



Avisensa, Inštitut za psihologijo, svetovanje in izobraževanje
in
Asociación Mojo de Caña

HAPPY AT WORK – LITERATURE RESEARCH FOR MODULE IMPLEMENTATION

MODULE 1 – Goal setting and planning for success

Abele, A. E. in Spurk, D. (2009). The longitudinal impact of self-efficacy and career goals on objective and subjective career success. *Journal of vocational behavior*, 74(1), 53–62. <http://dx.doi.org/10.1016/j.jvb.2008.10.005>

Short description:

The authors conducted longitudinal research, examining the impact of occupational self-efficacy and career-advancement goals on objective (salary, status) and subjective (career satisfaction) career attainments. Career-advancement goals had a positive impact on salary and status three years after and a positive impact on salary change seven years after. They also had a negative effect on career satisfaction after seven years. Negative effects on career satisfaction could be explained by the differences in ambition of individuals that have career goals and individuals that don't have career goals. The latter are probably more easily satisfied with their attainments, while the former have higher expectations for themselves.

Cachia, M., Lynam, S. in Stock, R. (2018). Academic success: Is it just about the grades? *Higher Education Pedagogies*, 3(1), 434–439.

<https://doi:10.1080/23752696.2018.1462096>

Short description:

Researchers examining academic success often quantify it in terms of assessment grades. The authors question this assumption by considering the



students' perception of academic success. The aim of the study is to students' perceptions of the definition of academic success and key factors in attaining it.

Participants mentioned motivation, self-directed learning and personal skills as important intrinsic factors. Extrinsic factors mentioned were teaching content and the student support structure.

George, D., Dixon, S., Stansal, E., Gelb, S. L. in Pheri, T. (2008). Time diary and questionnaire assessment of factors associated with academic and personal success among university undergraduates. *Journal of American College Health*, 56(6), 706–715. <https://doi:10.3200/jach.56.6.706-715>

Short description:

The study explores the impact of personal, cognitive and attitudinal factors on students' success. Three success measures were used: cumulative grade point average (GPA), personal success (each participant's rating of congruence between stated goals and progress toward those goals) and total success. The strongest predictors of GPA were time-management skills, intelligence, time spent studying, computer ownership, less time spent in passive leisure and a healthy diet. The strongest predictors of personal success were clearly defined goals, overall health, personal spirituality, and time-management skills. The strongest predictors of total success scores were clearly defined goals, time-management skills, less time spent in passive leisure, healthy diet, waking up early, computer ownership and less time spent sleeping.

Gomboc, S. (2011). Samouresničujoča se prerokba: Pojav in implikacije. *Psihološka obzorja*, 20(2), 83–105.

Short description:

The article describes the phenomenon of self-fulfilling prophecy and reflects on how to constructively use it or prevent its negative effects. It provides us with the historical view, literature research, use and practical value of the phenomenon. It also explains the contributing factors and underlying mechanisms.

Jones, N. P., Papadakis, A. A., Orr, C. A. in Strauman, T. J. (2013). Cognitive processes in response to goal failure: A study of ruminative thought and its



affective consequences. *Journal of Social and Clinical Psychology*, 32(5), 482–503. <https://doi:10.1521/jscp.2013.32.5.482>

Short description:

Failure to make progress can lead to negative affective states like depression and anxiety. Previous research suggests that rumination in response to goal failure may prolong and intensify those acute emotional responses, however this process remains unclear. The authors describe how goal failure leads to normative acute negative effects. Chronic failure is connected to feelings of distress as well as development and maintenance of mood disorders and anxiety. The authors also describe how self-regulation theories explain acute affective states following goal failure and the role of rumination.

McInerney, D. M., Hinkley, J., Dowson, M., in Van Etten, S. (1998). Aboriginal, Anglo, and immigrant Australian students' motivational beliefs about personal academic success: Are there cultural differences? *Journal of Educational Psychology*, 90(4), 621–629. <https://doi:10.1037/0022-0663.90.4.621>

Short description:

The article examines the importance of academic success in different cultures. In Australia, research posits that Aboriginal Australian, Anglo Australian and immigrant Australian children embrace different learning goals (mastery, performance, or social goals). The study shows that the profiles of all the groups are remarkably similar, with students embracing primarily a mastery orientation of academic success. The findings also indicate that Aboriginal students were slightly more influenced by social goals.

Morrison, S. M. (1979). The effects of success and failure on self-esteem. *Australian Journal of Psychology*, 31(1), 1–8. <https://doi:10.1080/00049537908254643>

Short description:

The experiment examined the impact of experiences of success and failure of self-esteem. Self-esteem was measured as two different aspects: state self-esteem and trait self-esteem. The experiment had two parts. In the first part, half the subjects were randomly assigned to a success experience and the other half to a failure experience. Those experiencing failure scored lower on state-



self-esteem than those experiencing success. The groups did not differ on trait self-esteem. The second part of the experiment was an examination of a further experience of success and failure on both self-esteem aspects. Half of the subjects from each of the first success and failure treatments were randomly assigned to a success experience while the other half received a failure experience. This made it possible to examine potential cumulative or modifying effects of initial success or failure on later experiences. The most recent experience had a stronger effect on state self-esteem while the first did not have statistically significant effects.

Latham, G. P. (2004). The motivational benefits of goal-setting. *Academy of Management Perspectives*, 18(4), 126–

129. <https://doi.org/10.5465/ame.2004.15268727>

Short description:

The article discusses the benefits of motivational benefits of goal-setting in organizations. It explains the necessary conditions for effective goal reaching: the individual should have the necessary skills and knowledge, should be committed to the goal, should keep track of their progress, should not set too complex goals, and should have the necessary resources.

Latham, G. P. in Locke, E. A. (2006). Enhancing the benefits and overcoming the pitfalls of goal setting. *Organizational dynamics*, 35(4), 332–340.

<https://doi.org/10.1016/j.orgdyn.2006.08.008>

Short description:

The authors describe scientific research on goal setting, goal-setting theory and the benefits of goal-setting. Potential pitfalls of goal setting are mentioned (having unrealistic goals, effects of group dynamics on goals) as well as their solutions. The article also explains how positive self-talk and perspective shifting help coping with failure.

Leduc-Cummings, I., Werner, K. M., Milyavskaya, M., Dominick, J. K. in Cole, S. (2022). Experiencing obstacles during goal pursuit: The role of goal motivation and trait self-control. *Journal of Research in Personality*, 99.

<https://doi.org/10.1016/j.jrp.2022.104231>

Short description:



The authors examine why some people report encountering fewer obstacles during goal pursuit than others. Seven studies examine the role of goal motivation and self-control in how individuals set up and perceive obstacles to goal pursuit in their environment.

Locke, E. A. (1996). Motivation through conscious goal setting. *Applied and Preventive Psychology*, 5(2), 117–124. [https://doi.org/10.1016/s0962-1849\(96\)80005-9](https://doi.org/10.1016/s0962-1849(96)80005-9)

Short description:

The article describes what has been found during the past 30 years of research on the relationship between conscious performance goals and performance on work tasks. The findings are summarized in 14 categories. The article also explains goal-setting theory, its connection to other related theories and potential pitfalls in goal setting. An applied example is provided.

Ogbeiwi, O. (2017). Why written objectives need to be really SMART. *British Journal of Healthcare Management*, 23(7), 324–336. <https://doi.org/10.12968/bjhc.2017.23.7.324>

Short description:

The article describes the SMART method as well as other goal-setting models (RAID, G-AP, OOMM, POWER). It also analyzes literature findings on SMART method and provides examples from the literature, concluding that none of them satisfy the method's criteria therefore emphasizing the importance of truly understanding the criteria.

Rosi, A., Cavallini, E., Gamboz, N., Vecchi, T., Van Vugt, F. T. in Russo, R. (2019). The impact of failures and successes on affect and self-esteem in young and older adults. *Frontiers in Psychology*, 10. <https://doi:10.3389/fpsyg.2019.01795>

Short description:

Older adults are assumed to change their affective states in reaction to positive and negative stimuli across the life span. The study examines the impact of success and failure on affective changes and state self-esteem. Participants (65-81 years) were exposed to cognitive success and failure. Both success and failure impacted affective state and state self-esteem. Regarding age



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differences, young and older adults were affected to the same extent by experiences of success and failure.



MODULE 2 – Emotional regulation and mental health

Bourne, E. J. (2014). *Anksioznost in fobije: Piročnik za samopomoč*. Modrijan založba.

Short description:

This readable, yet scientifically based book explains everything about anxiety - its etiology, symptoms, and self-help strategies. It also describes different relaxation techniques.

Burr, W. R. (1990). Beyond I-statements in family communication. *Family Relations*, 39(3), 266–273. <https://doi.org/10.2307/584870>

Short description:

The article talks about 'I' statements and introduces a new concept – “we” statements. Guidelines for using these two concepts are suggested. The effect they have in family systems are also discussed.

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299.

<https://doi.org/10.1037/1089-2680.2.3.271>

Short description:

The review takes an evolutionary perspective and characterizes emotion in terms of response tendencies. The concept of emotional regulation is described as well as the process model of emotional regulation that suggest there are five points in the emotion generative process: selection of the situation, modification of the situation, deployment of attention, change of cognitions and modulation of responses.

Öhman, A. (2008). *Fear and anxiety: Overlaps and dissociations*. V M. Lewis, J. M. Haviland-Jones in L. F. Barrett (Eds.), *Handbook of emotions* (p. 709–728). The Guilford Press.

Short description:

This chapter posits that fear and anxiety are closely related emotional phenomena originating in evolved mammalian defense systems. However, despite this overlap, research from the last decade found some important differences between them. The chapter starts with a brief conceptual overview and proceeds to consider the situational contexts of fear in an evolutionary perspective. A model of fast, unconscious mechanisms in fear generation is



presented and discussed in relation to behavioral data from backward-masking and attentional paradigms. Then follows a section devoted to the biology of fear and anxiety.

Payne, R. A. in Donaghy, M. (2010). *Relaxation techniques e-book: A practical handbook for the health care professional*. Elsevier Health Sciences.

Short description:

The book describes the basics of stress and relaxation. It also suggests different relaxation techniques and explains the instructions and underlying mechanisms.

Smith, L. L. (2021). *Anger Management For Dummies*. John Wiley & Sons.

Short description:

The book provides scientific findings on anger and anger management. It describes how to stop anger when it arises, how to express it in a peaceful way, how to prevent feeling angry in the future and how to use anger for constructive purposes. It includes explanations, exercises, methods, and techniques.

Tovote, P., Fadok, J. in Lüthi, A. (2015). Neuronal circuits for fear and anxiety. *Nature Reviews Neuroscience*, 16, 317–331. <https://doi.org/10.1038/nrn3945>

Short description:

Decades of research has identified the brain areas involved in fear, anxiety and defensive behaviors. Recent findings have provided insight into the organization of underlying mechanisms of internal defensive states. This article reviewed the studies that have used circuit-based approaches to gain a more detailed, comprehensive and integrated view on how the brain governs anxiety and fear and how it orchestrates adaptive defensive behaviors.



MODULE 3 – Conflict management and leadership skills

Behfar, K. J., Peterson, R. S., Mannix, E. A. in Trochim, W. M. K. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of Applied Psychology*, 93(1), 170–188. <https://doi.org/10.1037/0021-9010.93.1.170>

Short description:

This article explores the link between strategies for managing different types of conflict, group performance and satisfaction. Results suggest that groups that improve or maintain top performance over time share three conflict resolution strategies: (1) focusing on the content of interpersonal interactions rather than delivery style, (2) explicitly discussing reasons behind any decisions reached in accepting and distributing work assignments and (3) assigning work to members that have the relevant task expertise rather than assigning by other common means such as volunteering or convenience. The results also suggest that teams that are successful over time are likely to be both proactive in anticipating the need for conflict resolution and pluralistic in developing conflict resolution strategies that apply to all group members.

Frost, S. (2018). How diversity (that is included) can fuel innovation and engagement—and how sameness can be lethal. *Strategic HR Review*, 17(3). <https://doi.org/10.1108/SHR-03-2018-0020>

Short description:

This paper describes the benefits of inclusive leadership in organizations and the difference between diversity and inclusion. There is evidence that diverse teams often perform better but only when led inclusively.

Pipas, M. D. in Jaradat, M. (2010). Assertive communication skills. *Annales Universitatis Apulensis: Series Oeconomica*, 12(2), 649–656. <https://doi.org/10.12691/ajnr-6-6-27>

Short description:

The paper describes assertive communication and its theoretical background. It provides the steps to assertive communication and helps us to discover weaknesses in our communication.



Pfaff, L. A., Boatwright, K. J., Potthoff, C. F., Ulrey, L. A. in Huber, D. M. (2013).

Perceptions of women and men leaders following 360-degree feedback evaluations. *Performance Improvement Quarterly*, 26(1), 35–56.

Short description:

This study aimed to assess gender differences in relational and task-oriented behaviors of men and women leaders. They used self-rates as well as supervisors, employees and peer's rates. Men and women leaders as well as their supervisors, employees and peers perceived that women leaders display relational behaviors significantly more frequently than men leaders. The employees' perception of women leaders' use of task-oriented behaviors were significantly higher than men leaders. However, the leaders as well as their supervisors and peers perceived men and women leaders' use of task-oriented behaviors as approximately equal.

Powell, G. N. in Butterfield, D. A. (2015). The preference to work for a man or a woman:

A matter of sex and gender? *Journal of Vocational behavior*, 86, 28–37.

Short description:

The study aims to answer the question: "If you were taking a new job and had your choice of a boss, would you prefer to work for a man or a woman?" Respondents could state that they would prefer a male boss, a female boss or had no preference. Most participants expressed no preferences. Those who had a preference preferred to work for a man more than a woman. When they expressed a preference, women preferred to work for a female boss over a male boss, whereas men preferred to work for a male boss over a female boss. Implications for job applicants' vocational decisions and how female leaders fare in the workplace are discussed.

Prime, J. L. in Carter, T. M. (2009). Women »take care,« men »take charge«: Managers' stereotypic perceptions of women and men leaders. *The Psychologist-Manager Journal*, 12, 25–49.

Short description:

The study explored possible underpinnings of stereotypes regarding men's and women's leadership skills. The authors examined perceptions held by senior managers, 34% of whom were CEOs, of men's and women's effectiveness at



10 key leadership behaviors. Participants generally perceived that women were more effective than men at caretaking leadership behaviors and that men were more effective than women at action oriented, “take-charge” leadership behaviors. Male respondents perceived that the behavior at which men leaders most outperformed women was problem solving. This perception could potentially undermine the influence of women leaders.

Prochazka, J., Ovcari, M. in Durinik, M. (2020). Sandwich feedback: The empirical evidence of its effectiveness. *Learning and Motivation*, 71.

<https://doi.org/10.1016/j.lmot.2020.101649>

Short description:

This experiment tests the effectiveness of giving feedback using the sandwich method. The study provides partial evidence for its effectiveness as it tested the effect under one specific condition.

Ryan, J. (2014). Promoting inclusive leadership in diverse schools. V I., Bogotch in C. Shields (ed.), *International handbook of educational leadership and social (in) justice* (p. 359–380). Springer.

Short description:

This chapter explores the idea and practice of inclusive leadership, its effects and limitations. It also explores inclusive leadership in the school context.

Smith, M. J. (1985). *When I say no, I feel guilty*. Bantam.

Short description:

The book describes assertive communication in a layman’s terms and introduces its techniques, including fogging, the broken record technique and compromise use. The techniques are also explained through practical examples.



MODULE 4 – System and Creative thinking

Abdel Hamid Soliman, S. (2005). *System and Creative Thinking*. CAPSCU.

Short description:

In his book, Prof. Dr. Abdel Hamid Soliman explains everything about system and creative thinking, covering the basics, practical applications, barriers to innovation, and methods for solving problems more efficiently.

Asif, M., Searcy, C., Garvare, R., & Ahmad, N. (2011). Including sustainability in business excellence models. *Total Quality Management & Business Excellence*, 22(7), 773–786. <https://doi.org/10.1080/14783363.2011.585784>

Short description:

The article discusses how organizations can effectively manage corporate sustainability in the absence of a comprehensive sustainability management system standard.

Chan Kim, W., & Mauborgne, R. (2003). The Tipping Point Leadership. *Harvard Business Review*. <http://midlands.carolinagreenhouse.com/wp-content/uploads/2014/08/HBR-10-Must-Reads-on-Change.pdf#page=52>

Short description:

Chan (2003) puts the theory of the Tipping Point into perspective and analyzes leadership styles with archetypes. She addresses the questions: “What is leadership”, and “What is Tipping Point leadership?”

Doyle, A. (2022, April 14). *What is Creative Thinking?* The Balance.

<https://www.thebalancemoney.com/creative-thinking-definition-with-examples-2063744>

Short description:

The article shortly explains the concept of creative thinking, and how it works. It also explains how creative thinking can be applied in both professional and everyday life.

Gilkey, C. (2012, April 4). *Maven, Connector, or Salesperson: What’s Your Archetype?* Productive Flourishing.

<https://www.productiveflourishing.com/maven-connector-or-salesperson-whats-your-archetype/>



Short description:

The article delves into and offers further explanation of the main types described in the Tipping Point theory, namely the Maven, the Salesperson, and the Connector. Moreover, it provides guidance on how to identify your own archetype.

Gladwell, M. (2000). *The Tipping Point: How Little Things Can Make a Big Difference*. Little Brown.

Short description:

The Tipping Point: How Little Things Can Make a Big Difference is the debut book by Malcolm Gladwell, first published by Little Brown in 2000. Gladwell defines a tipping point as "the moment of critical mass, the threshold, the boiling point."

Goodman, M. (n.d.). *Systems Thinking: What, Why, When, Where, and How?* The Systems Thinker. <https://thesystemsthinker.com/systems-thinking-what-why-when-where-and-how/>

Short description:

The source addresses the issue of applying the theory in smart ways to solve business and corporate problems.

Grayson, R. (2018, June 19). Maven, salesperson, connector — which are you? *Permaculture*. <https://medium.com/permaculture-3-0/maven-salesperson-connector-which-are-you-979f5189466f#:~:text=Over%20a%20decade%20ago%2C%20in,links%20distribute%20and%20collect%20information>

Short description:

The article further explores and explains the main types described in the Tipping Point theory, which are the Maven, the Salesperson, and the Connector. It also provides guidance on how to identify these types within yourself.

Kaplan, Z. (2023, March 3). What Is Creative Thinking? Definition and Examples. *The Forage*. <https://www.theforage.com/blog/skills/creative-thinking#:~:text=Creative%20thinking%20includes%20the%20process,skills%2C%20innovation%2C%20and%20collaboration>



Short description:

The resource includes an explanation of the theory with examples of what is involved in the creative thinking process and how to apply it.

Meyerson, D. E. (2001). Radical Change, the Quiet Way. *Harvard Business Review*.
<http://midlands.carolinagreenhouse.com/wp-content/uploads/2014/08/HBR-10-Must-Reads-on-Change.pdf#page39>

Short description:

Meyerson (2001) provides an explanation of how to effectively navigate the conflict of choosing between remaining silent or pushing your agenda too hard in moments that require constructive change.

Mohrey, S. M. (2021). Ways to cultivate the creative thinking of beginners in the classroom through information and communication technologies. *Academicia*.

Short description:

Creative thinking applied in education for beginners.

Porter, T. B., & Derry, R. (2012). Sustainability and Business in a Complex World. *Business and Society Review*, 117(1), 33–53. <https://doi.org/10.1111/j.1467-8594.2012.00398.x>

Short description:

The article highlights that sustainability is a topic of growing importance today in all aspects of organizational life. Businesses and managers are increasingly considering ways to incorporate a balance among economic, ecological, social, and cultural value creation into their business models.

Prince, K. (2020, September 28). Systems Thinking Can Help Spark and Sustain Change. *Aurora Institute*. <https://aurora-institute.org/blog/systems-thinking-can-help-spark-and-sustain-change/>

Short description:

Source includes the explanation and examples of the theory and sustainability, what is involved in the process of creative thinking, and how to use it for sustainability.

Systems Thinking: The Iceberg Model. (n.d.). HI Toolbox.

<https://toolbox.hyperisland.com/a-systems-thinking-model-the-iceberg>



Short description:

The website includes the visualization of the Iceberg model within the System thinking theory.

The Tipping Point. (n.d.). Leadership centre.

<https://www.leadershipcentre.org.uk/artofchangemaking/theory/the-tipping-point/>

Short description:

The website explores the theory of the Tipping Point by Gladwell and puts it into perspective alongside other theories and phenomena, such as social movements and Nudge Theory.



MODULE 5 – Green Jobs

Abar, C. A., & Barbosa, L. M. (2011). Computer Algebra, Virtual Learning Environment and Meaningful Learning: Is It Possible?. *Acta Didactica Napocensia*, 4(1), 31-38.

Short description:

Learning and sustainability in virtual context.

Anderson, J. L., & Barnett, M. (2013). Learning physics with digital game simulations in middle school science. *Journal of science education and technology*, 22, 914-926.

Short description:

How to learn in digital game simulation (Gamification).

Archer, K., Savage, R., Sanghera-Sidhu, S., Wood, E., Gottardo, A., & Chen, V. (2014). Examining the effectiveness of technology use in classrooms: A tertiary meta-analysis. *Computers & Education*, 78, 140-149.

Short description:

Technology and learning with mediums.

Aristovnik, A. (2013). ICT expenditures and education outputs/outcomes in selected developed countries: An assessment of relative efficiency. *Campus-Wide Information Systems*, 30(3), 222-230.

Short description:

Education outputs and outcomes in cultural context.

Aristovnik, A. (2012). The Impact Of ICT On Educational Performance And Its Efficiency In Selected EU And OECD Countries: A Non-Parametric Analysis. *Turkish Online Journal of Educational Technology*, 11, 144–152.

Short description:

Education in cultural context.

Belland, B. R. (2010). Portraits of middle school students constructing evidence-based arguments during problem-based learning: The impact of computer-based scaffolds. *Educational technology research and Development*, 58, 285-309.



Short description:

How Students use evidence-based arguments.

Colijn, B. (2014, January). *Green Jobs in Europe and the Increasing Demand for Technical Skills*. Neujobs. <https://www.transition-europe.eu/fr/publication/green-jobs-europe-and-increasing-demand-technical-skills>

Short description:

Development of green jobs in Europe and their requirements.

Directorate-General for Communication. (2018, January 18). *Flash Eurobarometer 456: SMEs, Resource Efficiency and Green Markets—Data Europa EU*. European Commission. https://data.europa.eu/data/datasets/s2151_456_eng?locale=en

Short description:

Green Markets and Jobs in Europe.

European Commission. (n.d.). *A European Green Deal: Striving to be the first climate-neutral continent*.

https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

Short description:

How the EU is striving to become the first climate neutral continent.

Forstater, M. (2005). *The Case for an Environmentally Sustainable Jobs Program*.

(No. 05-1). Levy Economics Institute. <https://ideas.repec.org/p/lev/levypn/05-1.html>

Short description:

Employment is at risk; joblessness is one of the mayor problems in the US.

How can we combat it? Creating a Sustainable Job Program.

Poplawski, L., Rutkowska-Podolowska, M., & Sulich, A. (2017). Protected Areas and Green Jobs versus Environmental Goods and Services Sector—Competitive Analysis. *In Proceedings of the 15th International Conference on Environmental Science Technology*, 31, 1-5.

Short description:



An analysis about Green Jobs in various environments and sectors of the economy.

Rutkowska, M., & Sulich, A. (2020). Green Jobs on the Background of Industry 4.0.

Procedia Computer Science, 176, 1231–1240.

<https://doi/10.1016/j.procs.2020.09.132>

Short description:

Green jobs are the product of many organizations striving to implement the idea of green economy. The purpose of the study was to compare green jobs to Industry 4.0. (a.k.a. fourth industrial revolution), which supports green governance.

Sulich, A., Zema, T., & Zema, P. (2018). Green Entrepreneurship in the European Integration Context. *In Proceedings of the 4th International Conference on European Integration*, 1393-1400.

Short description:

What is Green Entrepreneurship? Development and tendencies in the EU.

Underwood, J. D. (2009, November). *The impact of digital technology: A review of the evidence of the impact of digital technologies on formal education*. Becta.

https://dera.ioe.ac.uk/id/eprint/10491/3/A9RF934_Redacted.pdf

Short description:

How does technology impact our education?

UNEP (2008). *Green Jobs: Towards Decent Work in a Sustainable, Low-Carbon World*. UNEP/ILO/IOE/ITUC. [https://www.ilo.org/wcmsp5/groups/public/---](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_158727.pdf)

[ed_emp/---emp_ent/documents/publication/wcms_158727.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_158727.pdf)

Short description:

The full report of the UNEP, what are green jobs, the requirements etc.

Witherell, R., Cooper, C., & Peck, M. (2012, March 26). *Sustainable Jobs, Sustainable Communities: The Union Co-op Model*. OEOC, USW, Humanity at Work.

<https://towardfreedom.org/wp-content/uploads/2016/04/The-Union-Co-op-Model-March-26-2012.pdf>

Short description:

A template about sustainability, employment, and communities.



Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of planning education and research*, 39(1), 93-112.

Short description:

How to review literature systematically.



MODULE 6 – Writing a CV and preparing for a job interview

Harvard Extension School. (b.d.). *Resumes and Cover Letters*.

<https://hwpi.harvard.edu/files/ocs/files/hes-resume-cover-letter-guide.pdf>

Short description:

The article provides guidelines for writing a quality CV and a cover letter. Practical examples are included.

Mowbray, J. in Hall, H. (2019). *Networking as an information behavior during job search*. *Journal of Documentation*, 76(2), 424–439. <https://doi/10.1108/jd-05-2019-0086>

Short description:

The purpose of the article is to examine the role of networking and its relationship with various hiring outcomes. The findings suggest that few young people make the most of their social contacts when seeking work, despite networking being associated with more job invitations.

Mujkanović, G. (2016). *Postopek selekcije kandidatov v zaposlitveni agenciji X* (Diplomsko delo). Univerza na primorskem: Fakulteta za management.

Short description:

The thesis discusses the selection process of candidates in a real, unknown employment agency. Psychological testing as a frequent method of candidate selection process is described. Different types of psychological testing are discussed (intelligence tests, personality tests, skills tests, situational judgment tests). Reviewing this information can help us to prepare for the selection process. Knowing what to expect can lower our anxiety levels during the testing.

Perinčič, N. (2012). *Zaposlitveni razgovor*. Zavod Republike Slovenije za zaposlovanje.

Short description:

The source provides the guidelines on effective preparation for a job interview. It describes the following steps: expectations of the employer, researching the employer, candidate selection, preparing for a job interview and the job interview process. It also emphasizes appropriate body language and what to do after the



job interview. In the end, there is a list of potential questions from the employer that can help the candidate to prepare for the interview.

Watkins, J. (2017). Make sure your CV works hard in marketing you. *Nursing Standard*, 31(32), 34–35. <https://doi/10.7748/ns.31.32.34.s42>

Short description:

The article describes how should a quality CV look like.