

ABSTRACT

Rigorous work *Influence of Relationships at a Workplace on Professional Identity of a School Psychologist* show the profession through his relationships at a workplace. Relational network of the professional is wide (headmaster of school, teachers, students, their parents, pedagogical-psychological counsel, other experts, other school psychologists, etc.), which was discussed more in the previous thesis. Our rigorous work is aimed at relationship with school management and teaching staff. The area of relationships closely relates to roles in which the school psychologist acts.

The text of the work is divided into chapters and is based on selected available Czech and foreign literature. Next, there is a metodological part, which informs the reader about the way of collecting the data. The final part is dedicated to the results of analyzed interviews with the school psychologists.

Our rigorous work is based on a thesis where „relationships“ were one of the researched category. For the professional identity of a school psychologist relationships are essential factor. On the next pages, we will try to show the influence of relationships in work. Relational network of the school psychologist gives us the picture of the profession. School management and teaching staff are 2 segments of the network, however they branch further – the headmaster, his representative, class teachers, subject teachers, educational consultant, teaching staff etc. Everyone can relate to the psychologist in different situations from different positions, and in different roles.

The teoretical part show us the profession of a psychologist in detail, which is already heading towards the topic of relationships at a workplace. We use the knowledge from social psychology, work psychology and school psychology. The borders of the teoretical part are formed by the basics of understanding the research topic. We will be met with chapters *Profession, Professional Identity, Work Relations, School Psychology, School Psychologist, Professional Identity of a School Psychologist*. These topics complete the content of the rigorous work.

In the practical part, after the metodological chapter, we are getting to the interpretation of the data obtained during interviews with 6 school psychologists. The observed area are relations between the psychologist and school management and teachers. In general, we divide the relationship into formal and informal, like in the case of a work of the psychologist in school. In a moment, formal action can be developed from an informal relationship. The teacher can be a colleague just like he can be a client. Which factors enter the relations of a school psychologist at a workplace and how do these relations influence his work ? How can the relations change, develop and influence him ? In what are these individual relations important for the psychologist ? What is important within the relations ? These questions are also a subject of the text. The empirical part is

based on the answers from the interviews with the psychologists, about their experience and experiences. The text is enriched with direct quotes from these workers.

The results of the research are summarized together with discussion of literature at the conclusion.