CHECKLIST FOR PROFESSIONAL COMMUNICATION: A PATH TO A HEALTHY PERSONALITY, REFLECTIVE MINDFULNESS, AND SELF-DEVELOPMENT MANAGEMENT

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Abstract: *Have you ever had multiple goals and aspirations at once? Psychologically, planning a written list and working through the plan is likely to lead to more productivity than simply dreaming about achievements. Professionals in many disciplines use written checklists to ensure productivity and safety in the workplace. For example, Dr. Atul Gawande's checklists for the healthcare industry have improved healthcare outcomes for many patients by reducing errors and getting things done more efficiently. We can all use similar checklists as touchstones or reminders to increase our efficiency and engagement in pursuing our own goals and thus to improve our own personal outcomes through greater sensemaking and mindfulness. In this article, we undertake a literature review identifying and synthesizing key concepts from various areas of organizational and leadership theories to provide a broadly valuable basis for constructing a professional and personal development checklist. Professional communication is about representing yourself in the best sense of your character, image, and abilities through sensemaking, collaboration, storytelling, listening, and effective conflict management practices. Having a professional checklist works best when it is aligned with your true inner character as well as outward personality and social identity. Professional communication is about being sincere, principled, deliberate, meaningful, and authentic in all circumstances. The key is to balance your life's important values-based priorities and be yourself, instead of acting as someone you are not. In other words, focus on the deontological view of ethical decision-making, as opposed to always leaning toward the teleological or consequentialism perspective. People often attribute their own moral or amoral decisions and behaviors to situational factors. The reality is that the human mind is a complex biological machine that is programmed and reprogrammed from the time of one's conception until the day we die. The complexity of genetic and environmental factors, socialization under different circumstances, and lived experience across culture and opportunity mean people have varied capacities to make choices and attributions. As professionals, we all play the cards we are dealt and the more effectively and strategically we use these "cards," the better will be the future outcomes. Human behavior is often influenced and driven by factors that we might not fully understand, but we must make the best use of what we do comprehend at any given time before the opportunity is gone. Science has proven that the use of an appropriate checklist for personal development can lead to productivity, professional career success, better work-life balance, and personal happiness.*

Keywords: checklist, sensemaking, listening, storytelling, collaboration, attribution, mindfulness, and resume building.

JEL Classification: H51, I10.

Introduction. This article draws from organizational and leadership theories to recommend development of personal checklists that aid reflection and help improve one's professional skills and long-term outcomes. We have organized a comprehensive package of critical topics, concepts, sub-concepts, and explanations to guide individual reflection and research, as well as group discourse among organizational members. This synthesis of key literature can be mined by individuals, managers, teams, and organizations to create checklists for personal, professional, and organizational development. Topics include storytelling, listening, collaboration, sensemaking, attribution error, other heuristics and biases, resume building, conflict resolution, and negotiation which can all contribute to effective professional communication.

Literature Review. Researchers, philosophers, and academic scholars have been writing about happiness, work-life balance, leadership, and personal development for hundreds of years. However, very few of these writings, lessons, and recommended strategies are put into practice (Mujtaba, 2022a). In this practical article, we provide the literature for a successful checklist as part of the findings and recommendations so readers, managers, human resource professionals, and coaches can easily use them. The literature review identifies and synthesizes key concepts from organizational and leadership theories for constructing a professional and personal development checklist.

Methodology and research methods. The qualitative methodological approach used in this research is through the analysis of academic and practitioner-oriented articles, books, presentations, and best practices observed by the authors in management and employee development workshops. As trainers, managers, and coaches, we have successfully applied these personal development strategies with thousands of private and public sector professionals and leaders over the past three decades. The authors have nearly fifty years of combined work experience in using the recommended checklists to achieve productivity, work-life balance, and sustainable happiness in one's personal and professional lives. As such, the following pages provide relevant literature and practical recommendations that are supported by academic findings and anecdotal explanations. More specifically, our results discuss the following findings, skills, and recommendations for the development of a professional communication checklist: *storytelling, listening, collaboration, sensemaking, attribution, heuristics and biases, resume building, and negotiations*.

Results. In training, development, and education, *storytelling* is a powerful vehicle for getting complex understandings across quickly and to enhance audience retention for the long-term. Every leader, parent, and mentor should take time to reflect on the power of stories to convey ideas, share information, establish norms, and build connections. Storytelling can imbue routine and mundane daily work with meaning that generates and sustains attention and engagement (Chen, 2012). In bringing the routine to life with some level of charisma, experts agree that a story can help return enchantment to the workplace, break down the mundane or bureaucratic activities most people experience at work, and establish relevant norms for conduct (Chen, 2012). Relevant stories, when presented effectively and with proper context, can enrich and deepen our understandings of how to act in both simple and complex situations. Therefore, we need to purposefully reflect on what stories we choose to attune ourselves to and actively develop the skills of listening, collaboration, sensemaking, and negotiation. Just as important as storytelling is the art and science of effective listening to assess the audience's understanding and attentiveness.

As explained by Boris (2017), "Telling stories is one of the most powerful means that leaders have to influence, teach, and inspire." Storytelling is effective for audience attention and long-term learning because it forges connections among people, groups, and ideas throughout a department or organization. "Stories convey the culture, history, and values that unite people; when it comes to our countries, our communities, and our families, we understand intuitively that the stories we hold in common are an important part of the ties that bind" (Boris, 2017). Relevant organizational success or failure stories do more than create a sense of connection: they build understanding, shared experience, and trust. Further, they enhance learning, among individuals and among communities. "Stories about professional mistakes and what leaders learned from them" show future leaders how to proceed in difficult times (Boris, 2017). Deep narrative structures appear again and again in professional scenarios so that lessons learned from storytelling become applicable.

As explained by Boris (2017), people often identify better with stories, because they personalize stories and imagine how they would act in similar situations. This enables professionals to play out scenarios in their mind and prepare in advance contingent ways of being and responding. Storytelling provides a benefit for leaders whereby "with a simple personal story", they can powerfully "convey underlying values, offer insight into the evolution of their own experience and knowledge, present themselves as more approachable, and most likely inspire others to want to know more" (Boris, 2017). Amid the storytelling process, educators and trainers also deal with sensemaking around situational factors, especially when teamwork is required in group projects to solve complex problems or as part of a learning process.

While storytelling is a great way to communicate with individuals or teams, to learn from the stories of others, we must also become great listeners, «seeking first to understand, and then to be understood» as emphasized by Stephen R. Covey, author of the *Seven Habits of Highly Effective People*. Trainers and educators must become proficient in listening for verbal as well as non-verbal cues of their audience to make sure shared understandings are being created and knowledge is being co-constructed in the space of their social interactions.

Listening. If a person speaks but nobody hears their voice, has communication taken place? Of course not. Failing to listen and to hear all voices is a major problem for busy working professionals today as we are working on increasingly more complex problems with less time and more diverse colleagues than ever before (Mujtaba, 2022b). It can be difficult to find the signal in the noise when a colleague tries to convey their perspective. Further, people across the globe are bombarded with information from various sources, spend 60% of their time listening, yet only retain about 25% of it after a few days (Ury, 2015).

We know that the most successful negotiators and conflict managers listen more than they talk (Ury, 2015). Listening requires being open-minded and working consciously to actively attend to meaning by overcoming barriers to attention (noise, distractions, technology, mental clutter, etc.) which constantly get in the way. Generally, one barrier to understanding in the workplace is that we hear what we want to hear, instead of listening for what is being said and meant. That is to say, we hear communications for what we are, not what they are. Effectively listening to friends, family members, clients, and colleagues to gather important insights and information is key to being a successful professional. Salvador (2013) emphasized that some of the strategies for being a better listener include losing one's preconceptions, being vulnerable and open to new ideas, and not being afraid to hear what we would rather not hear. These are essential elements of being a good listener and a value-added professional in the workplace.

In any conversation, Salvador recommends that we must become conscious of the listening gap between what people say and what we hear. So, it is important to listen past our own biases that normally serve as a barrier to filter or interpret what we hear. Relatedly, Ury (2017) explained that listening is the key to building strong human relationships, because it helps us understand others, connect with others personally and professionally, and encourage others to respond in kind by listening to us. Listening begets listening.

True listening leads to deep understanding that helps you influence other negotiators or team members and connect with others by building rapport and caring (Ury, 2015). Meanwhile, listening makes it more likely that others will listen to you by being open minded. Real or genuine listening requires learning and regularly practice putting yourself in the speaker's shoes and understanding their frame of reference for both what is being said and what is not being verbally emphasized. Effective and mindful listeners listen not only to the speaker but also to themselves, quieting their own minds first from all the distractions and noise in order that they can have a clear and quiet mental space to truly listen to the other side. We need to transition from the age of communication to «the age of listening», to build strong relationships with our children, family members, colleagues, and adversaries. More and more, school curricula should focus on teaching the skills of listening to all their students so we can have a world of understanding, learning, and peace. Listening can be contagious and lead to better teamwork, collaboration, effective conflict management, and a better world for us all. One of the best gifts you can give to anyone is the gift of listening, which is essential for productive collaborations.

Collaboration. Famously, President Kennedy's leadership around the moon-shot initiative inspired a janitor at NASA to appreciate his role in the organizational mission of putting a man on the moon. One cannot help but smile at the janitor's response when President Kennedy asked him in passing what his job was at NASA: «I am helping put a man on the moon», replied the janitor. The essence of collective collaboration is a deep understanding of one's purpose in the organization, being involved, getting engaged, and living the mission in daily work. Effective communication, thereby collaboration, requires managers and individual employees to reflect on their answers to the critical why/how questions: *Why are we here? Why are we organized the way we are? How can we be better and more productive at what we do?* While productivity is not everything, it is almost everything in the long-term if companies want to be sustainably successful, and sustainable success comes about through teamwork and effective collaborations among workers, managers, and leaders (Phomkamin, Pumpuang, Potijak, Sangngam, Ketprasit, and Mujtaba, 2021).

Atul Gawande (2018) explained that, in an increasingly complex world, people can no longer work autonomously in organizations to achieve goals. They need to see the part they play in the greater organizational mission through effective coaching practices. Yves Morieux (2014) described how using fuzzy lines to define the responsibilities of team members results in the sort of collaboration and shared interests that organizations need to be successful. Anne-Marie Slaughter (2013) explained that collaborative power

outpaces coercive power in overcoming challenges. Indeed, collaboration is how organizations must respond to the complex challenges of the modern world.

It is interesting to see the distinction between "resource power" that can lead to certain outcomes, such as additional sales and profits, and «relational power», or the capacity to get things done through social situations to change things or simply influence others towards desired outcomes (Slaughter, 2013). The use of relational power or collective collaboration throughout a company's organizational culture can lead to long-term and sustainable success. It makes sense that the collaborative power of many would usually produce more than individuals can achieve independently and outpace coercive power in overcoming organizational challenges (Slaughter, 2013).

Sensemaking. Sensemaking is a process of reflection and co-construction of meaning that all leaders must be engaged in individually and collectively with colleagues. Each professional should become the type of employee who helps others in the workplace make sense of events, what is being done, and what should be done through reflection and creativity. Humans can do great things if they work in effective teams and groups while making sense of their shared experiences and activities intersubjectively. When professionals exchange of their thoughts and feelings, they construct a shared reality together.

Intersubjectivity is the intersection, link, or relationship between people's perspectives and various cognitive processes around a specific situation. For instances, in a room full of people during the Covid-19 pandemic, intersubjective views reconcile into a group norm around how far people stand from one another to feel safe. When diverse ideas are heard through effective listening and reflected upon, these intersubjective cognitive processes can lead to sensemaking and generating solutions in today's complex world. Of course, in sensemaking, there is an art and science to whether we make others inclined to listen to us or not. "*Presuasion*" is a powerful tool to influencing how attentively others listen to what is being said and whether people will follow our directives (Cialdini, 2016a). Before you make a proposal, priming your audience by explicitly assigning them certain values or characteristics helps create the right conditions or framing so the statements can be easily accepted. In other words, presuasion gets the other party emotionally prepared for the upcoming discussion so they are more likely to have an open mind, listen, collaborate, accept the proposed idea, and follow your directions.

Context or environment can make a difference on whether people help you or not. For example, research has shown that men who asked for a woman's phone number as they were passing by a flower shop received significantly more numbers than when they asked for it at the front of a shoe shop (Cialdini, 2016b). So, it makes practical sense to put oneself in the right places at the right times. By being mindful, skilled, and qualified, one can take full advantage of available opportunities.

Sensemaking can be drawn from unfortunate and tragic situations as well. On August 5, 1949, a forest fire broke out in Montana's Mann Gulch. The fire exploded, spreading about 600 feet per minute, which is too fast for anyone to outrun. Weick's (1993) analysis of how the responding team of smokejumpers dealt with this fire has come to be known as "*The Escape Fire Analogy*". Viewing the situation as a breakdown of sensemaking in a survival situation, Weick derived a lesson for organizations responding to crisis. At Mann Gulch, the answer to surviving the fire was there within the team, but 13 firefighters still lost their lives, as they could not communicate that the proposed solution was a viable one. In search for survival, the foreman, named Wag Dodge, had an idea that if he burned all the fuel around them in a controlled fire, the raging brushfire would be deprived of fuel when it reached them. He invited his colleagues to join him, but they kept running, as they did not trust or could not understand in the moment that Dodge's solution would work. So, Dodge created an escape fire around himself. The brushfire came, and Wag Dodge survived. Sadly, most of the other firefighters who ran did not. As explained by Sand (2012), "An escape fire requires igniting the immediate vicinity in the face of an oncoming fire, then stepping into the newly burnt area as the oncoming fire approaches, engulfs, and ultimately passes by the survivor." Foreman Wag Dodge "invented the technique out of necessity during the 1949 Mann Gulch fire, but his crew refused to follow his risky move, and 13 of them were overtaken, along with 3,200 acres of forestland" (Sand, 2012).

Weick (1993) treated the Mann Gulch smokejumpers as a small organization. Within any organization, the answer to urgent problems may exist or can be created, but often these solutions are lost due to ineffective communication and/or lack of sufficient reflection and sensemaking. As such, we must figure out the right means and processes for innovative and «off the wall» ideas to be heard, discussed, and reflected upon so the best solutions can be used not just to survive, but to remain competitive as industry leaders. Each professional should remain open-minded without making premature attributions and aim to become a sensemaker for others, shaping behaviors and positive outcomes in the workplace.

Attribution. Behavior is a complex phenomenon, impacted by internal and external factors. Behavior can be looked at as the product of one's characteristics that influence their actions or external and situational circumstances occurring in society, law, organizations, environments, etc. However, when we assess or analyze a person's behavior, we are likely to commit attribution (credit or designation) errors.

Fundamental attribution error is the tendency to attribute a person's behavior to their character as human beings, rather than to circumstances or specific situational variables that might be influencing their decisions and actions (Nisbett, 2015). In professional life, we often misjudge people and their intentions. We trust people we should not and don't trust people we should, we push away good colleagues and embrace those who appear aligned with our views, and we assume competent people are incompetent because we fail to see situational factors that played a significant role in their performance and results.

The fundamental attribution error tends to have a cultural component as it happens more in individualistic societies. People socialized in eastern cultures tend to have a holistic view of the world, while westerners have a more analytic perspective (Nisbett, 2015). Individualistic societies, especially western societies, tend to over-attribute individual success and failure to internal characteristics and worth, while collective societies tend to attribute success to external or situational factors and failure to internal personal traits. Related then to attribution error, self-serving bias is a way of protecting or even enhancing one's self-esteem, which is common in individualistic societies such as the United States. If we succeed, it is due to our own worth, but if we fail it is due to external situational factors outside our control (Khan Academy Medicine, 2015; Nisbett, 2015).

There are obvious self-serving motives behind attribution tendencies. The reality is «that people generally think that their own behavior is largely a matter of responding sensibly to the situation they happen to be in – whether that behavior is admirable or abominable» (Nisbett, 2015). Overall, «we're much less likely to recognize the situational factors other people are responding to, and we're consequently much more likely to commit the fundamental attribution error when judging them – seeing dispositional factors as the main or sole explanation for the behavior» (Nisbett, 2015).

Beyond self-serving bias, many complex factors influence and drive a person's behavior, such as biopsychosocial and environmental conditions (Cooper and Mujtaba, 2022; Meyer, 2015). For example, many adults might be suffering from lingering issues stemming back to childhood years, such as Oppositional Defiance Disorder (ODD), which is a disorder in youth that consistently act in a defiant and disobedient manner to parents, siblings, teachers, and other authority figures when they feel misunderstood, challenged, or ignored. The root causes of ODD seem to involve some combination of genetic and environmental factors which could be mitigated or alleviated through behavioral therapy and relevant anti-anxiety, mood enhancers, or anti-depressant medications.

The typical symptoms of ODD can include being in an irritable mood, argumentative, verbally abusive, physically aggressive, opposed to everything that parent or caretaker says, and vindictive. The good news is that there is treatment which often involves the individual, parents, and teachers in helping the child become more effective in controlling aggression. For example, parents, siblings, and teachers can model good behavior by not yelling at the child and by showing him/her love and understanding while also demonstrating the correct way to behave in a clam, firm, and noncontrolling manner (Bernstein, 2015; Cooper and Mujtaba, 2022).

An extreme example of the complexity of human behavior can be seen in the behavior of «normal» individuals who commit the most unthinkable acts of intense kindness or horrific violence. Think of a librarian, Robert Morin, who lived a life of modesty and worked as cataloger for 50 years, avoided indulgences, saved all his income, and eventually donated about $4 million of his estate to charity during his retirement and prior to his death in 2015.

Another example is Charles J. Whitman, who was a conventional, intelligent, churchgoing, community member until the day when at 27 years of age on August 1, 1966, he murdered his wife and mother with a knife and then shot 15 people from the clock tower at the University of Texas at Austin. Whitman was a former marine and Eagle Scout member, a person living well within community norms who was happily married until one day he became one of the most notorious mass murderers in history. Why did Whitman do what he did? In his suicide note, he wrote that he was having strong urges to do violence to the people he loved. What he felt was a strong urge to kill, which he himself did not understand. He understood rationally that killing was wrong and even sought help from medical doctors for his mental health issues. In his suicide note, he went so far as to request that an autopsy be performed to determine if something had changed in his brain, because he suspected it had. He even directed authorities to donate his savings to a mental health foundation so research could prevent further tragedies of the type he anticipated he would commit. The autopsy he requested was performed and a brain tumor the size of a nickel was discovered in an area of the

brain responsible for controlling aggression and emotion. His rational mind was intact to reason out that something was terribly wrong with his emotional dysregulation and violent urges. He could sense something was wrong with him, but medical health professionals could not diagnose it while he was alive. We must reflect then on whether Whitman was a monster as he is so often called, or whether he experienced a biological condition any one of us could face tomorrow. Events like these, challenge how well we can disentangle moral goodness from biopsychosocial circumstances. For instance, 87% of people sentenced to death have some evidence of mental illness (Smith et al., 2014).

Mental and physical conditions that exist among all of us as human beings do not stay outside of work or away from the classroom. They are not left at the office door. They travel with us always. They influence and impact our behaviors as we learn in the classrooms or perform our jobs in the workplace. As such, we should not and must not always attribute our colleagues' unprofessional or "out of the norm" behaviors to poor decisions and negative personality traits. They are driven by the interaction of genetic makeup, biological development, and situational factors.

Heuristics and biases. Heuristics or cognitive shortcuts (rules-of-thumb) can lead to biased decisions that are often wrong. Biases impact us all, sometimes positively and sometimes negatively. While children are born as «blank slates» with no inherent biases, as part of their socialization process, they eventually become conditioned with misinformation and prejudices as they grow and become teenagers. At times, this misinformation can lead to long-term and deep biases which impact their decisions and behaviors toward others as professionals in the workplace. At other times, when people make conscious decisions based on factual data and the industry's code of ethics, biases can be replaced with evidence-based practice, professionalism norms, and positive organizational values. Understanding biases can help us interpret behaviors and decisions of others and ourselves.

The *Dunning-Kruger effect* is a form of a cognitive bias where with limited familiarity or knowledge about in a domain, a person wrongly overestimates their ability, competence, and understanding. We must be vigilant about relying on objective indicators of our competence from colleagues and performance measures. One related bias is the «*anchoring effect*» which is people's tendency to rely too heavily on one piece of information that was available first to make other important decisions and forecasts. For example, a candidate being interviewed for a new position might announce she is making $80,000 per year in her current job. So, the manager might begin thinking about how to beat her salary, even though the average person in the department does not earn this high of an income. Paying a new hire substantially more than current staff could create a morale problem. Such are the mistakes a manager can make due to anchoring bias. Further, other factors might have been at play. It is possible that her current employer did not offer other benefits such as healthcare, tuition reimbursement, overtime, vacations, bonuses, and/or stock options. If salary negotiations are linked to an employee's former salary instead of qualification and experience, inequities are reproduced. The rich get richer, and the poor stay poor, even when they do the same work. As such, salary determination should be based on qualifications, experience, and performance.

"Optimism bias" is about underestimating the complexity, cost, resources, and time necessary to complete a project. As my (first author Mujtaba) spouse would readily agree, I tend to fall into this optimism trap often. Optimism bias can easily lead to escalation commitment, especially when a person is socialized with a sense of entitlement due to certifications or academic degrees. Years ago, I remember that when my boss first asked me if I was interested in teaching the one-day *"Diversity and Cultural Competency"* (DCC) workshop to managers in the corporate environment. I immediately said «yes most certainly» as I have a doctorate degree in human resources management and in international management; as such, I thought, this should be easy as I have had many courses related to it in my academic journey. Of course, the diversity workshop was very complex as it dealt with laws, company expectations, biases, stereotypes, and prejudices that we all grow up with during our socialization. As such, it took me over six months of learning, observing, attending diversity workshops, and getting one-on-one coaching to eventually feel comfortable to teach sensitive topics, that were part of the DCC workshop, on my own. The more I learned about diversity challenges facing American employees and managers, the more I found out how much more I did not know.

Besides suffering from "optimism bias", I think my DCC example also relates to the *Dunning-Kruger effect*, since I erroneously overestimated my ability, competence, and understanding of the topic and discrimination history in the United States. Today, if I was faced with the question my boss asked, I would tell her, "Let me reflect on it to assess my knowledge, motivation, ability, and competency to see if I can comfortably teach such a sensitive topic". Then, I would do some research to assess my strengths and weaknesses thus far as per my resume of jobs and competencies, and eventually speak about my decision, apprehension, and developmental needs to my boss.

Resume building is a skill, and it requires work. The main purpose of a resume is to encourage the manager or reviewer to look at it, be influenced by it, and to put it on the list of candidates who will be called for an interview. As emphasized by Burnison (2020), «There is no one-size-fits-all template for a resume that will guarantee a job interview or offer». However, every resume should convey one important message, which is that «This is how I made things better for my employers» in the past (Burnison, 2020) and can do so in the future. For mid-level to senior professionals seeking new employment, the following are excellent reminders (Burnison, 2020):

- Make the first section of the resume the professional summary of your expertise.
- Highlight relevant skills you have and can deliver to any organization.
- Make your recent position the most comprehensive.
- Include company descriptions, without including too many details of smaller unrecognized brands.
- Emphasize tangible numbers and your financial or industry acumen, such as the market share in your last job increasing by 15% during your tenure in the company.
- Emphasize significant achievements that are in demand.

Senior people do not need to include their first job on their resume as those credentials may not be relevant for the new position. Also, avoid clutter since resume is not the same as an academic curriculum vitae (CV) where every detail and date of each activity is recorded. Limit your job descriptions to just two to four of the most critical career highlights.

According to Balarezo (2019), employers want to find talented and skilled people with a track record for tackling and overcoming difficult organizational challenges that today's digital world presents. As such, the point of the resume should be to emphasize your specific skills, talents, and track records of achievement. It is clear that "Talent" is a prized commodity in the business world. Instead of employee assessments, now there are talent assessments. Companies used to have directors of recruiting; now they have directors of talent acquisition" (Balarezo, 2019).

Corporate owners and senior leaders of every modern organization in this post-Covid-19 recovery era are most worried about talent shortages. No company wants to be in a position where their products and services are in demand, but they cannot fulfil these customers' needs due to shortages of labor, skill, or talent. Talent, skill, and labor shortages can damage even a popular brand like America Online (AOL) web browser in the late 1990s. Talent refers to employees who have the requisite knowledge, skills, and abilities to do the job from the outset in a timely manner.

In the resume, it is perfectly fine to emphasize your talents and history of overcoming challenges and recovering from a crisis or pandemics like the Covid-19 virus. Balarezo (2019) explains that «Somebody that has failed and then succeeded has demonstrated they have the grit and guts necessary to tackle and overcome new challenges». Today's environments of great economic and political uncertainty require talented people who can learn new skills and adapt quickly. Modern employers are on the lookout for those candidates that demonstrate characteristics of resilience, learning, and growing. Be willing to grow and receive training.

Organizations and departments that are willing to invest in the training and development of their human resources, while being socially and ethically responsible in all their actions, will soon find that the talent shortages disappear. Of course, recruiters and hiring managers have their own views and perspectives of which type of a candidate might succeed in their organization's culture and unique teams. According to Hartley (2019), employers have a «choice between a job candidate with a perfect resume and one who has fought through difficulty». Her recommendation is that human resources executives should always give the «Scrapper» a chance despite the reality that their resume may not be the superior one. Sometimes, choosing the "underestimated contender" might be the right hard-working person that differentiates your team, department, or company from the industry average.

Susan Colantuono (2013) emphasized that business and strategic financial acumen in understanding where the organization is and where it is going are very important in landing your dream job in middle to senior management positions. So, through your resume, emphasize your learning, listening, negotiation, and conflict management skills, and that you can use your own greatness as a leader to engage and mobilize the greatness in others strategically to achieve synergistic results through teams and the organization's human resources asset.

Principled negotiations. Conflicts are inevitable in society and the workplace. The key to successful conflict management is to separate the trivial from important issues, and then negotiate over the critical few.

While conflicts can be seen as a fight where you have winners and losers, negotiations can result in mutually beneficial outcomes for all parties.

Conflict is the struggle that results when two or more individuals perceive a difference or incompatibility in their interests, values, or goals. Every interaction has a potential for conflict (Mujtaba, 2014). Some conflict is good for team performance, but too much of it causes team leaders to spend time responding to conflict. Conflict Management is the process of dealing with conflict in an effective manner through listening, sensemaking, collaboration, and negotiation.

Team members must have a shared understanding of the nature of negotiation before they can have a shared understanding of the tasks and outcomes associated with it. Often, some people think of negotiation as a zero-sum game where one party wins, and another must lose or get less of the limited resources. We need to think of negotiations as a collaborative process where the end outcome is a win-win for all parties, so that everyone says «Yes» to whatever is agreed upon by all.

Based on the original work of Fisher and Ury, as emphasized by Fisher et al. (2011) in their book, Getting to Yes, the four common principles of negotiation and conflict management to keep in mind are as follows:

1. *People*. Separate people from the problem. People are emotional and problems are factual. Make the facts the issue.

2. *Interest*. Focus on the interests of all parties, not their predetermined positions. Interests provide some wiggle room and flexibility. Concrete positions do not.

3. *Options*. Through creativity, brainstorming, and imagination, try to invent options for mutual gains for all parties involved. This can happen even though resources might be limited. Imagine mutually acceptable options.

4. *Criteria*. Expect and focus on objective criteria where the goalpost cannot keep moving based on what has transpired. The resolution should be clearly defined from the outset, rather than adjustable by the parties as their respective positions reorient.

Effective negotiations tend to be done with a caring attitude toward mutually beneficial agreements. In his book "*The Magic of Conflict*," Thomas Crum (1987) asserts that what people see and what they like to see is the cure. However, what we as human beings do see and do not often want to see is the care behind the cure. We do not want to participate in pain, have solidarity in suffering, share in the experience of brokenness. And still, cure without care is dehumanizing--a gift given with a cold heart. We should aim for a negotiation process that considers the humanity of people, their interests, and one that creates viable options for win-win outcomes for both parties.

Conclusion. In today's complex world, organizational leaders often make difficult decisions based on incomplete information (also known as "*satisficing*"). These decisions are not always rational, not always based on evidence, and do not reliably lead to positive economic consequences. However, when complex decisions are made in alignment with universal principles and values (deontological view of ethics), they are likely to help enhance character and support the decision-makers in sleeping well each night and feeling they have done their best, even when things don't go as expected. Using a personal development checklist can help motivate, while serving as a reminder of the need to be one's best self, nourishing the self, the family, the profession, and society at large by being mindful of all situational variables and sensemaking. Using a personal development checklist for continual growth helps individuals become more mindful and be the best professional communicators they can be, in every aspect of their work and personal lives. The key to sustainable happiness for any professional is to aim for having a good work-life balance.

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Контрольний список професійного спілкування: шлях до здорової особистості, рефлексивної уважності та управління саморозвитком

У вас коли-небудь було кілька цілей і прагнень одночасно? Психологічно складання письмового списку та опрацювання плану, швидше за все, призведе до більшої продуктивності, ніж просто мріяти про досягнення. Професіонали в багатьох дисциплінах використовують письмові контрольні списки для забезпечення продуктивності та безпеки на робочому місці. Наприклад, контрольні списки доктора Атула Ґаванде для галузі охорони здоров'я покращили результати медичної допомоги багатьом пацієнтам завдяки зменшенню кількості помилок і більш ефективному виконанню завдань. Ми всі можемо використовувати схожі контрольні списки як контрольні камені або нагадування, щоб підвищити ефективність і залученість у досягнення власних цілей і, таким чином, покращити власні особисті результати за рахунок більшої осмисленості та уважності. У статті здійснено огляд літератури, визначено та синтезовано ключові концепції з різних областей організаційної теорії та теорії лідерства, щоб забезпечити широко цінну основу для побудови контрольного списку професійного та особистого розвитку. Професійне спілкування полягає в тому, щоб представити себе в найкращому розумінні свого характеру, іміджу та здібностей через пошук сенсу, співпрацю, оповідання історій, слухання та ефективні практики управління конфліктами. Професійний контрольний список працює найкраще, якщо він узгоджується з справжнім внутрішнім характером особистості, а також із зовнішньою особистістю та соціальною ідентичністю. Професійне спілкування означає бути щирим, принциповим, обдуманим, значущим і автентичним за будь-яких обставин. Головне – збалансувати життєві пріоритети, засновані на цінностях, і бути собою, а не діяти як кимось, ким ти не є. Іншими словами, необхідно зосередитися на деонтологічному погляді на ухвалення етичних рішень. Люди часто пояснюють свої власні моральні чи аморальні рішення та поведінку ситуаційними факторами. Реальність така, що людський розум – це складна біологічна машина, яка програмується та перепрограмується. Складність генетичних факторів і чинників навколишнього середовища, соціалізація за різних обставин і життєвий досвід у різних культурах і можливостях означають, що люди мають різні можливості вибору. Як професіонали, ми всі граємо тими картами, які нам роздають, і чим ефективніше та стратегічніше ми використовуємо ці «карти», тим кращими будуть майбутні результати. На людську поведінку часто впливають фактори, які ми можемо не повністю розуміти, але ми повинні якнайкраще використовувати те, що ми розуміємо в будь-який момент часу, перш ніж можливість зникне. Наука довела, що використання відповідного контрольного списку для особистого розвитку може призвести до кращого балансу між роботою та особистим життям, успіху в кар'єрі та особистим щастям.

Ключові слова: контрольний список, визначення сенсу, аудіювання, оповідання, співпраця, атрибуція, уважність і створення резюме.