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INNOVATIVE TRENDS IN THE DEVELOPMENT OF WORK AND ORGANIZATIONAL PSYCHOLOGY IN POLAND AND UKRAINE

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Welcome

Dear colleagues,

We cordially welcome you at the 3rd Ukrainian-Polish Workshop dedicated to psychological aspects of innovative changes in organizations and organizational development. It is the third meeting of the professionals in the field of Work and Organizational psychology from Poland and Ukraine. The first workshop took place in Katowice in October 2009 and the second workshop was held in Kyiv in September 2010.

The Workshop is also organized under auspice Division 1 “Work and Organizational Psychology” of International Association of Applied Psychology (IAAP).

Today’s Workshop has been organized by the University of Silesia (represented by the Department of Pedagogy and Psychology, Institute of Psychology, and the department of Work and Organizational Psychology), the School of Management, the Polish Association of Organizational Psychology and the Laboratory of Organizational Psychology of the Institute of Psychology (Kiev), as well as the Ukrainian Association of Organizational and Work Psychologists (Kiev).

The *purpose* of the Workshop is to discuss the innovative trends in the development of Work and Organizational psychology in Poland and Ukraine as well as to analyze achievements and outline new ways of co-operation between Polish and Ukrainian WO psychologists.

The Workshop will cover a wide range of well-selected topics in the field of Work and Organizational Psychology.

We really hope that this Workshop will bring the cooperation between the Ukrainian and Polish researchers, lecturers, and practitioners in the field of Work and Organizational Psychology to a higher level. We hope that the days spent in Katowice will be long remembered by the participants for fruitful and enjoyable work and positive impressions. We wish you a very pleasant stay in Katowice.

On behalf of the Workshop's International Scientific Committee:

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FACTORS OF MANAGERS' ETHNIC IDENTIFICATION IN EDUCATIONAL ORGANIZATIONS UNDER CONDITIONS OF ORGANIZATIONAL DEVELOPMENT

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Introduction. The current global socio-economic, political and cultural changes impose new requirements on the system of education. There is an urgent need to introduce innovative technologies in the educational sphere, systematic and orderly development of educational organizations. In the light of the concept of multicultural education in Ukraine arises the issue of incorporation of personnel's ethno-psychological characteristics into the organizational development of educational organizations.

Objective. To analyze the associations between organizational-professional and socio-demographic factors and the types of managers' ethnic identity in educational institutions of different levels of organizational development.

Method. The sample was made up of 90 managers from the system of secondary education among which 85.4% were females and 14.6% males. The instruments included the *Organizational Development questionnaire* (modified by L.M. Karamushka) and the *Types of Ethnic Identity* (G.U. Soldatova).

Results.

In the **first** stage of the empirical investigation we analyzed the impact of organizational and professional factors (work experience, positional experience, type and level of education) and socio-demographic factors (age, sex) on the type of education managers' ethnic identity.

1. The respondents' **work experience** was found to negatively correlate with the following types of their ethnic identity: ethno-nihilism ($r_s = -0.236$, $\rho < 0.05$), ethno-fanaticism ($r_s = -0.232$, $\rho < 0.05$), ethno-egotism ($r_s = -0.256$, $\rho < 0.05$), and ethno-isolation ($r_s = -0.318$, $\rho < 0.01$). Besides, work experience positively correlated with the respondents' positive ethnic identity ($r_s = 0.243$, $\rho < 0.05$).

2. The respondents' **age** negatively correlated with the levels of the following types of their ethnic identity: ethno-nihilism ($r_s = -0.357$, $\rho < 0.01$), ethno-egotism ($r_s = -0.224$, $\rho < 0.05$), and ethno-isolation ($r_s = -0.278$, $\rho < 0.01$). Age also tended to positively correlate the respondents' positive ethnic identity ($\rho < 0.1$).

3. The respondents' **gender** was shown to correlate their ethno-nihilism ($r_s = 0.275$, $\rho < 0.01$) and ethno-indifference ($r_s = 0.269$, $\rho < 0.05$). Thus, female respondents were less indifferent to their ethnic identity and nation than men.

The **second** stage of the investigation analyzed the distinctive characteristics of the effects of organizational-professional and socio-demographic factors on the type of managers' ethnic identity in educational institutions of different levels of organizational development. The investigation found correlations between the types of managers' ethnic identity and their work experience ($\rho < 0.01$), positional

experience ($p < 0.05$), and age ($p < 0.05$) in the organizations at the **constructive levels** of organizational development.

The investigation also found correlations between the types of managers' ethnic identity and their work experience ($p < 0.01$), level of education ($p < 0.05$), age ($p < 0.01$), and gender ($p < 0.01$) in the organizations at the **problem levels** of organizational development.

It should be noted that the investigation did not find any correlations between the organizational-professional and socio-demographic factors and the type of managers' ethnic identity in the educational institutions at the **critical levels** of organizational development.

Conclusion.

1. The respondents' age and work experience negatively correlated with the marginal types of ethnic identity characterized, on the one hand, by the denial of one's own ethnicity (ethno-nihilism), and, on the other hand, by the feeling of one's own ethnic superiority (ethno-egotism, ethno-isolation) as well as increased positive ethnic identity.
2. The organizational-professional and socio-demographic factors considerably affected the type of managers' ethnic identity in the educational institutions at the constructive and problem levels of organizational development.
3. The findings showed that the relatively safe and trouble-free (in terms of organizational development) organizations created favorable conditions for personnel's development, resulting in their tolerant ethnic attitudes and positive perceptions of their ethnic origin.

PSYCHOLOGICAL FACTORS OF ORGANIZATIONAL DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS OF TRADITIONAL AND INNOVATIVE TYPES

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Introduction

The life today is characterized with change. Changes take place in the society, organizations or individuals. The change is a part of human nature and therefore continuous. But today's change has changed *in speed, depth and complexity* bringing with it a new phenomenon in technology, society, politics and economy, adaptation to which becomes a fundamental condition of survival for individuals and organizations (Wamwangi, K., 2003).

One of the change management strategy is *organizational development (OD)* which has been in operation for the last forty years. Organizational Development (OD) is a process by which psychological science knowledge and practices are used to help organizations to achieve greater effectiveness, including improved quality of work, life and increased productivity (Cummings, & Huse, 1989; Cummings, T.G. and Worley, 1997). OD has the following attributes: it is a planned process of change; it applies behavioral science knowledge; it aims at the change of organization culture; it aims at reinforcement of organization strategies, structures and processes for improving organization's effectiveness and health; it applies to an entire system of an organization, department or group as opposed to an aspect of a system; it targets long-term institutionalization of new activities such as operation of self-managed or autonomous work teams and other problem

solving capabilities (Wamwangi, K., 2003). Underlying OD are humanistic values. (N. Margulies, 1972).

One of the important areas to realize the ideas of organizational development is *education*, as, in our opinion, it must promptly respond to changes in the society and is focused on training, development and education of the growing individuals who have quickly to adapt to the society. Moreover, it is the educational organization that needs the application of humanistic ideas the most.

Analysis of the relevant literature shows that the idea of organizational development in education has been widely discussed in western countries, especially in the U.S. As to *Ukraine*, the problem of educational organizations' development, in particular the psychological factors of organizational development, have not yet attracted much of researchers' and practitioners' attention.

Hence, the relevance and scientific importance of the problem in question have determined the following **research objectives**:

1. To analyze educational organization staff's assessment of the psychological factors of organizational development.
2. To make a comparative analysis of the assessments of the psychological factors of organizational development by the staff of educational organizations of the traditional and innovative types.

Methods.

For the survey we applied a comprehensive *questionnaire* 'Organizational development of the organization' (L.M. Karamushka, 2009) which included six sets of questions about various aspects of educational organizations' development. One of the sets included questions about the psychological factors of organizational development.

The investigation was conducted in eight secondary comprehensive educational institutions of traditional and innovative types (four schools of each type) in the city of Kiev and Kiev region (Ukraine) in 2010-2011. The sample included 402 school employees (248 from the innovative organizations and 154 from the

traditional ones). The data were processed using SPSS (v. 13) (methods of cross-tables and chi-square coefficient).

Results.

1. The analyses of the educational organization staff's assessments of the psychological factors of organizational development allowed to divide them into three basic groups.

In the first place, by a large margin from other factors, is the *organizations' competitiveness* factor which was noted by nearly every second respondent (45.8%). This can be interpreted as a positive fact that demonstrates staff's adequate assessment of the current trends of socio-economic development in Ukraine.

In the second place are the factors noted by approximately every third respondent (32.3% to 39.3%). These factors were divided into three subgroups.

The first subgroup included the psychological factors related to staff's development and some of its aspects: *staff's personal development* (38.6%), *staff's professional and career growth* (38.6%), *staff's tolerance* (35.8%), *staff's psychological readiness for organizational development* (32.3%).

The second subgroup was made up of the factors related to *effective decision-making* (34.1%).

And the third subgroup included the psychological factors related to organizational business communication: the introduction of innovative forms of business communication (39.3%) and effective organizational business communication (34.8%).

On the whole, it also can be evaluated positively, especially the importance of the factors related to staff's professional and personal development. However, one should take into account that the significance of this group was noted only by every third respondent.

And in the third place, with a significant distance from the first group of factors are *staff's competitiveness* (26.9%) and *staff's entrepreneurial behaviors* (17.2%) whose importance was noted by every fifth respondent.

It suggests that most respondents are unaware of the fact that *organizations' competitiveness* directly depends on and includes *staff's competitiveness*.

Lack of awareness of the role of entrepreneurial behaviors can be explained, in our view, by two main reasons: a) the short history of the development of individuals' entrepreneurial behaviors in Ukraine (it became possible only twenty years ago with the beginning of the market economy); b) existing stereotypes that entrepreneurial behaviors are good for business only.

2. The analyses of the assessments of the psychological factors of organizational development done by the staff of the educational organizations of the traditional and innovative types found the following:

Firstly, a number of factors were equally important for both the traditional and innovative educational organizations. These factors included the *organizations' competitiveness*, *staff's psychological readiness for organizational development* and *effective business communication*. It can be viewed as a positive fact since the staff of the both types of educational organizations recognized the importance of 'the basic' factors.

Secondly, the innovative educational organizations were ahead of the traditional ones on a number of factors: *staff's personal development* (50.0% vs. 20.1%, $p < 0.001$), *staff's professional and career development* (44.8% vs. 28.6%, $p < 0.001$); *staff's competitiveness* (31.0% vs. 20.1%, $p < 0.01$), *staff's tolerance* (42.3% vs. 25.3%, $p < 0.001$), and *innovative forms of business communication* (44.6% vs. 27.9%, $p < 0.001$). Thus, the respondents from the innovative educational organizations realized that their organizations' development directly depended on their own development, innovative approaches to business activities, and staff's tolerance.

Thirdly, the traditional educational organizations, in their turn, were ahead of the innovative educational organizations regarding *managers' application of effective decision-making technologies* (44.8% vs. 27.8%, $p < 0.001$). In our opinion this shows a stereotype whereby the organizations' performance, including organizational development, depends on the ways the managers make decisions.

Conclusion

The investigation revealed a number of positive and negative trends in the educational organization staff's assessment of the psychological factors of organizational development to be taken into account in supporting organizational development of educational organizations of the traditional and innovative types.

SATURATION OF DIDACTICS IN A HIGHER EDUCATION INSTITUTION

CONDUCTING CLASSES SATURATED WITH AN IDEA OF STIMULATING CREATIVITY, PROACTIVENESS AND COLLABORATION

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Introduction.

The art of conducting classes in a higher education institution embodies not only their subject matter but all the other components accompanying this process, that is all what “permeates” and “saturates” the classes.

This art involves building an creative atmosphere, evoking curiosity and enthusiasm for education, facilitating a spirit of cooperation and common fun, creating an opportunity to form activeness and permanent interest in a given subject, encouraging activeness and independent application of acquired knowledge in practice, supplementing education, finding answers to preoccupying questions etc.

Supporting pro-activeness and entrepreneurship.

Being accustomed to certain stability and preserving its own identity and immutability,

a university is currently facing challenges towards new education directions that should be adapted to changing labour market conditions and simultaneously should be geared at maintaining the most precious values offered by tertiary education. In such circumstances it is necessary for a university and its workers and students to adapt to new requirements – the necessity to conform curricula and teaching

methods to challenges posed by the broadly understood environment – international and European ones, and the educational market in Poland¹. The challenges regarding collaboration and entrepreneurship are relatively new and so far not much emphasis have been put on them neither have we had high hopes of developing them as it is today. Therefore, in didactics of a higher education institution “profound” factors such as teaching independence and courage – social patterns² – should be taken into consideration.

A didactic process should assist in ‘picking up’ persons with entrepreneurial predispositions, among which there are psychological factors such as self-efficacy defined by Albert Bandura³, pro-activeness, flexibility, innovativeness and openness. These qualities may be activated, however, the research findings indicate that only few students demonstrate entrepreneurial intentions and there is a considerable likelihood that these intentions go unnoticed and are not reinforced by tertiary education institutions.

Stimulating creativity and pro-innovativeness.

Another challenge posed for a university is to promote creativity and pro-innovativeness.

In the upcoming years the civilisation and economic success of our country will depend on innovativeness and creativity of Polish science and economy to a much greater extent than it used to be. Educational institutions, including tertiary ones, will have to come up to new tasks and remodel an educational process that should form such qualities as *empathy*, which should supplement logical and critical thinking allowing to empathise with others. The educational process should take into account the development of a *story-telling skill* – which means an ability to communicate by discovering more profound meanings, understanding

¹ It is imposed by so-called Qualification Framework.

² A number of these factors appear in relations now referred to as mentoring (cf. Gordon, 1993, Parsloe, Wray, 2003), thus mentoring can be considered as a method potentially useful in entrepreneurship formation.

³ Bandura A., 1997: Self-efficacy: The exercise of control, Freeman. New York

facts in contexts and to impart emotional meaning to them, that is, spinning ‘stories’ which are a manifestation of deeper understanding and creative thinking. What should be also facilitated and developed is a *designing skill* since it is not sufficient to produce functional services or products - additionally, they must be beautiful and emotionally-involving. It is also essential to teach people to design objects, spaces etc. in conformity with values and to adapt them to authentic people’s needs (e.g. hospital spaces, drug packaging for elderly people etc.). Other skills to be mastered are: *symphony* - qualities and skills of perceiving the whole pictures, combining elements, perceiving them in reciprocal relations, a *skill of play* - importance of distancing oneself, a sense of humour as a tool for coping with stress, tension, pace of life and work and a *skill of finding meaning* – the skill of perceiving significance of matters, priorities and things which really count. Pink (Whole Mind, 2005) states that searching for meaning and sense is one of the most important phenomena in the USA and European countries.

A spirit of trust and cooperation conditioning efficient stimulation of creativity and pro-activeness.

A complete didactic effect can be achieved when excellently elaborated substantive contents are accompanied by a good atmosphere during classes in a student group, being full of eagerness, enthusiasm and creative inventiveness. In a science of psychology there are such terms as “innovative climate”, atmosphere of creativity⁴. On the basis of the conception of Michael West⁵, who devised a model of an innovative team, it is possible to formulate principles which will lead to creating a climate for creativity and innovation not only in an employees’ group but also in a students’ group. According to this conception, a spirit of trust and cooperation in a team can be fostered by understanding and subordination to common goals, participation of students in a teaching process,

⁴ Pietrasinski Z., 1969. Myślenie twórcze. Wrocław.

⁵West M. 2002: Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation implementation in work groups. “Applied Psychology”, 51

feedback, effective conflict management, supporting innovations, building security within a team, reflexivity and team integration.

If we wish to encourage a group of students to innovativeness and greater creativity, the following rules should be observed:

- Mastering knowledge and skills by students should be perceived as significant for the whole organisation, that is a higher education institution, and as a challenge to be faced by each student;
- A group should be allowed sufficient time, no pressure should be exerted or compulsion to come up with creative solutions;
- Group members should master team working skills both individually and commonly and consolidate integration processes.

The idea of saturation of didactics with creativity, innovativeness and pro-activeness means that we try to organise a didactic process in a manner that may create an opportunity for a student to experience a specific feeling, reflexive observation, attractive generalisation and active experimenting in the face of entrepreneurship and creativity demanded by the contemporary world. Conscious saturating of a didactic process may cause university graduates to become aware of necessity to transfer knowledge, so that they could have a high sense of purpose and usefulness of knowledge, developed skills of creative thinking, shaped pro-innovative attitudes, mastered collaboration and teamwork skills. If a conception of saturation is not considered, we will be threatened with further “production” of graduates equipped with extensive knowledge not staying in touch with the reality, unaware of the value of acquired knowledge and possibilities of transferring it into innovative solutions. All these qualities constitute indispensable psychological equipment in the times when Europe and the USA have to struggle to survive and fight for further development and their place in the world.

LEVELS OF ENTREPRENEURS' SELF-EFFICACY IN TRADE SECTOR

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Introduction. The problem of entrepreneurs' self-efficiency is quite important today because there is a vital need of the specialists who besides possessing the necessary skills and abilities would be confident in their ability to achieve the goals. Individuals' self-efficacy in the context of business activity has been widely discussed in western psychology (A. Bandura, 1977; D. Forbs, 2005; A.De Noble, 1999; S.D. Barbosa, 2001 et al). It has also been investigated by Russian (A.V. Boyarintseva, 1995; V. Romek, 1996; L.M. Mitina, 2003) and Ukrainian (O.I. Bondarchuk, 2008; N.V. Prorok, 2010) researchers.

Objective. Finding out levels of entrepreneurs' self-efficacy in trade sector.

Sample and methods. The investigation was done on the sample of around 100 entrepreneurs owning small trading businesses in the city of Cherkassy using *M.Sherer and J. Maddux Self-efficacy Scale* adapted by A. Boyarintseva.

Results:

1. Analysis of the obtained results showed the following average scores: general self-efficacy - 6.8; activity self-efficacy - 6.95; social self-efficacy - 6.41.
2. The vast majority of the respondents (72.5%) had average levels of general self-efficacy with only 17.5% of them having it highly developed. This suggests that most entrepreneurs quite positively assess their own potential and believe in their ability to use productively their knowledge and skills in solving specific problems. The predominance of the average levels of entrepreneurs' general self-efficacy can be explained by the fact that in modern economic and social conditions the representatives of such an unstable profession have difficulties in

demonstrating high levels of confidence and faith in their own potentials, although at the same time as self-employed people whose success depends only on themselves, they have a very small percentage of low-level scores.

3. The investigation showed prevalence of average (70.0%) and high (22.5%) scores on the activity self-efficacy scale. This suggests entrepreneurs' certain confidence in effective accomplishment of specific tasks, including those related to professional activities which can be explained, in our opinion, by the fact that entrepreneurs have to perform a lot of different practical tasks that can enhance their feeling of self-efficacy.

4. As to the social self-efficacy, 20% of respondents demonstrated low scores, and only 15% of them had it at high levels. This suggests the existence of certain problems in entrepreneurs' business relations and professional communications.

5. Comparison of these findings with similar investigations done on other social categories showed some similarities. Thus, educational institution heads' self-efficacy averaged 7.15 points (O.I. Bondarchuk (2008)) and future elementary school teachers' self-efficacy averaged 6.45 points (M. Marusynets (2010)). M.I. Gaidar (2008) found that among the surveyed psychology students most respondents (70%) had averagely developed self-efficacy with high and low levels of self-efficacy in approximately 15% of respondents respectively. A. Boyarintseva (2000) found that among different groups of people entrepreneurs had the highest self-efficacy - an average of 7.58 points.

Conclusion. There is an urgent need of developing entrepreneurs' self-efficacy by increasing their professional self-esteem, widening their relevant knowledge and developing skills, and creating comfortable psychological and work conditions. The further research can focus on the psychological factors of entrepreneurs' self-efficacy in trade sector.

SOCIAL ENVIRONMENT AND PSYCHOLOGICAL CLIMATE IN PRESCHOOL EDUCATIONAL INSTITUTION'S COLLECTIVE AS A FUNCTION OF LEADERSHIP STYLE

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Introduction. The present stage of development of preschool education in Russia witnesses the increased role of managing the teaching staff. Teachers' work is a kind of professional activity characterized by the rich positive and negative experiences, stress and high social responsibilities. In terms of health maintaining and professional longevity, teaching activities are risk factors themselves.

In this connection, increases the role of the leadership style used by the educational organization heads in creating a favorable social and psychological climate in the pedagogical collective. This problem is particularly acute in the pre-school educational institutions which together with the families are the first socialization institutions for the younger generation.

Objective. Investigation of the distinctive features of socio-psychological climate in the collectives of preschool educational institutions depending on the leadership style.

Method. The investigation was done on the sample of 74 preschool teachers from Belgorod (Russia) using *O. Mikhalyuk, A. Shalyto Socio-Psychological Climate in the Collective* express-technique, *E. Rogov Assessment of the Socio-Psychological Climate in the Collective Using Polar Profiles*, and *A. Zhuravlev Leadership Styles*.

Results. The *O. Mikhalyuk, A. Shalyto Socio-Psychological Climate in the Collective* express-technique identified three groups of pre-schools depending on the favorability of their social and psychological climate. The first group (25%) included the preschools with very favorable socio-psychological climate (favorability index 0.7 with the maximum value of 1). Analysis of the data obtained using *E. Rogov Assessment of the Socio-Psychological Climate in the Collective Using Polar Profiles* found that these preschools' socio-psychological climate was mainly characterized by the collective members' friendly, cheerful relationships, optimism, cooperation, mutual aid, benevolence, enthusiastic participation in joint activities, spending free time together. Generally, the collectives' relationships were dominated by the approval and support, and benevolent (developing, motivating).

The preschools that belonged to the second group (50%) had a generally favorable socio-psychological climate (favorability index 0.5-0.6) which was characterized by the fair and respectful treatment of all collective members, the experienced teachers' assistance and support to young professionals, and integrity, honesty, and diligence highly appreciated. However, these educational institutions were found to have some problems.

The third group (25 %) was shown to have a generally unfavorable psychological climate (favorability index 0.2). The organizations of this group were characterized by low mood, pessimism, conflicts, aggression, mutual dislike, rivalry, absence of

intimate contacts, and aggressive criticism. The collective members were inert, individualistic, egotistic, unsociable, and not good work performers.

It should be noted that the findings confirmed the results of the investigation done by L. Karamushka (Ukraine) that suggested that the educational; organization leaders' assessment of the climate was more favorable than that of the rank-and-file employees'.

The correlation analysis revealed relationships between the leadership styles used in the preschool institutions and their socio-psychological climates: the organizations whose leaders were more focused on the flexible leadership styles, according to the probabilistic model of leadership, had higher socio-psychological climate favorability indices ($p < 0.05$). The probabilistic model of leadership includes a number of variables of a psychological and non-psychological character. The psychological variables comprise the leaders' personal (or personal-stylistic) characteristics and the situation in which they work whereas the social variables are made up of the leaders' performance (productivity) indicators.

Conclusion. Use of the probabilistic model of effective leadership by the leaders of preschool educational institutions can help create a favorable social and psychological climate in the collectives. It seems urgent to train leaders' in using the probabilistic model of effective leadership in their management practice.

VALUE ORIENTATIONS AND SUBJECTIVE WELL-BEING OF EDUCATIONAL ORGANIZATION MANAGERS

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Objectives. This research investigated educational organization managers' subjective well-being in relation to distinctive aspects of their value orientations.

Methods. The investigation was done on the sample of 482 secondary school principals (51.7% females and 48.3% males) divided into groups according to the length of service and age. Value orientations were determined by the Rokeach Value Survey (RVS, M. Rokeach). Subjective well-being was determined by Satisfaction With Life Scale (SWLS, E. Diener, R. A. Emmons, R. J. Larsen, and S. Griffin); distinctive manifestations of principals' career orientation by Career Anchors Self-Assessment (E. H. Schein). Distinctive features of school principals' attitudes toward career development were determined using self-description method of a successful principal's life. The obtained data were analyzed using correlation, cluster analyses and ANOVA (SPSS-13.0).

Results. Using the factorial analysis of the data from RVS we identified 7 factors which included 69 % of the total variance: 1) Professional realization values, 2) Life activity; 3) Recognition; 4) Paternalism (Caring for others); 5) Self-efficiency; 6) Perfection; 7) Altruism. The principals' value orientations were found to have a contradictory structure: a) interesting work opposed the respondents' freedom, б) family life opposed active and productive life, в) values of social recognition, prestige, creativity, and personality development, etc.

The mean score of the respondents' subjective well-being on the SWLS was 23.3, with a standard deviation of 4.8. The investigation found distinctions in the

principals' subjective well-being depending on their gender, age and length of work. Females were shown to have higher levels of subjective well-being compared to males, especially older ones ($p < 0.01$). A similar tendency was found in relation to the respondents' length of work.

The projective instrument of a free description of a successful principal's life found out a mere 61.9% of the respondents to identify their career development with a vertical career and getting certain positions.

At the next stage of the investigation the cluster analysis identified four clusters representing the groups of principals in accordance with their career orientations: stable (40.9 % of the respondents), entrepreneurs (17.9 %), professionals (13.4 %), life styles-oriented (9.6 %), and service-oriented (18.1 %). It should be noted that the service-oriented respondents the best suited the character of work in education improving their subjective well-being (ANOVA, $p < 0.01$). The service-oriented respondents were far less oriented toward vertical careers (19 % of the respondents), than the stable ones (67.6 %), entrepreneurs (74.3 %), professionals (73.7 %), and life styles integration-oriented (71.1 %). The entrepreneurs and life styles-oriented principals had the lowest levels of subjective well-being (ANOVA, $p < 0.01$).

The investigation found statistically significant differences in the respondents life satisfaction depending on the structure of value orientations for all the factors but the Self-efficiency factor (ANOVA, $p < 0.05$; $p < 0.01$). The highest levels of subjective well-being were found in the respondents oriented toward the factors' positive pole - 'Professional self-realization values', 'Life activity', and 'Altruism', whereas the lowest levels of subjective well-being were present in the principals oriented toward 'Recognition' and 'Paternalism'.

Conclusions. It is advisable to encourage educational organization managers' development in order to agree their value orientations with the aims, missions, and tasks of their profession, education generally and to elevate their subjective well-being. This can be effectively done in the system of post-graduate teachers' training, in particular in refresher training using special training courses.

NECESSITY OF ENSURING CUSTOMER RELATIONSHIP MANAGEMENT OF UKRAINIAN COMMERCIAL ORGANIZATIONS

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Introduction. Strong competition and the intensification of business activities call for the search of new approaches to increase commercial organizations' effectiveness. One of the new and promising approaches is the CRM strategy (Customer Relationship Management). Some aspects of this approach have been reflected in the works by a number of western and Ukrainian researchers (P. Drucker, G. Hodgkinson, J. Ford, S. Hollensen, D. Peppers, M. Rogers, J. Thomas, D. Gerhauzen, P. Greenberg, E. Schein, A. Payne, S. Wilde, S. Green, M. Lindström, L. Karamushka, A. Deineka, K. Baksht, N. Zelensky, O. Sharapa et al.). However there is a lack of research of psychological aspects of CRM strategy and commercial organizations' customer orientations in Ukraine.

Objective: to analyze the essence of commercial organizations' CRM strategies.

Results. 1. CRM is viewed as a system of concepts used by modern commercial organizations to manage relationships with consumers of their goods or services. CRM system aims at a comprehensive study of customer needs and preferences. Although different authors proposed different structures of CRM, its main stages can be generalized as follows: finding, attracting, and winning new customers; fulfilling company's contracted obligations; nurturing and retaining the customers the company already has; and developing relationships with customers.

2. A lot of Ukrainian business organizations are trying to apply the CRM system for collecting and processing customer-relevant information. However, the application of the CRM system alone does not mean that the company is customer-

oriented. Customer orientation is essentially characterized by the orientation of the whole organizations' collectives toward customers. Every employee interacting with customers represents the company, and therefore is responsible for his / her actions at the organizational level.

3. Today more Ukrainian business organizations are trying to develop their own customer-oriented strategies for which they conduct comparative analyses of sales- and customer-oriented strategies. The main sales-oriented strategies are the strategies for sales promotion and goods / services distribution. Customer-oriented strategies are intended to foster relations between company's staff and the most important customers in order to predict and further implement the work strategy beneficial for both parties.

4. Implementation of customer-oriented strategies depends on organizations' willingness to do it. This commitment is manifested both in managerial decisions and adequate organizations' informational, technological, financial, and psychological potentials. It also requires constant work to improve the principles of corporate culture, psychology of personnel, and conditions for obtaining information from clients, etc.

Conclusion. Application of customer-oriented strategies will allow to increase commercial organizations' effectiveness and customers' satisfaction.

A COMPLEX APPROACH TO INVESTIGATING STAFF'S RELIABILITY IN ORGANIZATIONS

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Importance. Being very important the concept of staff's reliability is quite debatable. It draws the attention of specialists from different fields of science and practice due to its educational, psychological, legal characteristics, to name just a few of them. The complexity and importance of ensuring staff's reliability in organizations requires an integrative approach to personnel's selection which has not been adequately reflected in the practice of Ukrainian organizations.

Objective. To develop a complex approach to determining staff's reliability in organizations.

Results.

1. Resolution of the problem of staff's reliability is essential to ensuring the organizations' effectiveness. The staff's reliability envisages prediction of consistently good results. Reliability is a complex changeable attribute which depends on a number of factors: various conditions, untypical or critical situations or contingencies. However, its basic points should be predictable.
2. Staff's reliability should be viewed keeping in mind the following two considerations.

Firstly, analyzing employees' professionalism one should take into account their profession-relevant education, work experience, career plans, etc. Secondly, one should also take into account the employees' personal characteristics, that is their attributes that provide for their strong work motivation, ethical behaviors, and loyalty and commitment to the organization. Important in this process are the risk

factors that can decrease employees' work performance or even make their work impossible in conditions of varied complexity.

3. In investigating the above mentioned components of employees' professionalism it is advisable to use direct methods (document analyses, interviews, and observations) and indirect methods (psycho-diagnostic examination, visual examination, and polygraph interviewing).

In accomplishing the first group tasks the direct methods are mainly used being the traditional staff examination methods sufficient for determination of the job applicants' potentials.

Fulfillment of the second group tasks requires indirect methods that allow to determine a number of individuals' psychological characteristics in order to predict their behaviors in situations of varied complexity. Special attention in this should be paid to individuals' present mental state, leading defense mechanisms, characteristics of thinking and world outlook, adequacy of self-esteem, motivation sphere, moral and ethical criteria, levels of adaptation to the society, stress-resistance, etc.

4. An important method used in fulfilling the second group tasks is a polygraph which has been used in special psycho-physiological investigations to detect deception. Use of the polygraph facilitates the task since this method not only considerably complements other methods of obtaining psychological information but often surpasses them being highly precise and time-saving: examination with the polygraph takes much less time and money compared to the long-term staff examinations.

We determined the factors that affected the polygraph interview results' validity and reliability. They included the individual psychological characteristics of the interviewees, methodological correctness of the interviewing procedure, correspondence of the polygraphical methods to the interview types, quality of the polygraphical equipment, the interpretation principles of the obtained psycho-physiological data, and the polygraphologists' qualifications and objectivity.

We also determined the reliability of the polygraphical tests which was verified by a complex investigation using the comparative analyses with the data obtained by psycho-diagnostic examinations and visual diagnostics (72.2%) as well as by the interviewees' free-will confessions in the concealment of information (60.0%).

5. The complex approach to staffing organizations with the reliable and committed workers not only allows to select the best of the candidates but also provides for getting reliably consistent staff's work performance indices during long periods of time.

Conclusion. The complex approach can be helpful in the work of organizations' security services as well as for psychologists in their work with the personnel: personnel selection and placing, personnel's work performance monitoring, prevention of personnel's destructive behaviors, investigation of work-related offences, etc.

TYPES OF MANAGER-EMPLOYEE CONFLICTS

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Introduction. Effective conflict management requires managers' understanding of the real and potential causes and mechanisms of organizational conflicts, and their factors, i.e. the knowledge of conflicts typology in the manager-employees system.

Objective. Finding out of contents, features and types of manager-employee conflicts.

Method. The investigation was done on a sample of 361 education managers in 2011 using *Conflict Provoking Factors in Manager-Employees Interactions in Educational Organizations* questionnaire and SPSS (v. 12.0).

Results.

1. As a result of factor analysis the total variance was about 40%. The factor matrix defined 5 important factors that allowed to identify the dominant types of conflicts between education managers and employees: value-motivational, status-and-informational, resource, communicative, and role conflicts.
2. Analysis of the respondents' answers showed that status-and-informational conflicts had the load factor of 7.9% of the total variance and included the following conflict provoking factors: F8 – lack of information about tasks and orders (0.691); F9 – organizations' uncertain priorities their frequent changes (0.687); F7 – ambiguous and contradictory tasks (0.513); F10 – neglect of the employees' needs of professional development (0.505); F12 – unclear duties, functions, and responsibilities (0.473); F11 – stressful nature of professional activity (dominance of negative emotional states, burnout), professional deformation, development of accentuations (hysteria, aggressiveness, etc.) (0.449).
3. This factor is bipolar and in our sample it is formed by two groups of conflict-

provoking factors. The first group comprises the features of the information space between managers and employees, and the other group the characteristics of managers' status in the hierarchy of interactions.

4. The conflict-provoking factors are: lack of information or its redundancy (factors F8, F9); uncertain authority and social roles, i.e. unclear rights and responsibilities, low executive discipline, inadequate social roles of participants in joint activities (factors F7, F12); struggle for status, i.e. determination of the groups' or individual employees' contribution to the joint activity (factors F10, F12); confrontationality as a characteristic of educational environment (factor F11).

Conclusion.

1. The status-informational conflict is a special manifestation of contradictions between managers and employees.
2. Interactions in conflicts are defined as a defense, proof or the formation of the expected status. The status-informational conflicts are based on individuals' social needs.
3. The status-informational conflicts determine the social-psychological climate in the group, ruin communication links, affect managers' decision-making that is done in conditions of information concealment and / or distortion and therefore doesn't have sufficient motivating drive.

POST-GRADUATE STUDENTS' ASSESSMENT OF THE ROLE OF POST-GRADUATE SCHOOLS IN DEVELOPING THEIR LEADERSHIP SKILLS

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Introduction. An important aspect of post-graduate students' training is development of their leadership skills since most of the PhDs eventually become heads of educational and research departments, research projects etc. Some aspects of educators' training were reflected in the works by P.P. Bleshmut, L.M. Karamushka, O.A. Fil et al. which dealt with distinctive features of the economic socialization of post-graduate students and teamwork. However, little research has been dedicated to the issues relating to the development of leadership skills in graduate students.

Objective. To find out: a) post-graduate students' assessments of the role of post-graduate schools in developing their leadership skills; b) post-graduate students' orientations toward the development of their leadership skills in post-graduate schools; c) activities (during and after post-graduate course) that needed the respondents' leadership skills.

Method. The investigation was done on a sample of 182 post-graduate students (13.5% humanities students, 86.5% technical students, 92.2% full-time students, 7.8% part-time students) at the KPI National Technical University and G. Kostiuk Institute of Psychology (Ukraine) in 20011 using *Post-Graduate Students' Leadership Skills* questionnaire (L.M. Karamushka, T.G. Felkel, 2010 p.) made up of open and closed questions, and SPSS (v. 13).

Results.

1. The investigation found that the vast majority of the respondents (85.4%) believed that the post-graduate courses contributed to the development of their leadership skills while a small proportion of the respondents (3.4%) noted that the post-graduate courses did not develop their leadership skills. 11.2% of the respondents did not answer the question.

2. 96.7% of the respondents clearly stated that they were oriented toward the development of their leadership skills and only 1.1% answered that they had no such an orientation. 2.2% of the respondents left the question unanswered.

3. The analysis of the respondents' answers identified two main groups of the activities which would need their leadership skills the most: a) work-related activities, and b) personal development-, self-fulfillment-, and family-related activities. Each of the groups had subgroups.

4. The group of work-related activities had four subgroups. Subgroup 1 included the activities relevant to the respondents' thesis work (27.5% of the respondents) and thesis defense (62.6%). Subgroup 2 was made up of the activities relevant to the respondents' professional career: in business (57.1%), in education (52.7%), in production sector (25.3%), in other areas (22.0%). Subgroup 3 comprised research project activities: participation in research projects (40.7%) and winning project grants (36.3%). Subgroup 4 included the activities relevant to interactions with other participants of educational process: with students (61.5%) and with colleagues (29.7%).

5. The group of personal development-, self-fulfillment-, and family-related activities was made up of two subgroups. subgroup 1 included the respondents' personal development-, self-fulfillment activities (57.1%) and subgroup 2 family-related activities (20.9%).

Conclusions. 1. The obtained findings 'dispel' the stereotypes shared by some educators about research and educational work training being the only mission of post-graduate studies. The majority of the respondents believed that another

important mission of post-graduate studies was their development of leadership skills.

2. Post-graduate students' leadership skills may help solve the wide range of tasks related to two main areas of their life: a) professional realization and 2) family life, personal development and self-fulfillment.

3. The most important activities for which the respondents wanted to develop leadership skills were the thesis defense, personal self-fulfillment and development, professional career in higher education and business, participation in research projects, as well as interactions with students.

ORGANIZATIONS' COMPETITIVENESS: LEVELS OF ANALYSIS, PSYCHOLOGICAL COMPONENTS, CHARACTERISTICS, METHODS AND RESULTS OF EXPERIMENTAL INVESTIGATION

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Introduction. The problems of development of educational organizations' competitiveness attract researchers' attention due to the increased role of education whose mission is training of competitive specialists for the modern labor market.

Objective. To investigate the levels of analysis, psychological components, characteristics, methods and results of investigation of organizations' competitiveness.

Results of the theoretical analysis of the problem under consideration.

1. The definitions of the concepts of competitiveness and organization's competitiveness.

From the perspective of the psychological approach (O.A. Fil, 2009) *competition* is referred to as subjects' (individuals, groups, organizations, countries, continents) psychological interactions in achieving mutually important aims and / or satisfying needs (physiological, safety and protection, social, respect, self-expression, etc.) using various competition strategies (destructive, constructive, competition neglecting, etc.). Respectively, the competitor as a participant (subject) of competitive interactions is an individual with his / her own needs and equal psychological rights in satisfying their needs which can be equally important for other competitors (O.A. Fil, 2010). *Organization's competitiveness* is a set of psychological characteristics which ensure organizations' effective competition

compared to the similar / other subjects on today's jobs, products, and services markets.

2. Levels of analysis and psychological components and psychological characteristics of educational organizations' competitiveness.

Levels of analysis of the problem of development of educational organizations' competitiveness: 1) *mega-level* (country level); 2) *macro-level* (industry / organizations' activities level); 3) *mezzo-level* (organization level); 4) *micro-level* (individual level). ***Psychological components*** and ***psychological characteristics*** of educational organizations' competitiveness at the mega-, macro-, mezzo-, and micro-levels: 1) at the mega-level the psychological component *Competitiveness of different areas of organizations' activities or goods / services functioning* includes the following characteristics: Culture of psychological competition in society and Education sector's competitiveness; 2) at the macro-level the psychological component *Educational organizations' competitiveness for outside and inside customers* includes the following characteristics: Educational organizations' psychological culture of competition with other organizations on the educational services market and Educational services competitiveness; 3) at the mezzo-level the psychological component *Educational organization's inner environment competitiveness* includes the following characteristics: Educational organization's competitiveness culture and Educational organization's inner environment competitiveness; 4) at the micro-level the psychological component *Educational organization staff's competitiveness* includes the following characteristics: The development of individuals' basic competitiveness characteristics and The development of individuals' special competitiveness characteristics.

For the experimental investigation of organizations' competitiveness researchers can use a set of instruments *Analysis of Organizations' Competitiveness* (O.A. Fil, 2010).

3. Examples of the results of the investigation of organizations' competitiveness (mega-level). Let's analyze the psychological component *country's competitiveness and competitiveness of different areas of organizations' activities*

and goods / services functioning through the analysis of the psychological characteristic *Country's competition culture*. Although the meg-level is not a psychological level proper, the psychological problems of competition at the level of country's society can be 'entwined' into organizations' problems due to the organizations' being the parts of the society.

Method. The investigation of the psychological attitudes toward competition at a private university in Kiev was done by O.A. Fil and V.V. Korsakevich in 2011 using the unfinished sentences technique ('I think competition is...').

Results. The investigation identified the following types the respondents' perception of competition: 1) *Unwilling-passive type* (passive subject) who perceives competition as an indispensable part and objective factor of social, organizational, and individual life. This group members shared negative perceptions of competition which suggested their negative experiences of competitive interactions and / or their unpreparedness for competitive interactions. 2) *Developing-active type* (active subject) characterized by seeing an individual as an active subject of competition at the societal, organizational, and individual levels. This type of university staff's perception of competition can promote their competitiveness. The development and encouragement of staff's positive attitudes toward competition as civilized psychological interactions may be a competitors' health-promoting factor, improve staff's work performance as well as improve overall organization's competitiveness.

The obtained findings can be helpful in private university staff's training in competitive interactions, application of constructive competition strategies, as well as organizational competition management.

Conclusion. The mega-, macro-, mezzo-, and micro-levels system analyses of the psychological components, characteristics, problems, methods, results, and factors of educational organizations' competitiveness form the basis of a new research area in organizational and economic psychology that is the **psychology of development of contemporary organizations' competitiveness**.

EFFECTS OF EDUCATIONAL ORGANIZATION MANAGERS' GENDER AND AGE ON THEIR CHANGE MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT MOTIVES

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Introduction. An important condition of effective management in educational organizations is development of managers' motives of their participation in the processes of change management and organizational development. This problem has been poorly investigated in Ukraine.

Objective. To analyze educational organization managers' motives of change management and organizational development as well as the effects of managers' gender and age on these motives' development.

Method and sample. The investigation was done on the sample of 315 managers of educational organizations from different regions of Ukraine in 2009 -2010 using the *Managers' Change Management and Organizational Development Motives in Educational Organizations* questionnaire (L.M. Karamushka, V.M. Ivkin, 2009). The mathematical processing of the collected data was done with SPSS (v. 13.0).

Results.

1. The managers' basic motives of participation in educational organizations' development and change management were shown to include the motives *relevant to organization's activities* (raising organizations to higher levels, application of new organizational work forms and methods, gaining social prestige by organizations) and the personal motives (managers' professional and personal development, self-realization in new activities, getting financial and fringe benefits and rewards).
2. It was found that female and male managers statistically significantly differed in

their change management and organizational development motives relevant to *organization's activities* ($p < 0.001$). The difference was the most distinct regarding the motives of *application of new organizational work forms and methods* and *raising organizations to higher levels*. However the motive of *gaining social prestige by organizations* was more developed in male managers than females.

3. Personal motives of organizational change management and development were found to be more developed in males than females ($p < 0.001$). It was most evident regarding the motives of *professional and personal development* and *self-realization in new activities* which most likely could be accounted for by women's reproductive role and their heavier load in family matters.

4. Female and male managers were found to have different self-realization peaks ($p < 0.001$): the male respondents reached their self-realization tops at the age of 31 through 40 years whereas the females had their self-realization summits when they were 41 through 50 years old.

Conclusion. The investigation findings could prove helpful in educational organization managers' training in organizational change management and organizational development.

FACTORS OF DEVELOPMENT OF HIGH SCHOOL STUDENTS' CAREER ORIENTATIONS

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Introduction. One of the important problems of teenagers' personality development is their professional self-determination and preparation for future professional activities and professional career. Among the psychological factors that influence this process an important role is played by career orientations.

Analysis of the relevant literature showed that although the problem of career orientations is quite new in psychology it found some reflection in the works of western (J. Savely, S. Todor, E. Schein), Russian (A.A Zhdanovich, L.H. Pochebut, A.P. Ternovskii, V.A. Chyker, etc.), and Ukrainian scientists (O.I. Bondarchuk, O. Hupalovska, O. Kalyamanska, N. Kovalchyshyna, A.P. Poplavska, A. Chernyavska, O. Shcherbatyuk et al.) which revealed the essence of career orientations and their role in career pursuit, as well as their characteristics peculiar to certain professions (managers, entrepreneurs, soldiers, students and others). However, the psychological characteristics and factors of development of high school students' career orientations, in particular (school type, gender, and parents' education) are known to receive little attention of researchers.

Objective: To analyze the levels of high school students' career orientations and factors of their formation (school type, gender, and parents' education).

Method. The investigation was done on the sample of 239 students (42.7% boys and 57.3% girls) from high schools of traditional (49.4%) and innovative (50.6%)

types using E. Scheine Career anchors (adapted by V.A. Chyker, V.E. Vynokurova).

Results.

1. An essential factor of high school students' career guidance are career orientations dealing with a certain type of professional activity which include professional competence, management, autonomy, job security, residence stability, service, challenge, lifestyles integration, and entrepreneurship .
2. The study found some disproportions in the levels of high school students' career orientations: orientations toward job security, residence stability, service, autonomy, management, and lifestyles integration were more developed than professional competence, challenge, and entrepreneurship. This suggests that high school students focus on secure, predicted, and independent professional life in leading positions rather than on high professionalism, competition, and doing their own business to implement new ideas.
3. The investigation found statistically significant correlations ($p < 0.001$, $p < 0.01$) between the levels of the respondents' career orientations and school types: the students from the traditional schools were generally more focused on career growth than those from the innovation schools which was manifested in their orientations dealing with both professional activities (professional competence, holding leading positions, service, putting forward challenging ideas, starting one's own business, etc.) and family life (lifestyles integration and residence stability). In contrast, students from innovative schools were more oriented toward comfortable work conditions which suggests that their highest priority is a secure job.
4. The investigation did not find statistically significant correlations between the respondents' gender and most of the career orientation (professional competence, management, autonomy, residence stability, challenge, lifestyles integration, and entrepreneurship). However, gender statistically significantly correlated ($p < 0.05$) with service and secure job: girls had these orientations more developed than boys.
5. The high school students' career orientations were shown to statistically significantly correlate ($p < 0.01$, $p < 0.001$, $p < 0.05$) with their parents' professions

and education: the less educated were the parents the more career-oriented and career-minded were their children.

Conclusion. The obtained findings can be helpful for teaching staff and school psychologists in high school students' career guidance.

DISTINCTIVE CHARACTERISTICS OF INTER-COOPERATIVE RELATIONS AS A FOUNDATION OF WORKERS' EFFECTIVE INTERPERSONAL INTERACTIONS IN ORGANIZATIONS OF PRODUCTION SECTOR

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Introduction. The condition of any joint activity is the merging of individual activities, that is cooperation. The path to understanding the system of inter-cooperative relations in the organization lies through the analysis of an integrated system of social and psychological relationships that create conditions for its polyfunctionality and efficiency. Thus, effective cooperation and transformation of individuals into a group subject is impossible without knowledge of the role of inter-cooperative relations which provide for effective interactions of collective members and stable functioning of organizations today.

Objective. To find out inter-cooperative relations being the foundation of effective interpersonal cooperation of collective members in organizations of production sector.

Methods and sample. The investigation was done on the sample of 300 workers of eleven production companies using *T. Leary Interpersonal Diagnosis System*.

Results. The leading role in the workers' activity in production sector is played by the cooperation and the related forms of business communication. Analyses of workers' perceptions of themselves and their cooperation partners as well as of their basic social orientations that determined their styles of interpersonal cooperation found that levels of development of the characteristics on the *Real Myself* and *Ideal Myself as Partner* scales determined the respondents' adaptive

behaviors since their characteristics ranged from 4.69 through 6.79 points ($Mx = 10.7$) on the *Real Myself* scale and from 3.20 through 7.3 points ($Mx = 7.3$) on the *Ideal Myself as Partner* scale. The adaptive behaviors of this category of workers ranged within kindness – dependence – excessive conformism while the relation of the scales' values characterized the respondents' democratism and flexibility to fit a specific situation of cooperation. This same category of workers as assessed by their cooperation partners had adaptive characteristics that ranged within domination – power – despotism. The relation of the scales' values characterized prevalence of leader's attributes, desire to take a leading position, initiative and responsibility.

Analyses of the mean values of the quantity indices of the *Real Myself* characteristic found prevalence of the cooperative-conventional (friendly) type of interpersonal cooperation ($Mx = 6.36$; $p < 0.05$) characterized by the majority of the workers' involvement in resolving the problems faced by collective and sharing their successes and failures. Being aware of their unity and wholeness manifested in their 'We-feeling' (the feeling of social unity and shared ideas, values, aims, and interests) the workers tried to perform agreed actions, overcome difficulties and accomplish new task together. The obtained findings suggested that this type of cooperative relations characterized the acute need of keeping social norms, inclination towards harmonious interpersonal relations, easy performance of different social roles, sociability, kindness, and the desire to work for the good of people.

The results obtained by the *Ideal Myself as Partner* characteristic showed that the workers of the production sector were oriented towards communications with the authoritative-leading partners ($Mx = 7.30$; $p < 0.05$). It should be noted that this type of interpersonal cooperation was based on optimism, fast reactions, high activity, achievement motivation, domination, high assertiveness levels, and easy and quick decision-making. These are the behaviors of the 'here-and-now' type with active influence on the environment, conquering position, and desire to lead and subdue others.

Conclusions. The investigation findings allowed to conclude that the inter-cooperative relations in organizations of the production sector were characterized by the cooperative-conventional (friendly) type of interpersonal relations and communication. It is obvious that shared feelings, agreed actions, and shared role expectations characteristic of this type of interpersonal relations testified to the effect of congruence that promoted effective interpersonal cooperation.

CORRELATIONS BETWEEN MANAGERS' SOCIAL AND PSYCHOLOGICAL ORIENTATIONS AND LEVELS OF EDUCATIONAL ORGANIZATIONS' DEVELOPMENT

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Introduction. The problem of organizational development has been investigated by a large number of western, Russian and Ukrainian researchers (D. Gerbert, L.M. Karamushka, H. Levitt, F. Lyuten, E. Tkachenko). However, the role of managers' socio-psychological orientations in the educational organizations' development has not been investigated by Ukrainian researchers.

Objective: to find out and analyze correlations between managers' socio-psychological orientations and levels of educational organizations' development.

Method. The investigation was done on the sample of 100 secondary school principals in the city of Kiev using *O.F. Potiomkina Individual's Social-Psychological Sets in Motivation* (to investigate the motivational component of individuals' social and psychological orientations - orientations toward the process and result) and *L.M. Karamushka Organizational Development* questionnaire (to determine if the organization is at the constructive, problem, or critical levels of development).

Results:

1. The respondents were grouped according to their result and process orientations:
 - a) 25.8 % of the respondents were found to have a well-balanced orientation – they equally process- and result-oriented;
 - b) the misbalanced respondents (63.6%) were those with one orientation strongly developed and the other one averagely or poorly developed.

c) the group of poorly motivated respondents (10.6%) had the both orientations poorly developed.

2. The levels of school principals' result orientations were found to statistically significantly correlate the levels of educational organizations' development ($p < 0.05$):

a) the group of organizations with the constructive levels of development had the following distribution of the respondents according to their result orientation:

- low level of orientation – 0 %;
- mid level of orientation – 58.8%;
- high level of orientation – 41.2 %.

b) in all the educational organizations irrespectively of the types of their development (constructive, problem, or critical) we observed different situations: the organizations at the constructive level of development had no principals with low levels of result orientation (0 %); the organizations at the problem level of development had 7.7% of poorly result-oriented principals; and in the organizations at the critical level of development 10.0% of the principals had low result orientations.

Thus, levels of educational organization managers' orientation toward the result closely related to the levels of organizational development. The result-oriented managers were shown to be purposeful, hard-working and efficient.

Conclusion. The motivational component of managers' social and psychological orientations correlated with the levels of educational organizations development. It is advisable to consider this investigation's findings when training educational organization managers in organizational development decision making.

CHARACTERISTICS OF EDUCATIONAL ORGANIZATION MANAGERS' ENTREPRENEURIAL BEHAVIOR

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Introduction. In the current difficult economic conditions the educational organizations face the important task of finding ways to increase the efficiency of their activities. To our mind, one of the psychological factors that can contribute to educational organizations' efficiency is their staffs' entrepreneurial behavior.

Theoretically and methodologically our investigation was based on the works by G. Pinchot & E. Pinchot (1978), S. Kraus (2009), M. Ebner, C. Korunka, H. Frank (2008), A.A. Karpunin (2005), S.F. Churiumova (2002), V.V. Moskalenko (2003).

Under our approach, the organization managers' and staff's entrepreneurial behavior is a special type of individuals' behaviors found within organizations, for their and their clients' benefit, and characterized by a set of psychological attributes: riskiness, innovativeness, creativity, autonomy, flexibility, and achievement and self-development motivations.

Research tasks:

1. To investigate the levels of development of the characteristics of the educational organization managers' entrepreneurial behavior.
2. To find out the correlations between the levels of development of the characteristics of the educational organization managers' entrepreneurial behavior and the staff's professional-organizational and socio-demographic characteristics.

Sample and methods. The investigation was done on the sample of 100 educational organization managers in 2010–2011 using interviews and tests. The data were analyzed using SPSS (v. 13).

Results.

1. The investigation found that the smallest number of the respondents had highly developed innovativeness (2.2 %), achievement motivation (3.3 %), autonomy (4.5 %), flexibility (5.6 %), and riskiness (13.3 %). The overwhelming majority of the respondents (81.1 %) had averagely developed creativity. Besides, 82.2 % of the respondents were shown to have strong (high levels) self-development motivation.

2. Correlation analysis showed the presence of the following statistically significant relationships between the characteristics of managers' entrepreneurial behavior and professional and organizational factors:

2.1. The levels of the respondents' education positively correlated with their self-development motivation ($r=0.387$; $p<0.01$) and negatively correlated with creativity ($r=-0.214$; $p<0.05$).

2.2. The respondents' overall work experience positively correlated with their self-development motivation ($r=0.321$; $p<0.01$) and tended to correlate negatively with riskiness and innovativeness.

2.3. Managers' positional experience positively correlated with their creativity ($r=0.212$; $p<0.05$) and negatively correlated with their achievement motivation ($r=-0.215$; $p<0.05$).

3. Correlation analysis showed the presence of the following statistically significant associations between the characteristics of managers' entrepreneurial behavior and social-demographic factors:

3.1. Women managers had less developed riskiness ($r=-0.250$; $p<0.05$) and more developed innovativeness compared to men ($r=0.290$; $p<0.01$).

3.2. The respondents' age did not correlate with any of the characteristics.

4. The results of variance analysis showed correlations ($p < 0.05$) between the levels of men's and women's riskiness and their positional work experience. This is manifested primarily in the fact that, in contrast to women managers, male managers' riskiness grew considerably with their work experience exceeding 10 years.

Conclusions: To our mind, the identified problems prove the need of a special entrepreneurial behavior development training for educational organizations' managers through a series of courses and training programs based on the findings related to the educational organization managers' organizational-professional and socio-demographic characteristics.

LEVELS OF DEVELOPMENT OF ENTREPRENEURS' BUSINESS NEGOTIATION READINESS

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Introduction. An important way of improvement of business activities in Ukraine characterized by considerable socio-economic and psychological difficulties, is the formation of entrepreneurs' psychological readiness for business negotiations.

Objective: determining the essence of business negotiations and the content, structure and levels of entrepreneurs' psychological readiness to conduct business negotiations.

Method. The investigation was done on the sample of 309 entrepreneurs in 2010-2011 in different regions of Ukraine using structured and unstructured interviews and SPSS (v. 13).

Results. The analyses of the obtained data allowed to make the following conclusions:

1. Negotiation is the interactions between two or more parties to find mutually beneficial solutions of the problem of interest to both parties.
2. Business negotiation can be defined as a negotiation which 'serves' a certain business, i.e. a certain type of professional activity (political, diplomatic, industrial, entrepreneurial, etc.) and characterized by a) distinct result orientation, b) strict observation of official interaction rules, c) obligatory conclusion of official agreements (mainly written), d) increased parties' responsibilities for the implementation of the concluded agreement.

3. A special type of business negotiations are negotiations held between entrepreneurs. They are characterized by the orientations toward the economic and financial problem solving, profit-gaining, and obligatory conclusion of economic and financial agreements. These negotiations have: a) the managerial-economic functions which help accomplish economic, managerial, and profit-gaining tasks, b) psychological-professional functions dealing with entrepreneurs' professional activities and their social and personal statuses, and communicative skills.
4. An important psychological factor of business negotiations is entrepreneurs' psychological readiness for business negotiations which is a complex of psychological qualities necessary for effective business negotiations made up of motivational, cognitive, operational, and personality components.
5. Analysis of the motivational component of entrepreneurs' psychological readiness for business negotiations revealed a disparity in the levels of development of its components: the motives which have the financial and economic orientations (financial and profit-seeking motives (80.6%) and economic well-being motives (74.6%)) dominated those that had developing-encouraging orientations (business expansion (59.2%) and professional development and self-fulfillment (34.3%) motives). Besides, business-relevant and personal motives were more developed than social motives.
6. The investigation found some problems in the development of the cognitive component of entrepreneurs' psychological readiness for business negotiations: only 3.4% of the respondents named all the essential characteristics of business negotiations and 2.9% described the distinctions between business negotiations and non-business negotiations. It's noteworthy that the respondents stressed out the organizational and material-financial aspects of the negotiations rather than psychological.
7. Analysis of the operational component of entrepreneurs' psychological readiness for business negotiations showed that every third respondent had high business negotiation readiness, i.e. they were guided by the principles of respect for partners and use of flexible partnership methods (27.9% and 27.4% respectively).

8. Regarding the personality component of entrepreneurs' psychological readiness for business negotiations, 28.6% of the respondents were found to have underdeveloped pragmatic thinking and only 29.8% of them to be highly creative. The negative stress-coping strategies (indirect actions, antisocial actions, impulsive actions, aggression, and avoidance) slightly prevailed over the positive strategies (assertive actions, social support search, social contact seeking, and cautious actions). It should be noted that high levels of manipulative and antisocial behaviors were found in approximately every third respondent (36.0% and 35.8% respectively).

9. The comparative analysis found some disparity in the development of the components of entrepreneurs' psychological readiness for business negotiations: the cognitive and operational components were far less developed than the motivational and personality components.

Conclusion. On the whole the investigation findings showed the entrepreneurs' poor readiness for business negotiations and proved the necessity of their special relevant training.

THE INVESTIGATION OF DISTINCTIVE PSYCHOLOGICAL FEATURES OF NEW HIRES' ORGANIZATIONAL ENTRY

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Introduction. The problem of successful organizational entry has been studied by western (D. Xanthopoulou, A. B. Bakker, E. Demerouti, W. B. Schaufeli, S. Langelaan, A. B. Bakker, L. J. P. Van Doornen, W. A. Kahn, C. Maslach, S. E. Jackson, M. Leiter) and *Russian* (A. Vyrkovsky, O. C. Vykhansky, O. Volodina, M. M. Osipova, A. Chugunova) researchers. As far as we know, the phenomenon of organizational entry / assimilation has not been investigated in Ukrainian psychology yet which aggravates the purposeful control over this process and calls for the substantiation of its theoretical foundations and the development of the system of new hires' organizational assimilation psychological support.

Thus, the problem's importance and the lack of its research in Ukraine determined the aim of our investigation.

Method. The investigation was done on the sample of 174 graduate students (psychologists, social educators) in a number of educational institutions in Ukraine using a specially developed questionnaire *Distinctive Psychological Features of Organizational Entry* and SPSS (v. 16.0).

Results. The investigation found the urgent need of a special psychological training to facilitate the new hires' organizational entry.

58.3 % of the respondents were shown to have good knowledge and understanding of the concept of organizational entry, whereas 21.7% of them knew nothing about it and 20.0 % had difficulties in defining it.

57.0 % of the respondents were found to be well-informed about their future employer-organizations' norms and behavioral stereotypes, 33.3 % were partly aware of them , and 8.4 % did not have any relevant information.

It should be noted that 50 % of the new hires were aided by nobody during their organizational entry, 33.3 % were aided by the new co-workers and administration, and 16.7 % handled the situation by themselves.

50 % of the respondents faced no resistance while entering the new organization, 33.3 % had to overcome the new co-workers' resistance, and 8.3 % co-workers' and administration's resistance.

The analysis of the organizational entry-relevant difficulties found the respondents' lack of knowledge about the organizations' distinctive characteristics and work-styles (50.0 %), interpersonal relations (8.3 %), organizations' norms and traditions (8.3 %), as well as existing disagreement between employees' rights and responsibilities (8.3 %), lack of work experience (8.3 %), and communicative barriers (8.3 %).

Conclusion. The investigation proved the necessity of the development and application of a special interactive social-psychological training to facilitate newcomers' organizational entry.

INVESTIGATION OF LEVELS OF EMOTIONAL REACTIONS OF HEADS OF EDUCATIONAL ORGANIZATIONS TO PROFESSION-RELATED DIFFICULTIES IN CONDITIONS OF TRANSFORMING SYSTEM OF EDUCATION

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Introduction. Analysis of investigations of emotional reactions of heads of educational organizations to profession-related difficulties in conditions of transforming system of education is an extremely important research subject as emotions caused by work-related difficulties may develop unmotivated anxiety which manifests itself in groundless premonition of troubles, dissatisfaction, disappointment, presentiment of disaster, and conflicts. The affected people find themselves in a constant tension. Lasting emotional tension may disorganize and lower work performance of heads of educational organizations, narrow the circle of their professional responsibilities and worsen the relationships with employees. Some aspects of individuals' professional development related to psychological difficulties in educational process have been investigated by O.I. Bondarchuk, N.Yu. Volianiuk, L.M. Karamushka, Ya.M. Mitina et al. However, to our mind, psychological features of emotional reactions of heads of educational organizations to profession-related difficulties have received little attention of researchers.

Objective. To investigate levels of emotional reactions of heads of educational organizations to profession-related difficulties in conditions of transforming system of education.

Method and design. The investigation was done on the sample of 253 educationists (79.6 % females and 20.4 % males) using the *Emotional Reactions to*

Profession-Related Difficulties questionnaire (A. Moskaliova) made up of eight statements which had to be rated by a five-point system. Analysis of the data was done using SPSS (v.16).

Results. Analyses of the obtained data grouped the respondents according to the following levels of their emotional reactions to profession-related difficulties: *destructive* (characterized by complete disorganization of professional activity), *anxious-aggressive* (characterized by tension, negativism, irritation, and premonition of bad events), and *optimistic* (characterized by increased activity, change in behaviors and activated mechanisms of intra-psychological adaptation). The optimizing-directing level of emotional reactions, which had positive modality, featured well-balanced attitudes toward the things that happened in the organization. The respondents with this type of reactions positively perceived other people, themselves and their professional activity.

The most represented was shown to be *the anxious-aggressive* level of emotional reactions to profession-relevant difficulties (86.9 % of the respondents), followed by the *destructive* level (11.3 %) and *optimistic* level (1.7 %). These findings suggest that heads of educational organizations have personal problems which manifest themselves by their emotional reactions to work-related difficulties.

Conclusion.

1. The investigation proved presence of emotional reactions of heads of educational organizations to profession-related difficulties.
2. Emotional reactions of heads of educational organizations contribute to the development of unmotivated anxiety, dissatisfaction, disappointment, tension, and presentiments.
3. There are three levels of emotional reactions of heads of educational organizations to profession-related difficulties: *destructive*, *anxiety-aggressive*, and *optimistic*.
4. The optimistic level of emotional reactions of heads of educational organizations correlates with the increased respondents' professional activity, changes in their behaviors, and activation of mechanisms of their intra-psychological adaptation.

5. Knowledge and understanding of emotional reactions of heads of educational organizations to profession-related difficulties and their levels may be helpful in optimizing their behaviors in conditions of transforming system of education.

EMPLOYMENT SERVICE DEPARTMENT HEADS' UNDERSTANDING OF THE ESSENCE OF STAFF'S ORGANIZATIONAL COMMITMENT

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Introduction. The realities of life set requirements on organizations for a significant intensification of all possible resources that can help improve their performance. According to Western (N. Allen, J. Grub, R. van Dick, R. Dunham, M. Kastenya, J. Meyer, F. Morrow,), Russian (V. Dominyak, M. Magura, O. Ovchinnikova, B.G. Rebuzyev), and Ukrainian (L.M. Karamushka, I.A. Andryeyeva) scientists one of the most important resources for achieving this goal is a high level of staff's organizational commitment.

The problem of development of organizational commitment is particularly important for the state employment service whose staff is directly responsible for the implementation of important socio-economic tasks and meeting the economic, family and spiritual needs of the population. This requires the staff's maximum effort concentration in the workplace.

However, analysis of the relevant literature and practices shows that this problem has not been adequately studied yet.

Objective. To analyze the employment service department heads' understanding of the essence of staff's organizational commitment.

Method. The investigation was done on the sample of 100 department heads from the regional employment centers in Ukraine in 2011 using the unfinished sentences technique. The respondents were 38 through 54 years old with 9 through 32 years' work experience. 75.0% of the respondents were women and 25.0% men. All the respondents had higher education.

Results.

1. The obtained results showed that the vast majority of the respondents (71.4%) defined organizational commitment as employees' and managers' duty to fulfill their official functions, act in accordance with the organizations' interests, conscientiously fulfill their work tasks, and through their daily hard work to improve their own professional skills and achieve high performance results for the benefit of their organizations.

Far fewer respondents (9.5%) related organizational commitment to the mutual understanding and mutual support between the employees and the leadership in the collective. And almost every fifth respondent (19.1%) left the question unanswered.

2. To our mind, the obtained data suggest the following:

First, quite a number of the employment service department heads poorly oriented in the concept of organizational commitment which calls for their relevant training.

Second, organizational commitment was referred to by the vast majority of the respondents as a 'one-way' phenomenon (staff's activities in the interests of organizations). There was no understanding that organizational commitment involved organizations' activities in the interests of employees, too. Therefore, in our opinion, employment service department heads' better understanding of organizational commitment as two-way activities could be helpful in solving the problem of staff's organizational commitment.

Third, a relatively small number of the respondents understood the phenomenon of commitment in the context of managers-employees partnership interactions which shows the need of improving managers' understanding of this aspect of the problem.

Conclusion. On the whole, the findings show the poor employment service department heads' orientation in the problem of organizational commitment which necessitates organizations' giving special attention to the problem under consideration (by providing managers with necessary information, giving them special trainings and organizational commitment counseling services, etc.).

LEVELS AND FACTORS OF DEVELOPMENT OF THE PERSONAL COMPONENT OF FUTURE MANAGERS' PSYCHOLOGICAL READINESS FOR PROFESSIONAL AND BUSINESS COMMUNICATION IN ORGANIZATIONS

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Introduction.

An important aspect of future managers' training is their readiness for professional and business communication in organizations. Analysis of the relevant psychological literature suggests that the problem of business communication has found some reflection in the works of Ukrainian scientists (L.M. Karamushka, O.V. Bruhovetska, T.V. Dzuba and others). However, the problem of future managers' psychological training in professional and business communication in organizations has not drawn much of the researchers' attention in Ukraine.

Objective: 1. To analyze the levels of the personal component of future managers' readiness for professional and business communication in organizations.

2. To investigate the correlations between the levels of the personal component of future managers' readiness for professional and business communication in organizations and organizational-professional and socio-demographic factors.

Method. The investigation was done on a sample of 464 management students (aged 17 through 23, 40.9% men and 59.1% women) from different institutions of higher education in Kamianets-Podilsk (Ukraine) in 2010 using *Future Managers' Professional And Business Communication* questionnaire (L.M. Karamushka, T.I. Pastukhova) and SPSS (v. 13).

Results

1. The investigation found low levels of development of the major elements of the personal component of future managers' psychological readiness for professional and business communication in organizations (communication and leadership skills, assertiveness, and stress resistance) whereas their high levels were found in around every fourth respondent (26.6%).
2. The investigation found statistically significant associations ($p < 0.01$) between the levels of the personal component of future managers' readiness for professional and business communication and studies and work combination (organizational-professional factor): the highest levels of the personal component had 31.1% of the respondents who combined studies and work on irregular basis, 23.1% of those who combined studies and work on a regular basis, and 23.8% of those who didn't work which suggested that a partial combination of studies and work the most favorable for the development of the personal component of the psychological readiness.
3. The levels of the personal component of future managers' readiness for professional and business communication statistically significantly correlated ($p < 0.01$) with the respondents' marital status (socio-demographic factor): 35.7% of the married students against 25.70% of the unmarried ones. Most likely, the married students were better communicators due to their new family roles which developed their communication skills and stimulated their serious attitudes toward future profession.
4. The investigation found no significant associations between the levels of the personal component of future managers' readiness for professional and business communication and their *year of studies* and *pre-university work experience* (organizational-professional factors) as well as age, gender, and place of birth (socio-demographic factors).

Conclusion. The findings show the need of development and application of management students' psychological training in professional and business communication based on the results of the investigation.

ASSESSMENT OF BUSINESS COMMUNICATION DIFFICULTIES AND READINESS TO OVERCOME THEM BY HOTEL AND RESTAURANT COMPLEX PERSONNEL: EFFECTS OF GENDER AND AGE

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Introduction. One of the important areas of hotel and restaurant complex personnel's training is business communication. Until now this problem has been left out of researchers' attention in Ukrainian psychology.

Objective: the effects of age and gender on the assessment of business communication difficulties and readiness to overcome them by hotel and restaurant complex personnel.

Method. The investigation was done on a sample of 150 hotel and restaurant complex personnel (76.5 % females and 23.5% males, 70.0% younger than 30 years of age, 17.3% aged 31-40 years, 12.7% aged 41-60 years) in Kiev in 2011-2012 using a questionnaire developed by the author (I.B. Rymarenko, 2011).

Results:

1. The effects of gender on the assessment of business communication difficulties and readiness to overcome them by the hotel and restaurant complex personnel:

a) 28.6% of men and 8.9% of women had communication difficulties when interacting with managers from other departments ($p < 0.01$);

b) analysis of the respondents' business communication work forms found that 17.1% of men and 4.5% of females preferred using information leaflets ($p < 0.01$). Besides, 57.1% of men and 42.9% of women gave preference to workplace apprenticeship ($p < 0.1$);

c) regarding the respondents' preferred business communication training forms the investigation found that more men preferred social-psychological trainings than women (68.6% and 54.1% respectively, $p < 0.1$) whereas more women preferred individual business communication consultations than men (31.5% and 17.1% respectively, $p < 0.01$).

2. The effects of age on the assessment of business communication difficulties and readiness to overcome them by the hotel and restaurant complex personnel:

a) within the less-than-50-years age group communication difficulties with the superiors decreased with age ($p < 0.01$) whereas for the age group of 51-60 years the number of people having communication difficulties grew with age. Besides, more respondents aged 31-40 years had difficulties in communicating with managers from other departments than the respondents younger than 30 years (48.0% and 7.6% respectively);

b) with age the respondents' psychological readiness for business communication decreased ($p < 0.01$): its low levels were found in 1.0% of the personnel younger than 30 years, 0.0% of those aged 30-40 years, 22.2% of those aged 41-50 years, and 42.9% of those aged 51-60 years;

c) as to the business communication training forms it was found that young personnel (younger than 30 and 30 through 40 years of age) were more special training-oriented than the respondents aged 41-50 and 51-60 years ($p < 0.05$): 81.9%, 88.5%, 55.6%, and 50.0% respectively. At the same time importance of workplace apprenticeship grew with age ($p < 0.01$): younger than 30 years – 36.2%, aged 31-40 years – 65.4%, aged 41-50 years – 55.6%, and aged 51-60 years – 87.5%.

d) with age fewer hotel and restaurant complex personnel ($p < 0.01$) had desire to improve their business communication competence: younger than 30 years – 70.2%, aged 31-40 years – 68.0%, aged 41-50 years – 33.3%, aged 51-60 years – 33.3%.

Conclusion. The knowledge of age- and gender-relevant peculiarities of the hotel and restaurant complex personnel's business communication competencies can be helpful in employees' business communication training.

ORGANIZATIONAL CULTURE AS A FACTOR OF EDUCATIONAL ORGANIZATIONS' DEVELOPMENT

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Introduction. In modern conditions of socio-economic development of Ukraine and due to the reformation of its education system educational institutions need constant improvement. An important factor of organizational development is the development and improvement of organizational culture of secondary educational institutions both of the innovative and traditional types.

Objective. To find out the correlations between the levels of organizational culture and the organizations' development of the secondary educational institutions of the traditional and innovative types.

Method and design. To find out general levels of organizational culture development (very high, high, average, and tending to degrade) we used *I.D. Ladanov Organizational Culture questionnaire*. To investigate distinctive features of organizations' development we used *V. Zigert – T. Lang Organization's Development questionnaire (modified by L. Karamushka)* which allowed to measure two indices of organizations' development: organizations' maturity and organizations' developmental problems. Each of the indices could have high, average, or low values. The indices of organizations' development corresponded to constructive, problem, or critical levels of educational organizations' development.

The obtained data were processed using SPSS (v. 13).

The investigation was done on the sample of 402 educationists from 8 educational institutions (4 innovative and 4 traditional) of Kiev region. 248 of the respondents were from the innovative and 154 from the traditional educational organizations.

Results.

1. General levels of organizational culture were found to statistically significantly correlate ($p < 0.001$) with *organizations' maturity* as a measure of organizations' development: high levels of educational organizations' culture corresponded to high levels of their organizational maturity.
2. General levels of organizational culture were found to statistically significantly correlate ($p < 0.001$) with *organizations' developmental problems* as a measure of organizations' development: as the level of organizational culture increased the educational organizations' developmental problems decreased.
3. The investigation found statistically significant correlations ($p < 0.001$) between the general levels of organizational culture and the general levels of organizations': the higher the levels of organizational culture were, the most likely the organizations' development was at the constructive level and the fewer developmental problems the organizations had.
4. The investigation found that the educational organizations' types affected the correlations between the levels of educational organizations' culture and their organizational development.

Firstly, the distinctions between the traditional and innovative educational organizations were shown to be as follows: in the innovative type educational organizations the level of organizational culture that tended to degrade wasn't diagnosed at all, whereas in the traditional type educational organizations it was found.

Secondly, in the educational organizations of the innovative type the organizational culture had stronger effects on organizations' development which, in particular, was observed in the following: at very high levels of organizational culture the constructive level of organizations' development was noted by 60.4% of the respondents from the traditional type educational organizations compared to 78.9% of the respondents from the innovative type educational organizations. However, the opposite tendency was observed regarding the problem level of organizations' development: at very high levels of organizational culture the problem level of

organizations' development was noted by 39.0% of the respondents from the educational organizations of the traditional type compared to 18.9% of the respondents from the innovative type educational organizations.

It suggested that correlations between the levels of organizational culture and the levels of educational organizations' development were more distinct in the educational organizations of the innovative type.

Conclusion

1. The investigation found statistically significant correlations between the levels of organizational culture and the levels of educational organizations' development.
2. These correlations were more distinct in the educational organizations of the innovative type.

MANAGEMENT OF FORMATION OF TOLERANT INTERACTION IN THE LECTURER-STUDENT SYSTEM

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Introduction. Changes in socio-economic and political spheres that have occurred recently in Ukraine, have brought about some problems in education system. One of the problems is the problem of tolerance due to students' inability to build harmonious relations with themselves and the world in the process of their individual development, as well as their inability to interact effectively with other people. In order to successfully address this problem lecturers of the institutions of higher education should be tolerant themselves exercising tolerance in interacting with students. The lecturers are called not only to share their knowledge of the subject with and develop professional skills in students, but also to shape students' personality educating their tolerance.

The quality of higher education depends largely on the personality of university lecturers, in particular on their scientific, methodological and communicative competences. To our mind, the communicative competence is closely related to individual tolerance which has a social and personal significance in the teaching profession. However university lecturers' tolerance has not been adequately studied in Ukraine.

Objective. To measure university lecturers' tolerance and design a technology of of tolerance development in the teacher-student interactions.

Method. The investigation was conducted on the sample of 222 lecturers of institutions of higher education. At the first stage of the study we investigated lecturers' ideas about the nature, features and functions of communicative

tolerance. The aim of the second stage was to identify distinctive features of lecturers' communicative tolerance and psychological factors of its formation. The third stage of the study was dedicated to the development and pilot testing of the socio-psychological training designed to develop lecturers' communicative tolerance.

Results. Tolerance of university lecturers is referred to as their attitudes toward students characterized by respect of students and recognition of their equal rights in situations of communicative interaction, refusal of domination, and consideration of students' individual psychological characteristics in the process of communication as well as creation of conditions for their self-realization.

Theoretical analysis of the relevant scientific literature and analysis of the practices of university lecturers found their certain tolerance-relevant problems.

Considering lecturers' tolerant behavior in the context of the individuality-activity theory (B.G. Ananiev, L.S. Vygotski, O.M. Leontiev et al.), we suggest that tolerance of the lecturers as subjects of educational activity is formed and appears as a result of their systematic solution of professional and educational problems. Thus, by the lecturers' tolerant behavior we mean the form of conscious self-realization of their personality in educational activity expressed in humanistic terms and reflecting tolerance values and attitudes.

The investigation found a lack of communicative tolerance in lecturers: only every third respondent had it highly developed. Analysis of the main components of lecturers' intolerance allowed to identify two main factors: *intolerance to other peoples' uniqueness* and *reformation of interaction partners*. These factors' strength grouped the respondents into three groups: 1) intolerant lecturers (24%) – those intolerant to other peoples' individualities, 2) lecturers-reformers (35%) – those trying to reform their interaction partners, and 3) tolerant lecturers (41%) – those free of the abovementioned symptoms of intolerance.

In the course of the investigation we developed a program of social and psychological training that allowed to improve the trainees' knowledge about the essentials of tolerant behaviors, to develop their tolerant attitudes (readiness to

perceive students as they were, readiness to empathic understanding of students in contrast to the evaluating understanding, readiness to trust and to be open in interacting with students) as well as to shape their tolerance-oriented skills (skill to maintain cooperation-based dialogical relations, skill to take into consideration students' age-relevant and psychological characteristics to exercise individuality-oriented and differentiated approach to interaction).

Conclusion. Purposeful formation of tolerance in lecturers can be effectively performed by means of a special program of social and psychological training.

DISTINCTIVE FEATURES OF TECHNICAL UNIVERSITY STUDENTS' TRAINING IN UKRAINE AND ABROAD

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Introduction. The technical university students' training in Ukraine differs significantly from that in other developed countries. The analyses of the differences can help identify possible organizational weaknesses that prevent technical students from acquiring professional knowledge and developing skills as well as identify the psychological conditions of preparing students for future professional activities.

Objective. To analyze the distinctive characteristics and differences in technical university students' training in Ukraine and abroad.

Results. The list of areas and specialties engineering training in technical universities in Ukraine includes 26 areas and 144 specialties of the specialist and master degrees. Typically, a training area includes one basic scientific discipline that determines the future specialists' type of employment and work responsibilities. These areas are called mono-disciplinary. Besides, there are areas that include several basic disciplines.

However, the Ukrainian and foreign experience shows the need for specialists in the so-called inter-disciplinary areas. For example, most employers hunt for the specialists who are both technically-minded and good managers.

The inter-disciplinary specialists' training is been introduced in Ukraine, but it has not gained much popularity yet whereas in Europe and America this type of training has a long history. In addition, there is a number of other differences which include:

- The formal operation of technology parks and business incubators in technical universities in Ukraine versus the profitable operation of such technology parks and business incubators in American and European technical universities;
- The absence of engineer-managers' and other inter-disciplinary engineering and economics specialists' training in Ukraine vs availability of such trainings in America and Europe;
- Inadequate teacher-student individual training (due to the lack of hours) in Ukrainian technical universities vs the emphasis on students' individual training in America and Europe;
- In technical universities of America and Europe students do a considerable independent extracurricular work (real independent work to study the subject and develop projects, models, approaches, etc.). In Ukraine students do not have enough time for individual extracurricular work, while the available time is usually spent on 'cramming' the theory;
- In technical universities of America and Europe the number of students in academic groups does not exceed 8-10 people, while in Ukraine student groups include many more students;
- In technical universities of America and Europe instructors act as supervisors and advisors for students who do a lot of independent work in studying subjects. In Ukraine instructors must give large amounts of material at lectures repeating the same things year after year. Besides in Ukraine there are no university lecturer ratings;
- In America and Europe students are provided with adequate number of textbooks and have a high-quality material and technical basis for proper individual training. In Ukraine there is no adequate material and technical basis for students' individual training (enough books and textbooks for all student).

Conclusion. The comparative analyses of the distinctive characteristics of technical university students' training in Ukraine and abroad make it possible to identify a number of problems in the Ukrainian national system of higher education which lower the quality of its technical education. These problems relate

mainly to the poor material and technical basis of the educational process and inadequate workload distribution between instructors / lecturers and students.

The identified potentials in the technical university students' training in Ukraine provide the foundations for improving the national model of higher technical education and bringing it up to correspond the European and American standards.

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF ORGANIZATIONAL CULTURE AS A FACTOR OF INDIVIDUALS' CHOICE OF FUTURE PLACE OF WORK

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Introduction. In today's post-crisis economy the study of organizational culture seems to be irrelevant. However given the current levels of unemployment, it is safe to say that the study of organizational culture as a factor of individual's choosing a future place of work is of high practical significance. Job-seekers' awareness of their requirements of organizational culture and their agreement with the existing organizational culture in the prospect employer-organizations can be the key to the successful long-term interactions between the employees and employers.

Objective. To determine the content of organizational culture as a factor in individuals' choice of future places of work.

The results of the theoretical analysis of the problem. Substantial scientific investigations of the phenomenon of organizational culture began decades ago. Organizational culture earns keen interest of a number of foreign and Ukrainian researchers and practitioners such as L.M. Aksenovska, O.M. Bronitski, O.F. Vlasova, O.V. Yevtikhov, G.M. Zakharchyn, M.A. Ivanov, D.M. Shusterman, K.S. Cameron, R.E. Quinne, L.M. Karamushka, I.I. Sniadanko, O.M. Kumkin, та M.V. Kostsova, S.O. Lipatov, I.V. Mazhura, Ye.A. Nesterenko, M. Petigrue, Zh.V. Serkis, Ya.Ya. Slabko, O.G. Nikhomirova, K. Frailinger, I. Fisher, Ch. Handy, G Hofstede, E. Scheine.

In terms of the rational and pragmatic approach *organizational culture* can be defined as an organization's attribute that combines the organization's internal image, management system, formal and informal values and beliefs, and

individual's cultures. Organizational culture seems appropriate to be classified in terms of psychological atmosphere, the type of power distribution, and recruitment channels. Thus, we have identified the following types of organizational culture: *family*, *friends*, *party*, and *association*.

In the *family*-type organizational culture employees ("children") feel concern by the authoritarian leadership ("parents"). The vacant positions may be staffed using the standard procedure when the emphasis is placed on the applicants' resumes and personal qualities ("fresh blood"), or the recruitment agencies' recommendations ("matchmakers").

The *friends*-type organizational culture suggests joint decision-making and friendly relationship. The preferred method of employees' selection is the recommendations-based recruitment with the labor market being the second-line method. The selected employees must share the collective's values and likes.

The *party*-type organizational culture stands for the authoritarian and bureaucratic control. Employees' opinion does not any matter due to the tense atmosphere characterized by high staff turnover. The staff recruitment is based on the recommendations only.

The *association*-type organizational culture can be described as a group of professionals headed by a very loyal leadership. Such organizations aim to achieve high results which results in use of different recruitment methods – from the standard candidate search to head-hunting.

This discussed typology is quite arbitrary since each organization is made of the unique personalities which determine the uniqueness of organizational culture.

Conclusion. The determined theoretical and methodological foundations of organizational culture as a factor in choosing an individual's future employment may be helpful for organizational psychologists in personnel recruitment and for counseling psychologist in promoting individuals' professional socialization. The investigation findings can also be used in developing training courses "Organizational Psychology", "Management", "HR", "Organizational culture" and others.

THE DEVELOPMENT OF NATIONAL IDENTITY AND PATRIOTIC ATTITUDES IN EDUCATIONAL ORGANIZATIONS EMPLOYEES

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Introduction. The development of Ukraine as an independent state calls for the improved patriotic education of youth. The implementation of this task will be possible on condition of the development of the national identity and patriotic attitudes of educators, which in its turn will facilitate the development of educational institutions in general.

Objective. Investigation of distinctive features of educational organization staff's national identity and patriotic attitudes.

Method. The investigation was done on the sample of 139 educators of whom 85 were females and 54 males using L. Hagedorn *Ethnic Identity Inventory* designed for the INTAS project in 2004, and SPSS (v. 13.0).

Results

1.1. Most respondents (73.7%) were found to have a distinct national identity and consider themselves the Ukrainian citizens. However, almost every third respondent (31.4%) had the developed Soviet identity and considered themselves as the citizens of the USSR.

1.2. The well-defined identity with the Ukrainian people was present in 54.8% of the respondents. However, 9.6% of the educators did not consider themselves as the representatives of the Ukrainian nation.

1.3. 55.2% of the respondents felt emotionally attached to Ukraine against 2.4% of those who didn't feel it.

1.4. More than a third of the respondents (38.7%) felt proud of Ukraine compared to 10.9% of those who didn't feel it.

2.1. The analyses of the effects of socio-demographic factors (age and gender) on the educators' attitudes toward the national and ethnic issues found that every second (50.0%) senior respondent (over 60 years of age), unlike the members of other age groups, had the definite Soviet identity and considered themselves the Soviet people and the citizens of the USSR ($p < 0.01$).

2.2. More females than males (67.8% against 57.1% respectively) were shown to feel emotionally attached to Ukraine ($p < 0.05$).

Conclusion

1. Most educators were shown to have a well-defined national identity, while the identity with the Ukrainian people was less definite. The Soviet identity was well-developed in almost every third respondent. This suggests that the process of transformation of the national consciousness and the transition from the Soviet to a new type of identity is under way.

2. The investigation found a certain imbalance in the development of some of the respondents' patriotic attitudes. Thus the educators' attachment to Ukraine was more pronounced than their pride of Ukraine.

3. The socio-demographic factors (age and gender) were found to correlate with the educators' attitudes toward national and ethnic issues.

4. The investigation findings proved the necessity of steps to promote educators' national identity and patriotic attitudes, which in turn would contribute to the general development of educational organizations.

LOCUS OF CONTROL AS RECOURSE IN YOUNG PEOPLE CAREERS AND ITS CORRELATION WITH PARENTAL ATTITUDES

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Introduction

The globalisation processes leading to the transformation of traditional work have caused many changes in the models of contemporary careers. Professional qualifications have ceased to be the most important resources of an individual from the perspective of labour market attractiveness. Their role has been taken over by general skills particularly, especially so called general-employment ones, which make the unit more universal in undertaking new roles and adaptation to changes of jobs on the labour market (Bańka, 2006). Nowadays, employers look for employees who, apart from good education and necessary professional knowledge, have individual skills enabling them to reach the company targets at the required level. It is also significant that they should demonstrate proper engagement and attitude towards assigned tasks. In this field, psychology most frequently indicates plasticity, readiness to changes, mobility, self-efficiency, optimism, stress resistance, achievement motivation, openness, responsibility for one's own development.

Objectives

The presented research focuses on seeking sources of personality traits, indicating a key role of parental attitudes in career of their sons and daughters. The main goal of the investigations was to determine a relations between Locus of Control of young men and women and their parents' attitudes.

Methods

The research group consisted of 247 persons – 119 men and 128 women, age 20 to 30. Most of the respondents had secondary (52%) and university (24%) education. Internal-External Control Scale prepared by Rotter (1966) was applied to measure LOC (Locus of Control). Siegelman and Roe's Parent-Child Relations Questionnaire – PCR (version Mather and version Father, Kowalski 1984) was applied to investigate parental attitude. The tools reached the required level of reliability.

Results

The results were analysed taking gender into account. The analysis presents correlations between parental attitudes and Locus of Control of men and women.

The male participants have more external LOC (women $M = 11.54$, $SD = 3.89$, men $M = 12.57$, $SD = 5.63$, significant differences between groups: $t = -2.01$, $df = 352$, $p = 0.05$). In this group internal LOC correlates with the mother's loving attitude ($r = -0.22$, $p = 0.01$) and with the protecting attitude ($r = -0.23$, $p = 0.05$). The pattern of relation between mothers' parental attitude and LOC of daughters is different. A rejecting attitude correlates positively with external LOC ($r = 0.13$, $p = 0.05$). The internal LOC shows a positive relation with the mothers' loving attitude ($r = 0.17$, $p = 0.01$). Correlations for other mothers' attitudes were insignificant. There were not any significant correlations between the fathers' attitudes and LOC of their sons and daughters.

Conclusion

The obtained results have confirmed the role of parents' attitudes in formation of sons and daughters' Locus of Control. The results prove that the mother's attitudes are more important than the fathers' ones. Loving mothers create internal LOC both in their sons and daughters. Influence of a loving mother on a child's autonomy, its self-reliance and self-consciousness have been emphasised by many psychologists. The results of a rejecting attitude prove to be more significant in case of daughters. The ones who were rejected by their mothers have more external LOC. The feeling of being rejected by a parent causes a number of problems in

socialization process and lack of autonomy (Baumrind, 1971; 1991; Altman, 1997; Drózdź, Pokorski, 2007; Plopa, 1983; Sikorski, 2000; Liberska, 2004).

The research has not confirmed significant relations between fathers' attitudes and locus of control of their children. Contemporary changes of the family model lead to transformations of gender rules. Although the family model has changed and fathers take over upbringing duties in a bigger extent, their impact on LOC is not as significant as it could be expected. Consequently, attempts at establishing relations between fathers' attitudes and their children's career competences should take account of other variables.

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EFFECTS OF MOTIVATION ON MANAGEMENT OF PROFESSIONAL RELATIONSHIPS IN EDUCATIONAL ORGANIZATIONS

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Introduction. Study of the motivational sphere of heads of educational organizations is determined by socio-economic conditions and requirements of scientific, technical and general cultural progress, as well as by a need of advanced forms and methods of relationships management. Knowledge of managers' motivation reveals the reasons of their behavioral tactics in managing relationships, and allows to understand why some managers are oriented toward the accomplishment of the tasks of educational organizations and others are focused on the needs and interests of their educational organizations and personnel.

Objective. To find out levels of development of managers' motives that influence the effectiveness of professional relationships management in educational organizations.

Method and design. The investigation was conducted on the sample of 148 heads of educational organizations who attended the refresher courses at the regional institutes of post-graduate pedagogical education in 2010–2011. The instrument used was *Ye. Ilyin Individual's Motivational Structure* questionnaire.

Results. Analysis of the data obtained in the investigation found that almost every second head of educational organization in the process of personnel management attached great importance to life support (59.5%), social status (58.8%), and general activity (39.9%) which proved importance of managers' own professionalism and their discharge of functional responsibilities in strict accordance with regulations.

Somewhat fewer managers of educational organizations attached great importance to comfort (41.2%) and communication (25.0%) which showed their gravitation to the teams of professionals who had credibility among colleagues and were able to express their opinions, suggestions, and proposals for the successful management of professional relationships in educational organizations.

And far fewer heads of educational organizations were guided in their work by social usefulness (16.9%) and creative activity (11.5%) which reflected their willingness to introduce innovative forms and methods to manage better professional relationships.

Thus we identified two opposing and at the same time complementary trends in the managers' motives of running educational organization.

According to the the first trend the majority of heads of educational organizations were guided by the motives of independent problem-solving while attaching great importance to their own competence.

According to the second trend a much smaller part of the respondents were characterized by the willingness to search for new information which would facilitate relationships management in organizations and improve employees' psychological support based on mutual understanding as well as by the desire to create favorable conditions for professional and creative development of each and every staff member.

Generally we can say that managers of educational organizations are weakly oriented towards the satisfaction of staff's needs and interests in managing relationships in educational organizations.

Conclusion. The investigation of levels of development of motivation of heads of educational organizations proved the necessity of designing a set of active forms and methods to develop motivation. This can be effectively done in the system of post-graduate education, in particular at the educationists' refresher courses.

THE USE OF SIMULATION GAMES AS AN INNOVATIVE DIDACTIC METHOD IN TEACHING PRACTICE OF WORK AND ORGANIZATIONAL PSYCHOLOGY

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“ All learning is an experience, the rest is just information.”

Albert Einstein

Introduction. *Management of a large company wanted to show his young talent - participants of the program for future managers - how the production company really works. Each of these young people knew little of directing their team. However, to be able to advance above, they should be able to look at the company "from above" to understand the relationships between departments, to know the sources of income and expenses, to know what the company competes in the market. Then it was decided that for the managers the Industry Simulation Game would be prepared. For two days they had to manage a fictitious company, to compete in the market and to gain customers. And at the end of each simulated "years" to count how many they made and what the market share they achieved. Companies which participants managed existed only on the board. There were also located the products, magazines, etc. Money were special tokens - a symbolic value. But the lesson of management was the most real they had ever experienced.*

Simulation games are an increasingly popular form of teaching and training. They are organized for different occupational groups. For young workers - to help them look for a business as a whole, to allow them to make mistakes in the virtual game environment which they should avoid in real life. For specialists - to show them a different perspective of looking at the problem (e.g. project management). For the

management of companies - by the simulations they can try a variety of business strategies for their companies. Their real-world testing would be too costly.

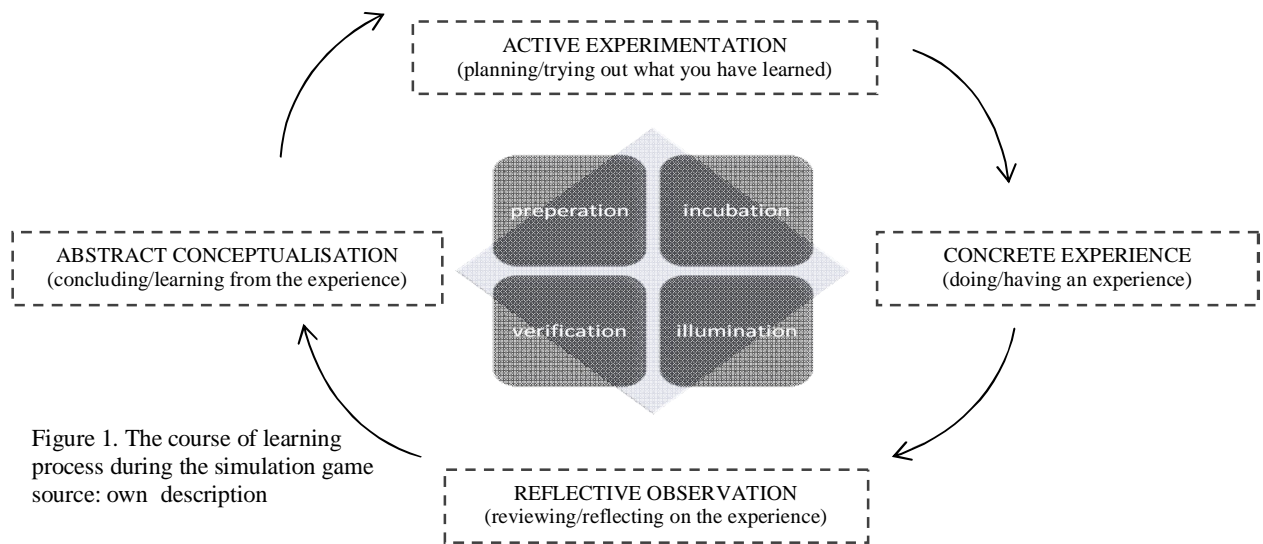
Competences developed through games and simulations. First of all, games and simulations allow to experiment in a simulated model of reality. Participants can test their ideas and verify their results in a secure environment. They learn in this way the effects of different solutions and with time - they can use this knowledge in real life situations.

Games are mainly used to improve decision-making skills and the use of theoretical knowledge in practice. They also allow to develop skills of teamwork and group problem solving. There are also used to study time management and teamwork, to learn about market mechanisms and strategic thinking, to acquire negotiating skills and managerial competences.

The use of games in academic didactic. Learning mechanism which operates in the simulations and games is the insight (P. Gryko, 2001). Literature also points to the occurrence during the simulation mechanism of incubation (E. Więcek-Janka, 2004) typical for the creative problem solving.

If the game is designed effectively, the effect of illumination appears as the moment in which the participant receives understanding of the problem essence (i.e. insight). Thus, the prior knowledge and experience are linked together with the new information. Learning by insight gives lasting results - the next time in a similar situation the solution appears automatically as a kind of a lasting memory trace (see Figure 1).

Selecting teaching methods we advocate for a specific approach to this process, for such and not another concept of the student and the tutor and their role in this process. The game as an example of the activating approach is a practical exemplification of the participating methods emphasizing the activity and learning through experience (M. Łaguna, 2004). The process of learning through games and simulations is also consistent with assumptions of the David Kolb's Experimental Learning approach.



Among the advantages of the simulation game method are the following factors:

(1) the focus is not on the realization of the program, but on the students and their learning process, (2) it highlights the activity and student involvement, choice, the importance of expression, the development of individuality, (3) it aims to develop skills and performance, both in the intellectual sphere, as well as emotional, social and moral, (4) it shapes the ability of independent thinking, asking questions and seeking answers, an independent search for the necessary information and problems solving, (5) it combines theory with practice, (6) it assumes participation of students in planning what they want to learn, (7) it creates atmosphere providing the opportunity to gain new experience and experimentation.

In academic practice simulation games are an innovative approach to teaching and the game can provide not only the main point of course but it also can be used in the evaluation process of the course devoted to specific issues. It seems that especially in the area of work and organization psychology, the acquisition of professional competences as a result of participation in the simulation game, can foster not only in an innovation in the educational process but also can result in developing the creativity and proactive potential of students.

Conclusion & Discussion. The use of simulation games as innovative didactic methods in teaching practice of work and organizational psychology seems to be justified by the fact that some experiences can not be purchased or put into practice

because they are too remote in time and space, or they take place too slowly or too quickly, and their creation is too time-consuming and expensive. The idea behind the simulation game is not only to improve specific skills, but also learning from mistakes in a safe experimental situation and as a result of knowledge, skills and efficiency transfer.

Simulation games are the practical realization of the postulate of learning by experience. Problems previously tested in a model situation are much easier to solve later in a real social and business environment. This approach is postulated as a method of adults teaching which is emphasized in the further conferences of UNESCO. Analyzing the effectiveness and durability of learning process in the participating model (compare with Edgar Dale's memory pyramid) the following words are gaining the new meaning: "Tell me - and I forget, show me - and I remember, let me do - and I understand" (Confucius).

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Workshop Organizers



UNIVERSITY OF SILESIA IN KATOWICE

University of Silesia in Katowice, is the largest institute in the region and one of the biggest universities in Poland. Founded in 1968 it is at the heart of both traditional and modern educational methodology. Traditionally it has 40 years scientific and educational experience; held with high regard within academic and cultural circles it is at the forefront of developing new personnel & talents as well as specialized research units, unique specializations and liaising with reputed professors & scholars. Modernity is associated with a way of thinking and functioning; for example a course in interdisciplinary studies and researches plays a vital role in helping the environment. The university is also developing an extensive international cooperation policy, developing tight relationships with economic units, having an innovative and open outlook towards new technologies and a sensitivity to the changing conditions of the labor market.

The University develops through enhancing its teaching potential and expanding its infrastructure. Currently under construction are three new buildings; the Scientific Information Center, the Academic Library in Katowice, where both paper and electronic collections will be available and the Education and Interdisciplinary Research Studies Center in Chorzów, where state of the art laboratory equipment will be available. Through cooperation with partner universities and institutions three new fields of science will be developed here; new materials & technologies, environmental science and health.

Not only studies

University of Silesia offers 40 different subjects and over 100 specializations. There are also new studies of strategic importance both for the University and the country, such as materials engineering, biomedical engineering, medical physics, drug chemistry, computer chemistry, nanotechnology and climate modeling. A unique opportunity is to study at Krzysztof Kiesłowski's Faculty of Radio and Television, which trains directors for film and stage as well as coaching TV and film (co)producers who have gone on to

win prestigious festivals and contests in both Poland and abroad. Students of the University can develop their interests in several areas; why not try out your djiing skills at the 40-year-old *Egida* Student Radio Station or perhaps improve your dance steps in *Katowice's* Student Folklore Song and Dance Group. If you wish to fulfill and develop your interests in choirs, music groups and various artistic formations the university is renowned for its musical excellence. The cabaret group *Jowcy B*, previous students of the university, has been one of the most celebrated cabarets in Poland. Along with numerous science clubs, associations and student organizations the university has an abundance of choice.

International cooperation

The University of Silesia has signed 125 bilateral agreements concerning research and cooperation with schools and scientific institutions from 35 countries all over the world. These agreements help eradicate barriers and allow students and academics the ability to collate ideas and concepts. Thus transferring their knowledge and experience between one another and engaging in common research and cultural initiatives such as student exchanges, special events and conferences. International cooperation also means participation in research and educational programmes. The University of Silesia takes part among others in the Lifelong Learning Programme/ Erasmus and the 6th and 7th Frame work Programme.

Student careers

The concern of the University is not only to provide its students with substantial knowledge, preparing them for a professional career, but to enhance their skills necessary to operate actively in the modern world. The Department of Promotion and Careers runs an informative, advisory and training work-shop, supporting the students in their search for employment, shaping their career path and guiding them into further education. The Department has a huge online database of job adverts, the ability to upload student and graduate CV's as well as helping organize yearly Job Fairs.

University of equal opportunities

One of the aims of the University of Silesia is to increase the accessibility of education to disabled people and activate them in the job market. The undertaken actions have resulted in an increase in the number of people with different disabilities taking up studies at the University of Silesia. The students can expect elimination of architectural and technological barriers as well as new organizational solutions. They can also use specialized equipment helping them simplify reception and process information. Furthermore they can participate in programmes and trainings which prepare them for the challenges that a professional career gives them. They also have the full support of their colleagues in the form of various integration, sports and cultural events.

Sport

Sport is an important measure of students activity. Within the Academic Sports Association there are 35 clubs run by teachers, instructors and students. The club members participate in numerous camps, excursions and sports events.

Representatives of the University of Silesia have been successful in national and academic championships in disciplines such as: powerlifting, kyokushin karate, table tennis, swimming, mountain biking, competition climbing and snowboarding. The Women's volleyball team are competitive within the national league as well as the futsal university team. One popular tradition is ULKA, the University Amateur Basketball League, which is played yearly and an event not to be missed.

Faculties

Faculty of Art

Faculty of Biology and Environmental Protection

Faculty of Ethnology and Sciences of Education

Faculty of Philology

Faculty of Computer and Materials Science.

Faculty of Mathematics, Physics and Chemistry

Faculty of Earth Sciences

Faculty of Social Sciences

Faculty of Pedagogy and Psychology

Faculty of Law and Administration

Krzysztof Kieslowski Faculty of Radio and Television

Faculty of Theology

Interfaculty and all-University units

Interfaculty Individual Studies in the Humanities

Interfaculty Individual Studies in Mathematics and Natural Sciences

International School of Political Sciences

School of Management

Center for Studies on Human and Natural Environment

School of Polish Language and Culture

Foreign Language Centre

Centre for Physical Education and Sports

University of the Third Age

Wszechnica Hłłńska - Academic Skills Center

Library of the University of Silesia

University of Silesia Publishing House

Contacts:

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Poland, 40-007 Katowice, 12, Bankowa str., tel/fax: +48 032 359-14 10

Polish Association of Organizational Psychology

1. General information:

The Polish Association of Organizational Psychology (PAOP) is self-governing public organization created and working on the basis of self-governance, law, openness, free will and equality of its members according to the Constitution of Poland, Polish legislation and regulations.

The Association was created in **March 2009** and registered **14.10.2009**. The initial meeting of PAOP took part in Katowice at University of Silesia Institute of Psychology at the meeting entitled “The role of organizational psychology in the contemporary world”. Psychologists, practitioners, managers and researchers participated in this initial meeting and represented universities of Poland (Wrocław University, Poznań University, Catholic University of Lublin, Jagiellonian University of Kraków), and other educational institutes, consulting organizations and others. Non-government and business organizations were represented by managers of training centers and consulting organizations.

Professor of Work and Organizational Psychology **Barbara Kożusznik** (University of Silesia, Katowice) was elected President of the Polish Association of Organizational Psychology and Professor **Stanisław Witkowski** (University of Wrocław) was elected **Vice President**.

2. Mission:

The mission of the Polish Association of Organizational Psychology is:

- Strengthening the professional interaction and cooperation of the Polish and European psychologists in the field;
- Promotion of the European integration of Poland through professional cooperation;
- Knowledge sharing and experience exchange;
- Professional development of Polish Work and Organizational psychologists.

3. Official name:

Polskie Stowarzyszenie Psychologii Organizacji (in Polish)
Polish Association of Organizational Psychology (PAOP)

4. Domicile: official location (country, city) and the address:

- Official location (country, city): Katowice, Poland
 - Address: 40-126 Katowice, ul. Grażyńskiego 53 Tel./fax: 322506157
- e-mail barbara.kozusznik@us.edu.pl, malgorzata.chrupala@us.edu.pl

5. Aim:

The main aim of the Polish Association of Organizational Psychology is promotion of the development of Organization and Work Psychology in Poland.

The main tasks of the Association are:

1. Coordination and consolidation of professional efforts of researchers, practitioners and educators in the field of Work and Organizational Psychology;
2. Development of services in the field of Work and Organizational Psychology for customers from business, industrial, educational and other sectors;
3. Promotion of the professional development of the members of the Association and other concerned parties in the field of Work and Organizational Psychology;
4. Promotion of international cooperation in the field of Work and Organizational Psychology through participation in international forums, workshops, trainings, joint research and exchange programmes;
5. Publicising the achievements and modern technologies in the field of Work and Organizational Psychology.

6. The Association Membership

The Association is open for citizens of Poland and other countries. Individual members of the Association participate in governing the organization, development and implementation of activity plans according to the Statute requirements.

Current membership profile of the Association – PAOP consists of 36 registered members but over 70 people confirmed their will to become PAOP members and their registrations are expected in the next months.

Members of the Association are individuals (psychologists from universities, research institutions, business establishments) and organisations (public organizations, companies, firms and enterprises of all forms of property, educational and research institutions, etc.) active in the field. Membership in the Association is open for citizens of Poland and other countries. Individual members of the Association participate in governing the organization, development and implementation of activity plans according to the Statute requirements.

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G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine

G.S. Kostyuk Institute of Psychology of the Academy of Pedagogical Sciences of Ukraine is the leading academic institution in Ukraine which conducts scientific research in the domain of general psychology, developmental and pedagogical psychology, social psychology, and practical psychology. Professional training is arranged at the post-graduate and doctoral levels. Counseling and expert services are provided at the Institute as well.

*Director of the Institute: **Serhiy Dmytrovych Maxymenko**, academician of the APS of Ukraine, Dr. (psychology), professor;*

*Deputy Director of the Institute on Scientific Research: **Natalia Vassylivna Chepeleva**, corresponding member of the APS of Ukraine, Dr. (psychology), professor;*

*Deputy Director of the Institute on Experimental and Administration Issues: **Serhiy Ivanovych Boltivets**, Dr. (psychology);*

*Research Secretary of the Institute: **Victoria Turban**, Ph.D., senior researcher.*

History of the Institute:

The Institute of Psychology was founded on October, 1, 1945 by the Decree No.1573 of the Council of the People's Commissars of the Ukrainian Soviet Socialist Republic. Till 1992 the Institute was managed by the Ministry of Education of Ukraine, and since 1992 by the Academy of Pedagogical Sciences of Ukraine. On December, 6, 1995 the Cabinet of Ministers passed the Decree No.978 according to which the Institute of Psychology was named after the academician Hrygory S. Kostyuk, the prominent Ukrainian psychologist who was the founder and first Director of this scientific institution.

Principal domains:

- Theoretical and methodological basis of psychology;
- Psychology of personality and social psychology: theoretical problems and applications;
- Transformational processes in society and education: social and psychological trends;
- Instructional and educational psychology in modern environment;
- Psychological foundations of creativity and aptitude;
- Theoretical and methodological problems of applied psychology and techniques used in psychological services;
- Theoretical foundations of organizational and work psychology;
- Psychological basis of healthy mode of life and developmental physiology

Laboratories:

1. Laboratory of History of Psychology
2. Laboratory of Methodology and Theory of Psychology
3. Laboratory of Social Psychology
4. Laboratory of General and Ethnic Psychology
5. Laboratory of Cognitive Psychology
6. Laboratory of Ecological Psychology
7. Laboratory of Psychology of Personality
8. Laboratory of Pre-school Children Psychology
9. Laboratory of Psychology of Socially Disadapted Adolescents
10. Laboratory of Educational Psychology
11. Laboratory of New Information Technologies in Education
12. Laboratory of Organizational Psychology
14. Laboratory of Psycho-physiology
15. Laboratory of Psychology of Creativity
16. Laboratory of Psychology of Gifted Children and Adolescents
17. Laboratory of Psycho-diagnostics
18. Laboratory of Psychotherapy and Psychological Counseling

Contacts:

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tel/fax: + 38 044 288 33 20

e-mail: inst_psychol@hotmail.net



The Ukrainian Association of Organizational and Work Psychologists

The Ukrainian Association of Organizational and Work Psychologists (UAOWP) is a self-regulating public organization created and working on the basis of self-governance, law, openness, free will and equality of its members according to the Constitution of Ukraine, Law of Ukraine 'Associations of Citizens', Ukrainian legislation and regulations.

The Association was created at G.S. Kostyuk Institute of Psychology (National Academy of Pedagogical Sciences of Ukraine) at the First scientific-practical conference '*Organizational Psychology: Innovative Approaches and Technologies*' (September, 20, 2002). Psychologists, practitioners and managers who participated in the initial congress came from 15 regions of Ukraine and represented classical universities of Kyiv, Lviv, Dnipropetrovsk, Zaporizhya, Lugansk, Rivne, Technical universities of Lviv, Kyiv, Pedagogical universities of Kyiv, Kirovograd, Chernihiv, Kamyanets-Podilsky, Nizhyn, post-graduate educational institutes and other educational establishments. Non-governmental and business organizations were represented by bank workers, insurance companies employees, training center managers as well as publishing houses and joint ventures managers.

Doctor of Psychology, Professor L.M.Karamushka was elected President of the Ukrainian Association of Organizational and Work Psychologists.

1. The goal and main tasks of the Association

The primary goal of the Association is promotion of organizational and work psychology in Ukraine

The main tasks of the Association are:

- Consolidation and coordination of professional efforts of researchers, practitioners and educators in the field of organizational and work psychology;
- Render of services in the field of organizational and work psychology to customers from business, industrial, educational and other sectors;

- Encouragement of professional development of the Association's members and other concerned parties in the field of organizational and work psychology;
- Promotion of international cooperation in the field of organizational and work psychology through participation in international forums, workshops, trainings, joint research and exchange programs;
- Publicizing of achievements and modern technologies in the field of organizational and work psychology.

2. The Association membership

Members of the Association are individuals (psychologists from universities, research institutions, business establishments) and organizations (public organizations, companies, firms and enterprises of all forms of property, educational and research institutions, etc.) active in the field. Membership in the Association is open for citizens of Ukraine and other countries. Individual members of the Association participate in governing the organization, development and implementation of activity plans according to the Statute requirements.

The UAOWP consists of 198 members (as of September, 1, 2009).

The Association has 22 branches in different regions of Ukraine (Alchevsk (Lugansk region); Chernihiv; Dnipropetrovsk; Donetsk; Ivano-Frankivsk; Kamyanyets-Podilsky (Khmelnitsky region); Kherson; Kyiv; Lugansk; Lviv; Lutsk; Mykolayiv; Nizhyn; Poltava; Rivne; Simferopol; Sevastopol; Sumy; Ternopil; Uman; Yevpatoria; Zaporizhya).

Honorable members of the UAOWP are Prof. Bernhard, Wilpert (Germany), Prof. Jose Maria, Peiro (Spain), Prof. Vincent, Rogard (France), Prof. Wilmar, Schaufeli (The Netherlands), Dipl.-Psych. Ute, Schmidt-Brasse (Germany), Prof. Igor, Fourmanov (Republic of Belarus), Prof. Vladimir, Yanchuk, (Republic of Belarus).

3. Some results of research and practical activity of the Association

In 2002-2009, the researchers of the Laboratory of Organizational Psychology at G.S. Kostiuk Institute of Psychology (Academy of Pedagogical Sciences of Ukraine) and members of the Association organized and implemented a number of projects and activities. Most important of them are described below.

3. 1. Conferences for researchers and practitioners in Ukraine

- 1-st Ukrainian International scientific-practical conference '*Organizational Psychology: Innovative Approaches and Technologies*' (Kyiv, September, 19-20, 2002);

- International Scientific Conference '*Cross-Cultural Communications: Dialogue and Cooperation*' (Alushta, AR of Crimea, May, 26-30, 2003, organized jointly with Tavrida National university named after V. Vernadski);
- Scientific-Practical Conference '*Conflicts Management in Organizations*' (Kyiv, October, 22-26, 2003);
- International Workshop '*Burnout Syndrome and Professional Career in Organizations*' (Kamianets-Podilsky, June, 17-18, 2004, organized jointly with Kamianets-Podilsky National university);
- Scientific-practical conference '*Psychological Foundations of Training of Organizations' Managers And Employees And Organizational And Economic Psychologists*' (Uman, June. 1-4, 2005, organized jointly with Uman Agriculture university);
- Scientific-practical conference '*Psychological Foundations of Efficient Organizational Performance Under Socio-Economic Change*' (Kyiv, November, 23–24, 2006);
- Scientific-practical conference '*Psychological Foundations of Efficient Activity Of Educational Organizations Under Socio-Economic Change*' (Zaporizhya, October, 9–10, 2008, organized jointly with Zaporizki National University);
- International conference '*Psychological Conditions of Development of Organizations' Competitiveness*' (June, 25-27, 2009, Kerch, AR of Crimea, organized jointly with Kerch Economic-Humanitarian Institute, Tavrida National university named after V.I. Vernadsky);
- International conference '*Psychological Foundations of Management and Organizational Development in State Service*' (September, 23-25, 2010, Lutsk, organized jointly with Volynsky National University named after Lesya Ukrainka);
- The 1st Ukrainian Congress Of Organizational And Economic Psychology (June, 29 – July, 2, 2011, Kamianets-Podilsky, organized jointly with Kamianets-Podilsky National University named after I. Ogienko).

3.2. A new PhD discipline 'Organizational Psychology; Economic Psychology'

The Institute of Psychology and UAOWP have introduced a new discipline 'Organizational Psychology, Economic Psychology' to the training course for PhD degree in Psychology (approved by the Central Certification Commission and Ministry for Education and Science of Ukraine);

The post-graduate courses (Aspirantura, Doctorantura) in organizational psychology and economic psychology opened for PhD students at the Institute of Psychology in September, 2004.

3.3 Publications:

- *The Journal Organization Psychology. Economic Psychology. Social Psychology* published jointly with the Institute of Psychology. In 2003 -2009 23 issues of the Journal were published. The eleventh issue (2003) started a regular feature on economic psychology;

- *Manuals and students books:*

- *Basics of Psychological And Management Counseling* (2002);
- *Psychology of Management* (2003);
- *The Syndrome of Professional Burnout And Professional Career: Gender Aspect ; Psychology of Educational Management* (2004; 2ed-2006);
- *The Technologies of Work of Organizational Psychologists* (2005);
- *The Technology of Organization Personnel's Psychological Training in Work Under Social-Economic Changes* (2008);
- *The Technology of State Administration Employees' Team-Work Training* (2008);

-The following *monographs* were published:

- *Competitive Management Team Building* (2006);
- *Managers' Self-Actualization in Professional-Managerial Activity* (2008);
- *Motivation of entrepreneurial activity: monograph* (2011);
- *The psychology of future managers' training in organizational change management* (2011);
- *Psychology of personnel's organizational commitment* (2012).
-

The UAOWP initiated and published a *series of training courses* for organizational and economic psychologists and managers: *Organizational Psychology, Economic Psychology, Psychology of Management, Leadership, Team Building, Preventing of And Coping With Professional Burnout, Gender Psychology, and Overcoming Communication Barriers In Organizations.*

- *UAOWP Newsletter* was established for effective communication between UAOWP members;

4. International activity:

4.1. Interaction with international organizations:

- The Ukrainian Association of Organizational and Work Psychologists (UAOWP) has cooperated with the ENOP (the European Network of Organizational and Work Psychology) since 1999. Prof. L. Karamushka is a member of the ENOP Executive Committee and editor of the ENOP Newsletter (since 2001);)

- The UAOWP founded a *Section of economic psychology* in February, 2004. In order to promote economic psychology in Ukraine *IAREP* opened its representative office in Ukraine in February, 2005.

- In May 2005 the UAOWP was given the status of a constituent of the *EAWOP* (the decision was passed at the XII-th Congress of Organizational And Work Psychology, Istanbul);

- The UAOWP has cooperated with the ENOP, with the IAAP (International Association of Applied Psychology) Division 1 (Work and Organizational Psychology) since 2006. Prof. L. Karamushka is a member of the Division 1 Executive Committee and editor of the Division1 Newsletter and O. Kredentser, a researcher from the Laboratory of Organizational Psychology, is a member of the editorial team of the Division1 Newsletter.

4.2. Organization of International events in Ukraine:

- The International Workshop *Organizational, Work and Economic Psychology in Ukraine in the Context of European Integration* (held under the auspices of the European Network of Organizational and Work Psychologists (ENOP) (May, 23-24, 2004, Kyiv);

- The Program *'Development of Organizational, Work and Economic Psychology in Ukraine in the Context of European Integration (2004-2014)'* (elaborated, approved and implemented);

- *The ENOP Reference Model and Minimum Standards* (translated into Ukrainian and introduced to the educational process) (2005);

- International Workshop *'Training in Social Sciences in The Netherlands And Italy After the Bologna Agreement'* (Kyiv, July, 6, 2005, organized jointly with researchers from Utrecht University and Trento University);

- International workshop *Team Building* (Kyiv, November, 20-21, 2005, organized jointly with PCYHON, Germany);

- International workshop *Work Technologies of Organizational Psychologists in Germany* (Kyiv, November, 22, 2005, organized jointly with PSYCON, Germany);

- International workshop *Dealing with Conflicts* (Kyiv, May, 16, 2008, organized jointly with PSYCON, Germany);

- International workshop *The Consultant's Role* (Kyiv, May, 17, 2008, organized jointly with PSYCON, Germany);

- European Conference on Organizational Psychology and Human Service Work *Work and Organizational Psychology in Human Services Organizations: Different European Perspectives* (held under the auspice of the ENOP, October, 3 – 6, 2007, Kyiv);

4.3. Participation in International Conferences and Congresses abroad:

- Participation in the Summer School and Inter-based post-graduate course organized by the ENOP (2002 – 2003);
- 12th European Congress of EAWOP (Istanbul, May, 12-15, 2005);
- 30th Congress of IAREP (Prague, September, 21-24, 2005);
- 9th European Conference on Organizational Psychology and Health Care (Dresden, October 4-6, 2005);
- The 6th Congress of Work and Organizational Psychology *Networks and Their Interconnecting Character* (Leipzig, May, 22-24, 2006);
- IAREP / SABE congress (Paris, July, 5-8, 2006);
- 26th Congress of Applied Psychology (July, 16-21, 2006, Athens, Greece);
- International workshop *Team Building* (Katowice, Poland, 2007);
- Ist and IInd International Congresses of Business Psychology and Sociology (Minsk, Republic of Belarus, 2005 and 2007);
- 13th European Congress of Work and Organizational Psychology (Stockholm, Sweden, May, 9-12, 2007);
- Invited Symposium *Organizational Psychology in Ukraine: Main Trends And Development* held at the XXIX International Congress of Psychology (Berlin, 2008);
- 14th European Congress of Work and Organizational Psychology (Santiago de Compostela, Spain, 2009);
- International Conference on Economic Psychology (Cologne, Germany, 2010);
- 15th European Congress of Work and Organizational Psychology (Maastricht, Netherlands, 2011)

4.4. Participation in international projects:

- *Project Prevention of And Coping with Professional Burnout and Successful Careers of Men and Women in The Secondary School* was developed and implemented thanks to a grant from the Canadian-Ukrainian Gender Foundation in 2003-2004. Two international seminars for educational managers and teachers were successfully held; four leaflets and a manual were published.
- In the framework of the *Ukrainian-Dutch Educational Management Program* (UDEM, 2002-2003), the UAOWP members participated in a number of seminars dedicated to development of school master standards (Kharkiv, Odessa, Kyiv, 2003). Chapters of the manual *Education Management* were prepared, and scientific editing of the manual *Education Management* completed (Karamushka, L.M.). The UAOWP members participated in school masters' experimental trainings at the Central Post-Graduate Pedagogical Institute.

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International Association of Applied Psychology (IAAP)

The International Association of Applied Psychology is the oldest international association of psychologists. Its official languages are English and French. Founded in 1920, it now has more than 1.500 members from more than 80 countries. Its mission is succinctly stated in *Article 1 of its Constitution to promote the science and practice of applied psychology and to facilitate interaction and communication about applied psychology around the world.*

The Association distinguishes five membership categories: Full Members, Student Members, Honorary Members, Fellows, and Affiliate International Organization Members.

Most of the Association's work is achieved through its Divisions. The Divisions pursue the scientific concerns of IAAP members working in various sub-fields of applied psychology. In 2002 IAAP had recognized sixteen Divisions:

- 1. Division of Organizational Psychology
- 2. Division of Psychological Assessment and Evaluation
- 3. Division of Psychology and National Development
- 4. Division of Environmental Psychology
- 5. Division of Educational, Instructional and School Psychology
- 6. Division of Clinical and Community Psychology
- 7. Division of Applied Gerontology
- 8. Division of Health Psychology
- 9. Division of Economic Psychology
- 10. Division of Psychology and Law
- 11. Division of Political Psychology
- 12. Division of Sport Psychology
- 13. Division of Traffic and Transportation Psychology
- 14. Division of Applied Cognitive Psychology
- 15. Student Division
- 16. Counseling Psychology

Activities of IAAP

International Congress Of Applied Psychology (ICAP)

Every four years IAAP organizes a world congress of applied psychology which serves as a review of advances in applied psychology and unites several thousand psychologists from all over the world. The 25th ICAP was held in Singapore and about 2,500 did participate. The 26th ICAP will be held in Athens July 16-21, 2006 and the 27th in Melbourne, 2010. These congresses belong to the main responsibilities of IAAP inasmuch as they are a particularly suited instruments to pursue the Association's mission of bringing applied psychologists in world-wide contact with each other. In addition, the ICAP offers the unique opportunity to demonstrate the societal significance of applied psychology.

Regional Psychological Conferences

IAAP, through its Divisions and as a whole, contributes to international regional conferences of psychology by organizing symposia and by contributing to the funding of such conferences. These regional meetings are especially important for younger psychologists and colleagues from less developed countries who may not be able to afford the travel cost and congress fees for world congresses. Besides, they help to bridge the periods between two ICAPs, thus facilitating continuity of contacts and cooperation. Special attention is paid to organizing workshops and specialized seminars for new graduates in Psychology.

Regional Meetings of Divisions

Sometimes IAAP Divisions organize theme-oriented workshops and unite colleagues from a particular region in focused scientific exchange.

Awards

One way of highlighting the relevance of applied psychology is to honour colleagues who have made important contributions to the field by giving them a special IAAP Award. Three types of awards have been created for this purpose.

Training

IAAP cooperates with the International Union of Psychological Science, the American Psychological Association, and the International Society of Cross Cultural Psychology in the organization of "Advanced Research Training Seminars" – **ARTS**- for colleagues from low income countries. These seminars are carried out in connection with international congresses and focus on particular themes. It is envisioned to expand training activities by IAAP members either coincidentally by renowned colleagues during their travels or through workshops in connection with international congresses.

Publications

IAAP publishes two quarterlies: **Applied Psychology - an International Review** and **Applied Psychology: Health & Well-being**, which rank among the best scientific periodicals in psychology. Among the quarterly issues readers will find, General issues as well as highly specific topics, with freely submitted contributions, Lead articles with open peer commentaries, International replication notes, Special issues, with guest editors and invited contributions with a particular thematic focus, Regional issues, from particular parts of the world

- An **IAAP - Newsletter** is published twice a year to inform members about important developments and events in applied psychology and within the Association. In addition, several Divisions of IAAP inform their members with periodical editions of **Division Newsletters**.
- Proceedings of **23rd, 24th, and 25th ICAP** are available online at <http://www.iaapsy.org/> in the section devoted to congresses and conventions on Psychology.
- Encyclopedia of Applied Psychology, three volume set, editor in chief Charles Spielberger, Elsevier.
- IAAP Handbook Applied Psychology, editor in chief Paul R. Martin and F.M. Cheung, M. C. Kowles, M. Kyrios, L. Littlfield, B. Overmier, J.M. Prieto, 2010. Wiley - Blackwell.

International Cooperation

IAAP has the status of Non Governmental Organization (NGO) before United Nations and the status of Affiliate Member of the International Social Science Council (ISSC) within the umbrella of UNESCO and the World Federation of Mental Health, NGO of UN. IAAP also maintains contact with the International Labour Office (ILO) and the World Health Organization (WHO).

IAAP Membership is excellent value for money and you receive many direct benefits including:

- A free print subscription to either *Applied Psychology: An International Review* (AP:IR), or *Applied Psychology: Health and Well-Being* (AP:HWB);
- Free online access to both IAAP Journals;
- The IAAP Bulletin and Division Newsletters;
- The ability to participate in IAAP international conferences at reduced rates;
- And 20% off many books and personal subscriptions to journals published by Wiley-Blackwell.

IAAP Division 1: Work and Organizational Psychology

Celebrating its 30th anniversary this year, Division 1 of the IAAP is nowadays an excellent international platform to exchange and create bridging and bonding relations within scientists, academics and practitioners all around the world. The recent developments of IAAP have promoted exchange of information in several ways. Communication between scientists and professionals through the Journals (Applied Psychology, etc.), and Conferences (International and regional Congresses) and also the presence in International Organizations has been enhanced. All these activities have contributed to the creation of social capital for WIO Psychology in the international scene that can be very helpful and useful in the near future.

In the new century, the international cooperation across regions in the world will be more needed as well as more demands and opportunities for it will emerge. This will be especially true in the world of organizations, of work and of labor markets.

Technologies are creating the conditions to make it easier and may facilitate all these relations, but ICT are not enough. Social relations and social networks are essential for value creation in a global and diverse world. Joint projects, common goals and shared visions and meanings are important and could be the ground where international communities of practice could be stimulated and promoted.

In this context IAAP Division of Work and Organizational Psychology plays a major role. It facilitates interactions and exchanges among scholars and professionals all around the world. We are aiming to increase membership to play a relevant role in the world of work and organizations and to better achieve new goals. We also aim to stimulate communication among practitioners and scientists. Our goal is to promote exchange among scholars and students from different countries and to support and facilitate the cooperation for joint research and exchanges of professional experiences. It is important to provide the platforms and services that will facilitate all these opportunities and it is also important to stimulate and promote joint activities between national associations.

Division 1 has always actively engaged in promoting WOP around the world by organizing and sponsoring different symposia, workshops and roundtables on relevant issues at the given moment at international, regional, and national congresses. On many occasions, Division 1 has cooperated with other associations, such as SIOP and EAWOP, in organizing different activities. In fact, just recently Division 1 has launched an alliance with SIOP and EAWOP to foster its cooperation with both associations. Division 1 has recently focused also on promoting high quality training in WOP. In this line, various symposia and round tables were sponsored on Teaching of WOP around the world.

Once you are IAAP member you can choose to be member also of Division 1. It provides you the *following advantages and benefits*:

- 1 Subscriptions to *Industrial and Organizational Psychology* (journal) and The Industrial-Organizational Psychologist (TIP; Newsletter). The personal subscription price for this quarterly journal is €71 for Europe. Moreover, The subscription price for TIP is \$20US. SIOP members will receive these publications as a part of membership. A copy of each issue will be mailed to members. Additionally, members can access the journal electronically via the SIOP Web site. The journal takes a focal article–peer commentary–response format.
- 2 Discounted registration fee (same as members) for annual conference, conference workshops, and Placement Centre. Registration for 2009 is \$190 for members and \$360 for non-members. Registration for pre-conference workshops is \$400 for members and \$650 for non-members.
- 3 Discounted publications (same as members) offered through SIOP online store.
- 4 Inclusion in SIOP online directory. This online directory lists contact information for more than 6,800 members of SIOP in North America and around the world.
- 5 Eligible to submit proposals for SIOP Annual Conference presentations. The SIOP Annual Conference is a premier event in industrial-organizational psychology. The 3-day conference features more than 300 sessions, an exhibit hall, social activities, two theme tracks of programming, and a job placement center. The conference will be held in New Orleans April 2-4, 2009, and in Atlanta April 8-10, 2010
- 6 Subscription to SIOP Newsbriefs electronic newsletter. “Newsbriefs” is sent monthly to SIOP members.

If you still are not a member of Division 1: Organizational Psychology and you are interested in this field, we kindly **invite you to join our Division**. By doing this you can contribute to strengthen the services IAAP provides to the international network of practitioners, researchers and academics in Work and Organizational Psychology aiming to contribute to the development of workers, companies and the society in a more and more global world.

Contacts:

<http://www.iaapsy.org>

Innovative Trends in the Development of Work and Organizational Psychology in Poland and Ukraine (3rd Polish-Ukrainian Workshop (4 September 2012, Katowice, Poland): Book of abstracts. Editors: Liudmyla Karamushka, Barbara Kożusznik. – Kyiv-Katowice: 2012. – 112 p.

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**Polish-Ukrainian Workshop
(4 September 2012, Katowice, Poland)**

Editors: Liudmyla Karamushka, Barbara Kożusznik