is more or less absent in the world, for most of us, our jobs are considered as separate from our life; when we go to a job in the morning, we put our life on hold; and when we come home in the evening, life resumes.

Job Addiction

Matthew Fox indicates that the difference between work and job addiction revolves around whether the burdens that accompany our work are greater or lesser than the joy that results from it. If the burdens of work do not result in joy, then we are on the way to job addiction if the line between job and life become blurred. Notice, Fox does not say anything about external reward. Taking on the burdens of a job without

joy may result in external rewards such as increased salary, advancement, and praise by the employer.

These external rewards, particularly salary advancement, may seem to make it possible to buy more of life, but this false view of life takes one even further into the circle of job addiction. One learns to work harder, rewards oneself with material things, which require more work to sustain and increase. While it is possible for one's work to be fully the same as one's life, it is not possible for one's job to be one's life in a healthy way. Fox then specifies three soul qualities that comprise joy in work; delight, creativity, and transformation. Job addiction lacks these three qualities.

One cannot make their job their life; one can make a work their life. Job addiction may be looked at from yet another viewpoint, from the viewpoint of the doubles of delight, creativity, and transformation.

An addiction of any sort occurs when something external produces sensations that resemble those brought about through development of inner capacities. Since these sensations, however, disappear when the external means of generating them are not present, we become addicted to those external things.

Thus, job addiction produces certain sensations that resemble delight, creativity and transformation, but in fact are doubles of these qualities. Let’s suggest that the three doubles of delight, creativity, and transformation are pleasure, power, and accomplishment. Job addiction carries with it a certain sensation of pleasure. It is the pleasure of repetition and sameness, of doing the same thing over and over, which gives one the sense of being in control, while in fact, one is being

controlled. It is the pleasure of feeling that one is the master while in fact one has been mastered.

Power is related to this sensation of pleasure. While it is tremendously important to take true hold of one's power, in the instance of job addiction the power is completely illusory. Rather than allowing a sacred power to enter into one's work, producing unplanned for transformations, in work addiction, one needs to feel a sense of power, of control, usually over a very small domain that nonetheless is exaggeratedly imagined as being of tremendous importance.

Thus, people who are work addicted set up their own little kingdoms. And then, rather than transformation, instead of finding oneself continually changed by what one does, a person addicted to work lives in the illusion of having accomplished something in the world. What is accomplished, however, cannot be anything really new, but is only the imposition of a form on others.

Task 1.1. Read the article again and explain the notion "job adiction"

Task 1.2.Render the core of the text in 10 sentences in English

Task 2. Read the extract from the article published in The New Social Worker and do the review of it.

Burnout And Self-Care In Social Work Profession

The training to become a social worker is demanding, and complex. My concentration was clinical social work, which during my graduate education was known as casework. I well remember studying my basic curriculum; receiving excellent supervision of my clinical work with individuals, couples, families, and groups.

I learned a great deal − but what it seemed that no one shared with me during these years, or seemed to discuss among themselves as either teachers or therapists, was the sheer exhaustion experienced in clinical work as we do our very best to meet the needs of others day after day, year after year. And many of us lack the attendant knowledge that can assess and direct this exhaustion, which is called "burnout" − or knowledge of the necessary practices to heal and soothe ourselves, which are collectively known as "self-care."

The Problem of Burnout

"Burnout" as a term was first applied to describe what happens when a practitioner becomes increasingly "inoperative." This progressive state of inoperability can take many different forms, from simple rigidity, in which "the person becomes 'closed' to any input," to an increased resignation, irritability, and quickness to anger.

To explore and understand the phenomenon of burnout before it is too late, researchers have introduced several components of the term such as compassion fatigue and vicarious trauma.

Compassion Fatigue

Compassion fatigue describes "the overall experience of emotional and physical fatigue that social service professionals experience due to chronic use of empathy when treating patients who are suffering in some way". There is evidence that compassion fatigue increases when a social worker sees that a client is not "getting better".

Vicarious Trauma

Vicarious trauma results from a social worker's direct exposure to victims of trauma. Social workers are far more likely to have painful

personal histories than those working in other professions or vocations, for example, that women working in the mental health professions were more frequently traumatized as children by physical abuse, alcoholism, emotional and sexual abuse, and familial conflict than were women working in other fields.

Although I have separated vicarious trauma from compassion fatigue for ease of categorization, it is quite likely that they influence each other − that is, vicarious trauma provokes and promotes compassion fatigue, while the origins of compassion fatigue − an inability to establish proper boundaries − can be found in the social worker's trauma history.

The New Social Worker

Task 2.1. Work in pairs. Swap your ideas on the following statements.

1. People who pursue social work careers should plan on being happy but poor all their lives.

2. Social work is one of the insignificant professions in many countries.

3. Is the role of social work increasing or decreasing as the society develops?

4. Social work is an ethical profession.

5. The Social Work Profession is one of the most vitally important professions in our fast-growing world.

Task 2.2. Translate the following sentences.

1. In the United States of America, some social workers have argued for a focus on social reform, political activism, and systemic causes of poverty.

2. Others have advocated an emphasis on direct practice, the pragmatic assessment of the problems of individual clients and families using targeted material assistance and psychotherapeutic intervention.

3. In the United Kingdom, a social worker is a trained professional with a recognised social work qualification, employed most commonly in the public sector by local authorities.

4. In the UK, the title "social worker" is protected by law and can be used only by people who have a recognised qualification and are registered with the Social Care Council.

Task 2.2. Read the text and fill in the missing words:

irritability, physical, rigidity, separated, suffering, inoperability, painful, emotional, exposure, empathy

"Burnout" as a term was first applied to describe what happens when a practitioner becomes increasingly "inoperative." This progressive state of **1** ... can take many different forms, from simple **2** ..., in which "the person becomes 'closed' to any input," to an increased resignation, **3** ..., and quickness to anger.

To explore and understand the phenomenon of burnout before it is too late, researchers have introduced several components of the term such as compassion fatigue and vicarious trauma.

Compassion fatigue describes "the overall experience of **4** ... and *physical fatigue* that social service professionals experience due to chronic use of **5** ... when treating patients who are **6** ... in some way". There is evidence that compassion fatigue increases when a social worker sees that a client is not "getting better."

Vicarious trauma results from a social worker's direct **7** ... to victims of trauma. Social workers are far more likely to have **8** ...

personal histories than those working in other professions or vocations, for example, that women working in the mental health professions were more frequently traumatized as children by **9** ... abuse, alcoholism, emotional and sexual abuse, and familial conflict than were women working in other fields.

Although vicarious trauma can be **10** ... from compassion fatigue for ease of categorization, it is quite likely that they influence each other − that is, vicarious trauma provokes and promotes compassion fatigue, while the origins of compassion fatigue − an inability to establish proper boundaries − can be found in the social worker's trauma history.

6. Share your ideas on the following statements.

1. People who pursue social work careers should plan on being happy but poor all their lives.
2. Social work is one of the insignificant professions in many countries.
3. Is the role of social work increasing or decreasing as the society develops?
4. Social work is an ethical profession.
5. The social work profession is one of the most vitally important professions in our fast-growing world.

Task 3. Read and translate the next points

ACHIEVING WORK-LIFE BALANCE

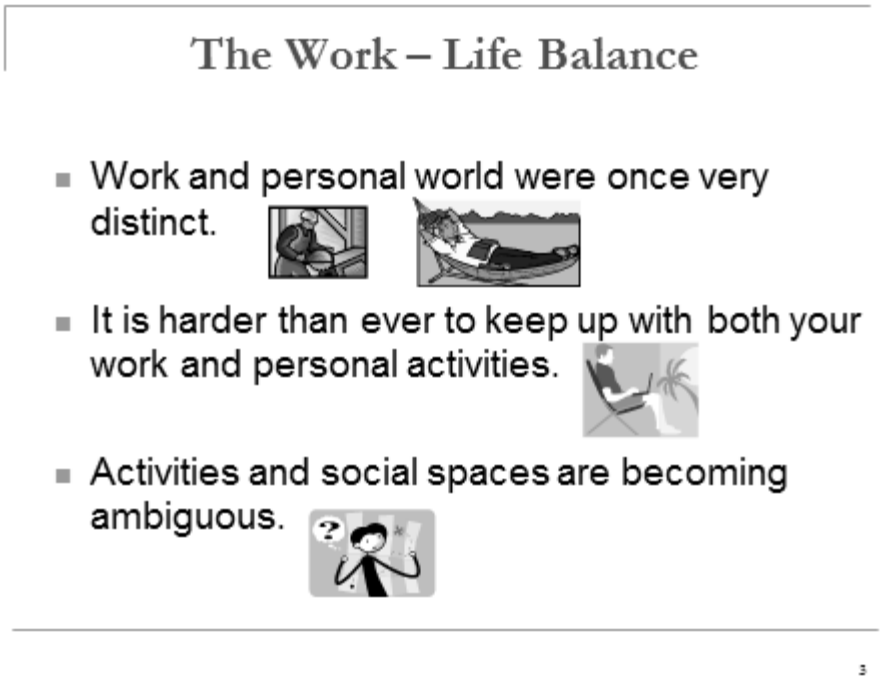
Purpose:

To focus on how to successfully combine work, family relationships and leisure time into a satisfying life.

Approach:

To create a skill set that enhances the ability to evaluate priorities, focus on the big picture and use long range planning

Use prioritizing and organizational skills to make sense out of conflicting demands.



Some things people deal with on a daily basis

- Getting ahead at work
- Spending quality time with your significant other
- Caring for elderly parents
- Doing chores at home
- Taking care of children
- Commuting to/from work

The Never-Ending Work Day …

There *was* a time when people in the IRS reported to work Monday through Friday and worked an 8 hour day.

The day started at: 8:00AM and ended at: 4:45 PM

however.

The world has changed. Some of the changes in the work world caused a change and blurring of the work and personal worlds.

Changes in the Work World

Global economy

International business

Advanced communication technology

Flex-time schedules

Alternative or flexi-place work location

Changes in family structure (dual-career)

Some Facts to Consider About the Workforce

- 57% of people who say they had to go into work late or leave early did so because of caring for elderly relatives
- 4% say they've turned down a promotion
- 10% say they went from full-time to part-time work

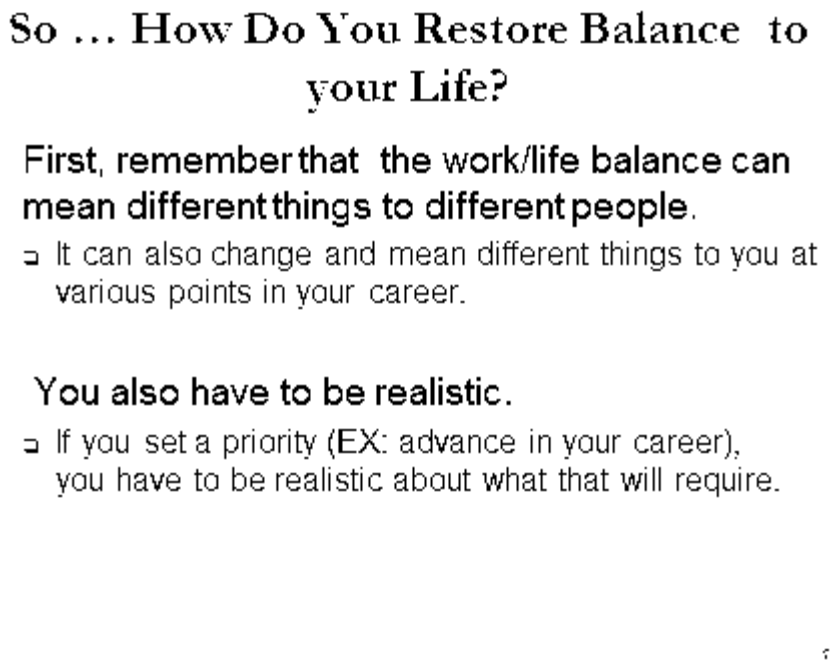
Survey Results From More Than 50,000 Employees from a Variety of Manufacturing and Service Organizations Found

Source: Quintessential Careers article

2 out of every 5 employees are dissatisfied with the balance between their work and personal lives

The lack of balance is due to:

- Long work hours
- Changing demographics
- More time in the car
- Deterioration of boundaries between work and home



10 Tips for Getting your Work/Life in Balance

1 Negotiate a Change with Your Current Employer

Changes can include: flextime, job-sharing, telecommuting or part-time employment.

Your 1st step is to research your employer's policies and methods of handling previous requests

2 Find a New Career

Some careers are simply more stressful and time-consuming than others.

Explore careers that are less stressful and more flexible

3Find a New Job

Rather than a career change, perhaps you simply need to take a less stressful job within your chosen career.

This may involve working with your current employer to identify a new position

4Slow Down

Life is simply too short

Take steps to stop and enjoy the things and people around you.

Find some ways to distance yourself from the things that are causing you the most stress

5Learn to Better Manage Your Time. Avoid Procrastination.

For many people, most of the stress they feel comes from simply being disorganized – and procrastinating.

Learn to set more realistic goals and deadlines – and then stick to them

6Share the Load

Even though we may sometimes feel we're the only ones capable of doing something, it's usually *not* the case.

Get your partner or other family members to help you with all your personal/family responsibilities

7Let Things Go. (Don't Sweat the Small Stuff)

Learn to let things go every once in a while

Learn to recognize the things that don't really have much impact in your life and allow yourself to let them go

… then don't beat yourself up for doing so

8Explore Your Options. Get Help.

In many cases you do have options; you just need to take the time to explore them EX: a sitter for your children, options for care of your aging parents, counseling for yourself

Don't feel overwhelmed with your family responsibilities

9Take Charge. Set Priorities.

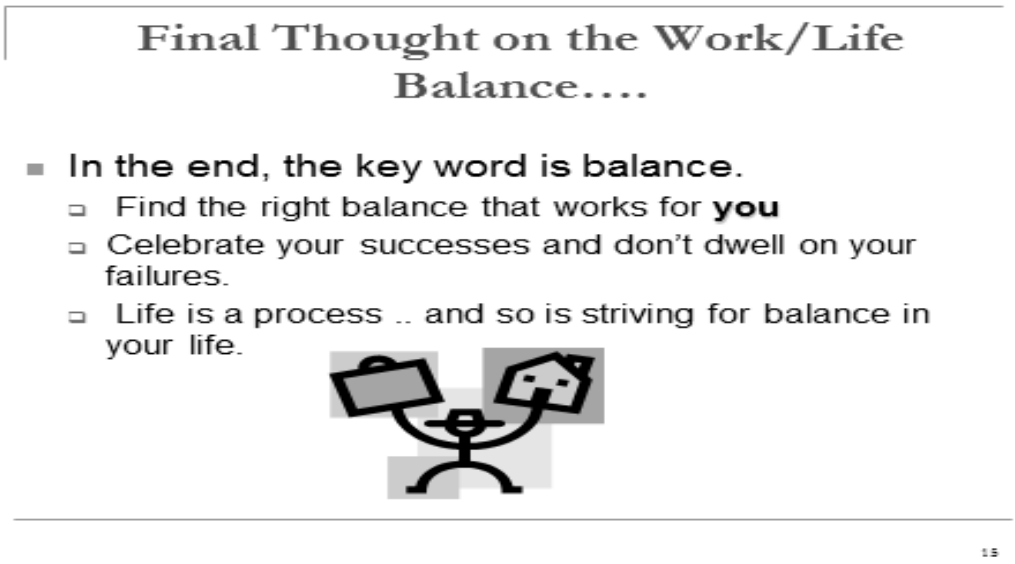
Sometimes it's easier for us to allow ourselves to feel overwhelmed rather than taking charge and developing a prioritized list of things that need to get done

Buck the trend

10Simplify

It's human nature to take on too many tasks and responsibilities, to try to do too much and to own too much.

Find a way to simplify your life
Change your lifestyle
Get rid of the clutter and baggage in your house – and your life



7 Tips For Work-Life Balance

By: Jeff Wuorio

1. Don't overbook
2. Prioritize ruthlessly
3. Learn how to say no
4. Organize
5. Use technology
6. ...but don't overdo it
7. Know it won't always be perfect

16

Don't Overbook:

- Don't plan too many things
  - Assume that only 50% of things you plan for the day will actually get done

Lisa McGonagle
(Public Relations business owner – Boston)

17

Prioritize Ruthlessly:

- The secret to booking your time effectively boils down to knowing what is important and what can wait
- Use the sharpest knife to trim the essential from the secondary

Krista Kurth, Co-author
"Running on Plenty at Work"

18

Learn to Say No

- One of the biggest land mines to effective time management is recognizing you don't have to agree with everything and with everyone.

"Saying no to one thing opens the door to saying yes to something else"

Krista Kurth

19

Organize

- Bringing time into line isn't just a matter of scheduling.

- "Eliminating clutter and the chaos it causes will give you a gift of 240 to 288 hours every year"

Peggy Duncan
(an Atlanta-based personal productivity authority)

Organizational ideas include:

20

Use Technology:

- Go beyond personal habits and practices for time management.
  - Use technology as another weapon to make the most effective use of your workday
- "Sticky notes are one of the worst things in the world. .."
  - *"..You should live by your database. That way nothing is ever forgotten."*

Lisa McGonagle

21

(Use technology) … But Don't Overdue It

Part of effective time management is knowing when to shut things down

- Turning off a cell phone or other wireless means of communication establishes boundaries

Helps you balance your personal and professional time

22

Know It Won't Always Be Perfect

- "Be grateful for what goes right and learn from your mistakes."
- Do what you can and enjoy whatever time you spend more pleasantly and productively.
- Time management is not an exact science. Don't stress out and waste time in the process obsessing over every second of time.

Task 4. Read and translate the text. Explain your attitude to various adictions

Job Boredom

If one's job becomes fairly completely separated from the sense of belonging to one's life and one also determines that their job will not take over their life, then one becomes condemned to job boredom. Boredom occurs when one cannot let go of what he/she is doing, but at the same time refuses to fully become engaged in what is being done. Only two possibilities present themselves as way out of job boredom; the first is to quit the job; the second is to find a new relationship to what one is doing.

The first alternative will probably result in boredom in a new job, once the nature of what is required is mastered. The second alternative requires more than deciding to put oneself into what one is doing. If the situation in which one works does not look favorably upon those who bring their full individuality into their work, then one's relationship to work must change in a more subtle way.

Further, we must also begin to see that if one feels that the drudgery of a job has been avoided and one has had the fortune to be engaged in a work rather than having a job, there are still much that we have to understand concerning work.

One must not be bound to work any more than one is bound to a job. For work to work in the world, it is necessary to be able to let work work; this means the work of work is letting go of our work.

On the other hand, when one has a job, it is somewhat easier to get out of the way and let what one is doing work because the personality is not so involved. We must avoid the nostalgia of trying to reinstate the

imagination of work as participation in the Great Work of creation. If one has that particular karma, then one must in the present world work with all the difficulties that brings – the possibility *of pride, egotism, specialness, inflated significance, and so on.*

The person who in her work finds silence, and who sees that silence is work, this person in truth sees the Light and in all her works finds peace. One whose undertakings are free from anxious desire and fanciful thought, whose work is made pure in the fire of wisdom: that one is called wise by those who see.

If one instead has a job, then that too brings with it particular things that need to be worked with – the tendency to become automatic in what one does, the tendency to see a job as meaningless except as a source of money and other rewards, the tendency to seek other things in a job that have nothing to do with the job – *power, prestige, acknowledgement, advancement.*

Task 4.1. Read the article again and give the main idea of it; analyse the text and give a short summary

Task 4.2. Translate the phrases and make up sentences with them

To bring smth. into conjunction with smth.; to bring something into smth.; to bring to a state of smth.; to bring smb. to do smth.; to bring to a dead end; to bring smb. to himself; to bring smb. to his knees; to bring smth. to life; to bring smb. to his senses; to bring smth. to rest; to bring in on the ground floor; to bring to the boil.

Task 4.3. Pick up from the text all the details associated with job

Task 4.4. Give a short summary of the text

Task 5. Read and translate the text. Give your point of view on the main idea of the text "Working at the Job"

We are all given life as a gift. We did not create our own life, and thus become forgetful of what we have been given; we merely use it. Some use their life in order to try and find a connection to the eternal world. Others use their life in order to make something in the world, even if this is no more than money. And still others, try to find some semblance of balance between these two. But, what serves life itself does not come either from soul and spirit work alone nor from labor in the world alone. Only what occurs as relationships between people, free and open without the intent of getting something from someone or using them for some purpose serves life. True relationship between individuals serves as a bridge. By this bridge spirit and soul enter the worldly and the worldly enters soul and spirit.

UNIT XI SOCIAL WORK WITH CHILDREN

Themes and materials for classroom studies:
1. Social work with children
2. Social work in the field of protection of the rights and interests of children of socially vulnerable categories
3. Reasons that can provoke the child's difficult life circumstances
4. Orphans and children deprived of parental care
5. Children with disabilities

Language skills: translation practice
Career skills: State social standards and benefits for orphans and children deprived of parental care
Categories (types) of special educational needs (difficulties)
Writing: translation practice in writing form
Vocabulary: terms, thematic words and expressions
Dilemma & Decision: Reasons of needs and problems of orphans and children deprived of parental care
Problems and needs of children with disabilities and children with mental or physical disabilities

Task 1. Read and translate the text, pick up the essential details in the form of quick notes and make short summery of the text:

SOCIAL WORK WITH CHILDREN

Social work with children is the activity of authorized bodies, enterprises, organizations and institutions regardless of their subordination and form of ownership and individual citizens, which is aimed at creating social conditions for life, harmonious and versatile development of children, protection of their constitutional rights, freedoms and legitimate interests, satisfaction of cultural and spiritual needs.

In accordance with the conditions of upbringing and development of the child, its special conditions and needs and social status, social work with children is carried out in two directions:

1) *social work in the field of protection of the rights and interests* of children of socially vulnerable categories;

2) *socio-pedagogical work* with children in educational and educational institutions.

Children's services. The authorized bodies that carry out social work with children, families and young people are services for children, which are structural units of regional, Kyiv and Sevastopol city, district state administrations (Article 3, Law of Ukraine "On Social Work with Families, Children and youth")

Social protection of children refers to a set of socio-economic and legal measures aimed at ensuring children's rights to life, development, upbringing, education, medical care, providing material support.

Childre's services in accordance with the tasks assigned to them:

- coordinate the activities of ***local executive bodies***, local self-government bodies, enterprises, institutions and organizations of all forms of ownership in solving issues of ***social protection*** of children and organizing work to prevent child neglect and homelessness;

- ensure compliance with the requirements of legislation regarding the establishment of ***guardianship*** and care for children, their adoption, placement in family-type children's homes, foster families;

- ***monitor the conditions*** of keeping and raising children in institutions for orphans and children deprived of parental care, special institutions and social protection institutions for children of all forms of ownership;

- ***place orphans*** and children deprived of parental care under guardianship, care in family-type orphanages and foster families, fostering adoption.

Services for children carry out the following types of activities for children who are in difficult life circumstances and need social protection:

- identify children who are in ***difficult life circumstances***;

- coordinate activities related to the identification and protection of children who are in difficult life circumstances, as well as direct management of their affairs;

- examine the conditions of stay of the child who was left without parental care, his state of health and find out the circumstances under which the child was left ***without parental care***;

- carry out an assessment of the child's safety level in the event of receiving an appeal, a report about a child who is in difficult life circumstances as a result of cruel treatment of him or the presence of a threat to his life or health;

- take urgent measures to ensure the safety of a child whose life or health is ***in immediate danger***;

- prepare documents for the guardianship body to appeal to the court about the deprivation of parental rights of the parents or one of them or the removal of the child without depriving the parents of parental rights;

- ensure the return of the child to his parents, persons who replace them, or to the institution he voluntarily left;

- keep records of children left without parental care, orphans and children ***deprived of parental care***.

Children's services at the local level are in fact coordinators and organizers of processes for ensuring children's rights, a defender, a representative of children's rights and a customer of services for vulnerable families with children and children deprived of parental care.

Task 2. Read and translate the text

Social work in the field of protection of the rights and interests of children of socially vulnerable categories

Ensuring the conditions for a full-fledged life and development of every child, protecting his rights is one of the main tasks of the state social policy. However, unfortunately, there is a category of children who, due to life circumstances, need special social attention and social protection.

Social protection of children is a set of measures and means of a socio-economic and legal nature to ensure children's rights to life, development, upbringing, education, medical care, provision of material support, the implementation of which is entrusted to bodies and services for children, special institutions and institutions, which carry out their social protection and crime prevention

A child who is in difficult life circumstances is a child who has found himself in conditions that negatively affect his life, health and development (Article 1, Law of Ukraine "On Childhood Protection").

Difficult life circumstances in which the child is – conditions that negatively affect the child's life, state of health and development (disability, serious illness, homelessness, being in conflict with the law, involvement in the worst forms of child labor, addiction to psychotropic drugs substances, other types of addiction, abuse, in particular domestic violence, including when the perpetrator is a child, evasion of parents, persons who replace them, from fulfilling their duties, circumstances of natural disasters, man-made accidents, disasters, hostilities or armed

conflicts, etc.), established based on the results of assessment of the needs of the child and his family in social services

Child abuse – any form of physical, psychological, sexual or economic violence against a child, in particular domestic violence, as well as any illegal agreements regarding a child, in particular the recruitment, transfer, hiding, transfer or receipt of a child, committed for the purpose of exploitation , with the use of deception, blackmail or the vulnerable state of the child (Article 1, Law of Ukraine "On the Protection of Childhood").

Threat to the life or health of the child – circumstances that may lead or have led to serious consequences for the life, state of health and development of the child, in particular serious, including incurable illness, physical injuries or damage to the normal physical and mental development of the child, in connection with which she needs help.

The reasons for the child's life and development, which provoke difficult life circumstances and can also pose a threat to life and development, are listed in Table.

Table

Reasons that can provoke the child's difficult life circumstances

Living conditions	- homelessness; - presence of behavioral disorders in the child due to divorce of parents; - ***evasion by parents*** or persons who replace them, from fulfilling their responsibilities for raising a child; - child's loss of social ties; - damage caused to the child and his family by the fire, natural disaster, catastrophe, hostilities, terrorist act, armed conflict, temporary occupation

Health status	- partial or complete loss of motor activity, memory by the child; - the presence of an incurable disease, a disease that requires long-term treatment, mental and behavioral disorders, in particular due to the use of psychoactive substances; - disability;
Child abuse	- any ***form of slavery*** or practices similar to slavery, including the sale and trafficking of children, debt bondage, forced or compulsory labour, including forced or compulsory recruiting children for use in the armed forces conflicts; - committing sexual violence against child - using, recruiting or offering of a child for prostitution, production of works, images, film and video productions, computer programs, other objects of a pornographic nature; - work that, by its nature or performance conditions, may ***harm the child's physical or mental health;*** - using a child ***in begging***, involving him in begging (systematic begging for money, things, other material values from outsiders); - involvement of the child in criminal activity, involvement in the use of alcohol, narcotic drugs, psychotropic substances; - actions that led to the occurrence of circumstances under which the child became an eyewitness of a crime against life, health, will, honor, dignity, sexual freedom, sexual integrity of a person; - acts (actions or omissions) of domestic violence, as a result of which the child suffered or was a witness (eyewitness); - acts (actions or inactions) of domestic violence in which the child is the perpetrator; - committing bullying (harassment) against a child; - bullying by a child;
Threats to the life or health of the child	- failure to provide the child with proper nutrition, necessary medical care, and age-appropriate care; - leaving a child under the age of seven or a child in a helpless state (sick, disabled, etc.) in a room, public or other place without the supervision of persons who have reached the age of 14; - leaving a child under the age of ten outside for more than

	half an hour without clothing suitable for the natural and climatic conditions or without observing the age-appropriate temperature regime; - leaving the child under the supervision of persons with existing signs of alcohol or drug intoxication, being under the influence of psychoactive substances, severe mental disorder; - urgent condition of the child's parents, which is a direct threat to their life and health or their environment; - circumstances of a natural disaster, man-made accidents, disasters, hostilities, armed conflicts, etc.; - available information about a possible and/or confirmed fact of committing a crime against the life, health, will, honor, dignity, sexual freedom, sexual integrity of a child, including kidnapping, child trafficking

Task 2.1 Complete your vocabulary with words in bold
Task 2.2. Make sentences with them
Task 2.3. Analyse content of the Table and be ready to make short summary of it.
Task 2.4. Prepare the example of case according to topic

Task 3. Read and translate general features that are characteristic of children who are brought up in difficult life circumstances:

- *children have learning problems;*

- *have a neglected appearance;*

- *have problems in relationships with parents and peers;*

- *health problems;*

- *problems in communicating with adults.*

Children who are especially in need of protection and social assistance suffer from domestic violence, experience cruel treatment and violence from parents or persons who replace them, who should protect and provide support to the child.

A child victim of domestic violence is a person who has not reached the age of 18 and has experienced domestic violence in any form or has become a witness (eyewitness) of such violence (Article 1, Law of Ukraine "On Prevention and Combating Domestic Violence").

Domestic violence – acts (actions or inactions) of physical, sexual, psychological or economic violence committed in the family or within the limits of the place of residence or between relatives, or between former or current spouses, or between other persons who live together (lived) in the same family, but are not (were not) in a family relationship or married to each other, regardless of whether the person who committed domestic violence lives (lived) in the same place as the victim, as well as threats to commit such acts.

The **legislation of Ukraine** in the field of combating domestic violence defines four forms of violence: *physical, sexual, psychological* and *economic.*

In the case of detection (confirmation) based on the results of the assessment of the facts of an immediate threat to the life or health of the child, immediate measures are taken to ensure its safety. The child may be urgently referred to health care institutions for examination of his health, provision of necessary medical assistance and documentation of the facts of ill-treatment of him.

In case of urgent removal from the family, the child can be ***temporarily accommodated in:***

- a family of relatives, acquaintances;
- the family of the foster carer;
- a shelter for children or a social-psychological rehabilitation center of children;
- center for social support of children and families;
- social rehabilitation center (children's town);
- children's home, children's boarding house of the social welfare system protection of the population;
- stationary service (department) of the center of social services, which carries out social and psychological rehabilitation of children;
- inpatient service (department) of social and psychological rehabilitation of children of the center for the provision of social services.

Task 4. Read and translate the text

Children who suffered as a result of armed conflicts

A child who suffered as a result of armed conflicts is a child who as a result of hostilities or armed conflict:

➢received an injury, contusion, mutilation;

➢ suffered physical, sexual, psychological violence;

➢ was stolen or illegally taken out of Ukraine;

➢ was involved in military formations;

➢ was held illegally, including in captivity (Article 1, Law "On Protection of Childhood"). The main needs and problems of children affected by military actions and in need of urgent solutions are listed in Table.

Table

**Children's needs and problems,
who suffered as a result of hostilities**

Problems	Influence on the life and development of the child
Physical security	Children in war zones are at risk of physical violence and injury. The most difficult cases are when children are injured and maimed due to shelling, bombing, detonation of mines and other explosive objects
Psychological well-being	Military operations can seriously traumatize the psyche of children. They are constantly in stressful, traumatic situations, experiencing the loss of loved ones. This can lead to the appearance of psychological problems, such as post-traumatic stress disorder (PTSD), anxiety, depression …
Lack of access to basic needs	Children in war zones often have limited access to food, drinking water, medical care and other basic needs. Hunger, unsatisfactory hygienic conditions and diseases negatively affect the development and psychological state of children
Education	Many children in conflict regions lose the opportunity to receive education due to destroyed schools, loss of parents or unstable situation in the region
Protection from violence	Children in war zones are often victims of violence, including psychological, physical and sexual abuse. Ensuring the protection of children from violence is an urgent task
Separation from family and loss of parents	Children may lose their parents or be separated from them due to hostilities or deportation. This leads to the loss of family relationships, temporary placement in children's institutions or family forms of education
Migration and forced resettlement	Due to hostilities, children are forced to become refugees or internally displaced persons. They need shelter, medical assistance, provision of vital needs and protection in new conditions

Task 4.1 Complete your vocabulary with words in bold
Task 4.2. Make sentences with them
Task 4.3. Analyse content of the Table and be ready to make short summary of it.
Task 4.4. Prepare the example of case according to topic

Task 5. Read and translate next points.

Children who as a result of hostilities and armed conflicts:

1) received an injury, contusion, mutilation;

2) were subjected to physical and sexual violence;

3) were stolen or illegally exported outside of Ukraine;

4) were involved in participation in the actions of paramilitary or armed forces formations;

5) illegally detained, including in captivity;

6) suffered psychological violence.

Mothers admitted which **psychological problems** have been bothering their children recently:

- fear of loud sounds (especially the smallest children under 9);

- irritability and apathy, indifference to studies and past hobbies (these manifestations are more common in children of middle and high school age);

- outbursts of anger, aggression (among all children);

-fear of the future, sleep problems, nightmares, problems with memory and concentration were more often recorded in older children (16-17 years old)

-representation of traumatic events in games and creativity – medium the youngest (3-9 years old).

Children who suffered as a result of military and armed actions conflicts, need various types of social services to restore their physical and psychological well-being and integration into society.

1. ***Psychological support and counseling:*** child survivors military actions and traumatic events, may require professional psychological help to overcome trauma and stress, which includes individual counseling and therapy.

2. ***Medical care:*** Children may need medical care to treat wounds, injuries, hypothermia and other physical problems they have suffered as a result of the conflict.

3. ***Education and psychosocial rehabilitation:*** it is important to ensure the possibility of receiving education for children who, as a result of military operations, do not have the opportunity to attend educational institutions. For children who have lost access to education, it is necessary to ensure access to educational programs, as well as provide pedagogical assistance to restore the educational process.

4. ***Protection from violence:*** children who have experienced various forms of violence need social and psychological assistance and provision of conditions for prevention and prevention of violent manifestations.

5. ***Restoration of family ties:*** in cases where children have lost contact with their families, services are provided to restore family ties and place the child in a family environment.

6. ***Resolving housing problems:*** Children may need temporary housing, especially if their homes have been destroyed.

7. ***Social integration and reintegration:*** children who witnessed traumatic events, experienced deportation or emigration, may need social help in integrating into a new environment, restoring normal life.

Social services and social assistance are provided to children, taking into account individual needs, by specialists in the social sphere, institutions and institutions of the social protection system, international organizations (UNICEF, Red Cross), non-profit public organizations, and volunteers.

Task 6. Read and translate the text

Orphans and children deprived of parental care

An orphan is a child whose parents died. ***Children deprived of parental care*** are children who were left without parental care in connection with:

- deprivation of parents' parental rights;
- removal from parents without deprivation of parental rights;
- recognition of parents as unaccountably absent or incapacitated, declaring them dead;
- punishment by parents in places of deprivation of liberty their detention during the investigation;
- the search for parents by the National Police, related with the absence of information about their location;
- long-term illness of the parents, which prevents them from performing their parental responsibilities;

and also children:

- separated from family;

- abandoned children;
- whose parents are unknown;
- children who were abandoned by their parents;
- whose parents do not fulfill their parental duties with reasons that cannot be ascertained in connection with the parents' stay in the temporarily occupied territory of Ukraine or in the areas of the anti-terrorist operation, carrying out measures to ensure national security and defense, repel and deter armed aggression of the Russian Federation in the Donetsk and Luhansk regions;
- homeless children (Article 1, Law of Ukraine "On Childhood Protection").

Regardless of the life circumstances that resulted in the child being left without parental care, the maintenance and upbringing of orphans and children deprived of parental care is ensured by the state (Article 24, Law of Ukraine "On Childhood Protection").

Homeless children are temporarily placed in children's shelters, centers for social and psychological rehabilitation of children, families of foster carers in order to ensure their social adaptation and preparation for returning to their native families or placement in family forms of education. Orphans and children deprived of parental care are given up for adoption or arranged for upbringing in a citizen's family (under guardianship or care, in foster families, family-type children's homes), or in residential institutions (children's homes, children's homes, boarding schools, orphanages).

Bodies providing social protection for orphans and children deprived of parental care:

• bodies of guardianship and care;

• services for children;

• centers of social services;

• local state administrations and local authorities municipality.

Orphans and children deprived of parental care, need social protection and support due to problems related to previous life conditions, as well as the need to protect their rights and ensure their interests (see Table).

Table

Needs and problems of orphans and children deprived of parental care

Problems	**Influence on the life and development of the child**
Psychological and emotional problems	**stress and trauma:** children who have lost a parent, a previous place of residence may experience stress and psychological trauma related to these losses search for stability: children need stability and security in their lives after the loss of a family
Social needs	**social isolation:** orphans and children deprived of parental care may feel isolated from peers and the community; the need for a family environment: the child's desire to have a family and a stable relationship with educators or guardians
Physical needs and safety	**housing and food:** providing children with safe housing and food is an important issue for their protection and well-being; **medical care:** providing access to quality medical care is a guarantee of ensuring the child's physical health
Education and development	**access to education:** ensuring the opportunity to learn and develop skills is the basis of a child's harmonious development and a basic need for preparation for a

	future independent life; learning support: the need for support, taking into account the consequences of the child's pedagogical "letting go", creating conditions for creative rehabilitation for successful learning
Protection	protecting children from any kind of violence, abuse or exploitation
Maintaining family ties	search for parents and relatives; supporting children in reestablishing ties with parents or other relatives, if this does not conflict with the child's interests
Preparation for independent life	acquiring skills for independent living: preparing children for adulthood by teaching self-care skills, financial literacy and independence; professional training

Task 6.1 Complete your vocabulary with words in bold
Task 6.2. Make sentences with them
Task 6.3. Analyse content of the Table and be ready to make short summary of it.
Task 6.4. Prepare the example of case according to topic

Task 7. Read and translate the table

Table

State social standards and benefits for orphans and children deprived of parental care, as well as persons from their number

Scope (sphere) of implementation	Minimum state guarantees and benefits
Material support	- material support, expenses for food, clothes and shoes; - providing for a child before granting him or her the status of an orphan or child deprived of parental care; - one-time state financial assistance at the end of an educational institution or at the end of such children's stay in various forms of employment after they reach the age of 18; - monthly maintenance of such children and persons from their number, provided that they study in higher educational institutions until they reach the age of 23 or until they graduate from the relevant educational institutions; - provision of such children with toys that contribute to development, sports equipment, newspapers and magazines, respectively, for children, youth, general knowledge and education; - financial support of foster parents, adoptive parents
Provision of housing	- at a level not lower than the standards established in the Housing Code of the Ukrainian SSR - after reaching the age of 18, if the children do not have their own housing in accordance with housing standards or have housing with characteristics lower than the established ones housing standards
Employment	- provision of a guaranteed first workplace, which cannot be changed at the employer's will within three years from the start of such work, and in case of impossibility of providing such a workplace - establishment of monetary compensation for this period

Task 7.1 Complete your vocabulary with words in bold
Task 7.2. Make sentences with them

Task 7.3. Analyse content of the Table and be ready to make short summary of it.
Task 7.4. Prepare the example of case according to topic

Task 8. Read and translate the table

Table

Problems of development and behavior of orphans/children deprived of parental care, which are addressed by social support

Directions	Problematic questions
Adaptation of the child to the conditions of family life	- relations with family members; - household problems; - conflict with biological children
Health	- development of a medical support plan and control over its implementation; - the need for specialized treatment, involvement of specialists; - recovery; - formation of a healthy lifestyle
Contact with biological parents, relatives	- information about the child's biological parents, relatives; - determining the form of the child's contact with biological relatives, if it does not negatively affect their development; - protection of parents and child from contact with biological relatives in case it negatively affects its development
Education and training	- help (if needed) in education and upbringing; - establishing contact with teachers, educators; - development of the child's talents; - inconsistency in the level of development of the child's age; - mismatch of educational level and age
Social and psychological problems	- psychological and psychotherapeutic support to overcome emotional trauma and stress associated with the loss of parents, change of usual living conditions; - organization of help from specialists in the event that parents cannot "equalize" the child's behavior; - psychological injuries of the child

Social adaptation	- contact with peers - school, kindergarten; - involvement in the work of children's and youth public institutions, children's groups, etc.; - establishing relations with the environment - neighbors, society
Physical development	- participation in the work of sports sections, clubs, circles;
Legal issues	- registration of the child's social status: an orphan or a child deprived of parental care; - processing of documents for the child; - protection of housing and property rights of the child; - provision of the provided benefits legally
Preparation for independent life	- preparing children for independent life after reaching adulthood, including learning self-care skills, financial literacy; - professional orientation, employment

Task 8.1 Complete your vocabulary with words in bold
Task 8.2. Make sentences with them
Task 8.3. Analyse content of the Table and be ready to make short summary of it.
Task 8.4. Prepare the example of case according to topic

Task 9. Read and translate the next points to Program

The program of preparation for independent living of graduates of institutions of institutional care and upbringing of children, persons from among foster families and family-type children's homes was approved by the order of the Ministry of Social Policy of Ukraine in 2018. The purpose of the program is to develop the competences of children who are in institutions of institutional care and education, and persons from foster families and family-type children's homes in matters of social integration, successful independent living, motivation for

informed and responsible life choices, approved by the order of the Ministry of Social Policy of Ukraine.

Tasks of the Program:

- formation of practical skills aimed at adaptation

the child to independent life, in particular with regard to solving household problems, managing own property and funds, receiving educational, social, medical, administrative and other services;

- development of communication skills, safe virtual communication;
- promoting the development of the ability to determine priorities, life prospects, and make decisions;
- development of healthy lifestyle skills, responsible parenting;
- motivation to consciously choose a profession, preparation for employment;
- formation of responsible behavior and active citizenship.

During the implementation of the program, it is planned to use the following forms of training: role-playing games, exercises, modeling situations, discussions, informational messages, etc. Group work and individual tasks are provided. Training classes are conducted by specialists of social service centers with students of senior and graduating classes of residential institutions.

Task 10. Read and translate the text

Children with disabilities

Children with disabilities are a socially vulnerable category that has certain defects of mental or physical development and needs medical, educational, psychological and social services, as well as the creation of a favorable social environment. The main limitations of children's life activities are associated with the following disorders and diseases:

- hearing and speech impairments (deaf, hard of hearing, speech-impaired);
- visual impairment (blind; those with weak vision);
- violation of intellectual development (mentally retarded; with delayed mental development, etc.);
- disorders of the musculoskeletal system;
- complex disorders of psychophysiological development (deaf-blind; with cerebral palsy; combined with mental retardation, etc.);
- chronic somatic diseases;
- psychoneurological diseases.

A child with a disability is a child with a persistent disorder of the body's functions, caused by a disease, injury or congenital defects of mental or physical development, which lead to the limitation of his normal life activities and the need for additional social assistance and protection (Article 1, Law of Ukraine "On the Protection of Childhood").

The Law of Ukraine "On Childhood Protection" defines measures of social protection of children with disabilities (Article 26):

- creation of necessary conditions equal to other citizens
opportunities for a full life and development with
taking into account individual abilities and interests;

- provision of material assistance;
- free specialized medical, defectological and psychological assistance and *free prosthetics;*
- free provision of means of individual correction;
- the opportunity to get a basic, vocational and higher education, ducation at home; inclusive education;
- benefits for parents of a child with a disability in the labor organization: reduced working hours, additional paid vacation, leave without pay.

Children with disabilities receive the necessary services in ***comprehensive rehabilitation centers***, ***educational rehabilitation centers, and special schools for children with disabilities.*** Children with disabilities, who cannot study in general educational institutions, are brought up in special comprehensive schools, comprehensive sanatorium schools, boarding houses for children with disabilities, in which they are maintained at the expense of the state.

The characteristic needs and problems of children with disabilities and with disabilities of mental or physical development are listed in Table.

Table

Problems and needs of children with disabilities and children with mental or physical disabilities

Problems	**Influence on the life and development of the child**
Physical limitations	Children with physical disabilities need help with mobility, care and rehabilitation. They may need wheelchairs, apparatus or other devices to ensure physical development and life support
Medical needs	Some children with disabilities may require ongoing medical supervision, treatment and medical procedures. This may include children with chronic illnesses,

	allergies or other conditions that require specialized care
Education and development	Children with disabilities have the right to access quality education, but often require a specialized approach to learning. This may include individualized pedagogical support, special classes, work with rehabilitation specialists and other specialists
Social isolation	Children with disabilities may experience social isolation due to physical limitations or stigmatization. It is important to create opportunities for these children to participate in social activities and interactions with peers
Financial and material needs	Families raising children with disabilities can face financial challenges due to additional costs for health care and special services. Providing financial support and access to services is essential to ensure the well-being of such families
Psychological support	Children with disabilities may experience stress, anxiety and depression due to their developmental characteristics. Psychological support and counseling are important for their mental health and well-being

Task 10.1 Complete your vocabulary with words in bold
Task 10.2. Make sentences with them
Task 10.3. Analyse content of the Table and be ready to make short summary of it.
Task 10.4. Prepare the example of case according to topic

Task 11. Read and translate the text

SOCIAL WORK WITH CHILDREN WITH DISABILITIES

Social work with children with disabilities is aimed at ensuring their well-being, development and integration into society.

The main tasks of social work with this category of children include:

1) ***ensuring access to education:*** ensuring equal access to quality education for children with disabilities. This may include
creation of inclusive learning environments, pedagogical support and other measures to facilitate learning;

2) ***development support:*** promoting the development of skills and potential of children with disabilities through rehabilitation activities, classes on the development of independence skills;

3) ***social integration:*** ensuring the social integration of children with disabilities into society, which involves assistance in interaction with peers, participation in social and cultural events and the formation of civic activity;

4) ***psychological support:*** children with disabilities may experience stress, anxiety and depression due to the specifics of their development and condition. Social worker specialists provide psychological support to both children and their families;

5) ***legal support:*** consultations on ensuring the rights and interests of children with disabilities, assistance in solving legal issues;

6) ***support of a family*** upbringing a child with a disability through information, consultations, training on child care and use of available resources;

7) ***creation of a barrier-free environment:*** ensuring barrier-free access conditions for children with disabilities to participate in all aspects of life, including education, leisure and cultural events.

8) ***overcoming stigma and discrimination:*** raising public awareness and combating stigma and discrimination that children with disabilities and their families may face.

A person with special educational needs is a person who needs additional permanent or temporary support in education process in order to ensure her right to education. **Inclusive education** is a system of educational services guaranteed by the state, which is based on the principles of non-discrimination, consideration of the multifacetedness of a person, effective involvement and inclusion of all its participants in the educational process (Article 1, Law of Ukraine "On Education").

Assistance in organizing the educational process for children with special educational needs in an inclusive class/group is provided by a teacher's assistant. The categories/difficulties of special educational needs are listed in Table.

Table

Categories (types) of special educational needs (difficulties)

Categories	General characteristics of the likely manifestation
Intellectual	limitation of the functioning of various degrees of manifestation of the prerequisites of intelligence (memory, attention, thinking, speech, volitional processes, motivation, etc.), intelligence itself (the ability to generalize, abstract, reason; produce thoughts, judgments; the ability to draw conclusions, etc.), the inventory of intelligence (acquired knowledge, abilities, skills)

Functional (sensory, motor, speech)	restriction of vital activity of various degrees of manifestation of auditory, visual, locomotor (musculoskeletal), speech functions (related to the reproduction of the sound-syllable structure of the word; speech intelligibility; tempo and rhythm; melodic and intonation pattern; voice characteristics; distinguishing speech sounds on hearing; use of vocabulary and grammar; reading, writing, communication)
Physical	restriction of the functioning of various degrees of manifestation of the organs and limbs of the child's body
Educational	limitation or uniqueness of the course of arbitrary activities of various degrees of manifestation (written activity, mathematical operations, etc.)
Socio-adaptive/ (personal, environmental difficulties) socio-cultural (in particular, interaction with representatives of certain cultures)	the presence of barriers on the way to the formation of skills: adaptation to the conditions of the social environment; organization of an adequate system of relations with social objects; manifestation of role plasticity of behavior; integration into social groups, assimilation of stable social conditions, adoption of norms and values of the new social environment, forms of social interaction; manifestations of the consequences of psychological trauma

Task 11.1 Complete your vocabulary with words in bold
Task 11.2. Make sentences with them
Task 11.3. Analyse content of the Table and be ready to make short summary of it.
Task 11.4. Prepare the example of case according to topic

Task 12. Read and translate the text

According to the degree of manifestation of special educational needs, there are five levels of support for a child in the educational process: level of support 1 – isolated minor problems/difficulties, level 5 – difficulties of the most severe degree of manifestation. Children with special educational needs problems manifest at "medium", "difficult" and "the most difficult" degrees (3-5 levels of support) need support.

A child/pupil assistant is a social worker, one of the parents or a person authorized by them (a natural person-entrepreneur) who provides social support services and has passed appropriate training/training organized by the center of social services.

Table

Indicators by which the individual needs of a child with special educational needs are assessed

Directions	**Evaluation indicators**
General characteristics	1) preliminary training (preschool education institution, general secondary education institution, rehabilitation institution, sports sections, etc.) 2) social skills; 3) emotional and behavioral components
The needs of the child	1) mobility; 2) self-service; 3) nutrition; 4) communication; 5) security; 6) orientation in space and environment; 7) other important information

Task 12.1 Complete your vocabulary with words in bold

Task 12.2. Make sentences with them

Task 12.3. Analyse content of the Table and be ready to make short summary of it.

Task 12.4. Prepare the example of case according to topic

Task 13. Read and translate the text

In conclusion, social support of children with special educational needs during ***inclusive education*** involves the ***following types of activities***:

- assistance in self-service;
- support in communication and communication with children, teachers and other persons;
- organization of food and assistance in taking food;
- organization of movement and assistance during movement;
- health monitoring, assistance in conducting necessary procedures;
- help during classes in circles, sections, clubs, cultural educational, sports and recreation, scientific and research associations on the basis of educational institutions;
- help during play activities for children of preschool age, other types of activities during the educational process;
- assistance during motor activity;
- organization of daytime rest (sleep) in preschool institutions education.

UNIT XII SOCIAL WORK WITH YOUTH

Themes and materials for classroom studies:
1. Social work with youth
Youth as a socio and demographic group
2. Types of psychological assistance services
3. Professional adaptation
4. Young people from among orphans and children,
deprived of parental care
5. Youth with disabilities
6. Youth in conflict with the law
7. Social Integration
Language skills: translation practice
Career skills: Procedure for the Organization of Social Services
Psychological assistant
Social service of social integration
Writing: translation practice in writing form
Vocabulary: terms, thematic words and expressions
Dilemma & Decision:
Factors provoking difficult life circumstances of young people
The main social risks of children and youth with disabilities
The main factors provoking the illegal behavior of teenagers
The main social problems of youth returning from prison
(Social Integration)

Task 1. Read and translate the text, pick up the essential details in the form of quick notes.

SOCIAL WORK WITH YOUTH

Youth as a socio and demographic group

Youth, as a specific socio-demographic group, is characterized not only by age limits, but also by a certain place it occupies in the social structure of society, features of social formation and development.

Youth is a relatively large socio-demographic group, which is distinguished on the basis of a set of age characteristics, features of the social position, socio-psychological qualities, which are determined by the social system, culture, laws of socialization and education in this society.

The normative and legal definition of the term ***"youth"*** or ***"young people***" is in those countries that have youth laws. In a number of countries, there is no normative regulation of youth policy at all, but there are laws on "youth work" or "work with children and youth". The age limits defining the category "youth" also differ. An international statistical classification that defines "youth" and "young people" as individuals aged 15-24 inclusive was proposed by the United Nations in 1981. ***Resolutions of the UN General Assembly devoted to youth issues*** (A/RES/50/81 (1995), A/RES/56/117 (2002), A/RES/62/126 (2008), define youth as ***the age group of 15-24 years.*** Therefore, at the international level, this age category is used to ensure statistical compliance when analyzing the situation of young people and developing recommendations on youth issues. International funds such as **the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), the World Health Organization (WHO)** use an expanded classification that distinguishes the concepts of ***"children", "adolescents", "youth" and "young people"***:

• children: 0–17 years;

• adolescents: 10–19 years old;

• young people: 10–24 years old;

• youth: 15–24 years old.

In statistical assessments of the situation of **young people in the European Union,** youth is defined by the age criteria of **15–29 years**.

Task 2. Complete your vocabulary with the highlighted words and make sentences with them

Scientists working in the field of youth distinguish **three main periods** in the life of a young person:

1) ***the search period***, when a young person determines and makes a decision – who to be, what/how to be, what profession, specialty to choose, how and in which field of activity to realize their knowledge, abilities, talents;

2) ***the period of integration into society*** – the first few years of work at the enterprise, in science, culture, and other fields;

3) the third period is associated with ***the intensive productive activity*** of a young person who already has an education, a profession, often a family, certain living conditions.

The category "youth" includes the age period of a person's transition from childhood dependence to an independent life. The problems that arise in the process of becoming a young person are conventionally divided into ***social and personal***:

1) ***social problems of young people***: determining the role and place of a young person in society; formation of value orientations of young people and their moral priorities; position on the labor market; ensuring a certain educational level of youth; political orientations and electoral behavior of young people;

2) ***personal problems of young people***: searching for the meaning of life; professional self-determination; love; creating a family; relationships with adults and peers; health and lifestyle.

The state youth policy aims to provide conditions for personal development, social activity and employment of Ukrainian youth, the main tasks and directions of which are defined by ***the Law of Ukraine "On the Basic Principles of Youth Policy"***. Formation and control over the implementation of state policy in the youth sphere is carried out by the youth policy department of ***the Ministry of Youth and Sports of Ukraine***.

International experience demonstrates ***two nationwide models of social work with youth*** – ***integrative*** and ***deficient***.

The integrative model is social work in the broadest sense, which is aimed at the socialization of young people.

A deficient model of the development of social work, focused primarily on socially vulnerable sections of the population, risk groups. Implementation of the integrated model requires significant financial, as well as human and material resources. Therefore, most countries with a market economy, including Ukraine, have chosen a deficit model of social work development. At the same time, over the past ten years, elements of an integrated model of social work with youth have been implemented in Ukraine through the development of state policy in the youth sphere and the implementation of youth work programs and projects. Social work with a youth audience includes two main areas aimed at ensuring a favorable environment for the development and social formation of young people:

1) social work aimed at helping ***socially vulnerable categories*** of youth involves the provision of social services, support in difficult life situations, including issues of education, health care, housing, inclusive education for youth with disabilities, etc.;

2) activities of social institutions aimed at ***revealing the social and creative potential of young people (youth work)***, which involves the creation of conditions for the development and self-realization of young people, including various educational and cultural and artistic initiatives, support for youth associations and other forms of activity that promote personality development and integration into society.

Social work with youth is a specialized professional activity aimed at providing support, counseling and other social services to young people in various aspects of their lives. The main goal of social work with young people is to promote the social, psychological, educational and emotional development of young people, as well as to ensure their inclusion in society and support in various difficult life situations.

The ***main goal of social work with youth*** is to create conditions for positive socialization of the individual, to promote his social adaptation and self-realization in the interests of both the individual himself and society as a whole.

Task 3. Read and translate the next points.

Social work with youth of socially vulnerable categories regulated by ***the Laws of Ukraine "On social work with families, children and youth", "On Social Services"***.

However, the regulatory and legal documents regulating the provision of social services and the provision of social services in Ukraine do not single out youth as an object of social work, so the generalized term **"persons in difficult life circumstances"** is used.

The reasons that can provoke difficult life circumstances of a young person, which he cannot solve on his own, are defined by ***the Law of Ukraine "On Social Services".*** Predominantly difficult life circumstances are related to a person's state of health, social status, and antisocial behavior. The main factors provoking difficult life circumstances of a young person are given in table.

Table

Factors provoking difficult life circumstances of young people

Groups	**Factors**
Health status	- partial or complete loss of motor activity, memory; - incurable diseases, diseases that require long-term treatment; - mental and behavioral disorders, including the use of psychoactive substances; - disability
Social status	- homelessness; - unemployment; - poverty; - loss of social ties, including during staying in places of

	deprivation of liberty; - damage caused by fire, natural disaster, hostilities, terrorist act, armed conflict, temporary occupation
Antisocial behavior	- cruel treatment; - gender-based violence; - domestic violence; - falling into a situation of human trafficking

Task 3.1 Complete your vocabulary with words in bold
Task 3.2. Make sentences with them
Task 3.3. Analyse content of the Table and be ready to make short summary of it.
Task 3.4. Prepare the example of case according to topic
Task 4. Read and translate the text.

According to the ***Procedure for the Organization of Social Services, approved by the Cabinet of Ministers of Ukraine,*** the highest ***risk of falling into difficult life circumstances*** due to the influence of adverse external and/or internal factors is in the following categories of youth:

- women who expressed their intention to abandon a newborn child;
- persons from among orphans and children deprived of parental care;
- persons with special educational needs;
- adult incapacitated persons (if they do not have a guardian);
- internally displaced persons;
- persons released from prisons;
- combatants and war veterans;
- internally displaced persons;
- persons living in the temporarily occupied territory.

Social work with youth is based on definition of individual problems and needs of the individual and, accordingly, involves the

implementation of ***individual interaction algorithms***. Experts identify the following ***categories of youth***:

youth studying (school, university);

young people looking for their first job;

young people who started a family (young family);

young people who have given birth to child;

young people engaged in scientific activity;

young people who need to improve living conditions;

rural youth, etc.

This distribution of youth unites them according to specific needs, which enables social work specialists to determine appropriate directions and forms of social work and support.

Task 5. Read and translate the next points about *Psychological assistance*. Complete your vocabulary with the highlighted words and make sentences with them.

PSYCHOLOGICAL ASSISTANCE

Participants in military operations and persons with disabilities as result of the war have the right to receive free psychological assistance in accordance with the ***Procedure for providing free psychological assistance*** to persons who are discharged or discharged from military service, from among war veterans, persons who have ***special merits to the Motherland***, family members of such persons and family members of deceased (deceased) war veterans and family members of deceased (deceased) ***Defenders of Ukraine*** in accordance with ***the Law of Ukraine "On the Status of War Veterans, Guarantees of Their Social Protection" (2022).***

Psychological assistance includes:

- diagnosis of the psychological state of the recipient of services using valid psychometric methods;
- support and recovery of a person's functioning in the physical, emotional, intellectual, social sphere;
- psychotherapy of mental and behavioral disorders, which arose as a result of illness/injury, participation in hostilities, emergency situations, captivity, serving a sentence, etc.;
- psychological education and information, psychosocial support of the recipient of services and his family members.

Psychological Assistance may include ***group work, psychological first aid, diagnosis, education and information, counseling, psychotherapy***. The types of psychological assistance services are detailed in Table.

Table

Types of psychological assistance services

Type of services	**Content of the service**
Group work	conducting psychological trainings, classes on psychological informing, providing psychological assistance in support groups using standardized procedures aimed at self-disclosure of the participants of such groups, updating existing experience and finding ways to solve one's own psychological problems, forming self-knowledge and self-development skills, mastering new communicative and behavioral strategies
First psychological aid	a set of measures for psychological support and practical assistance to individuals immediately after traumatic events with the aim of reducing stress symptoms, promoting short- and long-term functioning strategies and overcoming stressful situations by individuals

Psychological diagnosis	conducting an assessment of the current psychological state and individual psychological characteristics of the recipient of services, monitoring his mental state, determining the need for and optimal methods of psychological assistance
Psychological education and information (psychoeducation)	carrying out information and educational work by specialists with the aim of preventing and preventing the development of mental and behavioral disorders, forming a general understanding of one's own mental health and the skills of caring for it
Psychological counseling	holistic, conscious and planned application of science-based methods of psychological assistance to persons who are in difficult life circumstances, have experienced extraordinary events, have emotional and behavioral problems that do not meet the diagnostic criteria of mental disorders, and may also be concomitant with mental disorders
Psychotherapy	holistic, conscious and planned application of scientifically based methods of psychotherapy with the aim of preventing and/or overcoming mental and behavioral disorders, solving personal and interpersonal problems, restoring or compensating mental functions and improving the quality of life of the recipient of services
Emergency (crisis) psychological assistance	a set of measures that are carried out in the event of an acute stress reaction or an acute crisis

Psychological assistant can be received ***remotely, individually, with family members and in a group of no more than 10 people***. The choice of the form of service provision depends on the type of service, purpose, tasks, stage and ways of providing psychological assistance.

Free psychological assistance is provided at three levels according to the results of psychological diagnosis. The life circumstances of the

recipient of services, his state of health, and mental state are also taken into account. Levels of psychological assistance:

1) socio-psychological support and accompaniment;

2) psychological rehabilitation;

3) complex medical and psychological rehabilitation.

Such forms of psychological assistance as *psychological education,* psychological diagnostics, group work, psychological counseling are carried out at all levels, but have different content. Psychotherapy is carried out at the second and third level. Regardless of the level of assistance, clients may need emergency (crisis) psychological assistance in order to stabilize their mental state, restore their previous level of functioning, and prevent adaptation disorders.

The purpose and forms of psychological assistance to combatants of the appropriate level are detailed in the table

Table

Levels of provision of free psychological assistance to combatants

Level	**Purpose of assistance**	**Subjects**	**Forms of provision**
1.Socio-psychological support	Promotion of social adaptation (re-adaptation), promotion of mental health and psychosocial well-being, implementation of preventive measures for groups, families and individuals who have the	due to the influence of adverse external and/or internal factors	• mental health care services integrated into the primary medical care system; • professionals who are not mental health specialists but have received the appropriate training (e.g. social workers) • persons who are

	highest risk of falling into difficult life circumstances		not specialists in the field of mental health, but have received appropriate training (for example, members of public associations of veterans and persons with disabilities, employees of health care institutions and educational institutions, etc.) • individual – in the absence of third parties; • family – together with persons who are in a family relationship or live in the same family; • group – in a group with other recipients of service consisting of no more than 10 people
2.Psychological rehabilitation	Solving actual or specific psychological problems that arose, in particular, as a result of psychological trauma in extreme situations (participation in	specialists included in the Register service providers from psychological rehabilitation for veterans and	• on an outpatient basis, in particular through the organization of on-site service; • remotely at the request of the service recipient, if the service provider is able to do so

	hostilities, being in captivity, serving a sentence, etc.), in emergency situations (fires, destruction of buildings, etc.), in crisis situations (divorce, death of loved ones, etc.).	their family members (published on the official website of the Ministry of Veterans Affairs)	
3.Complex medical and psychological rehabilitation	Restoring or compensating for impaired mental functions, personal attributes and the system of relationships of service recipients, creating conditions for a full-fledged exit from a psychological crisis in order to preserve their health, restore fighting capacity or work capacity, mental and social mechanisms of adaptation	specialists included in the Register service providers from psychological rehabilitation for veterans and their family members (multidisciplinary that carry out medical and psychological rehabilitation with the use of psychological, psychotherapeutic, if necessary medicinal methods and physical rehabilitation)	• inpatient or outpatient at the request of the recipient of services; • remotely, depending on the individual psychological problems of the service recipient

Task 5.1 Complete your vocabulary with words in bold
Task 5.2. Make sentences with them
Task 5.3. Analyse content of the Table and be ready to make short summary of it.
Task 5.4. Prepare the example of case according to topic

Task 6. Read and translate the next points about *PROFESSIONAL ADAPTATION*. Complete your vocabulary with the highlighted words and make sentences with them.

PROFESSIONAL ADAPTATION OF YOUTH AND WAR VETERANS

Veterans and war veterans released from military service from among war veterans have the right to social and professional adaptation (Article 8 of the Law of Ukraine "On Social and Legal Protection of Military Personnel and Their Family Members").

The mechanisms for ensuring social and professional adaptation of war veterans are regulated by the Procedure and conditions for ensuring social and professional adaptation of persons who are discharged or released from military service, from among war veterans, persons who have special merits to the Motherland, family members of such persons, family members of ***the deceased war veterans***, family members of fallen (deceased) ***Defenders of Ukraine*** and ***injured participants of the Revolution of Dignity,*** approved by the Resolution of the Cabinet of Ministers (2017).

Social adaptation – assistance in conducting an analysis of the life situation, determining the main problems, ways to solve them; provision of information on issues of social protection of the population; training, formation and development of social skills, abilities; assistance in strengthening/restoring family and socially beneficial ties, organization of

daytime employment and leisure time. Social adaptation is carried out by subjects of social work, which are included in the Register of providers and recipients of social services, in accordance with ***the State Standard of Social Adaptation.***

Professional adaptation – measures aimed at restoring and improving professional skills and abilities through professional training, providing information, consulting and career guidance services on the specified issues, increasing their competitiveness on the labor market.

Professional adaptation for labor occupations is carried out by ***territorial employment centers*** through professional orientation, initial professional training, retraining and advanced training taking into account the skills, abilities and wishes of persons undergoing adaptation. Professional adaptation of persons with disabilities as a result of the war is organized in accordance with the recommendations of the medical and social expert commission, defined in the individual rehabilitation program.

The sequence of receiving professional adaptation services:

1) the person applies to the territorial body of social protection of the population with an application and relevant documents;

2) the body of social protection of the population issues a referral to the territorial employment center or other institution for professional orientation regarding the choice of vocational training;

3) based on the results of professional orientation, a conclusion is prepared regarding the direction of professional training;

4) in accordance with the conclusion on professional orientation, the social protection body of the population issues a referral for professional

training to the appropriate educational institution or other subject of educational activity;

5) a person undergoes professional training and after a successful training course according to the relevant educational (educational) pogroms and receives documents.

Vocational training is carried out in full-time, evening (shift), part-time, distance, external form of training, with and without separation from production, and according to individual training plans. The period of professional adaptation of persons is established on the basis of the periods provided for obtaining the appropriate level of education.

Professional adaptation of persons with higher education is carried out by:

- obtaining another specialty on the basis of a previously obtained degree (level) of education, advanced training, specialization, including with a shortened period of study;
- obtaining the second (Master's) level of higher education on the basis of the first (Bachelor's) level of higher education.

On the order of the social protection body, professional adaptation is also carried out on targeted courses according to the curriculum approved by the institution that organizes the relevant courses. The term of advanced training on courses depends on the purpose and difficulty of training and is no more than 500 hours.

Taking into account that the number of participants in combat operations is constantly increasing and there are constant changes in regulatory and legal documents, in accordance with the demands of the present, in 2023 the Ministry of Social Policy and the Ministry of War

Veterans Affairs started the implementation of a new social institution: ***a veteran's assistant***. On the initiative of the Ministry of Veterans, the institute of the veteran's assistant is being introduced as part of the system of transition from military service to civilian life as part of territorial communities.

A veteran's assistant is a specialist in accompanying veterans who supports the transition from military service to civilian life for veterans.

The introduction of support is aimed at helping veterans in implementation of the opportunities, rights, guarantees, and benefits provided for by the legislation and is carried out upon the veteran's request to the veteran's assistant.

Veterans' assistants are selected based on the results of testing and interviews with a commission established by local authorities.

Task 7. Read and translate the next points about *YOUNG PEOPLE FROM AMONG ORPHANS AND CHILDREN, DEPRIVED OF PARENTAL CARE*. Complete your vocabulary with the highlighted words and make sentences with them.

YOUNG PEOPLE FROM AMONG ORPHANS AND CHILDREN, DEPRIVED OF PARENTAL CARE

Social support is needed by young people who are under the age of 18 years were left without parental care, especially those of them who were deprived of a family environment and were brought up in residential institutions.

Persons from the number of orphans and children deprived of parental care – persons aged 18 to 23 whose parents died or died before the age of 18, and persons who were classified as children deprived of

parental care. Graduates of institutions for orphans and children deprived of parental care – persons who were on full state support in an institution for orphans and children deprived of parental care, and ended their stay in the specified institution in connection with graduation (Article 1 of the Law of Ukraine "On Ensuring Organizational and Legal Conditions for the Social Protection of Orphans and Children Deprived of Parental Care"). Peculiarities of upbringing in institutions of institutional care are the cause of a number of specific problems that arise in graduates of residential institutions when they leave care for independent adult life:

- the need for graduates of boarding schools to establish new social ties;
- social adaptation problems related to housing provision;
- problems in household organization and self-care;
- loss of landmarks and values as a result of transition from conditions from total control to complete lack of control and freedom of action;
- risk of getting into difficult life circumstances, need systemic social support;
- failure to form a positive model of the future family;
- low level of professional motivation.

Provision of housing. One of the significant problems with which faced by orphaned youth is the lack of housing or the uninhabitable condition of the housing they own.

Continuation of studies. Orphans and children deprived of parental care, after leaving care, mostly continue their education in institutions of vocational and technical education or higher education.

Professional orientation. The professional orientation of young people from among orphans and children deprived of parental care is

mainly focused on the possibility of quickly achieving economic independence and does not always take into account the abilities and aspirations of a young person.

Employment* of *Youth among orphans and children deprived of parental care have problems with further employment, which is related to the following issues:

- provision of housing;
- expectation of salary level, etc.

Material support. One of the significant problems of youth from among orphans and children deprived of parental care at the beginning of independent adult life is financial support. Objective reasons for the difficult financial situation of young people:

- problems with employment;
- employment in low-paid positions;
- lack of necessary financial and informational resources to start your own business, entrepreneurship or self-employment.

Life problems of young people from the number of orphans or children deprived of parental care are determined according to the results of sociological research, given in Table.

Table

Problems faced by young people from the number of orphans and children deprived of parental care after leaving care

Problems	**Reasons that provoke problems**
Economic difficulties	Lack of a stable source of income or financial support, which is the cause of financial difficulties and material insecurity
Unformed skills of organizing independent life	Lack of necessary skills to organize one's own life, such as budgeting, cooking, finding work and housing, etc.

Dwelling	Problems of providing housing due to its lack or unsuitability for living, impossibility of paying housing rent
Education	Limited access to education, continuing education, which limits career opportunities
Social isolation	Feeling of isolation or rejection due to loss of support from guardians, familiar environment, stigmatization of orphans in society
Health and psychological state	Psychological problems, lack of or limited access to medical services
Security risk	Orphans and children deprived of parental care are more vulnerable to various forms of exploitation and violence
Transition to adult life	Difficulties with finding a job or organizing employment, finding a partner, creating your own family

Task 7.1 Complete your vocabulary with words in bold
Task 7.2. Make sentences with them
Task 7.3. Analyse content of the Table and be ready to make short summary of it.
Task 7.4. Prepare the example of case according to topic

Task 8. Read and translate the next points about *SOCIAL SERVICE OF SOCIAL INTEGRATION*. Complete your vocabulary with the highlighted words and make sentences with them.

SOCIAL SERVICE OF SOCIAL INTEGRATION

Social service of social integration – a set of measures to provide assistance to graduates of residential institutions/institutions, aimed at developing social competence, promoting the realization of personal potential during the transition to independent living, minimizing the risks of falling into difficult life circumstances.

A graduate of a residential institution/institution – a pupil of a residential institution/institution from among orphans, children deprived of parental care, who in the current academic year acquires basic or full general secondary education; a person from the number of orphans and children deprived of parental care, who was brought up in a residential institution/institution (State standard of social services for social integration of graduates of residential institutions/institutions).

The basis for providing the social service of social integration is a ***written/oral appeal*** from the children's affairs service, the head of a residential institution/institution, or a personal appeal from a person from among orphans and children deprived of parental care who was brought up in a residential institution/institution. Measures implemented during the provision of social integration services are listed in Table.

Table

The main measures that make up the content of the social service of social integration of graduates of residential institutions

Direction	Content
Psychological support	help in the formation of positive motivation, self-confidence, positive self-esteem, communication skills, resolution of conflict situations, etc.
Formation of social skills	development, formation and support of social skills of independent living, self-care, budget planning, decision-making and implementation, formation of a healthy lifestyle and safe behavior, communication skills, etc.
Consultancy	counseling on issues of professional self-determination, obtaining an education, employment
Family and social ties	assistance in strengthening/restoring family and socially beneficial ties (meetings, conversations, communication with positively disposed relatives of the recipient of the social integration social service)

Mentoring	selection and confirmation of the mentor, providing support to the mentor in his activities
Information	informing about the rights and guarantees established by the current legislation for orphans and children deprived of parental care
Redirection	referral of the recipient of social integration services to other providers of social integration services, including for receiving specialized services
Representation of interests	mediation and representation of the interests of the recipient of the social integration service; correspondence with other entities providing social services, processing requests to institutions and organizations

Task 8.1 Complete your vocabulary with words in bold
Task 8.2. Make sentences with them
Task 8.3. Analyse content of the Table and be ready to make short summary of it.
Task 8.4. Prepare the example of case according to topic

Task 9. Read and translate the next points about Social support for young orphans in difficult life circumstances.

Social support for young orphans in difficult life circumstances is provided by social service centers on a general basis as for persons in difficult life circumstances. The main problems that are solved during the provision of social services by specialists of social service centers to persons from among orphans and children deprived of parental care:

- paperwork;
- solving housing problems, including improvement of housing conditions and assistance in registering apartments;
- establishment (restoration) of social ties;
- receiving help in treatment, care;
-getting access to more educational opportunities or social activity;

- training in safe lifestyle skills regarding HIV infection;
- assistance in employment;
- socio-psychological support: development of communicative skills skills, building self-confidence and positive self-esteem, acquiring skills for avoiding and resolving conflicts, solving personal problems;
- assistance in employment or retraining, advanced training, continuing education;
- solving such complex social problems as registration, placing on the apartment register, renewing the right to housing, repayment of arrears for communal services.
- assistance in obtaining benefits provided for by law.

Task 10. Read and translate the next points about *YOUTH WITH DISABILITIES*. Complete your vocabulary with the highlighted words and make sentences with them.

YOUTH WITH DISABILITIES

The category of youth with disabilities is in the "zone of social rejection" and needs social support.

A person with a disability is a person with a stable disorder of body functions, which when interacting with the external environment can lead to the limitation of his life activities, as a result of which the state is obliged to create conditions for him to exercise his rights on an equal basis with other citizens and ensure his social protection (Article 2 of the Law of Ukraine ***"On the Basics of Social Protection of Persons with Disabilities in Ukraine"***).

Disability as a measure of loss of health and recognition of a person as disabled determined by an expert examination in the bodies of medical

and social examination (MSE) of ***the Ministry of Health of Ukraine.*** The first, second, and third groups of disabilities are established depending on the degree of impairment of body functions and limitation of life activities, and for persons under the age of 16 – the category "child with disabilities." **The main causes of disability:**

diseases of the circulatory system;

malignant neoplasms;

injuries and poisoning;

diseases of the nervous system;

diseases of the senses;

diseases of the musculoskeletal system and connective tissues.

Types of disability:

- general diseases;
- occupational disability;
- occupational disease;
- disability from childhood;
- disability since childhood as a result of injury (contusions, mutilation);
- disability associated with combat operations during the war;
-disability associated with the accident at the Chornobyl.

In regulatory documents and departmental statistics, there is no distinction between the category of "young persons with disabilities". This category includes children with disabilities **aged 14 to 18** and **persons with disabilities aged 18-35**.

Young people with disabilities face problems in almost all areas of life. According to the results of sociological research, the **main social risks** of children and youth with disabilities are concentrated **in 8 main**

areas: ***financial support, medical care, psychological assistance to persons with disabilities and their parents, education and vocational training, employment, communication, hobbies, preparation for independent life , barrier-free movement*** (see Table).

The main social risks of children and youth with disabilities

Spheres	**Reasons that provoke problems**
Material support	the difference between the real living wage and established disability benefits; provision of certain vital needs is not regulated by law; limitation of free provision of technical and medical means of treatment, rehabilitation, compensation for defects and diseases etc.
Health care	insufficient amount of free treatment, prevention, rehabilitation, diagnostics; limitation of measures for improvement and sanatorium treatment etc.
Psychological assistance to persons with disabilities and their parents	lack of appropriate centers and specialists; limited material and technical and informational and methodological support of innovative work methods
Education and professional training	lack of special groups in kindergartens and special classes in secondary schools, special schools, especially in small settlements; insufficient quality of home education and special training of teachers who carry it out; lack of vocational training and opportunities for free continuing education
Employment	non-fulfillment of statutory employment quotas; lack of special workplaces, acceptable regime and working conditions; no opportunities for homework;

	limited number of specialized enterprises; ineffectiveness of measures of the State Employment Service
Communication, hobbies	lack of centers, clubs, day centers for social adaptation, centers for social and psychological rehabilitation of children and youth with disabilities, creative workshops, etc.; lack of innovative forms of work - mutual aid groups, special shifts in recreation camps, other forms of state work and public organizations dealing with disability issues
Preparation for independent life	lack of social adaptation centers, centers for social and psychological rehabilitation of children and youth with disabilities; lack of professional guidance and training institutions; no work is being done to promote employment, create specialized dating services, etc.
Barrier-free movement	non-fulfillment of legislative requirements regarding adaptation of construction facilities and transport to the needs of people with disabilities; limitation of transport privileges

Task 10.1 Complete your vocabulary with words in bold
Task 10.2. Make sentences with them
Task 10.3. Analyse content of the Table and be ready to make short summary of it.
Task 10.4. Prepare the example of case according to topic

Task 11. Read and translate the next points about *YOUTH WITH DISABILITIES*. Complete your vocabulary with the highlighted words and make sentences with them.

YOUTH IN CONFLICT WITH THE LAW

One of the categories of youth in need of social support and assistance are young people who are in conflict with the law.

A conflict with the law is a situation that arises as a result of a person's violation of legally established norms and entails certain sanctions. **A young person in conflict with the law** is a person **aged 14 to 35** who has committed an offense and/or is under preventive registration in the department/sector of juvenile prevention, or is serving a sentence based on a court sentence (related to deprivation of liberty or alternative punishment).

There are no official statistics on youth crimes. Statistical data refer to the illegal behavior of minors (under 18 years of age) and young people aged 18-29. distinguish the following reasons for illegal behavior of minors:

- family disadvantage: incomplete, dysfunctional, low-income family, low level of education of parents;
- unemployment: difficulty finding employment, lack of available leisure and development facilities;
- low level of education, mismatch of age knowledge;
- raising a child in an antisocial environment;
- pathological character traits;
- personal conflicts and relationship problems; - material and household problems.

The main risk factors provoking the illegal behavior of teenagers are given in **Table.**

Table

The main factors provoking the illegal behavior of teenagers

	Factors
Personal	***state of health, physical condition, temperament, specific***

factors	***character qualities:*** - accentuation of character; - impulsiveness; - inability to manage emotions and feelings; - inability to think critically, logically and consistently; - inability to adapt to the situation; - lack of social skills; - lack of problem-solving skills; - lack of skills in forecasting consequences, setting goals and planning; - mental health problems ***personal criminogenic factors:*** - experience of delinquent behavior (previous participation in fights, vandalism, petty thefts, etc.); - experience of using psychoactive substances (alcohol, marijuana and other drugs); - the first experience of using psychoactive substances at the age of 14 or earlier ***the presence of antisocial views and beliefs:*** - tolerant attitude towards violations of the law; - self-identification with the criminal environment; - disrespect for the law, judicial authorities, police; - inability to sympathize; - resistance to changes, etc.
Factors of family influence	- difficult life circumstances of the family; - disruption of the family structure and negative psychological climate in families; - wrong pedagogical position of parents and inadequate style of family upbringing, low level of parental competence; - neglecting the child's problems and needs; - presence of criminogenic experience in parents or other family members; - parents' use of alcohol and various psychoactive substances; - if one of the family members has a criminal record or has been charged with a criminal offence or administrative responsibility - parents' indifference to the child's life;

	- limitation of time and topics for communication only by household matters
Factors of the school environment	- low level of school security (access to school territory by outsiders, sale of psychoactive substances on school territory); - excessively strict requirements for successful studies; - applying excessive disciplinary sanctions to students; - the practice of stigmatizing and branding those who lag behind in education and behavior; - high level of competition between students; - non-involvement of students in socially useful activities and extracurricular or extracurricular activities activities; low level of academic success; - bad relations with teachers and/or peers; - bullying of a child by peers; - the child has developed a negative attitude towards learning, school in general, absence child's vision of his future
Peer influence factors	- the presence in the teenager's environment of persons who are characterized by illegal behavior and groups of peers with an antisocial orientation; - unavailability of socially positive informal groups; - conflicts between teenage groups; - availability for minors of means of deviant behavior; - excessive pressure on minors of their group or, on the contrary, ignoring by law enforcement agencies and the public
Community factors	- limited resources for rest, meaningful and active leisure, acquisition of professional skills, spiritual development and/or medical care for minors; - high level of crime in the area of residence; - availability of alcohol and drugs/advertising, popularization of psychoactive substances. - absence of a network of institutions for children's leisure time, public and volunteer organizations, educational and preventive (or correctional) programs

Youth who are in conflict with the law have problems with socialization and adaptation to public life. Social work with this category of youth can be conditionally divided into the following groups:

1) young offenders deprived of their liberty with a suspended sentence, conditionally sentenced to imprisonment;

2) young offenders who are in prison;

3) young people who have returned from places of deprivation of liberty.

Conditional release from serving a sentence or suspension of sentence. In Ukraine, the practice of suspending the execution of the sentence, applying coercive measures of an educational nature, and administrative punishment is widely used, especially for young offenders. In order to have a positive impact on young offenders, "preferential" criminal institutions are applied: the imposition of a milder punishment than provided by law (Article 44 of the Criminal Code of Ukraine); conditional sentence (Article 45), suspension of sentence execution (Article 46), exemption from criminal liability and punishment (Article 50).

Young people who are serving a prison sentence. Persons sentenced to imprisonment, in accordance with the Criminal Enforcement Code of Ukraine, serve their sentences in correctional colonies - closed criminal enforcement institutions, which are created to serve a sentence of imprisonment for a certain period and life imprisonment (Article 2 of the Criminal Procedure Code). Persons who have committed criminal offenses under the age of 18 and who have been sentenced to imprisonment by a court verdict are kept in correctional institutions

(educational colonies). Most of the convicts have **specific characteristics** – mistrust, suspicion, anxiety, irritability, excitability, aggressiveness, as well as depression, a sense of own inferiority, etc. They are provoked by specific conditions of detention, namely:

1) isolation from society and placement in a closed environment;

2) limitation in meeting needs, primarily biological, due to total regulation of behavior;

3) forced inclusion in same-sex social groups.

Youth who have returned from places of imprisonment

The main social problems of youth returning from prison

Groups of problems	**Problems**
Psychological problems	Psychological injuries and emotional problems: - imbalance, nervousness, bitterness, aggressiveness; - conviction in a negative attitude society; - a feeling of loneliness, of being useless in society, own families; - non-acceptance of the new social reality; - depressing memories of bad treatment in places of imprisonment
Legal issues	***Legal illiteracy:*** - ignorance of the guaranteed rights, as in the context citizens of the state in general, as well as those who returns from places of imprisonment; - lack of knowledge about the names, mechanisms of activity of state institutions and agencies that provide assistance ***Issuance of legal documents:*** - obtaining a passport (both in exchange for a certificate of dismissal and obtaining it for the first time upon reaching the age of majority);

	- registration for place of residence
Housing provision	Problems with finding accommodation: - families can refuse support young people; - lack of accommodation
Material support	Limited material assets: - lack of money for travel institutions for registration documents; - payment of documents; - lack of security in the state of normal nutrition, treatment, purchase of clothes, etc.; - lack of ability to maintain housing, pay utilities
Employment	Problems with employment: -impossibility to immediately register in the center employment; - deadline for documents (passport, residence permit, military card) does not allow you to get a permanent job, but only a one-time, temporary, low-paid one; - reluctance of employers to hire former prisoners; -those who have returned from places of deprivation of liberty are mostly offered temporary and low-paid jobs; - young people do not want to work according to the specialties received in the colonies
Education and career guidance	Limited access to education: - limited opportunities in correctional colonies to acquire professional and technical education - discrepancy between the level of education and professional level qualifications required by employers
Medical support	Health problems and limited access to health services: - conditions of prison provoke gastrointestinal diseases tract, respiratory tract, skin diseases - impossibility to receive medical services due to lack of documents or money
Social problems	Youth returning from prisons may have social problems: - social isolation and lack of support; - loss of ties with family and friends; - use of alcohol and narcotic substances; - dependence on persons with criminal behavior

Task 11.1 Complete your vocabulary with words in bold
Task 11.2. Make sentences with them
Task 11.3. Analyse content of the Table and be ready to make short summary of it.
Task 11.4. Prepare the example of case according to topic

Task 12. Read and translate the next points.

The main directions of social work with young people who have problems with the law:

1) ***psychosocial support:*** promoting psychological recovery and supporting young people in overcoming fear, guilt and stress related to their life situation;

2) ***legal assistance:*** informing young people about their rights and responsibilities, providing assistance in protecting their rights and interests in various instances;

3) ***professional rehabilitation:*** support in professional orientation and professional training/improvement of qualifications in order to improve career prospects, assistance in employment;

4) ***educational work:*** development of positive values and skills that contribute to the avoidance of offenses and constructive behavior;

5) ***social integration:*** assisting young people in building relationships with family and social environment, peers, as well as integration into social and cultural activities;

6) ***relapse prevention:*** the work is aimed at preventing repeated offenses and avoiding factors that can provoke relapses;

7) ***facilitating the execution of the sentence:*** supporting young people in the process of fulfilling the terms of the sentence or an alternative type of punishment;

8) ***work with families:*** work with family members of young people, aimed at ensuring their support and restoration of relations;

9) ***public participation:*** involvement of young people in public initiatives and programs aimed at supporting their social integration.

Social work with young people in trouble with the law requires an ***individual approach*** and the *provision of comprehensive support, including psychological assistance, training and vocational rehabilitation, support in finding housing and work, as well as programs to restore social ties.* The main goal of social work with this category of youth is to support their social rehabilitation and avoid further offenses.

UNIT XIII YOUTH WORK IN SOCIAL SPHERE

Themes and materials for classroom studies:

1. Youth work implementation
2.Activity of the youth center
3. Classification of forms of youth work
4. Tasks, forms and methods of youth work

Language skills: translation practice
Career skills: Procedure for the Organization of Social Services
Psychological assistant
Forming an active civic position
Writing: translation practice in writing form
Vocabulary: terms, thematic words and expressions
Dilemma & Decision:
Contributing to the inclusion of young people in the society life.
The active involvement and participation of young people in the life of the community

Task 1. Read and translate the next points about *Youth work* .Complete your vocabulary with the highlighted words and make sentences with them.

YOUTH WORK

Work with young people is educational and conscious work with young people, characterized by volunteerism, aimed at forming an active civic position and contributing to the inclusion of young people in the life of society.

Youth work is an activity aimed at involving children and youth in social life, which is carried out by children and youth, together with children and youth or in the interests of children and youth with the help of joint decision-making tools (Article 1 of the Law of Ukraine "On the Basic Principles of State Youth Policy ").

The main goals and tasks of youth work:

- promotion of *personal development and self-realization* of young people.

- the formation of general humanity in children and youth, general cultural and *national values*, educational and cognitive, civic, social, communicative, entrepreneurial and other competencies.

- development of volunteering, street cultures, informal youth associations, national and *international exchange programs*, youth tourism.

- implementation of professional orientation programs, popularization and approval of a healthy and safe lifestyle, health culture.

- organization of meaningful leisure time and cultural and emotional development of the individual.

- provision of partnership support for children and youth living in the temporarily occupied territories and internally displaced persons.

- implementation of an inclusive approach and ensuring equal access of every young person to quality services and youth work opportunities (Article 13 of the Law of Ukraine "On Basic Principles of State Youth Policy").

Table

The main principles of youth work implementation

Principle	**Implementation content**
Integrity	Specialists in mobile youth work are completely "open" to all topics of interest to young people.
Work on personal relationships	Young people have the opportunity to build strong relationships with specialists and understand their way of life and life values, which are often very different from their own life beliefs

Support and resource orientation	Specialists focus on the problems of young people, not on the problems created by young people. They do not look at the shortcomings of teenagers, but emphasize their strengths, support in expanding opportunities for positive activities and solving problems
Orientation to needs	Establishing close contact allows specialists to identify the individual needs of young people and, based on this, together with clients, formulate appropriate offers
Voluntariness	Young people independently decide the form and duration of contacts with specialists: specialists who carry out street social work behave like guests in meeting places and accept the fact that under certain circumstances their presence is undesirable
General availability and flexibility	It is necessary to try to reduce the conditions and all the obstacles that prevent the establishment of trusting contact. The time, place and methods of work are determined according to the needs of young people.
"Accept as he/she is"	Regardless of whether young people want changes in their lives, what lifestyle they lead or what their mood is, specialists treat them with respect, maintain contact and try to understand their life situation and needs.
Trust protection	Without the permission of young people, specialists do not disclose their personal information and do not consider such a possibility. Only if there is a danger of harming yourself or smb

Subjects implementing youth work are both individuals and institutions and organizations of various departmental subordination and various forms of ownership.

Subjects of youth work are natural persons, natural persons – entrepreneurs, legal entities, regardless of organizational and legal form, form of ownership and subordination, that carry out youth work (Article 1 of the Law of Ukraine "On the Basic Principles of State Youth Policy").

The subjects of youth work can be young people, youth and children's public associations, other public associations, youth councils, student self-government bodies/organizations, youth centers, youth workers, charitable organizations, informal youth associations.

A youth center is an institution, enterprise, organization that carries out youth work to solve issues of social formation and development of youth.

Table

The main areas of activity of the youth center

Areas of activity	**Forms of implementation**
Affirmation civic position and development of youth leadership qualities	- informal education (lectures, trainings, workshops, workshops visits); - support and implementation of thematic youth projects; - thematic camping
National and patriotic upbringing	
Promotion of a healthy lifestyle	
Creative personality development, support of talented youth	- interest groups; - talent fairs; - youth projects; - grants
Promotion of employment	- participation in public works; - trainings, seminars on promotion level of financial, economic and entrepreneurial literacy of young people; - formation of effective young business leaders and

	competencies regarding conducting business; - internship - career guidance work;
Support of social activity of young people	- interaction with public organizations and associations; - volunteer activity; - resource support of youth NGOs
Meaningful leisure time for young people	- organization of cultural and leisure events; - youth projects
Informational and educational work	- study of public opinion; - study of national and international youth experience works; - informational and educational activities; - preparation of informational and advertising materials; - support for the work of the center's web resource

Forms of youth work are classified according to the organization of interaction between youth work specialists and young people: according to the number of participants, dominant means of influence, leading directions and types of activity are given in Table.

Table

Classification of forms of youth work

A sign of qualification	**Form of organization**
According to number of participants	- group work is the organization of work with a group of young people with difficult life needs or united common interests, through - individual work is the work of a specialist in involvement of group members in joint solutions of problems, satisfaction of common interests; - mass work involves participation in events large number of participants, mostly of a complex nature, which makes it possible to use the advantages of many methods within the framework of one form of work

According to means of influence	- practical (hikes, excursions, sports events, Olympiads, competitions, trainings, fairs, auctions, etc.); - visual (posters, social advertising, showing video films, galleries, exhibitions, thematic stands, etc.) - verbal (information, meetings, conferences, meetings, oral journals, etc.)
According to the leading field of activity	intellectual, sports-tourist, labor, artistic-aesthetic, local history, environmental, etc.
According to type of activity	- demonstration (exhibition, concert, competition, exhibition, fair, etc.); - entertainment and communication (social evening, situational role-playing game, productive game, etc.); - recreational travel (hiking, walking, etc.); - travel and research (excursion, expedition, etc.) - communication (discussion, lecture, conversation, dispute, etc.)

Task 1.1 Complete your vocabulary with words in bold
Task 1.2. Make sentences with them
Task 1.3. Analyse content of the Table and be ready to make short summary of it.
Task 1.4. Prepare the example of case according to topic

Task 2. Read and translate the *The main tasks of youth work:*

The main tasks of youth work:

1) ***informing:*** providing information on various topics that is interesting and useful for young people using various informational means and activities;

2) ***training:*** acquisition of new knowledge and skills by young people, which they can use both for personal development and in professional activities.

3) ***youth activism:*** direct youth activity and creation of conditions for the implementation of youth participation, represented by the following areas of work:

- participation of youth in solving personal problems, solving youth issues of the community, the state both through the activities of individual institutions and through personal initiatives;
- involvement of youth in youth events and projects, work of institutions and organizations;
- provision: creation of conditions for the implementation and provision of youth work through the development of youth infrastructure, provision and/or strengthening of youth work resources (personnel, financial, institutional, methodical, etc.).

4) ***help/support:*** provision of various types of help and support to young people who cannot solve problems on their own.

Table

Tasks and forms of youth work that ensure their achievement

Tasks of youth events	**Forms of implementation**
Information	• information and educational activities; • career guidance work; • informational and advertising materials; • information in social networks.
Learning: knowledge/skills	• informal education (lectures, trainings, master classes, work visits);

		• thematic events (camping); • internship; • youth exchanges/visits.
Activity	***Participation***	• youth projects; • participation in youth and children's work public organizations; • activity of youth centers/spaces; • volunteer activity; • participation in the work of youth consultative advisory bodies; • pupil and student self-government.
	Involvement	• interest groups; • public works • participation in the work of public associations; • participation in cultural and leisure activities; • participation in sports events and competitions.
	Software	• creation/support of activities of youth infrastructure institutions; • personnel training; • financial support of youth work; • methodical provision of youth work.
Help/support		• material support; • employment; • consultations (psychological, legal, pedagogical, etc.); • social assistance.

Task 2.1 Complete your vocabulary with words in bold
Task 2.2. Make sentences with them
Task 2.3. Analyse content of the Table and be ready to make short summary of it.
Task 2.4. Prepare the example of case according to topic

Task 3. Read and translate the *The main methods of youth work:*

Various ***methods*** used in social and pedagogical activities are ***implemented in youth work*** to achieve the planned tasks.

The method is a way of organizing theoretical and practical activities aimed at mastering the regularities of the process of development of objective reality; system of techniques for achieving the set goal.

The methods of youth work are the set of methods and tools that contribute to the personal development and social integration of young people, are aimed at forming an active civic position of young people and contribute to the inclusion of young people in the life of the community and society. In practical terms, the ***method of youth work*** is a concrete action that contributes to the qualitative change of the object (subject) of youth work. The main methods used in youth work, given in Table.

Table

Methods of youth work

Methods		**What are they used for?**
Sociological	Observations, surveys, observations, interviews, questionnaires, group biographical content, etc focus - interview, analysis, method	gathering information on certain social problems and determining the attitude of young people to them
Psychological	Testing, psychodrama, sociogram, socio-psychological training; psychotherapy (family, play, art therapy, fairy-tale therapy), etc	diagnosis of individual characteristics and planning psychotherapeutic and psychocorrective care based on results

Pedagogical	Methods of consciousness formation: persuasion, suggestion, example	formation of certain concepts, assessments, judgments, worldview of the individual
	Methods of organizing activities: assignment, social learning and consolidation of positive experience	consolidation, formation of positive experience of behavior, relationships, actions and deeds
	Stimulation methods: positive reinforcement, negative reinforcement, competition method, etc	stimulating the individual to improve or change his behavior, development of motivation for socially approved methods and types of activities
	Methods of self-education: self-diagnosis, self-assessment, self-control,	contribute to the conscious change of a young person's own personality in accordance with social requirements and self-correction, self-organization personal self-improvement plan
Organizational	Regulation and instruction	fasten authority, responsibility links in the organization of the institution/institution's activities
Informational	Advertising, propaganda, consultations	submission/dissemination of information in mass media about an event, services, institution/organization or a certain social problem
Innovative	Mobile work with youth: social street work with group,	youth work is carried out directly at the location of the youth (street, clubs,

	individual assistance and work in the community	entertainment facilities, etc.)
	The "equal to equal" method transmission of social information	reliable, significant at the time informal or specially organized communication in a social group of people who are equal according to some specific feature (age, interests, values, needs, problems, etc.)

Task 3.1 Complete your vocabulary with words in bold
Task 3.2. Make sentences with them
Task 3.3. Analyse content of the Table and be ready to make short summary of it.
Task 3.4. Prepare the example of case according to topic

Task 4. In conclusion complete text about *the active involvement and participation of young people in the life of the community*

According to the Revised European Charter on Youth Participation in Local and Regional Life, acts are an effective component of the organization of youth work at the community level youth participation.

Youth participation (youth participation) is the involvement of young people in responsible, complex actions that meet their real needs, opportunities for planning and/or decision-making, while affecting other areas of their activities and influencing other target groups.

For the active involvement and participation of young people in the life of the community, certain structures should operate – youth parliaments, youth councils, youth forums, etc….

UNIT XIV SOCIETY RELATIONS AND SOCIAL COMMUNICATION

Themes and materials for classroom studies:

1. Social support services
2. Social rehabilitation
3. Early intervention services
4. Social work with families
5.Social prevention services
6. Forms of social work in social services prevention
7. Social counseling services
8. Advisory services
9. Social services of emergency and crisis intervention
10. Mentorship

Language skills: translation practice

Career skills: Directions and tasks of social work with families in need of social support

Use the Benefits of Forms of social Communication

Writing: translation practice in writing form

Vocabulary: terms, thematic words and expressions

Dilemma & Decision: What is the role of society relations in our life?

The best form of social work used in the provision of social services prevention

Task 1. Read the text. What information is of primary importance or new for you?

SOCIAL SUPPORT SERVICES

The term **"social support"** was introduced in Ukraine for the first time in 1998 during a social experiment to create a foster family institute.

Definition of the term "social support"

Sign	Definition of the concept
Type of social activity	a type of social activity aimed at the implementation of social care, assistance and patronage of socially vulnerable segments of the population in order to overcome life's difficulties, preserve and improve their social status; a long process aimed at the implementation of a system of complex measures by various specialists for the social rehabilitation of the specified categories

	a type of social activity that is a form of social support and involves the provision of a set of legal, psychological, socio-pedagogical, socio-economic, socio-medical, informational services to a specific person or family by a social worker over a certain (sometimes quite long) period, as well as , if necessary, together with other specialists (psychologists, teachers, lawyers, medical workers, etc.) from various institutions and organizations
	a type of social work aimed at ensuring optimal living conditions for families, children and young people by providing the necessary social services, assistance and implementing appropriate measures
	a type of social work with a person or family who have found themselves in difficult life circumstances, the consequences of which they cannot overcome on their own, which involves the provision of comprehensive individual social assistance. The task of social support is to create conditions for a family or a person to independently overcome complex life difficulties, maintain and improve social status
Social support of families in difficult life circumstances	long-term, diverse assistance to various types of dysfunctional families, aimed at creating conditions for eliminating the causes of dysfunction (or their possible compensation), forcing the process of forming the family's ability to independently solve their problems, overcome difficulties, perform functions, realize their social and educational potential , rights in society, correction and improvement of intra-family relations of the family with the micro- and macro-environment
	a type of social work aimed at ensuring optimal living conditions for families, children and young people by providing the necessary social services, assistance and implementation of appropriate measures. It is carried out by a social worker, whose activity is aimed at supporting the family in various aspects of its life, forming the ability of the family to overcome its difficulties on its own, providing assistance to families in order to solve various problems

Social support of foster families and DBST	the activity of a social worker (or a group of social workers) is aimed at creating optimal social and psychological conditions for the development of foster children and foster children in foster families and family-type orphanages

The given definitions characterize the main features of social support as a type of social activity:

- an individual approach in determining needs and planning the form and methods of social work;
- comprehensiveness of services provided;
- a long implementation period;
- involvement, if necessary, of other specialists, interdepartmental interaction;
- consent of the recipient of services for social support, active interaction with a social work specialist.

The purpose of implementing social support: creating conditions for a family or a person to get out of difficult life circumstances, the consequences of which he is unable to overcome on his own, minimizing the consequences of difficult life circumstances, forming the ability to independently overcome difficult life circumstances, maintaining and increasing social status.

The main forms of social work, which are basic for social support are:

– individual, involves the provision of social assistance, social services and social rehabilitation in accordance with the needs of a specific person/family in accordance with problems;

– socially significant activity, including public children's and youth movement;

– social learning by means of formal and informal education;

− socio-psychological-pedagogical and legal support by providing professional assistance and mediating activities of social work specialists in solving various problems;

− consulting aimed at identifying the main directions for solving problematic issues;

− scientifically based and timely actions of the state, social institutions, special institutions, specialists and volunteers aimed at preventing possible physical, psychological and socio-cultural collisions in the development of individual individuals and risk groups;

preservation, support and protection of a normal standard of living and health of families and young people; assisting young people in achieving their goals and revealing their inner potential.

Task 2. Read the text. What information is of primary importance or new for you?

BASIC PRINCIPLES OF IMPLEMENTATION OF SOCIAL SUPPORT

According to the Law of Ukraine "On Social Services", social support is a basic social service. Normatively standardized content, scope, conditions and procedure for implementation of social support for certain categories of families/persons:

– families/persons in difficult life circumstances (State standard of social support for families (individuals) in difficult life circumstances);

– families raising orphans and children deprived of parental care (State standard of social support for families raising orphans and children deprived of parental care);

– citizens who are not able to compete on equal terms in the labor market, are in difficult life circumstances, want to get a job and need social support (State standard of social service of social support in employment and at the workplace).

Social support of families/persons who are in difficult life circumstances and cannot independently overcome or minimize the negative impact of these circumstances is carried out accordingly to the State Standard of Social Support of Families (Persons) in Difficult Life Circumstances, approved by the Ministry of Social Policy of Ukraine.

Social service of social support for ***families/persons who are in difficult life circumstances*** – a set of activities that involves assessment of needs, determination of ways to solve the main problems, regular meetings or visits of the recipient of the service for the purpose of monitoring the fulfillment of assigned tasks, assistance in obtaining other services, assistance in realizing the importance of actions and/or developing the ability to manage them, learning and developing skills aimed at overcoming or minimizing difficult life circumstances.

According to the Social Services Classifier, the service of social support for families/persons in difficult life circumstances (classification code 010.1) is aimed at performing the following tasks:

– solving the difficult life situation of the recipient of social services;

− helping the client to understand the importance of actions and/or developing the ability to manage them;

– training and development of social skills, skills of raising and caring for children, household management;

– counseling, psychological support.

The implementation of the social service of social support involves a complex definition and assessment of the individual needs of a family/person who are in difficult life circumstances. The assessment assumes definition of: the needs of the family/person, the causes of difficult life circumstances, their impact on the condition and needs of the client; the presence of a negative impact on the level of performance of parental duties; strengths of the family/person, internal and external resources.

Family needs assessment – the logic of identifying the needs of families, where the needs of the child, parenting abilities and family factors are determined (main events or crises in the history of the family, for example, divorce, death, migration, etc.; cultural and social economic status of the family; resources that the family has or can find), its environment.

Based on the results of the assessment, the social support specialist, together with the client, draws up an individual social support plan and concludes a contract on the provision of social services. ***The plan of social support*** is reviewed one month after the start of the service, changes and additions may be made to it as necessary, in accordance with changes in the client's life circumstances. The term of providing the social support service is no more than 6 months from the date of the decision to start it.

The term of ***social support in emergency cases*** cannot exceed 30 calendar days. During this period, measures are taken aimed at solving the most acute problems of the family/person and its adaptation in a new

environment (for internally displaced persons). If, after a month, the family/person continues to be in difficult life circumstances, an individual plan of social support is drawn up and appropriate measures provided for by the State Standard are taken.

Task 3. Read the text. What information is of primary importance or new for you?

PROVISION OF SOCIAL SUPPORT SERVICES FOR FAMILIES/PERSONS

The provision of social support services for families/persons in difficult life circumstances involves the implementation of the following actions and measures:

− visiting a family/person at the place of residence (stay); − assessment of the needs of the family/person;

− drawing up an individual social support plan;

− analysis of adjustment of the plan of social support;

− informing about issues related to the provision of other services and social assistance;

– conversations with the client, family members, people from the immediate environment;

– psychological support (organization of psychotherapeutic groups, psychological correction);

- organization and holding of family group meetings, network meetings; attracting clients to participate in trainings, discussions, round table meetings, seminars, lectures and other events;

- assistance in processing documents;

- referral to other providers of social services, including for obtaining specialized services;
- organization and maintenance of activities of mutual aid groups;
- documentation management.

Social support of families raising orphans and children deprived of parental care is implemented in accordance with the State Standard of Social Support of Families raising orphans and children deprived of parental care, approved by the Ministry of Social Policy of Ukraine. Social support services are provided to families of guardians, foster families, family-type children's homes: foster families, family-type children's homes – permanently; family of the guardian/guardian - within a year after placing the child under care, care and within a year until the end of care, if necessary – at the request of the children's affairs service.

Social service of social support of families in which orphans and children deprived of parental care are brought up – a set of measures that provides assistance in creating and maintaining a positive social and psychological climate in the family, adaptation of the child in new conditions, creation of appropriate conditions to ensure the individual needs of each orphan and child deprived of parental care in development and upbringing, protection of property, housing and other rights of the child, promotion of education and development of the child, assistance in strengthening/restoring family and socially useful ties, in creating and ensuring conditions for the child's priority right to adoption, preparing the child for leaving the family, including independent life.

The basis for receiving the social service of social support is a decision of the executive power and local self-government bodies to

create a foster family, a family-type orphanage, to establish guardianship, guardianship, or a court decision. An agreement on the provision of a social service of social support is concluded between the provider of social services and the recipient, which defines the conditions of social interaction and the obligations of the parties, the place, duration and conditions of service provision.

The specialist who provides social support receives information about the previous living conditions and development of the foster child, which is contained in the electronic accounting and statistical card of the child and the individual plan of social protection of a child who finds himself in difficult life circumstances/an orphaned child and a child deprived of parental care care. During the month, additional information is collected and an initial assessment of the needs of the foster child/foster child is carried out in accordance with the Procedure for social support of foster families and orphanages of the family type, approved by the order of the Ministry of Family, Youth and Sports of Ukraine.

Assessment of the child's needs – determination of the most effective provision of the child's comprehensive development, establishment of a specific type of services and assistance that a particular child needs. The child's needs are the subject of assessment, and the child (his parents and representatives of the immediate environment) is his object.

Based on the assessment of the child's needs and the received additional information, a plan of social support for the family is drawn up. When placing a child, a plan is drawn up for half a year, then it is revised, adjustments are made if necessary, and a support plan is drawn

up for the second half of the child's stay in the family. In the future, a social support plan is drawn up for the year, if necessary, the planned tasks are reviewed and adjusted.

In the conditions of a state of emergency or war, it is possible to provide emergency/crisis social support services to families raising an orphan/child deprived of parental care. The service is provided at the actual location of the family. Information regarding tasks and a social support plan is obtained either by the family's previous place of residence/stay, or by the results of the initial assessment of the foster child's needs. In case of provision of the social service of social support extra

Information regarding tasks and a social support plan is obtained either by the family's previous place of residence/stay, or by the results of the initial assessment of the foster child's needs. In the case of provision of social support services in an emergency/crisis, there is no provision for concluding a support contract. Assessment of the quality of social service provision escorting is not carried out during the state of emergency/war and within three months after its termination.

According to the Classifier of Social Services, the service of social support for families raising orphans and children deprived of parental care (classification code 010.2) is aimed at performing the following tasks:

– help in creating and maintaining a positive social and psychological climate in the family;

− adaptation of the foster child to new living conditions;

− creation of appropriate conditions for the development and upbringing of an orphan/child deprived of parental care;

- protection of the rights and interests of the foster child;

– promotion of education and development of the child; strengthening/restoration of family and socially beneficial ties;

– assistance in creating and ensuring conditions for the adoption of a foster child;

– preparing child for leaving in family, including independent life.

The following forms of social work are implemented when providing social support services to families raising orphans and children deprived of parental care:

− visiting the family at the place of residence/stay, including without advance notice;

– collection of additional information about a child who is being placed in a family;

− assessment of the needs of the child and family;

– drawing up, adjusting and making changes to the plan of social support;

− consulting adoptive parents, foster parents, guardians/custodians regarding the creation of living conditions and development of a foster child; on matters of helping the child in maintaining family relations and socially useful ties;

– organization and implementation of individual, group work with family members and the child in order to adapt the child to the conditions of living in the family;

– psychological support of adoptive parents, foster parents, guardians/custodians regarding the development and upbringing of children; creation of conditions for ensuring the foster child's right to adoption;

– provision of assistance in protecting the rights and interests of a foster child;

– referral to other providers of social services, including for obtaining specialized services for the purpose of comprehensive development of the child;

– development of abilities and skills in preparing a child for independent life;

– documentation management.

Task 4. Read the text. What information is of primary importance or new for you?

SOCIAL REHABILITATION

According to the Law of Ukraine "On social work with families, children and youth", one direction of social work with these categories of the population is social rehabilitation. The goal of social rehabilitation is the return of a person to social activities, the formation of a positive attitude to life, work, and education.

Social rehabilitation is a process and system of measures aimed at eliminating violations and restoring the moral, mental, and physical condition of children and youth, their social functions, bringing individual or collective behavior into compliance with generally recognized social rules and norms.

Basic principles of social rehabilitation: implementation of rehabilitation measures at the beginning of the problem; continuity and permanence of their implementation; complex nature of rehabilitation programs; an individual approach to determining the scope, nature and content of rehabilitation measures. In the practice of social work, the following types of rehabilitation are distinguished: medical, psychological, pedagogical, professional, labor, household, sports.

Social rehabilitation of families, children and youth involves the implementation of:

- measures aimed at optimizing and adjusting the attitude of families, children and youth towards responsible parenthood, forming their skills for self-care, independent living and integration into society;
- social patronage of children who were serving prison sentences and young people who were serving sentences of restriction of liberty or deprivation of liberty (Article 10, Law of Ukraine "On Social Work with Families, Children and Youth").

Currently, the *State Standard for Social Rehabilitation of Persons with Intellectual and Mental Disorders*, approved by the order of the Ministry of Social Policy, defines the procedure and conditions for the organization of social rehabilitation of persons with disabilities.

Social service of social rehabilitation of persons with intellectual and mental disorders – training, formation, development and support of social and household skills (self-care, communication, positive behavior, cooking, use of money, etc.); assistance in providing technical means of rehabilitation, training in the skills of using them; psychological support; organization of leisure time, sports and recreation, technical and artistic

activities, occupational therapy, art therapy; provision of information on issues of social protection of the population, etc. Planning of social rehabilitation services is carried out according to the results of the comprehensive determination of the degree of individual needs of a person with intellectual/mental disorders. The scope and content of the social rehabilitation service is determined depending on the degree of individual needs of the client based on the assessment of living skills, which is based on unified indicators of the level of mastery of the skills of performing elementary and complex actions in 14 categories of life activities.

In the process of social rehabilitation of persons with intellectual and mental disorders, the following measures are implemented:

− training, formation, development and maintenance of social and household skills (self-care, communication, positive behavior, cooking, use of money, orientation, etc.);

– providing assistance in providing technical and other means of rehabilitation, training in the skills of using them;

− psychological support, including through the organization and coordination of support based on the "equal-equal" principle; normalization of the psychosocial state and improvement of the quality of life;

- organization of *leisure,* sports and recreation, technical and artistic activities, occupational therapy, etc.;

- provision of information on issues of social protection of the population.

Task 5. Read the text. What information is of primary importance or new for you?

EARLY INTERVENTION SERVICE

Early intervention is an important service that is recognized worldwide. It is aimed at supporting families who have children with developmental disorders or in which there is a risk of such disorders, creating conditions for the child's development, regardless of whether his environment is usual or new for him. Early intervention allows children to maximize their potential and helps them prepare for education in educational institutions. In addition, this service responds to the family's need for professional psychological support and promotes the active participation of family members in society. The results of international research and world experience show that early intervention most effectively provides assistance to young children and their families, prevents disability and institutionalization of children, and promotes social inclusion of families. The early intervention service is provided in accordance with the Methodological recommendations for the implementation of the practice of providing the early intervention service to ensure the development of the child, the preservation of his health and life, approved by the order of the Ministry of Social Policy of Ukraine.

The early intervention service is an interdisciplinary, family-centered complex the service, which combines medical, psychological, social and educational components, is aimed at early detection and prevention of disorders in young children (from birth to 3 years), improving their development, improving their quality of life,

accompanying and supporting families with children, in which developmental disorders were detected.

The Concept of creation and development of the early intervention system was adopted. Implementation of the Concept is aimed at solving the following tasks:

- ensuring coordination between various departments at the national and local level for the creation and development of the early intervention system;

- implementation of effective financial mechanisms and funding sources, calculation of the cost of early intervention services depending on the form of its provision and resource provision of the system;

- development of mechanisms for timely identification and referral of children and their families to early intervention service providers;

- ensuring availability and maximum coverage of early intervention services for children with developmental disorders or at risk of their occurrence at the local level;

- infrastructure development for providing early intervention services;

- implementation of the monitoring and evaluation system of early intervention service quality;

- decrease in the number of cases of rejection of children due to their health condition;

- introduction of a system of training children with developmental disorders or the risk of their occurrence for education;

- increasing the level of socialization of children with developmental disorders or the risk of their occurrence;

- ensuring an increase in citizens' awareness of early detection mechanisms, provision of early intervention services, and children's rights;

- the development of an inclusive environment that will contribute to the development and education of all children.

The early intervention service provides support for families raising children with developmental disabilities; family support in overcoming the crisis; providing assistance to the family in the development of vital abilities and skills in the child and facilitating the establishment of the child's interaction with family members and the social environment. This service is provided to families raising children from birth to three years of age under the following circumstances:

- diagnosis of a child accompanied by developmental delays (regardless of the degree of severity), such as cerebral palsy, autism spectrum disorders, Down syndrome, epilepsy, and others;

- detection of delays in the child's mental, motor, social-emotional and communicative development with the results of screenings or tests;

- the risk of developmental delays due to certain biological or social factors, such as premature birth, low birth weight; the child's stay in the child's home; due to the previous traumatic experience of the family;

- families where parents have doubts and concerns about the development of their child, or about the relationship with the child, his behavior and interaction with other people.

The early intervention service is provided in accordance with the Methodological recommendations for the implementation of the practice of providing the early intervention service to ensure the development of

the child, the preservation of his health and life, approved by the order of the Ministry of Social Policy of Ukraine. The content and scope of the early intervention service for each child and his family is determined individually. Early intervention service is provided on the basis of integrated, complex and interdepartmental approaches according to the following algorithm:

- initial assessment of the child's problems and needs;
- assessment of individual needs and determination of priorities of the child's family;
- assessment of the child's activity and participation, namely the child's abilities to perform any actions, skills in daily activity;
- assessment of problems that arise in the child when performing certain actions, determination of the degree of complexity of problematic activities;
- study of violations of the functions and systems of the child's body, which can potentially affect the formation of skills and performance of actions in general;
- research and assessment of the influence of external and personal factors on the state of functional limitations of the child's life and health.

The principles according to which the early intervention service is provided are given in the Table.

Table

Principles according to which the early intervention service is provided

Principle of service provision	Security activities
family-centeredness	is provided by the cooperation of early intervention team specialists with both the child and his family
inter-, transdisciplinarity	is provided by the joint work of specialists from various fields, who make up the early intervention team, working according to an inter-, transdisciplinary model
partnership	establishing friendly relations with the child, partnership relations with members of his family, persons from his immediate environment
privacy	non-disclosure of personal data, including the health status of the child, is guaranteed provision of services both in a familiar and new environment for the child carrying out certain activities and procedures with the participation of the child's family members, friends, other persons with whom the child can interact in the places of residence / stay (home, playground, store, park, etc.), using objects known to the child (toys, books, etc.), in typical situations (eating, bathing, playing, walking, traveling, etc.)
longevity	provision of early intervention services to the child and his family systematically over a certain period of time, in some cases - starting from the period of the mother's pregnancy
free of charge	early intervention service is provided free of charge
inclusivity	creation of conditions at the level of the territorial community, preschool education institutions, etc. for the integration of the child and his family into social life

The early intervention service is provided by a team of specialists from different fields, at least four people, from among the following employees: a psychologist, a speech therapist (special teacher), a physical therapist, a pediatrician, a neurologist (if necessary), an occupational therapist (if necessary), a physical therapist and rehabilitation medicine (if needed), social work specialist/social worker, early intervention service coordinator/registrar). In order to ensure the theoretical and practical training of specialists and specialists in the provision of early intervention services, the Ministry of Social Policy of Ukraine has approved the Standard Training Program (upgrading of qualifications) of specialists and specialists who are involved in the management of the early intervention system to ensure the development of the child, the preservation of his health and life .

One of the areas of implementation of the Concept of creation and development of the early intervention system is the introduction of separate programs for the training of early intervention specialists in the relevant fields of knowledge, the inclusion of such programs in the educational programs of higher education institutions and/or in the professional development programs (psychologists, defectologists, speech therapists, pediatricians, neurologists, psychiatrists, occupational therapists, doctors of physical and rehabilitation medicine, specialists in social work, social workers, social pedagogues).

The introduction of a system of providing early intervention services will contribute to the prevention of disability of children due to developmental disorders and to the minimization of the consequences of such disorders for the life and development of the child.

The forms and directions of social work in each specific case are chosen according to the individual problems and needs of the family, child or young person, their choice is influenced by a number of factors, in particular:

- life problems of the person/family, the solution of which requires the involvement of specialists;
- the level of interest (motivation) of the client/family in implementing certain forms and methods of social work;
- internal resources of the client/family;
- external resources – a network of social connections;
- existence of a system of social institutions;
- the professional level of a specialist in social work, who interacts with the client/family.

Task 6. Read the text. What information is of primary importance or new for you?

SOCIAL WORK WITH FAMILIES

Family as a small social grou

Family is a social institution and at the same time a small social group, the members of which are connected by marriage or kinship, common life and mutual moral responsibility. According to the systemic approach, the family is a type of social system that is characterized by certain relationships and interactions between its members, manifested in the corresponding patterns of interaction, structure, distribution of roles and functions.

The family is the primary and main center of society. A family consists of persons who live together, are connected by common life, have mutual rights and obligations (Article 3, Family Code of Ukraine).

A family is a small social group created on the basis of official or public marriage or blood kinship, the members of which (man and woman, their children (own or adopted), other persons connected by family ties with spouses, blood relatives) united by living together and running a household, performing family functions, emotional ties and mutual legal and moral obligations to each other, family traditions.

The main principles of the state family policy, strategic directions of support for the institution of the family in Ukraine are formulated in the Concept of the state family policy, approved by the resolution of the Verkhovna Rada of Ukraine. ***According to the Concept, the main directions of state family policy are:***

- forming in people's minds an understanding of the importance of the role of the family in the life of society, raising a new generation, ensuring social stability and progress;

Typology of families according to certain criteria and characteristics is given in the Table.

Table

TYPOLOGY OF FAMILIES

Classification sign	**Types of families**
According to composition	Nuclear family (from two generations - parents and children) Complex family (multigenerational family) Single-parent family (single parent and children) Maternal family (unmarried woman with child/children)

According to the number of children	A childless family One-child family Young family (with two children) Large family (with three or more children)
According to family experience	Young family Family of average marriageable age Mature family
According to national (ethnic) composition	One-national family International family A family of citizens of different states. A family of people of different faiths
According to place of residence	Urban family Rural family Remote family
According to the level of material well-being	A family with average material wealth A low-income family A family below the poverty line An affluent family An elite family
According to the special conditions of family life	Student family Distant family Family in a civil marriage Family of refugees A family of internally displaced persons
According to the quality of family relationships	Prosperous families Unstable families (families with stable conflicts in the relationship between spouses, parents and children; families with alcoholic or drug-addicted members; families with a low moral and cultural level of parents; families with violence against family members; families where there are convicts or prisoners; families where there are serious mistakes and miscalculations in upbringing children)

- promoting the revival of a traditionally strong, hardworking, economically capable family on the basis of new socio-economic relations, national traditions and the implementation of the best world experience; promoting and ensuring the continuity of generations;
- creation of conditions for the full implementation of economic, social and demographic functions of the family; taking measures to protect the interests of the family and children, their social support during the period of socio-economic transformation of society;
- the formation of a culture of family planning in the population, the birth of the desired number of children taking into account the modern development of medicine, establishing an effective system of preparing young people for family life, promoting the authority of marriage;
- comprehensive socio-economic support of young families;
- promoting the spread of family education for orphaned children and children deprived of parental care, prevention of child neglect, begging, prevention of offenses;
- creation of a unified social infrastructure in the state to serve the family and perform tasks related to its livelihood.

The main legal act that regulates family relations in Ukraine is the Family Code of Ukraine. It contains rules and regulations that determine the relationship between family members, the rights and obligations of parents and children, the procedure for entering into and dissolving a marriage, as well as the rules regarding adoption and maintenance of children. State guarantees of social protection of Ukrainian families are regulated by the Laws of Ukraine "On social work with families and

children", "On state assistance to families with children", "On state social assistance to low-income families".

Families, in accordance with the life cycle, can be transformed by type, moving from young or student families to mature families with children, without children, childless, small children, many children, incomplete, etc.

Each of these types of families may face unique challenges and issues that social work professionals must consider when providing support and assistance to families as they adapt to new living conditions and circumstances. This may include counseling, therapeutic support, parenting skills education, or fostering interpersonal relationships within the family. It is important to understand that every family is unique, and the approach to providing care must be individualized, taking into account its needs, resources and context. Currently, Ukraine, like all developed countries, is experiencing a crisis of the institution of the family. Adversely affect life and the functioning of Ukrainian families, the social upheavals of recent years: the COVID-19 epidemic, the full-scale invasion of the Russian Federation on the territory of Ukraine. Crisis manifestations of the functioning of the family institution are demonstrated by a number of ***unfavorable demographic indicators:***

- *Instability of marital relations;*
- *The spread of alternative forms of family unions, including the spread of*
- *unregistered marriages and same-sex relationships;*
- *Birth of children by women who were not married;*
- *Low birth rate.*

According to the levels of functioning, three main groups of family problems are distinguished:

1) problems with the external environment;

2) problems in the family system;

3) problems related to individual characteristics of family members.

Task 6. Read the text. What information is of primary importance or new for you?

Problems that provoke the difficult life circumstances of families

The stability of the functioning of the family as a social institution depends on how successfully it performs its functions. Family functions are seen as the roles and tasks assigned to each family member in relation to each other and in the context of society as a whole.

The functions of the family are the foundations of its life activities, which allow providing the most important needs of each family member (individual), general family (group) needs, and the most important needs of society (social). The educational function of the family has a special status from the point of view of social significance eat It is key in the transmission of social norms, values and experiences between generations and affects all spheres of life both directly of family members and society in general. The educational function of the family is aimed at the development of the child's personal and social qualities, namely:

1) ***moral development:*** formation of moral values and ethical principles of children; education in the spirit of respect, responsibility and honesty is an important part of the educational function of the family;

2) ***psychological development:*** creating a psychological climate that affects the emotional and mental development of children; ensuring psychological support and stability of the family environment;

3) social development: preparing children to interact with other people; acquisition of social skills important for interaction with different social groups and conflict resolution;

4) ***development of intelligence:*** development of intelligence and cognitive abilities of children through the provision of educational support and the creation of a favorable educational and developmental environment;

5) ***aesthetic development:*** education of taste, aesthetic perception and cultural values of the child.

The impact of family dysfunction on its educated potential is shown in the Table.

Table

The impact of dysfunction on the educated potential of the family

Family function	**Characteristics of the function**	**The impact of dysfunction on the educational potential of the family**
Reproductive at (childbirth)	Procreation, birth of children, meeting the need for children	Unpreparedness of the young generation for the birth and upbringing of children
Educative	Transmission by parents to children experience, heritage, valuable software mental, moral, ethical	cultural formation of orientations, labor, physical, Disruption of the child's development, failure to form one's own "I", absence socially forms

	and other development of the child, formation of instillation of approved behavior interests, social patterns	lack of social underdevelopment behavior, difficult parenting, deviant behavior, failure to fulfill duties, use of physical methods approved behavior, or norms punishment in education, violations in the child's emotional and volitional sphere.
Material and economic	Ensuring the economic basis for family existence, organizing household work, material support for family members, budget planning	Children are not ready to manage a household, not a rational distribution of household responsibilities among family members, lack of creating household conditions (toys, places for work, home, beds, etc.), families are not provided for, the search for an "easy" way to earn money, theft, committing crimes, low income task preparation, needs
Household	Household organization, family home improvements, and leading the creation of coziness,	Violation of sanitary and hygienic conditions of housing, unformedness or lack of aesthetic taste, emergency condition of housing
Recreational	Organization and conduct of leisure and recreation, development of interests,	Lack of knowledge and ability to choose the right of social forms of leisure, expansion of negative subcultures among teenagers and young people
Psychotherapeutic (emotional)	Satisfying the needs of emotional and psychological and	Nervous tension, being in a state of stress, lack of a sense of safety and security

	emotional stability of the individual, support in various life situations (support, protection, therapy)	
Communicative	Communication, contact between all family members, satisfaction of the need for spiritual communication, organization of intra-family communication,	Lack of a stable family structure, problems in the child's mental health due to the lack of constant communication with two parents, loss of communication between generations
Social control	Responsibility of family members for her behavior members in society, in various spheres of activity, fulfillment of duty between spouses, parents and children, the older generation before the younger	Irresponsibility for one's own behavior, lack of social control, indifferent attitude
Socializing	Provision of physical and emotional development of individual; formation of sexual identification of child; development of abilities and potential opportunities; formation of vaue orientations etc.	Lack of adaptation potential, violation of the process of adaptation to environmental conditions, failure to form the "I-image"

Family dysfunction, disruption of family relations can be determined by the following social dimensions:

- physical – material disadvantage of the family;
- affective – violation of emotional relationships in the family;
- rational (intellectual) – lack of commonality meaningful leisure time;

- social (cultural) – adversity in the field of internal affairs and external communications of the family;

- spiritual (ideological) – misfortune in the sphere of spiritual and moral health.

Table

Different definition of problem families

Definition	**Signs, family characteristics**
Troubled family	A family in a difficult life situation, while maintaining overall positive family motivation, cannot overcome its problems on its own
Conflict families	In the relationships of family members, there are areas in which there is a clash of interests, views, etc., which gives rise to a long-term negative emotional state, a conflictual nature is present in the relationship between parents
Families in crisis	The clash of interests and needs of family members affects important areas of family life
Troubled family	Families in which parents abuse alcohol lead an immoral lifestyle, with a low moral and cultural level, with persistent conflicts, where parents make serious mistakes in upbringing. With an unfavorable emotional atmosphere, parents are irresponsible towards children, there is no emotional contact between family members, indifference to the child's needs. Insufficient educational resources, families where there is conflict, differences in worldview principles. Families that cannot resist negative external and internal influences, which leads to disharmony in the family
An immoral family	In addition to conflicts between family members, there are conflicts with generally accepted norms of life.
Pedagogically incompetent family	Low level of pedagogical culture.

A family with children who found themselves in difficult life circumstances	The family has lost its educational opportunities, the normal life activities of one or more family members have been disrupted, the circumstances have a negative impact on the life and development of the child
Troubled family	The family has a low social status and little adaptive capacity.
Crisis families	Families who are unable to determine the service or assistance they need on their own

According to the Law of Ukraine "On Social Services", difficult life circumstances of the family are circumstances that negatively affect the functioning of the family, which the family cannot overcome on its own. The procedure for the organization of social services provision (2020) defines categories of families that have the highest risk of falling into difficult life circumstances due to the influence of adverse external and/or internal factors (vulnerable categories of families):

- families in which children were taken from their parents without deprivation of their parental rights;
- families where the divorce process of the parents continues and the dispute between the mother and the father regarding the determination of the place of residence of the children, the participation of the parents in their upbringing is resolved;
- families with children, in which the long-term illness of the parents prevents them from fulfilling their parental duties;
- families raising children with disabilities and families with children whose parents have disabilities;
- families in which parents have been restored to parental rights;
- families with children whose parents are labor migrants;

- low-income families with children;
- families whose children are in institutional care
care and upbringing;
- families whose children are placed in the foster family
educator;
- families in which children systematically voluntarily leave the place
residence;
- families in which children are systematically absent without valid reasons
attend educational institutions;
- women who expressed their intention to abandon the newborn child;
- minor single mothers (fathers).

A family that has found itself in difficult life circumstances – a family that has lost its educational opportunities due to the emergence of difficult life circumstances, the consequences of which it cannot overcome on its own, that disrupt the normal life activities of the family, negatively affect life and development of the child/children, provoke the risk of removal of the child/children from the family. Such a family needs comprehensive social support aimed at helping family members solve problems and aimed at ensuring the conditions for independent resolution of difficult life circumstances in the future.

There were the main problems provoking family dysfunction determined by social work specialists who work with families in difficult life circumstances" based on the results of the sociological study "Children in difficult life circumstances" conducted by the State Institute of Family and Youth Policy on behalf of the Ministry of Social Policy of

Ukraine (2013). The most difficult life circumstances of families are provoked by the following problems:

- abuse of alcoholic and narcotic substances by family members;
- cases of violence in the family;
- disability of one of the family members;
− unemployment of one of the family members;
- stay of family members in prisons

Signs by which the family can be classified as families in difficult life circumstance:

Alcohol or drug addiction of parents

Cases of domestic violence

Disability of one of the family members Unemployment of one of the family members

Stay of parents in places of deprivation of liberty

Problems of HIV

Low income

Conflicts in the family

Family migration

Problems in education and upbringing of children

Poor social and living conditions

Early pregnancy

The problems of families, which are provoked by difficult life circumstances, can be grouped according to ***the following characteristics:***

socio-pedagogical,

socio-psychological,

material,

economic,

legal problems

External manifestations of family dysfunction can be combined into four groups according to the corresponding indicators: indicators of difficult life circumstances in everyday life, in the behavior of parents and children, features of the interaction of the family with the social environment. A socially dangerous family (dysfunctional) is a family in which the parents have lost the ability to care for the child, their lifestyle and behavior pose a threat to the life and health of the child and others.

A detailed list of indicators and signs of difficult family life circumstances is given in Table.

Table

Indicators and signs of difficult life circumstances

Indicator of difficult life circumstances	**Signs**
Everyday life	- dirt - lack of hygiene products - dirty linen or its absence - the presence of cockroaches, moths, etc - unpleasant smell - dirty and untidy things - untidy or neglected premises - many residents live (2 or more families) - lack of water supply, gas, electricity, heating - unfitness, unsafeness of living space (fungus in the

	room, holes in the windows and floor, etc.) - lack or insufficient amount of food, furniture, household appliances
Parents	- absence or insufficient funds - untargeted use of funds - violence (physical, mental, sexual) of one of the spouses against the other - reluctance to raise children - lack of parenting skills - inadequate parenting styles - different views of parents and methods of upbringing - intention to abandon the child - not leaving the child in the hospital/ boarding school - not attending school - delinquent behavior of parents or one of the parents (misdemeanors, criminal record, crimes, etc.) - infectious diseases - disability - mental illnesses
Children	- disability - chronic diseases - manifestations of various types of addiction - legal behavior - vagrancy - difficult upbringing - aggressiveness - conflict behavior with peers, adults, parents - a dirty, untidy appearance - not attending school - problems in learning
Social environment	- lack of friends, acquaintances - conflict relations with the immediate environment - the social environment has signs of difficult life circumstances

Task 6.1 Complete your vocabulary with words in bold

Task 6.2. Make sentences with them

Task 6.3. Analyse content of the Table and be ready to make short summary of it.

Task 6.4. Prepare the example of case according to topic

Task 7. Read the text. What information is of primary importance or new for you?

DIRECTIONS AND TASKS OF SOCIAL WORK WITH FAMILIES

Social work with the family is a system of interaction between the social bodies of the state and society and the family, aimed at improving the material and living conditions of the family's life, expanding its opportunities in the exercise of rights and freedoms defined by international and state documents, ensuring full-fledged physical, moral and spiritual development of all its members and involvement in the labor, social and creative process.

The goal of social work with families is to eliminate the reasons that prevent family members from independently overcoming a difficult life situation, preventing the removal of children from families, creating favorable conditions for further independent resolution of problems that will arise, and ensuring the harmonious development and upbringing of children.

The directions of social work take into account the individual needs and resources of the family and can be aimed at solving socio-economic issues, providing social-pedagogical, social-psychological, social-medical, legal assistance, assistance in employment, providing informational support. Directions and tasks of social work with families in need of social support are given in the table.

Table

Directions and tasks of social work with families in need of social support

Directions	Tasks of social work
Social and psychological assistance	provision of consultations on issues of mental health and improvement of relations with the surrounding social environment, application of psychodiagnostics aimed at studying the socio-psychological characteristics of an individual, with the aim of psychological correction or psychological rehabilitation, provision of methodical advice; organization and coordination of psychotherapeutic groups and mutual aid groups;
Social and pedagogical assistance	educational work regarding the comprehensive and harmonious development of the child; peculiarities of family development and family relations; teaching parents effective methods of upbringing, mobilizing the family's own resources to solve problems; helping parents in resolving conflict situations of family upbringing; pedagogical counseling on solving pedagogical problems of the family and its members; identifying and promoting the development of diverse interests and needs of family members, organization of individual educational, educational and correctional processes, leisure, sports and recreation, technical and artistic activities, etc., as well as involvement in the work of various institutions, public organizations, interested persons
Social and medical assistance	mediation in the implementation of preventive, medical and health measures; consultations on health preservation and strengthening; forming a healthy lifestyle and overcoming bad habits; formation of sexual culture; prevention of infectious diseases, HIV/AIDS; consultations on the prevention of the occurrence and development of possible organic disorders of a person, preservation, support and protection of his health
Legal assistance	provision of consultations on issues of current legislation; protecting the rights and interests of family

	members; protection of children's rights; promoting the application of state coercion and the realization of legal responsibility of persons who resort to illegal actions
Help in solving social and economic issues	assistance in attracting additional resources to meet the material interests and needs of families; assistance in obtaining state social benefits, in the provision of financial assistance, as well as assistance in the form of monetary compensation; mediation in receiving humanitarian aid; social and household services: provision of food products, soft and hard equipment, hot meals, transport services, means of small mechanization, implementation of social and household patronage, calling a doctor, purchase and delivery of medicines, etc.
Assistance in employment	information on employment issues; assistance in employment; social support of an employed person
Information support	provision of information necessary to solve a difficult life situation (reference services): about types of social benefits (if the family or person is entitled to them in accordance with current legislation); provision of contacts of services or institutions where it is necessary to apply for appropriate assistance; about institutions that can provide services, conditions for receiving social services, etc.; implementation of new trends in the dissemination of educational and cultural and educational knowledge (educational services); dissemination of objective information about consumer properties and types of social services, formation of certain ideas and attitudes of society towards social problems (advertising and propaganda services)

Social work with families can include various forms and methods aimed at support, counseling and assistance.

Forms of social work, most common in working with families:

1) ***individual consultation:*** a social worker can hold individual meetings with family members to determine their needs, problems and goals. During these consultations, advice and support is provided to solve personal problems;

2) ***group work:*** a social worker can organize group sessions for families in similar situations. Groups can provide an opportunity to share experiences, mutual support and information about the possibilities of solving family problems;

3) ***family therapy:*** used to work with the whole family, aimed at resolving conflicts and improving communication between family members;

4) ***social rehabilitation:*** aimed at helping families restore their independent functioning skills. This may include parenting training, financial literacy, job search assistance, etc.;

5) ***social support:*** social work specialists can provide practical assistance to families in solving specific issues, such as improving living conditions, obtaining medical assistance, social services, etc.;

6) ***lobbying and protection of rights:*** social work specialists can help families in interaction with other services and institutions, lobby for their rights and interests, ensure access to necessary resources;

7) ***education and information:*** various forms of education and information for families with the aim of increasing their awareness and knowledge regarding issues related to family life, child rearing, psychology, etc.

In a generalized form, the following forms of social work with the family are distinguished:

1) individual work with each family member;

2) joint work with all family members;

3) group work that goes beyond the boundaries of the family

Task 8. Read the text. What information is of primary importance or new for you?

THE MAIN TASKS OF INDIVIDUAL WORK WITH FAMILIES:

- promoting the formation of friendly relations between family members;
- belief in the importance of mutual support and restoration of good relations;
- provision of individual skills to restore harmonious family relationships;
- formation of skills in family budget planning, household management and leisure organization;
- provision of knowledge and skills regarding cooperation with state bodies and social institutions/facilities;
- the development of self-respect and a sense of one's own importance, as well as the restoration or acquisition of a decent social status.

Joint work with the whole family is based on the methods of family therapy and is aimed at establishing intra-family relations and solving problems. One of the effective forms of such work is holding family conferences, during which all family members have the opportunity to discuss problematic and conflict situations.

Family conferences contribute to:

- establishing constructive contacts between family members; - detection of non-constructive patterns of interaction, which often provoke conflicts;

- analysis of wrong behavior and search for alternatives and constructive ways of communication;
- increasing the self-esteem of family members and improving theirs relationship

Task 9. Read the text. What information is of primary importance or new for you?

Group work is useful if the family is in social isolation and low self-esteem, as well as fear of rejection by society. This form of social work helps to overcome social isolation, helps to increase the self-esteem and self-respect of the participants in their social adaptation.

Group work includes various types of activities, such as family support groups, joint holidays, classes in small groups, organization of leisure and other activities for the whole family. Mutual support groups of families who have common social problems are quite effective. In a group discussion, families share their own experience in overcoming problems and crises, and feel the support of others using the peer-to-peer method.

In the case of organizing social work with a specific family, the scope and direction of social services is determined in accordance with life circumstances and needs. According to the complexity of the case, the following options for organizing social assistance can be tentatively defined:

1) one-time service;
2) provision of services of a certain social direction;
3) complex assistance.

A one-time service is provided to the family if necessary: forwarding to specialists of other structures; provision of material assistance; consultations of a specialist; providing the necessary information; processing a request to the relevant structure, etc. The provision of such services is limited in time and does not involve long-term contact with the family. The result of the one-time service is the satisfaction of the need of the family, with which one of its members turned to a specialist in social work or to the relevant institution/institution.

Social services of a certain social orientation are provided in case of a family's need to solve a specific issue that requires the implementation of certain procedures and is long in time. Such help is provided by social service specialists and does not involve the involvement of specialists. Such services are provided if necessary: processing of documents, social benefits, benefits; carrying out socio-pedagogical, socio-psychological correction; acquisition of certain social skills by family members: upbringing, communication, partner interaction, etc.

Comprehensive social assistance is the planned, complex work of social work specialists, as well as the involvement of specialists from other fields, aimed at providing assistance to the family in solving the main problems that family members cannot solve on their own. Such work is prolonged in time. The most effective form of comprehensive assistance is family social support.

When organizing and implementing social work with different categories of families, specialists often prefer the division of families and

selection of social work methods depending ***on the type*** of family or specific problems these families face.

Directions and forms of social work with families in difficult life circumstances depend ***on the level of interest and motivation*** of family members to change their own life circumstances. Based on the experience of social service centers, three main categories of families are distinguished according to the level of readiness to interact with social work specialists:

1) *families who are determined to solve problems*, as a rule, independently seek help and need consulting and informational support for solving certain problems that the family cannot solve independently;

2) *families who have a complex of problems*, but intend to solve them with the support of specialists in the course of social support;

3) *families who do not recognize the existence of problems* or do not consider it necessary to solve them, information about such families comes from organizations or individuals, they need a complex solution to problems, but, first of all, they need motivation to change their life circumstances, activation of the responsibility of family members for organization of family life, development and upbringing of children.

Social work with the family is effective if it is based on the interest and interaction of the social work specialist and family members, the support of their immediate environment. Therefore, one of the main tasks of a specialist in social work, especially at the first stages of working with a family, is the motivation of family members, who have fallen into difficult life circumstances, to productive interaction in solving their problems.

Task 9.1 Complete your vocabulary with words in bold
Task 9.2. Make sentences with them
Task 9.3. Analyse content of the Table and be ready to make short summary of it.
Task 9.4. Prepare the example of case according to topic

Task 10. Read and translate the text:

STATE SOCIAL ASSISTANCE TO FAMILIES

State assistance to families with children is a component of the social protection system of the population and provides for a state-guaranteed level of material support for families with children through the provision of state monetary assistance taking into account the composition of the family, its income and the age of the children.

The types and conditions of receiving state assistance for families with children are defined by the Law of Ukraine "On State Assistance for Families with Children". In particular, the law provides for the following types of state aid (Article 3):

- assistance in connection with pregnancy and childbirth;
- assistance at the birth of a child;
- assistance in adopting a child;
- assistance to dependents who have been assigned guardianship;
- child support for single mothers;
- assistance to patients with serious illnesses who have received a serious injury, need organ transplantation, palliative care, and who have not been diagnosed with a disability

Task 11. Read and translate the text:

SOCIAL PREVENTION SERVICES

One of the main functions of social work is preventive, which involves identifying and limiting negative phenomena and preventing them, clarifying the causes of social maladjustment of individuals, socially vulnerable groups of the population of families, providing conditions for a socially positive orientation of the individual. Prevention is aimed at counteracting predicted negative factors and consequences of adverse life circumstances.

Social prophylaxis is an activity aimed at preventing the occurrence, spread or exacerbation of negative social phenomena and their dangerous consequences. They are implemented through the adoption of appropriate legislation, economic measures, activities of educational institutions, health care, social work, culture, law enforcement agencies, mass media, etc.

Social prevention (from the Greek prophylaktikos – preventive, preventative) – a set of economic, political, legal, medical, psychological and pedagogical measures aimed at preventing, limiting, and localizing negative phenomena in the social environment; a set of state, public, socio-medical and organizational-educational measures aimed at preventing, overcoming or neutralizing the main causes and conditions that cause various social deviations of a negative nature and other socially dangerous and harmful deviations in behavior.

The implementation of social prevention in the family, children's and youth environment involves:

- comprehensive measures aimed at preventing family dysfunction, social orphanhood, domestic violence and child abuse, human trafficking, the worst forms of child labor;

- systematic accounting and care of children and young people who have shown a tendency to antisocial behavior;

- information and educational, propaganda work in families, among children and young people at the place of residence, study or work, aimed at forming standards of positive behavior and a healthy lifestyle in the individual.

The provision of social prevention services is carried out in accordance with the requirements of the State Standard of Social Prevention Services, approved by the Ministry of Social Policy of Ukraine.

Social prevention service is a set of measures carried out by an entity that provides social services, aimed at preventing, limiting and stopping negative social and personal (behavioral) phenomena and their consequences in the social environment and is implemented using various tools of social, legal, of a pedagogical and psychological nature.

According to the State Standard of Social Services preventive measures are provided aimed at solving the following tasks:

- prevention of problems and negative phenomena at the level individuals, families, groups, communities;

- prevention of aggravation of already existing problems or negative phenomena;

- influence on the formation of positive value orientations and motivating service recipients to change their behavior and/or overcome difficult life circumstances;

- minimization of the risk of recurrence (recurrence) of problems or negative phenomena;

- adaptation, integration and reintegration, resocialization of those recipients of social services who suffered negative consequences as a result of the circumstances that arose, or deepening (worsening) of problems and negative phenomena.

Social services for the prevention of negative phenomena can be provided at three levels: community level, group level, individual level. Ways of implementation of prevention at different levels are given in the Table.

Table

Ways of implementing social prevention services according to the level of implementation

Implementation level	**Place of implementation**	**Ways of implementation**
Community level	The whole society, a separate region, administrative-territorial unit (city, village, territorial community)	It is provided through the implementation of approved **preventive programs,** which include, in particular, campaigns with the involvement of mass media, mass events
Group level	A separate institution, organization	It is provided through the **implementation** of preventive programs developed for institutions and institutions
Individual level	Individual or family	Delivered through individualized programs designed for individuals and families

Depending on the degree of development of the problem or social phenomenon, the **type of social prevention** is defined: **primary, secondary, and tertiary social prevention.** The content, forms and features of the provision of social preventive services in each specific

case are determined individually based on the results of needs assessment, situation assessment, according to the level and type of social prevention. A description of the content and tasks of various types of social prevention is given in Table.

Table

Types of social prevention

When provided	Content	Task
Primary prevention	provided if the problem/negative phenomenon has not been formed in the **recipients of the services**	implementation of a set of activities that have an informative, explanatory, educational nature and are aimed at raising awareness of certain issues, forming the value of health and relevant personality qualities, as well as skills that will help her ***abandon*** certain standards of behavior and negative habits
Secondary prevention	provided in the presence of **a high risk** of development problem/negative phenomenon at the recipient of the service	implementation of a set of measures and implementation programs aimed at limiting the spread of certain negative phenomena that occur in society, a social group or at the level of an individual, preventing the aggravation of such phenomena and their consequences, preventing the deepening of social ***maladaptation*** of persons characterized by ***antisocial or risky behavior***
Tertiary prevention	provided if the problem/negative phenomenon exists and causes ***negative***	implementation of a set of measures aimed at preventing relapses of negative phenomena, antisocial or

	consequences/damages	risky behavior of persons who were characterized by such behavior in the past, as well as resocialization of participants in problematic situations and persons who suffered from the consequences of negative phenomena, and their adaptation to their existing problem, ***provided restoration*** of the personal and social status of such a person, family, group

Task 11.1 Complete your vocabulary with words in bold
Task 11.2. Make sentences with them
Task 11.3. Analyse content of the Table and be ready to make short summary of it.
Task 11.4. Prepare the example of case according to topic

Task 12. Read and translate the text:

Forms of social work used in the provision of social services
Prevention

According to the ***Classifier of social services***, approved by the order of the Ministry of Social Policy of Ukraine (2020), ***social prevention services*** (code 007.0) are provided to socially vulnerable population groups, individuals/families in ***difficult life circumstances***, and include:

- organization of student education (lectures, discussions, performances, promotions, creation and distribution of advertising, informational and educational materials, etc.);
- organization of security and development space;
- consulting;
- representation of interests;

- mediation;

- providing information on issues of social services, regarding a ***healthy lifestyle***, prevention of ***socially dangerous diseases***, ***illegal behavior, institutionalization of children and adults with disabilities***, children from the risk group and senior citizens, discrimination, as well as issues of tolerant attitude towards vulnerable population groups.

Social prevention services are mainly implemented through the following ***forms of social work***: ***social advertising, lecture, video lecture, conversation, debate, training, forum-theatre, "living library", mass event/action***. The choice of forms of social work is individual in each case and depends on the needs of the recipient and the purpose of providing social prevention services. If necessary, other forms of work may be used, depending on needs and available resources.

Table shows the forms of social work that are mainly used in the provision of social prevention services and for what purpose they are implemented.

Table

Forms of social work used in the provision of social services prevention

Form of social work	**Purpose of the event**
Social advertisement	submission of reliable information in a form that is understandable and accessible to the recipient of

	services, the information is issued in accordance with the requirements of the Law of Ukraine "On Advertising"
Lecture	raising the level of awareness or forming a knowledge system among service recipients
Video lecture hall	watching a video clip or a short film on the subject to which the preventive measure is devoted; discussion of the impressions of service recipients regarding what they saw; submission of structured, logical, scientifically based information regarding the problem, phenomenon by the service provider; discussion with the audience
Conversation	- exchange of information between the service provider and the service recipient or between a group of service recipients; - formation of prospective measures to meet the needs of service recipients; - control and coordination of completed measures, search and planning of new ones; stimulating the opinion of the recipient of services in the right direction, solving problems, etc.
Debate	- stimulating the development of critical thinking - the ability to analyze, identify the strengths and weaknesses of these or other theses, to produce the optimal solution taking into account the available resources; - development of structural thinking - the ability to structurally present one's thoughts, build logical schemes and identify contradictions in them; - development of rhetorical skills and the art of persuasion; - promoting the development of a systemic and comprehensive vision of a particular problem; - development of skills in processing new information search technologies; - formation of the ability to work in a team; - development of a tolerant attitude towards opposites thoughts, views and beliefs
Training	- informing and acquiring new skills and abilities by

	participants; - reduction of something undesirable (manifests of behavior, ineffective communication style, features of response, etc.); - change of view on the problem; - increasing the ability of participants to be positive attitude towards oneself and life;
Forum-theater	- working out with service recipients the skills and abilities necessary to prevent and solve problems and difficult life situations in real life; - raising the awareness of service recipients on various issues to which performances can be dedicated, forming a tolerant attitude towards people affected by this or that problem
"Living Library"	- prevention of stigma and discrimination in society; - overcoming prejudiced and stereotypical attitudes towards representatives of different strata of the population; - establishing communication between people from different socio-ethnic groups; - expanding the level of awareness of service recipients on various issues
Mass events/promotions	during mass events/promotions, individual counseling can be organized, including on an equal basis

Task 12.1 Complete your vocabulary with words in bold
Task 12.2. Make sentences with them
Task 12.3. Analyse content of the Table and be ready to make short summary of it.
Task 12.4. Prepare the example of case according to topic
Task 13. Read and translate the text:

SOCIAL COUNSELING SERVICES

One of the methods of social support widely used in social work with families, children and youth is counseling. The provision of social counseling services is carried out in accordance with the requirements of

the State Standard of Social Counseling Services, approved by the Ministry of Social Policy of Ukraine.

Consultation (consultation, lat. consultatio – asking for advice) is a form and method of providing socio-psychological and pedagogical support, specialist advice on specific issues; analysis of specific complex situations.

Social counseling service is a set of activities carried out during the period necessary to get out of a difficult life situation and adapt a person and family to new conditions of the social environment, aimed at elimination/adjustment of life restrictions, support of social independence, preservation and continuation of social activity of the person, family (State standard of social counseling services).

In accordance with the goal, informational and motivational, social-psychological, crisis counseling and task-oriented counseling are carried out (see Table).

Table

Types of advisory services according to the purpose of implementation

Kind	Purpose
Informational and motivational counseling	counseling to provide the recipient with information and support to help them make an informed decision and evaluate resources for desired behavioral changes
Social and psychological counseling	counseling (a type of psychological assistance), which consists in the determination by a psychologist-consultant together with the recipient of his personal psychological problems with subsequent correction of behavior in personal life, professional activity, education and other areas of life in order to get out of a difficult

	life situation
Task-oriented consulting	counseling designed to help the recipient overcome certain difficult life circumstances through the setting of consecutive tasks, the implementation of which ensures the achievement of the desired goal
Crisis counseling	counseling, which is used when it is necessary to provide recipients of social services who are in a state of crisis with urgent help aimed at emotional support and attention to their experiences, awareness of the impact of a crisis situation, expansion of consciousness and improvement of psychological competence, change of attitude towards the problem (from " impasse" before "choosing a solution"), increasing stress and crisis tolerance, the recipient's responsibility, assimilation of new behavior models

Consulting services are classified according to ***the following characteristics:***

- **term of service provision:** one-time counseling, short-term counseling, medium-term counseling, long-term counseling;

- **method of organizing counseling activities:** street counseling, remote counseling, counseling in stationary conditions, counseling based on the "equal - equal" principle, family counseling

- **number of participants:** individual counseling, group counseling.

The classification of social counseling services by various types of organization of service provision is given in table below.

Classification of social counseling services by different types of work organization

Kind	**Name of the service**	**Content of the service**
According to the implementation	one-time consultation	carried out in cases where longer work is impossible; lasts about

period		45-60 minutes
	short-term counseling	counseling (a type of psychological assistance), which is carried out during three or four meetings, each of which lasts about 60 minutes and involves a targeted impact on the personal, behavioral and intellectual levels of functioning of a person and family
	medium-term counseling	counseling (a type of psychological assistance), which is carried out during 10-15 meetings and involves psychocorrective work with the recipient of social services to eliminate deficiencies in personality development and creation of conditions for its full development
	long-term counseling	counseling focused on the personal changes of the social service recipient, which involves in-depth psychotherapeutic work with the social service recipient and is carried out during the year (applied in special cases)
By the method of organization of interaction	street counseling	contact counseling of recipients of social services in non-stationary conditions (outside the premises where social service providers work), in places used to social groups closed to contact (the homeless, people with alcohol, drug and other types of addiction), in places where they live, gather, spend time together
	remote counseling	absentee counseling carried out by an entity providing a social

		service at the request of recipients using technical means (telephone, online counseling), which, if necessary ensures the anonymity of the recipient of the social service
	counseling in hospital conditions	contact counseling of social service recipients, which is carried out in a specially equipped room that meets the conditions necessary to ensure a high-quality consultation process, or at the place of stay/residence of the social service recipient (if necessary)
	counseling based on the "equa-equal" principle	counseling, which involves the involvement in the provision of services as a consultant of a person, age, specific state of health, sexual orientation, religion, whose socio-economic situation is the same as that of the recipient of the social service, or with the experience of overcoming the same difficult life circumstances
	family counseling	counseling of recipients of social services who are in family relationships or live in the same family
By the number of participants	individual counseling	personal counseling of social service recipient aimed at developing his competence in overcoming difficult life circumstances, mobilizing resources and potential for further prevention of their occurrence
	group counseling	counseling, the participants of which are two or more people

		with similar difficult life circumstances or the same request regarding expected help as recipients

Consulting services, which are provided over a certain period of time (short-, medium-, and long-term consulting), involve the social service provider conducting an initial comprehensive determination of the individual needs of the client, drawing up an individual plan, and concluding an agreement on the provision of social consulting services.

The determination of the individual needs of the recipient of social services is carried out comprehensively, taking into account the specialization/specificity of the work of the specialist who provides counseling, individual and age characteristics and needs of client/family in accordance with ***the Card (Map) for determining the individual needs of a person in the provision of social counseling services.*** Based on the results of the assessment of individual needs, an individual plan and a contract for the provision of social counseling services are drawn up. The content, volume and features of social service for each recipient of social service are determined individually depending on the degree of individual need of the recipient of social service.

Counseling that does not involve long-term interaction between a social work specialist and a client (one-time, crisis, street counseling) is conducted after identifying needs, without drawing up a contract and an individual plan for the provision of social services.

Determination of the client's individual needs during remote online one-time and/or street and crisis counseling is carried out directly when

the recipient of the social service applies. The results of the determination of individual needs are recorded in the social service recipient's alphabetical card ***or street counseling questionnaire.***

According to ***the Social Services Classifier***, counseling services (code 002.0) are provided to persons in difficult life circumstances and are aimed at solving the following tasks:

- *help in analyzing the life situation*, determining the main problems, ways to solve them, drawing up a plan to get out of a difficult life situation;

- *psychological counseling;*

- *provision of information* about socially safe behavior.

In the State standard of social counseling services more detailed list of social problems, the solution of which is aimed at counseling, is given:

- *help in analyzing* the life situation, determining the main problems, ways to solve them;

- *involving* the recipient of social services in solving their own problems, drawing up a plan to get out of a difficult life situation and help in its implementation;

- *provision of information* on issues of social protection of the population;

- *representation of interests*;

- provision of *psychological assistance;*

- *correction of psychological state* and behavior in everyday life;

- *promotion* of education, formation and development of social skills, abilities, social competence;

- participation in the organization and activities of *self-help groups*;

- help in strengthening/restoring family and *social relationships useful connections;*

- assistance in obtaining *legal assistance*;

- assistance *in employment* (including conducting examinations of potential professional abilities, professional orientation);

- assistance in obtaining other social services in accordance with identified needs.

Task 13.1 Complete your vocabulary with words in bold
Task 13.2. Make sentences with them
Task 13.3. Analyse content of the Table and be ready to make short summary of it.
Task 13.4. Prepare the example of case according to topic
Task 14. Read the text. What information is of primary importance or new for you?

SOCIAL SERVICES OF EMERGENCY AND CRISIS INTERVENTION

Crisis intervention **–** prompt assistance to the client. a complex of social work methods is aimed at helping a client who is in a crisis situation to overcome a certain problem. Crisis intervention is focused on activating the client's personal resources to solve urgent needs. Types of crisis intervention can be: informational, advisory, psychological assistance, registration of state social benefits and benefits, etc.

Crisis intervention services are provided in accordance with the State Standard of Social Services for Crisis and Emergency Intervention, approved by the order of the Ministry of Social Policy of Ukraine (2016).

A crisis situation is a situation in which a set of traumatic events, circumstances, etc.

A crisis situation is a situation in which a set of traumatic events and circumstances appear, from which a person cannot get out without changing them. The number of possible options for changing these circumstances is insignificant, any attempt to change the circumstances by traditional or usual means can lead to a worsening of the situation, to a decrease in opportunities and even greater limitation of actions (State Standard of Social Services of Crisis and Emergency Intervention).

Accordingly, the following types of crisis intervention are distinguished: direct intervention; intervention aimed at changing the system; combined (intermediate) intervention. The choice of the most productive crisis intervention strategy for a specific situation depends on the client's individual situation and involves careful identification of the client's problems, needs and expectations, the circumstances that caused the crisis situation.

Types and content of crisis intervention

Types of intervention	**Orientation**	**Content**	**Forms of implementation**
Direct intervention	direct provision of social services to those who need them	aimed at increasing the client's ability to overcome difficulties, solve problems	care, case management, socio-psychological counseling, training (mentoring), behavior change
A system change intervention	actions to create, social support systems or change	focuses on systems with which customers interact; provides planning, administration	institutions that provide services to clients support and improvement of the social protection system, ensuring effective and humane

		of social institutions, data collection and management	provision of social services assessment/research
Combined (intermediate) intervention	intervention that uses elements of direct intervention and intervention aimed at changing the system	establishing contacts between customers and systems with which they interact and which provide them with resources, services, opportunities	facilitation, street work, activation/mobilization, representation and protection of interests, counseling, assistance of other specialists

In the event of circumstances threatening the life and/or health of the client, emergency (crisis) intervention is carried out, services from which are provided immediately, within 24 hours. Crisis circumstances provoking the need for emergency intervention are: domestic violence; human trafficking; unforeseen circumstances: fire, natural disaster, disaster, hostilities, terrorist act, armed conflict, temporary occupation.

Emergency (crisis) intervention is an urgent intervention in a crisis situation with the aim of immediately eliminating or minimizing the consequences of such a situation, providing assistance and support aimed at overcoming it.

Social service of emergency (crisis) intervention provides for the provision of high-quality, operational, short-term assistance, protection and support to persons who are experiencing a crisis situation, including violence in the family, who cannot independently form effective methods of response and adaptation to the crisis situation, as well as in the

organization and application of measures related to it elimination, minimization or overcoming (State standard of social service crisis and emergency intervention).

During an emergency (crisis) intervention, the following forms of social work can be applied: psychological assistance (counseling, support, diagnosis, correction, psychotherapy, rehabilitation), provision of information on issues of social protection of the population, assistance in organizing interaction with other specialists and services, representation of interests , correction of family relations, assistance to persons affected by violence in the family, assistance in obtaining free legal aid, organization of emergency medical care, organization of asylum.

In the event of a crisis or emergency intervention, there may be a need to provide urgent crisis assistance, namely: provision of temporary shelter; provision of clothing, food; hospitalization or examination by a doctor; appeal with the help of law enforcement agencies; recovery of documents: escort to a safe place of stay; crisis counseling, etc.

The provision of social services is carried out taking into account the need of the recipient of social services for crisis assistance, which is determined based on the results of the assessment of the crisis situation, which is carried out by the subject of the provision of social services no later than within 24 hours after receiving and registering the application/message on the crisis situation. The assessment of the crisis situation is carried out in direct contact with the client or persons who reported the crisis situation, as well as on the basis of the analysis of the client's documents. Based on the results of the assessment, a decision is made to start providing social services, and the types and forms of crisis

intervention are determined. In the case of information about a threat to a person's life or health, emergency intervention is carried out immediately. For the results of the provision of social services, an act on the provision of social services of crisis and emergency intervention is drawn up, containing information on measures, terms, place and conditions of work.

Depending on the crisis situation, the following types of crisis and emergency intervention are implemented: telephone counseling ("hotline", if available); emergency assistance; short-term crisis assistance; crisis counseling. The content and forms of implementation of each type of crisis and emergency intervention are given in the Table.

Table

Types and forms of crisis and emergency intervention

Kind	Content	Main tasks
Telephone counseling ("hotline")	enabling customers to quickly notify about a crisis situation, receive the necessary information and advisory assistance	- prevent the development of a crisis situation, resolve it, prevent an increase in risk; - to provide specific instructions to the client on risk reduction, solving problems that provoked the crisis situation - redirect the client to an organization whose activities meet the stated needs and problems
Emergency help	provided in the event of a threat to the life and health of the recipient of social services immediately, but no later than within 24 hours after receiving a notification about a crisis situation	- eliminate the threat, danger to the health and life of the client; - provide a safe place, psychological support, - reduce the level of tension and stress; - to ensure the client's basic

		needs
Short-term crisis assistance	provided within 48 hours after receiving a notification about a crisis situation	- prevent the deepening of the crisis situation - if necessary, direct the client to a safe place of stay; - the client's formation of effective strategies for adapting to stress, overcoming the consequences of stress caused by a crisis situation; - provision of psychological support; - reducing the level of tension and stress; - provision of the client's basic needs
Crisis counseling	provided within 24 hours of a crisis	- discuss and agree with the client and direct the formation of stress coping skills; - to determine the psychological mechanisms of overcoming the consequences of a crisis situation, etc.

Emergency and short-term care can be part of crisis and emergency intervention. Crisis counseling can be part of emergency care and short-term crisis care, and can also act as a separate type of crisis intervention. The state standard defines the ***main measures*** implemented during the provision of social services for crisis and emergency intervention, namely:

- assessment of the crisis situation;
- detailed analysis and discussion of the crisis situation;
- informing about the crisis situation, its consequences, human rights in a crisis situation, methods and procedures for receiving assistance;

- provision of urgent basic needs (safety, food, medical care, clothing, etc.);
- organization and provision of psychological support in a crisis situation and ***help in overcoming consequences*** (psychodiagnostics, psychological counseling, psychological support);
- assistance in providing a safe place (***temporary shelter***);
- ensuring interaction with other specialists and services to eliminate signs of a crisis situation (calling an ambulance, law enforcement agencies, representatives of state social services, communal and transport services, etc.);
- assistance in ***managing documentation***.

Task 14.1 Complete your vocabulary with words in bold
Task 14.2. Make sentences with them
Task 14.3. Analyse content of the Table and be ready to make short summary of it.
Task 14.4. Prepare the example of case according to topic
Task 15. Read the text. What information is of primary importance or new for you?

MENTORSHIP

Preparation for independent life of children living in institutions for orphans and children deprived of parental care, other institutions for children, their social and psychological adaptation can be carried out in the form of mentoring. Mentoring of a child is carried out with the aim of preparing a child who lives in an institution for independent life by developing his physical, spiritual and intellectual potential, confidence in his own abilities, the formation of cultural and moral values in accordance with the ***Regulation on mentoring***, approved

by the resolution of the Cabinet of Ministers of Ukraine "Some issues of mentoring a child".

Mentorship is the voluntary, unpaid activity of a mentor to provide a child who lives in an institution for orphans and children deprived of parental care, another institution for children, individual support and assistance, primarily in preparation for independent life (Article 1, Law of Ukraine "On Providing organizational and legal conditions of social protection of orphans and children deprived of parental care"). A mentor can be an adult capable person who has passed training course on social adaptation of children and their preparation for independent life. Mentoring is carried out according to the contract on mentoring concluded between the center of social services at the place of residence of the child, the mentor and the administration of the institution where the child lives, in whose interests the contract is concluded.

According to the Regulation, the main tasks of mentoring are:

- identification and development of the child's abilities, promotion of the realization of his interests in professional self-determination;
- providing the child with accessible information about his rights and responsibilities;
- the formation of practical skills in the child, aimed at adapting him to independent life, in particular with regard to solving household issues, managing his own property and funds, receiving educational, social, medical, administrative and other services;
- familiarizing the child with the peculiarities of social communication and overcoming difficult life situations;

- promoting the child's development as a responsible and successful individual;
- formation of healthy lifestyle skills in the child.

Centers of social services provide consultations on various aspects of mentoring (tasks of mentoring, requirements for candidate mentors, provision of information on necessary documents, etc.) and conduct training of mentors.

Social services for orphans/children deprived of parental care are provided by specialized social protection services, non-profit organizations and public institutions in order to provide support and create conditions for normal physical, psychological and social development.

UNIT XV THE ROLE OF COMMUNICATION IN OUR LIFE

Themes and materials for studies:

1. The nature of managerial communication
2. Concept and types of self-presentation
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.

Professors and researchets note 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 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 texts:

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 verbalcommunicationwithoutsomeaccompanyingformofnonverbalcommu

nication.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

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
    - Silent treatment
    - Dragging your feet
    - Always being late

- Never saying what they want to do, then sulking about it
- Lame excuses

- Plausible deniability is key

Assertiveness Skills

- Know your rights
  - Say no and not feel guilty
  - Change your mind about anything
  - Take your time to form a response to a comment or question
  - Ask for assistance with instructions or directions
  - Ask for what you want
  - Experience and express your feelings
  - Feel positive about yourself under any conditions
  - Make mistakes without feeling embarrassed or guilty
  - Own your opinions and convictions
  - Protest unfair treatment or criticism
  - Be recognized for your significant achievements and contributions
  - Learn to say no
- Learn to use “I” statements
- Use eye contact
- Use assertive body language
- Avoid manipulation
  - 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
    - Close minded
    - Poor listener
    - Has difficulty seeing the other person's point of view
    - Interrupts
    - Monopolizing
3. Characteristics
    - Achieves goals, often at others' expense
    - Domineering, bullying
    - Patronizing
    - Condescending, sarcastic
4. Behavior
    - Puts others down
    - Doesn't ever think they are wrong
    - Bossy
    - Moves into people's space, overpowers
    - Jumps on others, pushes people around
    - Know-it-all attitude

- Doesn't show appreciation

5. Nonverbal Cues
   - Points, shakes finger
   - Frowns
   - Squints eyes critically
   - Glares
   - Stares
   - Rigid posture
   - Critical, loud, yelling tone of voice
   - Fast, clipped speech
6. Verbal Cues
   - "You must (should, ought better)."
   - "Don't ask why. Just do it."
   - Verbal abuse
7. Confrontation and Problem Solving
   - Must win arguments, threatens, attacks
   - Operates from win/lose position
8. Feelings Felt
   - Anger
   - Hostility
   - Frustration
   - Impatience
9. Effects
   - Provokes counteraggression, alienation from others, ill health
   - Wastes time and energy oversupervising others
   - Pays high price in human relationships

- Fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up
- Forces compliance with resentment

Elements of the Passive Style

1. Mottoes and Beliefs
   - «Don't express your true feelings».
   - «Don't make waves».
   - «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
   - Lack of facial animation
   - Smiles and nods in agreement
   - Downcast eyes
   - Slumped posture
   - Low volume, meek
   - Up talk
   - Fast, when anxious; slow, hesitant, when doubtful
6. Verbal Cues
   - «You should do it».
   - «You have more experience than I do».
   - «I can't.....»
   - «This is probably wrong, but...»
   - «I'll try...»
   - Monotone, low energy
7. Confrontation and Problem Solving
   - Avoids, ignores, leaves, postpones
   - Withdraws, is sullen and silent
   - Agrees externally, while disagreeing internally
   - Expends energy to avoid conflicts that are anxiety provoking
   - Spends too much time asking for advice, supervision

- Agrees too often

8. Feelings Felt
    - Powerlessness
    - Wonders why doesn't receive credit for good work
    - 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
   - Negotiates, bargains, trades off, compromises
   - Confronts problems at the time they happen
   - Doesn't let negative feelings build up
8. Feelings Felt
   - Enthusiasm
   - Well being
   - Even tempered
9. Effects
   - Increased self-esteem and self-confidence
   - Increased self-esteem of others
   - Feels motivated and understood
   - 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

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

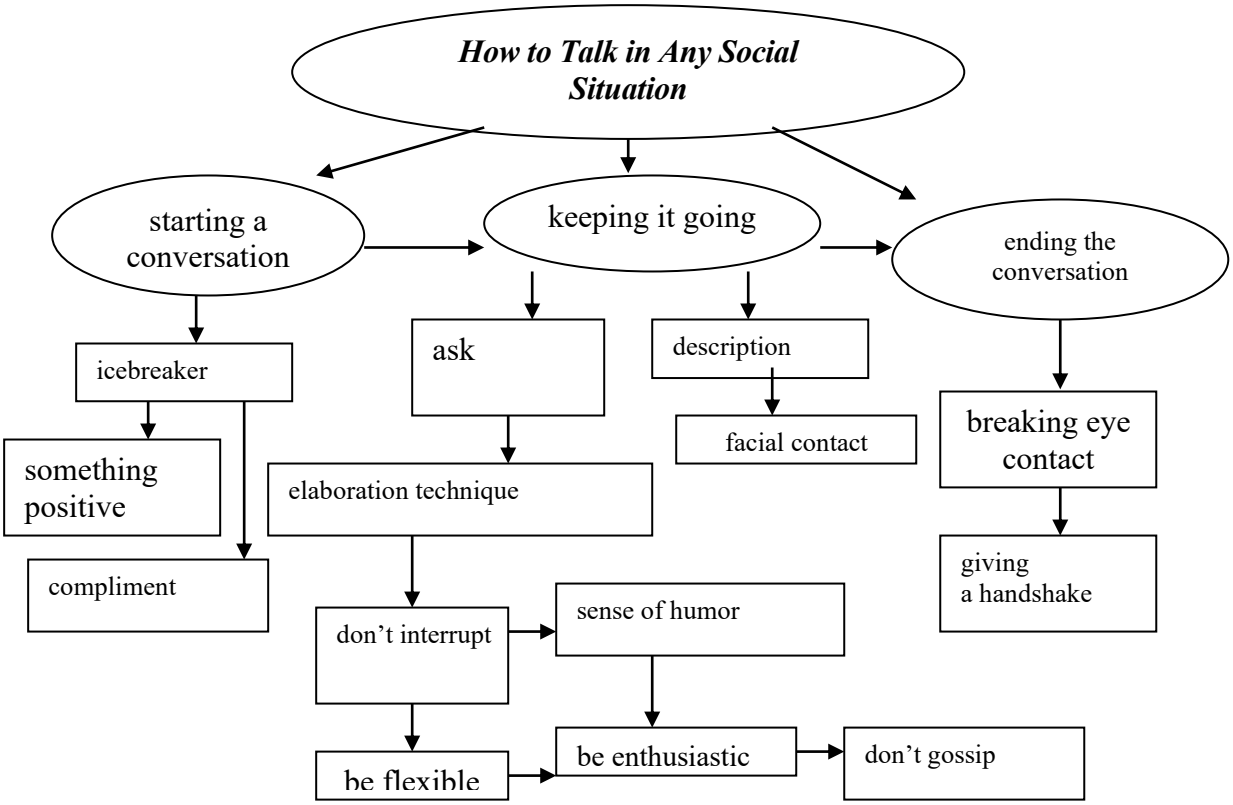
Task 7.1. *LEARNING STRATEGY. GROUP WORK*

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

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

_____

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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:

In social interactions, small talk has a big role

Say it Right: How to Talk in Any Social Situation

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