NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE
Department of Production and Investment Management

LEADERSHIP, COMMUNICATION MANAGEMENT AND TEAM INTERACTION: MANAGEMENT OF TEAM INTERACTION

for applicants of the first (bachelor's) level of higher education
in specialty 073 "Management"
educational and professional program "Management"
full-time and part-time forms of study

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The educational and methodological manual "Leadership, Communication Management and Team Interaction", in particular part 3 "Management of Team Interaction", considers general aspects of the theoretical foundations of creating groups and teams in production organizations, as well as their interaction and process management; familiarization with concepts based on studying the subject; mastering methods for forming an effective team and interacting all participants in order to solve specific practical tasks in production management; developing general competencies in using leadership tools in professional activities; mastering methods and tools for organizing an effective team, distributing roles and managing the team as an integral system; studying approaches and applying tools for forming a favorable socio-psychological climate in the team.

For applicants of the first (bachelor's) level of higher education in specialty 073 "Management" of the educational and professional program "Management".

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Educational and methodological manual
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CONTENT

INTRODUCTION

The current conditions of the functioning of organizations are determined by dynamic changes in the socio-economic environment, increased competition, digitalization of business processes and the growing importance of human potential. In these conditions, effective team interaction is a key factor in the successful operation of any organization, regardless of its industry affiliation or form of ownership. Not only the effectiveness of the project, but also the development of organizational culture, innovation and competitiveness of the enterprise as a whole depend on the consistency of actions, psychological compatibility, level of trust, leadership and internal motivation of team members.

The educational and methodological manual "Team Interaction Management" aims to form in students a holistic understanding of the processes of building, developing and managing teams, to reveal the essence of team management as a complex system of organizational, psychological, communication and leadership processes. The manual is aimed at students of higher education institutions who study disciplines of a managerial, psychological and economic profile, as well as at practitioners who seek to improve their own managerial competencies in the field of working with teams.

The educational and methodological manual examines the principles of the formation of the concept of managing the personal resources of a manager and its connection with team interaction. The emphasis is on the essence of the project team, the principles of its construction and the patterns of passing through the life stages of team development – from formation to highly productive functioning. Methods for forming effective interaction, principles of delegation, responsibility and leadership within self-management are presented. In addition, the work is devoted to the study of psychological and social mechanisms of joint work. It covers the analysis of the role of group discussion as a tool of collective thinking, methods of generating ideas, in particular "brainstorming" and synectics, as well as the problem of group conformism (group-think), which can hinder innovative solutions in the team. The educational and methodological manual reveals the structure of communications in a team environment, types of information flows, features of interpersonal and organizational communications. Particular attention is paid to the issues of the effectiveness of information exchange, the development of emotional intelligence, feedback skills and building communicative trust between team members. The information is aimed at the formation of practical management skills: determining the functional and role structure of the team, assessing professionally important qualities of candidates, determining their compliance with the strategic goals of the project. Methods of balancing roles are considered, as well as approaches to forming cohesion and collective responsibility. In addition, the educational and methodological manual reveals classical and modern theories of motivation (Maslow, Herzberg , McClelland , Vroom), their application in team management, as well as mechanisms for forming incentive systems, recognition and non-material motivation that contribute to the growth of team effectiveness. Attention is also focused on factors that form a positive microclimate in the team: trust, mutual respect, psychological safety, leadership style. Methods for diagnosing the socio-psychological climate are presented, and the role of the manager in creating an atmosphere of partnership, openness, and cooperation is outlined.

The structure of the manual is built on the principle of logical sequence – from the individual level of management (self-management) to the team and organizational. This approach provides a systematic understanding of team interaction as an integrated process that combines psychological, communication and management aspects of activity.

The methodological apparatus of the manual includes theoretical provisions, analytical materials, examples from the practice of domestic and foreign companies, as well as questions for self-testing after each topic, which contribute to the development of critical thinking and self-reflection of students.

In summary, it should be emphasized that the discipline "Team Interaction Management" is aimed at developing future specialists' competencies in the field of personnel management, team leadership, communications, collective decision-making, and creating an effective team environment. Mastering the educational material of the manual will allow students not only to master modern theoretical concepts, but also to acquire practical teamwork skills, which is an important condition for professional success in a market economy and innovative development of society.

Topic 1. Theoretical principles of group and team formation in production organizations

Lecture plan

1. Project team: definition and essence
2. Basic principles and organizational aspects of forming an effective team
3. Life stages of a project team

Key terms and concepts: group, team, work group, formal group, informal group, production team, team interaction, group dynamics, team effectiveness, team structure, synergy, team roles, leadership, joint activities, team goal, interdependence, coordination, communication, team effectiveness, team life cycle.

1. Project team: definition and essence

An important task of project management is team formation. At this stage, project managers and functional units involved in the creation of the project have to solve a number of specific tasks related to work motivation, conflicts, execution, control, responsibility, communications, power, leadership, etc. This creates favorable conditions for work, helps to overcome the enormous mental stress that arises in the process of searching, agreeing and implementing project solutions, and avoids conflicts and stresses that will ultimately affect the scientific and technical level and quality of the project.

Many researchers confirm that about 80% of respondents put the human relations factor in first place among all factors influencing the successful implementation of a project, so the priority of this area of activity is beyond doubt.

Building a professional team for a new project is one of the main responsibilities of a project manager at the first stage of his work. This process requires a number of management skills in identifying, selecting and combining specialists from different departments and organizations into a team.

A project team is a group of people who perform project management and project personnel functions. When forming a team, a project manager brings together a group of people, trying to unite them with a common goal and common tasks. Novelty, uniqueness, risk, and transience are all features inherent in a new project, and they also determine the difficulties in forming a team. Creating a team for a new project is also complicated by the fact that these people have not worked together, do not have common values and norms, but must work effectively and synchronously. It takes a long time for a team spirit to emerge within the group , for common norms, standards, and values to be established. For a project to be successful, grouping people must occur before the team starts working "at full capacity."

In form, the project team reflects the existing organizational structure of project management , the division of functions, responsibilities and responsibility for decisions made during its implementation. At the top level of the structure is the project manager, and at the bottom – performers, departments and specialists responsible for individual functional areas.

In essence, a project team is a group of highly qualified specialists who possess the knowledge and skills necessary to effectively achieve the project's goals.

The main integrating factor in the creation and operation of a team is the strategic goal of the project. In the process of achieving the project goals, the team acquires its boundaries, uses the organizational capabilities of the participants and the project resources. The project team acts as a social organism that has its own beginning, carries out the process of life activity (project management) and ends its existence by disbanding or transforming into another management team.

On the one hand, the project team influences the creation of a certain organizational environment of the project, forming values, principles and norms of behavior of personnel. On the other hand, it acts in it, obeying the single goal and philosophy of project management . Therefore, it is advisable to consider the problems of formation and activity of the project team in a logical sequence: project goal – management system – project team.

When organizing work on a project, two tasks must be solved:

1. forming a project team;
2. organizing effective team work.

Depending on the specifics, size and type of the project, from one to several dozen (sometimes hundreds) organizations and individual specialists can participate in its implementation. Each of them has its own functions, degree of participation in the project and degree of responsibility for its implementation. Specialists and organizations, depending on the functions they perform, are usually combined into absolutely specific groups (categories) of project participants, which include: customers, investors, designers , resource suppliers, contractors, consultants, licensors, financial institutions – banks. Finally, there is a project team, headed by a project manager – project manager (project manager), and, depending on the specifics of the project, there may be other participants in the project .

It should be noted that project participants are a broader category than the project team. The project team is one of the main concepts of project management . This is a group of employees who directly work on the implementation of the project and are subordinate to the project manager; the main element of its structure, since it is the project team that ensures the implementation of its plan. This group is created for the period of project implementation and is dissolved after its completion. The number of people in the team is determined by the scope of work provided for by the project . As a rule, leaders (managers) of functionally and (or) subject-oriented groups of specialists make up the project management team .

Group leaders are managers, coordinators of the efforts of all group members; group members are direct performers who have the opportunity to focus on specific work. If necessary, some roles of team members can be combined.

2. Basic principles and organizational aspects of forming an effective team

The organizational structure of a project team reveals the relationships between project participants within the team. There are two main principles for forming a team for project management :

1. The first principle is that the leading project participants – the customer and the contractor (there may be other participants besides them) create their own groups, which are headed by project managers, respectively, from the customer and the contractor. These managers report to a single project manager. Depending on the organizational form of the project implementation, the manager from the customer or from the contractor may be the manager of the entire project. The project manager in all cases has his own staff of employees who coordinate the activities of all project participants.

to create a single team led by a project manager to manage the project . The team includes all project participants to perform functions in accordance with their areas of responsibility.

team management system includes:

1. organizational planning;
2. staffing of the project;
3. creating a project team;
4. performing the function of controlling and motivating the project's labor resources for the effective progress of work and completion of the project.

The system is aimed at managing and coordinating the activities of the project team, using leadership styles, motivation methods, administrative methods, and staff training at all phases of the project life cycle. The essence of the team is in the awareness of the significance of the goal common to all its members, which all team members are committed to and believe in its attainability; in its mission, which for the project consists in its effective implementation.

The team has such essential features as:

1. internal organization consisting of management and sanctions control bodies;
2. group values, on the basis of which a sense of community is formed in the team and public opinion is created;
3. its own principle of separation that distinguishes it from other teams;
4. group pressure, i.e. the influence on the behavior of team members by common goals and objectives of the activity;
5. the desire for sustainability through the mechanism of relationships that arise between people in the course of solving common problems;
6. consolidation of certain traditions.

The main goal of team formation is independent management, solving specific tasks, and overcoming one's own problems.

High-quality team formation affects the effectiveness of all subsequent activities:

1. management and quality of decision-making are improved;

2. the team organizational culture changes (usually towards greater openness);

3. There is consistency in defending one's position and reasonable cooperation among all team members.

3. Life stages of a project team

The process of forming a project team (team building) is usually viewed as the formation of a single, holistic team of managers capable of effectively achieving the project's goals.

The value of teamwork in project implementation lies in the possibility of a synergistic effect from combining group efforts, knowledge, and making group management decisions, that is, in achieving "a state in which the whole is greater than the sum of its parts."

Similar to the project life cycle, the project team has its own life cycle, in which five main stages can be distinguished:

1. formation;
2. operation;
3. functioning;
4. reorganization;
5. disbandment.

Table 1.1

Characteristics of different stages of a project team's life

No.	Stage name	Team management features
1	Formation	The peculiarities of working on the project are that the team's specialists do not know each other and are not a single team with established interaction mechanisms and group attitudes. At this stage, team members get to know each other and the project as a whole, common goals and values are formed, norms and rules of interaction are determined, team tasks are set, and ways and principles for achieving them are determined.
2	Triggering (psychological tension)	This is the period of the beginning of joint work, the development of group cohesion, solving a collective problem. It is characterized by an increased level of conflict caused by differences in the characters of specialists, approaches, styles and methods of solving problems. Within the team, there is a process of identifying leaders, forming informal groups, determining the roles of individual employees and their place in the team, establishing the psychological climate in the team, its internal culture, etc.

No.	Stage name	Team management features
3	Working (normal functioning)	The longest stage. Based on the formed team feeling, a normal productive work process takes place. The details of interaction are clarified as tasks are completed and communication in various business situations occurs. The task of the project manager at this stage is to rationally distribute functions between specialists and departments; ensure that personal capabilities and abilities match the structure and content of the work being performed; unite employees with different complementary individual abilities in working groups and functional units; maintain an atmosphere of trust and mutual assistance in the team, unity in understanding the goals and objectives of the project and ways to achieve them; identify and resolve conflict situations; create an effective motivation system; monitor the achievement of intermediate project results and coordinate the activities of all functional departments.
4	Reorganization	The stage occurs when there are changes in the quantitative and qualitative composition of the team in cases caused by: changes in the project (tasks, plans, project results); changes in the project management structure ; completion of individual stages of the project; changes in the volume and types of work, project participants; replacement of employees due to professional incompatibility; additional involvement of new specialists; invitation of temporary experts.
5	Disbandment	Upon completion of individual stages and the entire project, individual units and the entire project team are disbanded. Depending on the adopted organizational structure, two options for further actions of the team's specialists arise.

With a matrix management structure, employees return to their functional divisions of the organization after the project ends.

With a project management structure, the project manager faces the problem of further employment of employees who are unable to return to their previous place of work. In this case, if an order for a new project is expected , if the team's activities are successful, the manager has the opportunity to invite some of the specialists to the new project team.

The team leader is recommended to pay attention to the further employment of specialists in the professional field, to provide objective recommendations to project team members, indicating their qualifications, knowledge, skills, and work experience.

According to the table, the first stage of the project team life cycle is its formation. The project team is created by the project manager, a legal entity to whom the customer delegates the rights to manage the project to the extent specified in the contract.

The project manager's task when forming a team is to select team members who would provide:

– compliance of the quantitative and qualitative composition of the team with the goals and requirements of the project;

– effective teamwork in project management ;

– psychological compatibility of team members and creation of an active stimulating " intra-project " culture;

– extensive intragroup communication and development of optimal group solutions to problems that arise during the implementation of the project.

The project manager appoints a project manager who provides overall project management , controls its main parameters, and coordinates the activities of team members. The project manager determines the required number of team members, their qualifications, and selects and hires employees.

Recruitment work begins. The search for project team members can be carried out in the following areas:

1. direct appeal to the project manager or HR department in the organization, to enterprises, to acquaintances and business partners;
2. publication of advertisements in the media and advertising publications;
3. contacting personnel intermediaries (state employment centers, non-state enterprises, etc.).

Self-check questions:

1. What is meant by the term "project team" in the context of self-management?
2. What is the difference between a working group and a project team?
3. What are the main characteristics of an effective project team?
4. What functions does the project team perform in the organization's management system?
5. How does self-management affect the effectiveness of teamwork?

6. What factors determine the success of a project team?

7. What is the essence of the principle of mutual responsibility in a team?

8. How do the principles of trust and communication influence the formation of a cohesive team?

9. What organizational conditions are necessary to create an effective project team?

10. What roles are distributed among team members, and why is this important for its functioning?

11. What are the main stages of project team formation identified by modern researchers?

12. What is the content of the life stages of a team: formation, conflict, norming, execution?

13. How can a leader or manager support a team at different stages of its development?

14. How does self-management help a manager regulate interpersonal relationships in a team?

15. What self-management tools help increase team effectiveness?

16. What psychological factors affect team performance?

17. How does the motivation of individual team members affect the achievement of common goals?

18. What are the main problems that can arise during the conflict stage, and how can they be overcome through self-management?

19. What is the importance of the norming stage for stabilizing internal processes in a team?

20. How do leadership and self-management interact in the process of project team development?

Topic 2. The work of collectives and teams of production organizations

Lecture plan

1. Group discussion and its role in team interaction
2. Brainstorming and its impact on decision-making
3. Synectics and the normalization process
4. "Group spirit" or group-think

Key terms and concepts: team, production team, group discussion, brainstorming, synectic, normalization, group – think, collective decision-making, role interaction, team communication, group processes, team creativity, facilitation, team integration, coordination of actions.

1. Group discussion and its role in team interaction

The process of group decision-making is closely related to the problem of leadership and management. Decision-making is one of the important functions of a leader, and organizing a group to make such a decision is a particularly complex function. There are many cases in history when group decisions are in many cases more effective than individual ones. In modern conditions, when group activity is becoming more active in many parts of the social system, this problem becomes particularly relevant.

Various methods of group decision-making have been developed in social psychology and in everyday practice. Let's consider what a "group decision" is and how it is possible to combine the individual opinions of group members into a single decision.

The most researched role is that of group discussion, which usually precedes group decision-making.

At the experimental level, this problem, like other issues of group dynamics, was studied by Levin . The experiment was carried out in the USA during the Second World War and had applied significance. In the conditions of economic difficulties due to the military situation in the USA, the amount of food entering the retail network decreased. Instead of meat, the population was offered numerous offal, but housewives boycotted their purchase. The purpose of Levin's experimental study was to compare the effectiveness of the influence on the opinion of housewives of the traditional form used by advertising (lectures) and a new form – developing one's own group decision based on group discussion.

Practical example

Six groups of Red Cross volunteer housewives were formed, each group consisting of 13-17 people. Some of these groups were given lectures on the benefits of offal and the desirability of buying it, while other groups were given discussions on the same issues. Interviews were conducted a week later to find out how much the housewives' opinions had changed.

As a result, it was found that in the groups that listened to the lectures, 3% of opinion changes were registered, in the groups where group discussions took place – 32%. K. Levin proposed his psychological interpretation of the data: at the lecture, the housewives passively listened to the proposed reasoning, they interpreted the facts he presented in the light of their own past experience. After the lecture, they had two options for behavior: to buy or not to buy offal. At the time of the lecture, the decision was not made, and therefore they had no support from the group in favor of making the decision; no social norm arose in the group that the members of this group would subsequently adhere to. Therefore, the change of opinion was based solely on the effectiveness of persuasion, and it turned out to be low. On the contrary, during the group discussion, each member of the group felt included in the decision-making process, and this weakened resistance to innovation. During the discussion, it became obvious that other members of the group were also moving in the direction of a certain decision, which strengthened their own position. The decision was thus prepared step by step, the adopted decision turned into a kind of group norm, supported and accepted by the participants in the discussion. This effect was possible because the decision was not imposed, but was made by the group itself.

So, during such experiments, K. Levin discovered two important patterns:

– group discussion allows you to confront opposing positions and thereby help participants see different sides of the problem, reduce their resistance to new information;

– If a decision is initiated by a group, it is a logical conclusion from the discussion, supported by all those present, and its significance increases as it becomes a group norm.

The significance of the influence of group discussion as a stage preceding group decision-making has become quite clear: an active search for various forms of group discussion that stimulate decision-making has begun – especially at the applied level.

Some of these forms are well known, they have been put forward by practice itself, their value has long been recognized and even enshrined in proverbs (“mind is good, but two is better,” etc.). For example, a widely practiced form is various kinds of meetings, which are also a kind of group discussion.

2. Brainstorming and its impact on decision-making

Along with this, new forms of group discussions have been put forward in studies on group decision-making problems. One of them, introduced by A. Osborne , was called " brainstorm ". The essence of the discussion is that in order to develop a collective decision, the group is divided by the leader into two parts: "idea generators" and "critics".

At the first stage of the discussion, there are "idea generators" whose task is to come up with as many proposals as possible for solving the problem under discussion. The proposals can be completely unsubstantiated, even fantastic, but the condition is that no one criticizes them at this stage.

The goal is to obtain as many diverse proposals as possible. This raises an extremely important question about the importance of personal criticality in decision-making (a certain amount of self-control when putting forward ideas).

At the second stage, the “critics” come into play, they begin to sort the received proposals: they eliminate the absolutely unsuitable ones, postpone the controversial ones, and definitely accept the obvious successes. During the re-analysis, the controversial proposals are discussed, and as much as possible is also retained from them.

Ultimately, the group receives a fairly rich set of different options for solving the problem. The " brainstorm " method was considered very popular some time ago, which gained recognition, especially when developing various technical solutions. Naturally, " brainstorm " cannot replace other approaches, and its absolutization is inappropriate. But in specific situations it brings some benefit.

3. Synectics and the normalization process

Another method of group discussion, developed by W. Gordon, is the method of synectics, literally – the method of connecting the dissimilar. The style of this method resembles brainstorming, since the main idea is the same – to develop as many diverse, and in this case – directly opposite, mutually exclusive proposals as possible at the first stage. For this, " synectors " are distinguished in the group – a kind of initiators of the discussion, which they lead, although in the presence of the entire group. Synectors are people who most actively declare their position in the group. It has been experimentally established that their optimal number is 5-7 people. They start the discussion, and later other members of the group join in, but the task of synectors is to formulate opposing opinions most clearly: the group must "see" the two extremes that have arisen in solving the problem in order to comprehensively evaluate them.

During the discussion, extremes are rejected, a decision is made that satisfies everyone. When applying the method of synectics, the logical method of reasoning by analogy is widely used. In conditions, for example, of a discussion on technical issues, the method of analogy is allowed when one of the synectors identifies himself with some technical process – water flow, shaft rotation , etc. or any physical object. Simpler analogies are also widely used, for example, offering solutions, referring to the experience of other sciences. As in the case of brainstorming, this kind of discussion is widely used when discussing technical problems and also gives a well-known effect here.

The described forms of group discussion are mainly of applied importance. Regarding the theoretical side of the problem, it is worth saying that the most important issue is the question of the comparative value of group and individual decisions. In studying it, an extremely interesting phenomenon was discovered, which was called "risk shift". Before the discovery of this phenomenon, all studies of small groups used the fact that the group is a kind of moderator of the individual thoughts and judgments of its members: it rejects the most extreme decisions and takes a kind of average from individual decisions. The process of averaging group decisions was called the process of group normalization.

However, the normalization process does not occur in cases where the decision includes a risk element. Thus, in his 1961 study, J. Stoner showed that group decisions include a greater risk element than individual decisions.

Practical example

In the experiment, subjects (groups of 5-7 people) were offered a set of dilemmas to choose one of them: either the one where the probability of success is high, but its value is low (“tit in the hand”), or the one where the probability of success is low, but the attractiveness – value – is high (“crane in the sky”).

Examples of dilemmas: to move (without guarantees) to a new, high-paying job or to stay in the old one, with an average one, but without risk; to play an average chess player in a prestigious tournament and prefer an honorable defeat or to make a risky move, which may be followed by a grand success or a complete failure. Group members first performed the tasks individually , and then held a group discussion and made decisions collectively.

It was found that in the second case, the "risky" alternative was chosen much more often. Interestingly, when the individual decision was repeated, the risk shift was maintained.

Based on the results of the study, J. Stoner made the following conclusions:

1) the shift towards risk is due to the division ("diffusion") of responsibility;

2) risk is generally interpreted as a value in society.

But there was also the opposite effect: a shift could occur towards caution. On this basis, it can be said that none of the hypotheses had precise confirmation.

Group discussion leads to a peculiar phenomenon within the group structure, which has been called group polarization. During a group discussion, opposing opinions held by different groups are not only exposed, but also cause their acceptance or rejection by the majority of the group. More "average" opinions seem to die out, while more extreme ones are clearly divided between the two poles. This exposure of extreme positions contributes to a clearer picture of the problem being discussed in the group.

Thus, group polarization contradicts the previously accepted idea of averaging individual decisions in a group decision. This gave reason to assume that the "risk shift" discovered by Stoner can be interpreted more broadly – as a "choice shift" that occurs in the course of group decision-making.

However, the question of which of the two polar points of view will be the basis for a group decision is not resolved unambiguously. As a result of numerous experimental studies, it has been established that, as a rule, group discussion strengthens the opinion that was previously the majority opinion.

Thus, the experiments of Stoner et al. have shown that the group decision is not always the "average" (often it is not normalization that occurs, but polarization). There are two explanations for polarization:

1. normative – a person sees that others think the same way, and is strengthened in his opinion;
2. Informational – group discussion generates new arguments. The shift in opinions reflects the proportion of arguments from one side to the other.

There is still a heated debate about the explanation of the phenomenon of "risk shift." It touches on the following questions:

1) can a group be considered as something that stands above individuals;

2) is it possible to predict the product of group activity based on knowledge of individual contributions to it?

Thus, it is particularly important to analyze the quality of group decisions and the possibilities of improving the group decision-making process in different groups. As for the quality of a group decision, it has been established that its advantage over an individual decision depends on the stage of decision-making:

– in the solution finding phase, an individual solution is more productive ;
– In the development phase (proof of correctness), group solutions win.

The possibility of improving the group decision-making process depends on the ability and skills to conduct effective group discussions, which are being developed through socio-psychological training (open communication, role-playing, group discussion).

4. "Group spirit" or group-think

The quality of the decision is influenced by another factor, which is called "group spirit" or group-think . This term was introduced by I. Janis , denoting a high degree of inclusion in the system of group ideas and values, which prevents the adoption of the right decision. The obviousness of the right decision is sacrificed for the unanimity of the group.

It was found that the most significant factors in the formation of "group spirit" are:

1) very high group cohesion;

2) a pronounced presence of "we-feeling";

3) isolation of the group from an alternative source of information;

4) high level of uncertainty in the approval of individual opinions by group members.

A major role of the phenomenon of "group spirit" is to reduce the quality of group decisions, that is, there is a limitation of the ability of decision-makers to look at the problem objectively; the group becomes a victim of its unanimity.

Thus, we can identify the main signs (symptoms) of group spirit:

1. The illusion of invulnerability shared by most or all members of a group;

2. The desire to provide a rational explanation for decisions made in order to dismiss any possible objections;

3. Unconditional belief in the principles of behavior professed by the group;

4. Stereotypical views of rivals;

5. Open pressure on group members who put forward arguments against group stereotypes, demand for loyalty;

6. Self-censorship , the willingness to minimize one's own doubts and counterarguments regarding group decisions;

7. The illusion of unanimity in assessments; the emergence of self-appointed guardians of the group spirit – individuals who protect the group from unfavorable information that could disrupt their sense of satisfaction with the decisions made by both parties.

Currently, scientists note that the skill of conducting a group discussion is a prerequisite for successful group leadership by a leader, so training in this form is especially appropriate for leaders.

Self-check questions:

1. What is the difference between a team and a collective in an organizational environment?

2. What role does group discussion play in managerial decision-making?

3. What stages of conducting a group discussion are most important for achieving an effective result?

4. How to properly organize a group discussion to avoid conflicts and reach consensus?

5. What is the importance of group forms of communication for the development of production teams?

6. What are the basic principles of the brainstorming method?

7. Who is the author of the brainstorming method, and what was its original intention?

8. What rules should be followed when conducting brainstorming?

9. What are the main advantages and disadvantages of the brainstorming method in production teams?

10. What is the essence of synectics as a method of collective solution search?

11. How does the combination of rational and intuitive thinking affect the effectiveness of synectics?

12. What role does the normalization process play in teamwork?

13. How is "group spirit" formed in the teams of production organizations?

14. What is the phenomenon of groupthink , and why can it be dangerous for management decisions?

15. What are the signs of groupthink in a team?

16. How can a manager prevent the “groupthink” effect in his team?

17. What is the relationship between group cohesion and decision-making effectiveness?

18. What psychological factors influence the formation of team unity?

19. How does the use of group work methods (discussion, brainstorming, synectics) help increase the creative potential of the team?

20. What is the importance of an ethical culture of communication in building effective teams in production organizations?

Topic 3. Organizational models of joint activities in teams. Methods of forming an effective team

Lecture plan

1. Communications and their effectiveness
2. Communication process
3. Interpersonal communications
4. Organizational communications

Key terms and concepts: organizational model, team structure, communications, communication effectiveness, communication process, interpersonal communications, organizational communications, communication barriers, information flow, feedback, verbal communication, nonverbal communication, emotional intelligence, trust, team culture, team building techniques.

1. Communications and their effectiveness

This lecture is about communications – something that each of us does every day, but which few people think about. It is impossible to overestimate the importance of communications in management. Almost everything that managers do to make it easier for an organization to achieve its goals requires effective communications. It is clear that if people cannot exchange information, they cannot work together, set common goals and achieve them. But as you will learn from this lecture, communications are a very complex process consisting of interdependent stages, each of which is extremely important. Each stage represents a point that can completely lose its meaning if you do not clearly and carefully think through what and how it is done. The purpose of this lecture is to familiarize you with the nature and complexities of communications and with potential pitfalls on the way to understanding between people, as well as to talk about ways to improve the effectiveness of communications both in the field of management and in other areas of activity.

According to research, managers spend 50-90% of their time communicating. This may seem incredible, but when you consider that a manager has to communicate in interpersonal, informational, and decision-making roles, as well as in all managerial functions, it all makes sense. Because communication is an integral part of all the major managerial activities, it is called the connecting process.

All three main role settings of managers and all four main management functions are aimed at formulating organizational goals and achieving them, and the degree of realization of these goals, as a rule, directly depends on the quality of communications. Therefore, effective communications are simply necessary for the success of both the individual employee and the organization as a whole.

However, although the most important role of communications in the success of organizations is recognized by all, surveys show that, according to 73% of American, 63% of British and 85% of Japanese managers, it is ineffective communications that are becoming the main barrier to achieving organizational goals today. Another survey of almost 250 thousand employees from two thousand companies found that communications are one of the most serious problems of organizations. Having understood the essence of communications at the personal and organizational levels, you will learn to reduce the likelihood of ineffective communication and become a more effective manager. An effective manager is a manager who is effective in the field of communications. such a manager is familiar with the nature of the communication process, has excellent oral and written communication skills and understands how the environment affects the quality of communications.

Let's start by analyzing the communication process in organizations.

When we think of organizational communication, the first thing that comes to mind is people talking to each other in person or at meetings, talking on the phone, or reading or composing memos, letters, and reports. But while all of these are indeed a major part of organizational communication, it is a much more widespread and complex process. We suggest starting the discussion by examining where effective communication is needed both within and outside the organization.

Communication between the organization and its environment.

We have discussed the external factors that affect the success of an organization. All of them require effective communications. If we were to analyze what people in an organization are actually talking about, writing about, and reading, the first thing we would focus on is the external demands that affect or will affect the organization in the future.

For example, in 1982, and again in 1985, after discovering a poison in Tylenol vials , Johnson & Johnson management needed to establish effective communications with groups such as the media, consumers, distributors, and the U.S. Food and Drug Administration. In addition, the information had to be conveyed to middle managers, laboratory and plant managers around the world. These managers, in turn, had to establish communications with lower-level managers. Finally, management had to notify all employees of the problem. Through a combination of various communication tools – meetings, memos, telephone conversations, formal reports, etc. – the company quickly conveyed this important information to all interested parties.

Organizations use a variety of tools to communicate with stakeholders, including advertising and other sales promotion programs to reach current and potential customers.

Public relations focuses on creating a positive image of the company at the local, national, or international level. To meet government requirements, companies must produce detailed written reports that include information about their financial condition and marketing activities, working conditions, career opportunities, benefits, and so on. Organizations also try to influence future laws and regulations by engaging lobbyists and enlisting the support of various political groups. An organization with a union must communicate with the legal representatives of its employees. If a union does not exist, it usually communicates to its employees about the benefits of this situation. These are just a few of the ways organizations communicate in response to events and factors in the external environment. It should be emphasized again that discussions, meetings, telephone conversations, memos, reports, and other types of communication within an organization are often responses to opportunities or problems in the external environment.

Communications between organizational levels and departments.

Communications between levels.

Information moves between organizational levels through vertical communication. It can be downward – when information is passed from a higher level to a lower one, for example when subordinates are informed about priorities, tasks, recommended procedures, etc.

In addition to downward communication, organizations need upward communication. For example, a bank teller, noticing that a new computer is slower than the old one and customers are having to wait longer, and knowing that "quality customer service is the main task of the bank," is likely to report this to his immediate superior, who, in turn, will inform the bank's operations manager, who in turn will inform the vice president.

The quality of upward communication has a significant impact on a company's productivity. Here's a real-life example. An engineer invented a new method for cutting sheet metal for airplane wings and reported it to his immediate superior. If he had barged into the vice president's office demanding that the new method be implemented, the reaction would likely have been negative. But the manager decided to implement the invention and reported it to a higher level of management, since such changes require the approval of the plant director. In other words, an idea that originated at the grassroots level had to rise to the very top, consistently passing through all levels of management. Here is an example of communications aimed at increasing the competitiveness of an organization by increasing its productivity

Of course, at any level, a decision could have been made not to implement a new idea. And assuming that the idea was really good, then informing the engineer of this decision would have been a signal to him that the organization does not want him to think like an innovator and put forward new proposals in the future. As a result, the organization could have missed out on great opportunities. And the specific idea described in the example allowed the company to save $ 13.5 million over five years .

Upward communication also serves the function of providing managers with information about what is happening at lower levels. Thanks to them, managers learn about current and potential problems and suggest corrective measures. Recently, managers have been using a new form of upward communication – working groups, which meet regularly once a week to discuss and solve production and service problems. They are called quality circles and are discussed in the following sections. Upward communication is usually carried out in the form of reports, proposals, and explanatory notes.

Communications between departments (subdivisions).

In addition to vertical communication, organizations need horizontal communication. An organization consists of many departments, which need communication to coordinate their tasks and actions. To achieve the desired direction of the organization, managers must ensure that all its parts work together. For example, in your business school, representatives of different departments periodically communicate to discuss curricula, graduate requirements, research and consulting cooperation, and services to the local community. In hospitals, personnel at different levels and departments must exchange information in order to allocate resources, coordinate work groups, control costs, and so on. In retail, regional sales managers usually meet periodically to discuss problems of coordinating sales strategies and to exchange information about products. Horizontal communication is often associated with the use of special committees or working groups, which we will discuss in more detail in the following sections.

Horizontal communications are also useful because they stimulate the formation of relationships at the same organizational level, which are an important element of people's satisfaction with their work.

Communications between manager and subordinates.

Perhaps one of the most striking elements of communication in an organization is communication between managers and their subordinates. Although they belong to the vertical communications that we have already discussed, we will consider them separately, since they make up the lion's share of managerial communications (as studies have shown, two-thirds).

There are many forms of such communication: clarifying the task, explaining priorities and expectations; involving the employee in solving the department's tasks; discussing efficiency problems; improving and developing subordinates; collecting information about potential or real problems; notifying people about upcoming changes, getting acquainted with the ideas of subordinates, etc.

Communications between the manager and the work group.

In addition to the communication between a manager and a subordinate, there is also communication between a manager and his work group in an organization aimed at improving its effectiveness. Since all members of the group participate in this process, everyone has the opportunity to share their thoughts on new tasks and priorities of the department, on how to work together, on upcoming changes and their possible consequences for this group and other units, on problems and achievements, and on innovative ideas.

We will talk more about groups later. In addition, sometimes a work group meets to discuss various problems and issues without the participation of a manager. As already mentioned, such relationships between colleagues of the same level contribute to increasing employee satisfaction with their work.

Informal communications.

We said that organizations consist of formal and informal elements. The channel of informal communications is called the rumor channel (grapevine literally translates as "grapevine". – Approx. trans.). The famous researcher C. Davis , whose views on communication formed the basis of this section, established that this term arose during the Civil War in the United States. Telegraph wires, stretched from tree to tree, were widely used by the armies of the North and the South and resembled a grapevine. Messages transmitted over such temporary telegraph lines often reached the addressee in a distorted form.

Rumors “hover around water dispensers, in hallways, in cafeterias, and anywhere else people gather.” Information travels much faster through informal channels than through formal ones, so managers often use them to share “confidential” information, often with the words “just between us.”

Information spread in the form of rumors has always been considered inaccurate. However, research shows that rumors are more likely to be accurate than inaccurate. According to Davis's research , when it comes to information about an organization that is not subject to discussion, 80-99% of rumors are accurate; but when it comes to information of a personal nature or extremely emotional information, the level of accuracy and reliability will be much lower. Davis argues: "People tend to consider rumors inaccurate because the errors in them are more dramatic and, therefore, more memorable than if, in general, they were completely accurate day after day."

Furthermore, regardless of their accuracy, “there is evidence of the enormous influence of rumors, both positive and negative.” The following lists some of the types of information that is transmitted through informal channels in organizations and discusses how rumor channels can be used to good effect.

Typical information transmitted through rumor channels.

Upcoming production cuts New late fee policy Changes in organizational structure Upcoming transfers and promotions A detailed account of the argument between two managers at the last sales meeting Who meets with whom after work How to use the rumor mill

As soon as I learned about the rumor channel in the office, I understood how it could be used. For example, I periodically organized a leak of information, monitored people's reactions and only then made a final decision or changed something. If the reaction was positive, I carried out the planned, otherwise I thought over the plan of action anew. Sometimes I "started" the rumor again, sometimes I started to act according to the original plan, but more carefully and cautiously.

About once a week I would ask my secretary, “What’s new, Sarah?” Sarah knew me well enough to know that I was interested not in the amorous affairs of my employees, but in business-related information. Quite often, her information turned out to be very interesting and useful. Once, for example, she warned me that at the next meeting one of the managers was going to propose a reorganization that would make my department subordinate to him. This man was by nature an “empire builder,” and I was to become one of his victims.

Forewarned is forearmed. And I calmly planned counterstrategies . For example, I suggested to the “Empire Builder” that he transfer his department to my subordination. He explained so diligently why this should not be done that the question of my transfer to his subordination was not even raised. Later, I asked Sarah to spread the word through the same rumor channel that if this manager ever wanted to lay hands on my department again, I would try to do the same to him. At the same time, he and I never discussed the problem in person or even acknowledged its existence. But through the channel of hearing, I received the necessary answer: “Peace,” and, while I worked at this company, our relations invariably remained quite friendly.

2. Communication process

So, we have discussed communications in different parts of an organization and their impact on its effectiveness. You, no doubt, know from your own experience that communications in organizations are not always effective enough. In fact, they are usually even less effective than we think.

This fact was well illustrated by a study by R. Likert , who analyzed the activities of foremen and their subordinates at one of the utility companies.

While 85% of foremen believed that their subordinates could freely discuss important business issues, only 51% admitted that they actually did so.

In another study, a department manager reported that he had given instructions and communicated decisions to his subordinates on 165 specific points. However, according to subordinates, they were aware of only 84 of his instructions. Another researcher analyzed the activities of a California health care company and found significant differences in the assessment of the effectiveness of communications by representatives of senior, middle, and lower management levels.

In addition, the transmitted message is often misunderstood by its recipient, which is also a sign of ineffective communication. J. Miner , a prominent researcher in the field of management, believes that only 50% of contacts in an organization result in mutual understanding of the parties. And, as a rule, the reason for this is the inability of people to take into account the fact that communication is an exchange.

Both parties play an active role in the exchange. For example, if you, as a manager, tell a subordinate about a change in his work assignment, this is only the beginning of the exchange process. For communication to be effective, your interlocutor must demonstrate that he understands his task and what results you expect from him. Communication is effective only if one party offers information and the other perceives it correctly, and for this to happen, great attention must be paid to this process.

The communication process is the exchange of information between two or more people.

The main goal of communication is to achieve understanding of the exchanged information, i.e. message. But the fact of exchanging information in itself does not guarantee that the process was successful. You, of course, have had to deal with examples of ineffective communication with friends, relatives or colleagues. To better understand the essence of this process and what determines its effectiveness, you need to have an idea of what stages it consists of.

Elements and stages of the communication process

The communication process includes four basic elements.

1. Sender – the person who generates an idea or selects information for transmission.

2. A message is actually information encoded in symbols.

3. Channel – a means of transmitting information.

4. Recipient – the person to whom the information is intended and who interprets it.

In the course of communication, the sender and receiver go through several interconnected stages, their task is to compose the message and use the channel to transmit it in such a way that both parties equally understand the original idea. This is difficult, because at each stage the meaning of the idea can be distorted and even completely lost.

Here are these stages (Fig. 2.1):

1. Idea generation.

2. Encoding and channel selection.

3. Transmission.

4. Decoding.

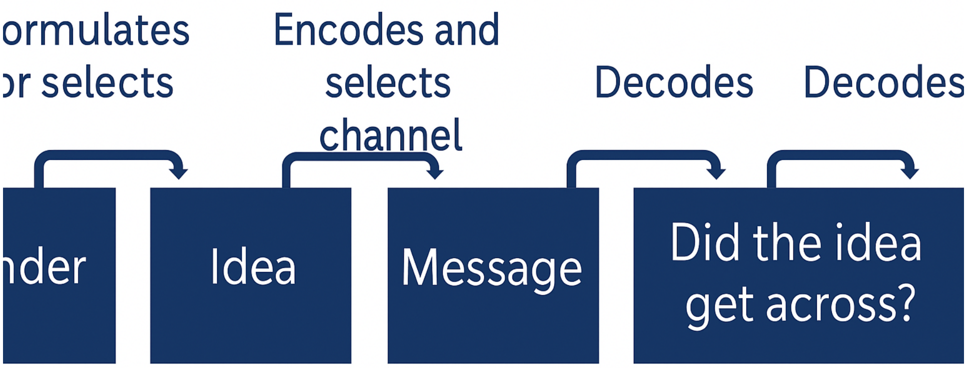

Fig. 2.1. A simple model of the communication process

Although the entire communication process often takes only a few seconds and is therefore difficult to separate into stages, we will analyze each of them and discuss the problems that arise at each stage. This analysis is similar to examining the frames of a very short film episode.

Idea generation

Communications begin with the formulation of an idea or the selection of information. The sender decides what important idea or message needs to be conveyed. Unfortunately, many such attempts fail at the first stage, because the sender does not devote enough time to thinking about the idea. The importance of this stage is emphasized by K. Davis : "Neither glossy paper nor a loudspeaker will improve a poorly composed message. The motto of this stage is "Don't start talking before you start thinking."

It is important to remember that at this stage the idea has not yet been put into words or in any other form in which it will be communicated. The sender has only decided what concept he wants to convey. To do this effectively, many factors must be taken into account. For example, a manager who wants to inform people of the results of an evaluation of their performance must clearly understand that he needs to convey to his subordinates specific information about their strengths and weaknesses and about ways to improve their performance. His message should not consist of vague general praise or blanket criticism.

This example also illustrates the relationship between perception and communication. If a manager believes that his subordinates are capable of development and improvement and, therefore, information about the assessment of their performance will be useful to them, then he is likely to find positive constructive ideas. If, on the other hand, the manager perceives subordinates as children who need to be told exactly what they are doing wrong and shown the right path, then, most likely, the messages conveyed to them will be based on negative criticism, which is inherent in this way of thinking.

Here is another example of potential problems at the idea generation stage: A factory manager has just received a message from the company's management that he must increase the production of video games by 6% without increasing the overtime pay of his employees. If the manager does not think about how to convey this information to his subordinates and simply passes on the message received from above, misunderstandings may well arise, since the workers will at best understand only what changes are needed. If the factory manager carefully thinks through the ideas he needs to convey, he is likely to draw the following conclusions.

1. It is important that workers understand what changes are needed: a 6% increase in production without additional overtime payments.

2. It is important that workers understand why these measurements are needed, otherwise they may conclude that the company simply wants them to work more and get the same amount, which will cause them to resent it.

3. It is important that workers understand how to implement the changes; that product quality cannot be sacrificed in the name of

increasing production volume, otherwise productivity will decrease, not increase, as was implied in the original management message.

Managers who are not effective communicators often do so because that is how their superiors treat them, as senior managers often serve as role models for their subordinates. If our superiors are coercive or blunt with us, we are likely to behave in the same way when communicating with our subordinates. But remember that your situation is different from your superiors', and you don't necessarily have to copy their style, even if it is effective. What is really important is to understand what idea you want to convey before you send the message, and to be sure that this idea is adequate and relevant to your specific situation and purpose.

Encoding and channel selection

Before an idea can be transmitted, the sender must encode it into certain symbols: words, intonation, and gestures (body language). It is this encoding that transforms the idea into a message.

He must also choose a channel that is compatible with the type of symbols used for encoding. The most well-known of these are oral speech, writing, and electronic means: computers, e-mail, video recordings, and videoconferencing. If the channel is not suitable for the physical form of the symbols chosen, transmission is impossible. It is impractical, for example, to speak to all employees at the same time. In this case, you can send out a memo and then hold a meeting.

If the channel is not very consistent with the idea developed in the first stage, the effectiveness of communication will also decrease. For example, a manager who wants to talk to a subordinate about the inadmissibility of serious safety violations by him can certainly do so during a casual conversation over a cup of coffee or send him an informal note. But these channels are unlikely to convey the idea of how serious the problem is as effectively as through a formal meeting or note.

The choice of means of transmitting a message should not be limited to the choice of a single channel. It is often desirable to use a combination of two or more means of communication. This complicates the process, since the sender needs to establish the sequence of use of these means and determine what time will be separated between them. However, studies show that the simultaneous use of oral and written means of communication, as a rule, is more effective than using one of these means. Discussing the results of this study, Professor T. Mitchell notes: "The general conclusion of this work is that oral communication in combination with written, as a rule, in most cases increases the effectiveness of communication." Using both channels, you can find more complex approaches and at the same time register the situation in writing. But this does not mean that any communication process must include a written element, this leads to an uncontrolled paper flow in the organization.

The second step becomes immediately clear if we think of it as a packaging operation. Very often, great products do not sell until they are packaged in a way that is understandable and attractive to the consumer. Similarly, people with great ideas often do not know how to "package" them with symbols and transmit them through channels that are meaningful and attractive to the recipient. In this case, even the best idea can “lie on the shelf.”

Transfer

In the third stage, the sender uses a channel to deliver the message (a coded idea or series of ideas). This is the physical transmission of the message, which many people mistakenly consider to be the process of communication itself. But, as we have seen, transmission is only one of the important stages that one person must go through to convey an idea to another.

Decoding

Having received the message, the receiver decodes it. Decoding is the process of translating the sender's symbols into the receiver's mind. If the symbols chosen by the sender have the same meaning for the receiver, he will correctly understand what the sender meant when formulating the idea. If no reaction to the idea is required, the communication process can be considered complete.

But for a number of reasons, which we will discuss later, the receiver may not give the message the same meaning that the sender intended. In management, the communication process can be considered effective if the receiver confirms that they have understood the idea correctly, with real actions that the sender expected from him.

Feedback and obstacles

Before discussing the various obstacles to effective communications, it is necessary to understand two important concepts – feedback and obstacles.

Feedback

By providing feedback, the sender and receiver exchange communicative roles. The receiver becomes the sender – he goes through all the stages of the communication process and conveys his reaction to the sender, who in this case plays the role of the receiver. Business communication professor F. Lewis states:

Feedback is a basic reaction to something heard, read, or seen; information (in verbal or nonverbal form) is sent back to the sender, indicating the extent to which the message was understood, whether the receiver believed it, assimilated it, and agreed with it.

Effective communication must be two-way: feedback is needed to determine whether the message has been received and understood. A manager cannot rely on everything he says or writes to be understood exactly as he intended. A manager who makes this false assumption isolates himself from reality. Without providing feedback to the recipient of the information, he severely limits the effectiveness of his management activities.

Feedback significantly contributes to increasing the effectiveness of management communications.

Several studies comparing two-way communication (i.e., one-way communication with feedback) with one-way communication without feedback have shown that although the former is slower, it is less likely to lead to misunderstandings, is more accurate, and helps build confidence in the correct interpretation of messages. This is true across a wide range of cultures. Later in this chapter, we will provide recommendations on how you can improve your ability to use feedback.

Noise

Feedback significantly increases the effectiveness of communications, as it allows both parties to overcome such a barrier as obstacles. In the language of communication theory, obstacles are called anything that distorts meaning. Sources of obstacles can be language (verbal or nonverbal), differences in perception that change meaning during encoding and decoding, differences in the status of managers and subordinates, etc.

There are always some obstacles, and some distortion of meaning occurs at every stage of the communication process. Usually we manage to overcome the obstacles and convey the message. But if the obstacles are very strong, this will certainly lead to a strong distortion of meaning and can completely block the attempt at information exchange. From a management point of view, this leads to a decrease in the probability of achieving the goals that depend on these communications.

3. Interpersonal communications

Although effective written communication is of great importance to an organization, we believe that a comprehensive discussion of this topic is beyond the scope of this book. The same applies to the use of the computer as a means of communication. As already mentioned, managers spend 50-90% of their time on verbal communication, so we have decided to focus on direct interpersonal communication.

Our discussion of barriers to effective interpersonal communication focuses on the following points:

1) perception;

2) semantics;

3) non-verbal communication;

4) ineffective feedback;

5) ineffective listening.

After discussing them, we will provide recommendations for improving the effectiveness of interpersonal communications.

Barriers to interpersonal communication

Perception-based barriers

We have said that a manager must understand the essence of perception, since it is it that determines "reality for the individual." People react not to what is actually happening in their environment, but to how they perceive it. By understanding the factors that influence perception and taking them into account in the communication process, you can overcome many barriers caused by perception and hindering effective communication.

One such barrier arises from a conflict between the fields of activity of the sender and the recipient. People can interpret the same information differently depending on their accumulated experience. For example, in a retail company, managers and sales staff tend to have different views on the problem of freeing up sales space from goods. In a manufacturing organization, marketing specialists usually believe that increasing sales by expanding the assortment is more important than reducing production costs as a result of increased standardization; while production staff may express the opposite point of view.

Differences due to the field of activity often lead to the fact that people perceive information selectively, taking into account their interests, needs, emotional state and environmental conditions. This characteristic of the human being is very important for communications. It means that in many cases people perceive only part of the message they physically receive. The problems of organizational communications are largely due to the difference in the interpretation of the messages they receive by people, as a result of which the ideas encoded by the sender are distorted and not fully understood by the recipient.

Information that contradicts our experience or previously established concepts is often either completely rejected or distorted in light of this knowledge. Research in this area has confirmed the tendency for people to perceive organizational problems based on basic judgments formed in their specific areas of activity.

Another reason for perception problems in the communication process is the presence of barriers due to attitudes (attitudes). We have said that attitudes strongly influence people's perceptions and behavior. If we have an unsuccessful experience of interaction with certain employees or departments, then, most likely, this will affect the effectiveness of our further communications with them. Suppose, for example, that one of your employees comes to you with a proposal to improve customer service.

Let’s also imagine that during your last conversation with him you criticized him for his tendency to exceed the entertainment expenses limit. It is quite possible that due to the negative attitude that you may have developed towards him during the previous conversation, his idea will not be fully heard by you. It is also possible that he exceeded his entertainment expenses by inviting a prospective client to an expensive restaurant, because he believed that this way he would be able to significantly increase the sales volume of your department. But if you are convinced that “exceeding the entertainment expenses limit invariably indicates insufficient control over budgetary funds,” then, most likely, you are unlikely to understand his point of view. And these two contacts can be the beginning of a bad relationship between you and this subordinate.

This example clearly shows the impact that communication climate can have on the relationship between managers and their subordinates. These relationships are formed on the basis of your past contacts. Positive or negative feelings towards each other determine how frequent your future contacts and communication style will be. A manager who does not create a positive climate in relations with others limits the flow of future communications, and over time an atmosphere of distrust, antagonism and self-defense can develop in his department. Studies have shown that in a positive atmosphere this flow increases and the accuracy of the information exchanged by people in the organization increases. If a manager communicates openly and honestly with his subordinates, they respond in kind. The more openly and honestly one or both participants in the communication process behave, the more satisfaction they experience.

Semantic barriers

As we have already said, the goal of communication is to achieve understanding of the message. When communicating with others, we try to exchange information and achieve its understanding through the use of symbols: words, gestures and intonation. In the process of communication, symbols are exchanged: verbal and non-verbal. Here we discuss the problems associated with the use of verbal symbols – words.

Semantics is the science that studies the ways in which words are used and the meanings they convey. Since words (symbols) can have different meanings for different people, what the sender wanted to convey will not always be interpreted and understood in the same way by the recipient. A large dictionary of the English language gives about fourteen thousand interpretations of the five hundred most commonly used words; a simple word like round has seventy-nine meanings.

Semantic variations often lead to misunderstandings, as it is often difficult to understand what meaning the sender intended for a symbol. For example, a manager who tells a subordinate that his report is "adequate" may mean that it is complete and meets its intended purpose, but the subordinate may decode the word to mean that his report is no more than mediocre and needs to be improved.

Symbols do not have an initial fixed meaning. Their meaning is understood by a person based on his experience, and it varies depending on the context, that is, the situation in which the symbol is used. And since each of us has our own experience, each communication contact differs to one degree or another from the others, you can never be sure that the recipient will assign the same meaning to the symbol as you do.

Semantic problems also often arise because of the ways in which people assign meaning to groups of symbols. For example, what do you mean when you tell a subordinate, “Do this as soon as you can” —to do the task as soon as possible or when he has time? And if you tell a subordinate, “Be sure to contact me if you have any problems,” will he understand what you mean by “problems”? In this example, the matter is complicated by the fact that the subordinate may feel that acknowledging that he has a problem does not bode well for him. As a result, he may not tell you about the problem, even though you wanted to convey to him how important it is for you to get this information as soon as possible. Research has shown that employees and managers at different levels assign very different meanings to words such as material incentives, standards, cooperation, and budget.

As you can see, in order to communicate effectively with people in an organization, it is necessary to understand the true meaning of the words they use and to ensure that they understand the meaning you put into the words. Here is what F. Lewis wrote on this subject: Unfortunately, the manager often forgets that in order for an employee to understand the information received (instructions, orders, orders, etc.), he needs to know for what purpose the boss uses these words. Only then will he be able to interpret the words of the sender in his, and not in his, meaning. The situation is complicated by the fact that each business organization, and even each of its divisions, has its own jargon. And yet, the organization needs to ensure that all its divisions understand each other. If one of the departments forgets about the existence of professional variations in the meanings of words or ignores this fact, “roadblocks” very quickly appear that prevent mutual understanding.

Semantic barriers often become a problem for companies operating in a multinational environment. For example, General Motors , bringing the Chevy model to the Latin American market Nova never achieved the expected sales levels. After conducting research, the company found that the word " Nova " in Spanish means "does not go" (no va)! As you certainly understand, semantic barriers caused by cultural differences can become a serious problem during business negotiations.

Nonverbal barriers

Although we primarily use verbal symbols (words) to encode ideas for communication, messages are also conveyed through nonverbal symbols. Nonverbal communication includes any symbols other than words. Nonverbal communication often occurs simultaneously with verbal communication and can reinforce or change the meaning of words. Eye contact, a smile or frown, a tense facial expression are all examples of nonverbal communication. These include gestures: pointing, covering the mouth with the hand, touching, etc.

For example, according to anthropologist E. T. Hall , PLO leader Yasser Arafat wears dark glasses so that others will not recognize his reactions by changing the size of his pupils. Scientists have recently found that when a person is interested in information, his pupils dilate, and Hall believes that Arabs have known about this for a very long time. Another form of nonverbal communication is the way we pronounce words (our intonation, voice modulation, fluency, etc.). As you know, all this can greatly change the meaning of what is said. The question "Any ideas?" on paper means nothing more than a proposal to express your thoughts. But uttered in a sharp, irritated tone, this same question can be interpreted by the interlocutor in a completely different way: "If you understand your own benefit, do not offer ideas that contradict mine."

Studies have shown that a large percentage of verbal communication is perceived through body language and intonation. In his book Non-Verbal Communication ("Nonverbal Communication") A. Mehrabian claims that 55% of messages are perceived by people through facial expressions, postures and gestures and 38% – through intonations and voice modulations. This means that the share of words as such accounts for only 7% of the meaning. This is very important, because it means that in many cases how we speak is more important than what we say. For example, if a person says: "Of course ... I will complete this task", then a pause after the word "of course" may indicate that he does not want to do it, he does not have time for it now, he does not like the task or he does not know how to complete it.

Let’s describe a situation that illustrates how nonverbal signals can create obstacles in the communication process. You enter the manager’s office to get information about a project you are working on . You enter, and he continues to carefully study the papers. Then, looking at his watch, he asks in a detached, indifferent tone: “Did you want anything?”

His words themselves express a desire to help, but his posture and gestures clearly indicate that you are hindering his work.

Will you want to ask him questions after that? What thoughts will arise in your mind the next time you need information from the manager again? In all likelihood, in both cases your feelings will not be positive. Now imagine how you would feel if, when you appeared, the manager immediately looked up from his papers, smiled and cheerfully said: “How is the project going ? Is there anything I can help with?”

It is possible that the manager in the first situation is actually no less willing to help the subordinate than in the second. and the words they utter are practically the same. But in this case, as in many others, nonverbal symbols completely suppress verbal ones. The lesson is this: it is important to make sure that the nonverbal symbols you use correspond to the idea you intend to convey to the interlocutor, otherwise they will create such obstacles that the recipient is likely to perceive the message incorrectly.

As with semantic barriers, cultural differences are often a serious obstacle in nonverbal communication. For example, when taking a business card from a Japanese person, you should carefully read all the information on it and show that you have done so. By immediately putting it in your pocket, you will show him that you do not consider him an important person. Another example: Americans often react with great surprise to the calmness of the interlocutor, while Germans simply do not smile often.

Ineffective feedback

Another barrier to interpersonal communication is the lack of feedback. Feedback is extremely important because it allows you to determine whether your message is really understood by the recipient in the sense that you put into it. As we have seen, there are many reasons why a message may not be understood in the way you intended. Later in this chapter, we will give a number of recommendations that will allow you to improve your interpersonal communication skills.

Ineffective listening

Effective communication requires that a person be equally accurate in both sending and receiving messages. To do this, you need to be able to listen. Unfortunately, very few people know how to do this as effectively as possible. Our education system pays a lot of attention to reading, writing and arithmetic skills, but not to the development of listening skills. Many believe that listening properly means not interrupting the interlocutor. But this is only one element of the process of effective listening. According to one study, the effectiveness of managers in the listening process is only 25% on average. Another study showed that effective listening is the most important characteristic of effective management. In a survey of thousands of managers, the most common answer was: "I like my boss, he knows how to listen" or "I can talk to him."

When you are told about tasks, new priorities, changes in work procedures, or new ideas to improve the efficiency of your department, it is very important to hear specific information. However, you should listen not only to the facts, but also to the emotions.

For example, an employee comes into your office to discuss a problem and, in addition to specific facts, tells you during the conversation that he is angry about something, delighted about something, etc. A person’s feelings are often revealed through body language and intonation. A manager who focuses only on specific facts simply does not give the person a chance to share their feelings. If you see that the person is upset or angry, you can say, for example, “Mary, I think you are upset about something. Would you like to share it with me?” To hear the facts and understand the feelings, you need to listen to the message in its entirety. This will allow you to better understand the situation and show the person that you respect what he is saying. Below are some brief recommendations for improving your effective listening skills.

Recommendations for improving listening effectiveness

Professor K. Davis has suggested ten rules for improving your listening skills. After reading each one, take a moment to imagine yourself talking to a specific person and using that rule.

1. Stop talking! You can't listen if you're always talking. As Polonius (Hamlet) said, "Give everyone your ear, but to no one your voice."

2. Help the person feel free. Allow the person to speak, to feel free – create a separate environment.

3. Show the other person that you are willing to listen. Look and act like someone who is interested in the conversation. When listening, don't look for a trick . Try to understand the person, not find a reason to object.

4. Get rid of anything that might distract you. Don't doodle, don't bang on the table, don't shuffle papers. Maybe it would be better if you closed the door to your office?

5. Empathize with what is being said. Try to put yourself in the speaker's shoes.

6. Be patient. Allow enough time for the conversation. Don't rush the conversation.

7. Try to control your emotions. An angry person often distorts the meaning of words.

8. Try to avoid arguments and criticism. This makes the other person defensive, and he may simply become silent or angry. Do not argue. Even if you win the argument, in the end you will lose.

9. Ask questions. This encourages the other person to continue the conversation and shows them that you are listening carefully.

10. Stop talking! This is both the first and last recommendation, as all the others depend on it.

If you keep talking, you won't be able to listen effectively. Nature gave us two ears, but only one tongue—a subtle hint that listening is better than talking. To listen effectively, you need both ears: one to receive meaning, the other to pick up on the other person's feelings. People who don't listen well have less information to make informed decisions.

To develop your listening skills, after you finish a conversation with a person, evaluate how effective your communication was. Ask yourself how well you followed the ten rules above and what you still need to improve on.

Improving the art of communication

In addition to consolidating effective listening skills, there are a number of methods that can increase the effectiveness of interpersonal communications.

Clearly articulate your idea before communicating it

This means that the questions, problems or ideas that you intend to convey to others must be systematically thought out and carefully analyzed. Each time you communicate with your immediate superior, subordinate or colleague, you must clearly determine the main topic of the message. There are many such topics; some of them are listed below.

Examples of message topics being transmitted

1. Explaining to subordinates the essence of upcoming changes in their job tasks.

2. Information from the boss explaining the task.

3. Notifying your boss about the problem you encountered.

4. Discussing with the subordinate the reasons for low productivity.

5. Recognition of the merits of a subordinate.

6. Informing employees about the idea you are asking them to consider.

7. Find out how employees react to your ideas.

8. Informing the manager of another department about possible changes in your department and finding out his opinion on how this will affect the activities of his unit.

9. Informing subordinates about new priorities and goals.

10. Informing the secretary about the priority tasks for the current week. Always be aware of the possibility of semantic problems. Try to avoid ambiguous words and phrases. Instead of saying

"Bring the report when it's convenient for you," is better than saying, "It's very important for me to receive the report on Thursday morning. Then I will have time to review it, and you – if necessary, to finalize it before the meeting scheduled for Friday."

Watch your gestures and intonation

Watch your facial expressions, gestures, posture, and tone of voice, avoiding conflicting signals. Try to see and hear yourself from the perspective of the other person. By sending consistent, non-conflicting signals, you will achieve a better understanding of your ideas.

Be open and empathize with the other person.

Empathy is the ability to put yourself in another person's shoes. Ask yourself, "What is the person I'm going to be talking to like? What are their needs and interests? What mood are they in today?"

By actively empathizing with people when exchanging information, we try to "tune in" to the recipient and adapt the method of encoding and transmitting the message to the specific person and situation. All this can reduce the likelihood of misunderstanding when decoding your message.

For example, when communicating with some people, details and repetitions are required, and they, apparently, are better off sending a letter or a memo. Others respond better to information presented in a less structured form and without unnecessary details. In this case, an informal conversation will be suitable . There are people who react extremely sharply to criticism. They usually discard or misinterpret any suggestions if they are not presented in a diplomatic and correct form.

Empathy in communication also means your constant openness. Try to avoid rash judgments, assessments and stereotypes. sincerely try to see, feel and understand the situation and problem from the other person's point of view. This does not mean that you should agree with everything the other person says; it means that you should try to understand him.

Set up feedback

Feedback can be provided in a variety of ways. The first is by asking questions. For example, after discussing a change in work procedure with an employee, you might ask, “So, Bill, where do you think we should start?” Ask it in a calm tone, listen carefully to Bill, and compare his response to what you said. If there are many important points, it is best to write them down. In any case, it is probably a good idea to send a memo to your subordinate later, outlining the main points of your conversation.

Another approach is to ask the person to retell what you heard. For example, you could say something like, “Bob, just to make sure I haven’t forgotten anything , tell me what you think is most important about this project .”

The second way to get feedback is to carefully observe gestures and intonations that indicate that the person does not understand you. For example, you are explaining a new task to an employee and see tension on his face. Or maybe you notice a slight irritation or the interlocutor is trying not to look you in the eye? These signals will tell you that the person may not have fully understood the task or is upset by it. All these are feedback signals that indicate possible dissatisfaction or misunderstanding of the interlocutor. Having noticed them, you can use the first method – to ask a question, as described above.

Feedback can also be obtained by observing the first results. This will allow you to assess how clearly what you were trying to convey during the communication is being implemented. This is an example of the control function, which we will discuss in another chapter.

And the last way to get feedback is to have an open door policy with your subordinates. People should know that you are ready to discuss any issues with them. If you tell an employee who has approached you that you are busy, people will quickly understand what your management style is. But, of course, no one wants to be constantly interrupted, so you should set aside a certain time during the day to communicate with your subordinates. As you can see, all of these recommendations require extreme concentration and attention in the communication process.

4. Organizational communications

Understanding the process of interpersonal communications and methods for improving them helps to increase your effectiveness as a manager. But, obviously, a manager also needs to know about the barriers that hinder organizational communications, as well as methods for overcoming them. The enormous influence of communications on the success of an organization is evidenced by the words of A. Wood , former chairman of the board of Sears . Telling how the company managed to increase sales from 5 to 15 billion dollars . per year, he said: “Many years ago we realized that there was only one way to grow in business – to improve communications. " In this issue, we will discuss the barriers that stand in the way of effective organizational communications and give recommendations for overcoming them.

Barriers that hinder effective organizational communications

Message distortion

As information flows through an organization, the meaning of messages becomes somewhat distorted for a number of reasons. Messages can be distorted unintentionally due to the barriers to interpersonal communication discussed above. If a manager disagrees with the message, the information can be distorted intentionally. In this case, the manager modifies the message to reflect his or her own biases and views.

Communication problems also arise from filtering – the distortion of messages as they move up or down or within one level of the organization (from department to department). Organizations are forced to filter information so that only those messages that are relevant to it are transmitted from one level to another. In addition, information must be summarized and generalized before being sent to other units at the same level in order to speed up the flow of information or to make the message clearer. Since managers select messages for communication, various barriers in interpersonal communication often lead to the fact that they filter out the necessary information or excessively compress the message.

As a result, important information may not reach another division of the organization or may arrive in a severely distorted form. Studies have shown that of the information content sent by the board of directors, only 63% of this content reaches vice presidents, 40% to directors of enterprises and 20% to workers. Messages that travel upward are often distorted due to the difference in status of organizational levels. Senior managers have a higher status, so there is a tendency at lower levels to provide them with only positive information.

A subordinate does not inform his superior about problems because he "does not want to give him bad news." People tend to seek approval from their superiors and often tell him only what he wants to hear. Research has shown that differences in status have a strong impact on the quality of organizational communication. Another limitation to effective upward communication is that middle managers often pay more attention to messages from higher levels than to information from subordinates. Other reasons why employees do not offer this or that information to management are fear of punishment and a sense of futility in doing so.

Communication overloads

Communication overload often becomes a barrier to organizational communications. E. Toffler in the book Future Shock states:

“Managers who are constantly forced to make complex and urgent decisions are likely to find that their ability to do so is impaired by the overload of information that is flooding their senses.” A manager overwhelmed by information is unlikely to be able to respond effectively to it. He needs to be able to filter out less important information and keep the most important; the same applies to communications. Unfortunately, the manager’s perception in this direction often differs from that of other employees in the organization.

Poor organizational structure

We have defined organizational structure as the logical relationships between levels of management and functional areas that allow an organization to achieve its goals most effectively. If it is poorly designed, the manager's ability to plan and achieve goals is impaired. In an organization with multiple levels of management, the likelihood of communication distortions is higher because information can change and be filtered at each level.

Other aspects of the structure that contribute to communication problems include the wrong approach to the composition and use of committees, working groups and staff, as well as the politics of power relations and the division of work. In addition, problems can arise due to conflicts between different groups or departments of the organization. It is also clear that effective communication is not at all facilitated by a poor information system.

Improving organizational communications

So, we have examined the barriers that prevent effective organizational communications, and now let's look at how they can be overcome.

Regulation of communication flow

Managers at all levels must be aware of their own communication needs as well as those of their superiors, colleagues and subordinates and learn to assess these needs qualitatively and quantitatively. As you will see, communication needs strongly depend on the manager's goals, the decisions he makes and how his activities and the work of his department are evaluated.

Management actions

Regulation of the communication flow is just one example of actions that managers can take to improve communication, of which there are many. For example, you can hold short meetings with one or more subordinates to discuss upcoming changes, changed priorities, assignment of tasks, etc. For the same purpose, you can periodically organize meetings of all subordinates. In many organizations, such meetings are held weekly. The subordinate, for his part, can also initiate contacts with his superior or colleague.

Mintzberg's information role settings – the manager as an observer, distributor, and representative.

Planning, implementation, and control, which we will discuss in the following sections, provide an opportunity to choose management actions to improve communications. This includes discussing new plans, strategies, goals, and objectives needed to more effectively implement the plan, monitoring schedule adherence, and additional reports, etc.

Feedback systems

Feedback helps to improve not only interpersonal but also organizational communication. The feedback system is an integral part of the information system of management and control of the organization. One type of such system is the visit of people from one part of the organization to others and subsequent discussions. For example, Ford sends employees from the head office to the factories to discuss issues related to product quality. The mayor of the city personally visits the districts, making sure of the effectiveness of the implementation of government programs, or sends his employee. One author on communication issues wrote:

"An effective manager bridges the gap between himself and his subordinates by creating a planned communication system that ensures messages flow down to lower levels and are understood."

Another type of feedback system is employee surveys. They are conducted to collect information from managers and ordinary employees on various issues, such as whether new goals are clearly communicated to them, what problems they are facing or may face, whether they receive the necessary information on time, whether they are aware of upcoming changes, etc. The following describes a communication program developed specifically based on the results of employee surveys.

Using feedback from workers

International Company Paper developed a communications improvement program for the corporate and production levels. The first stage was to survey staff to determine their attitudes toward the company and what information they would like to receive. The survey results were used to develop a number of programs, such as the “Operation Breakthrough” program. It created a channel for direct communication between plant managers and hourly workers to discuss general occupational safety issues. Meetings were organized between managers and hourly workers. Employees were informed about the main issues and actions of the company, for which they were shown video recordings of conferences with the participation of senior management.

Middle and lower level managers reviewed the recording with workers and discussed various issues. Key issues were reported to senior management, who in turn responded to them through downward feedback channels.

Proposal collection systems

These systems are designed to facilitate upward communication. They allow all employees to put forward their ideas for improving any aspect of the organization's operations. These systems are an attempt to reduce the tendency for ideas to be filtered or ignored as they move from the bottom up.

The main form of this system is suggestion boxes. Unfortunately, this approach is not effective enough because there is often no mechanism to confirm that the submitted suggestions have been considered. In addition, they do not allow to reward the employee whose suggestion has benefited the organization. Therefore, organizations are increasingly using programs that allow to reward people for good ideas and explain why some suggestions are accepted and others are not.

Another option for organizing a system for collecting suggestions and feedback is possible. For example, you can organize a telephone number where employees can anonymously call home and ask questions related to the performance of work tasks and career moves. Sometimes questions are answered by senior managers of the organization. The information is either given to the employee immediately or published in the company's newsletter. Another option for such a system is to form groups of managers and ordinary employees to discuss issues of interest to both categories. The next approach is to organize so-called quality circles, i.e. groups of ordinary employees who meet weekly to discuss new suggestions and work problems.

Newsletters, publications and videos

Large organizations often publish monthly employee newsletters that feature articles reviewing management proposals, discussing health care issues, new contracts, new products and services, and management's responses to employee questions.

Video recording technologies have provided organizations with another means of disseminating information.

In British Petroleum publishes a quarterly video newspaper Pipeline , which highlights the main events in the life of this company; it is distributed throughout all branches and even on ships of the tanker fleet of the company. IBM also uses video recordings, usually in combination with printed materials. For example, the CFO talks about the achievements of his division over the past year, and the video recording is accompanied by the annual report published in the newsletter. Printed materials allow you to present a large amount of factual data, and the video recording helps staff form their own opinion about the style and character of management.

New information technologies

Recent advances in information technology have helped improve the quality of organizational communications. The computer has already had a huge impact on the way information is distributed and collected. Today, thanks to e-mail, you can send a letter to any person in the organization, which will inevitably lead to a decrease in the traditionally huge volume of telephone conversations. In addition, it allows people in different offices, cities, and even countries to communicate.

Advances in the field of telephone communications also open up enormous opportunities, and video conferences allow people in different places, including in different countries, to discuss problems in direct contact with each other, literally looking into the eyes of the interlocutor.

1. Communications is a connecting process that determines the success of all major types of management activities.

2. Communications is the process of exchanging information between people.

3. Communication is necessary between the organization and its environment, between different organizational levels, and between organizational units. Managers communicate directly with subordinates

individually and in groups. There is also informal communication through the channel of rumors.

4. The main elements of the communication process are the sender, the message, the channel, and the receiver.

5. Stages of the communication process: generating an idea, encoding a message, choosing a channel, transmitting a message and decoding it.

6. Feedback, i.e. the recipient's reaction, which indicates how clear the message is, allows you to overcome communication barriers.

7. Obstacles are anything that distorts the meaning of a message, including language, differences in perception, and physical interference.

8. Differences in perception – a barrier to effective communication that arises from the fact that people only respond to what they perceive. If they have different value systems and attitudes, they are likely to perceive and interpret the same information differently.

9. Semantic variations, i.e. differences in the use of words and their meanings, are one of the main barriers in communications using words as symbols.

10. Nonverbal symbols that contradict verbal symbols can hinder the success of communication.

11. Ineffective feedback and lack of listening skills are barriers to effective communication.

12. A manager can improve the quality of communications by clearly formulating the idea before transmitting it, taking into account potential differences in semantics and perception, being mindful of body

language and intonation, empathizing with interlocutors, and encouraging feedback.

13. Serious obstacles to successful communications in organizations are filtering bad news, communication overload, and poor organizational structure.

14. Communications in an organization can be improved through feedback systems, regulation of communication flow, management actions that promote upward and horizontal communications, suggestion collection systems, as well as through the use of internal electronic materials and the latest information technologies.

Self-check questions:

1. What is the essence of communications in teamwork?
2. What are the main functions of communications in the team management process?
3. How does effective communication affect the effectiveness of a team's joint activities?
4. What does the communication process include? Name its main stages.
5. What are the main elements of the communication process that can be identified in an organizational environment?
6. What communication barriers are most commonly encountered in teamwork?
7. How can the impact of communication barriers in teams be minimized?

8. How does interpersonal communication differ from organizational communication?

9. What types of interpersonal communication do you know, and what role do they play in a professional environment?

10. How do empathy and active listening affect the quality of interpersonal communications?

11. What factors determine the level of trust in interpersonal communication in a team?

12. What is the importance of nonverbal communication in building mutual understanding between team members?

13. How does organizational communications ensure effective interaction between different levels of management?

14. What types of organizational communications exist (vertical, horizontal, diagonal) and what are their characteristics?

15. How does the organizational structure of a company affect the nature of communications within a team?

16. What are the main communication models used in modern organizations (linear, interactive, transactional)?

17. How are modern information and communication technologies changing the nature of team collaboration?

18. What methods of forming an effective team are based on the development of communication skills?

19. How can you assess the level of communication effectiveness in a team?

20. What is the importance of communication culture in the process of managing joint team activities?

Topic 4. Team management. Developing teamwork skills

Lecture plan

1. Forming a list of project team functions

2. Determining the impact of professional functions on the priority of roles in the project team

3. Analysis of the compliance of the candidates' professionally important qualities with the requirements of the project's functional and role structure

Key terms and concepts: team management, team functions, team roles, functional-role structure, Belbin model , professional qualities, competencies, team leader, interaction, coordination, delegation, decision-making, group cohesion, team effectiveness, team responsibility, team adaptation.

1. Forming a list of project team functions

The work on planning a project team begins with the formation of a list of project team functions (Table 4.1 provides an example of individual project team functions "Creating a business development strategy in city No.'). It is the list of project team functions that determines the requirements for the competencies of team members and roles in the project team, and also determines the level of labor intensity and psychophysical load of team members when performing their functions in the project .

For each of these functions, it is necessary to determine its priority for the success of the project (the most important function is assigned priority 1, the next or next most important is assigned priority 2, and so on). The priority of the project team functions determines the priority of the knowledge, skills, and abilities requirements when selecting team members, as well as the priority of the roles on the project team.

Table 4.1

Template for creating a list of project team functions (with an example of filling it out)

No.	Project team functions	Priority
1	*Development of criteria for assessing the development of entrepreneurship in the city of N*	
2	*Collection of information to assess the current state of entrepreneurship development in the city of* A/, *and the state of development in previous periods*	
3	*Assessment of the current and previous states of entrepreneurship development in city N*	
4	*Analysis of the dynamics of entrepreneurship development in city N*	
5	*Conducting roundtables to identify trends and opportunities for entrepreneurship development in the city of N*	
		(1 = max)

Based on the identified functions of the project team, it is necessary to determine the requirements for the knowledge, skills and abilities of team members that are necessary to perform each individual function (see Table 4.2 for an example). The category of “abilities” may contain indications of professionally important qualities that a team member must have to perform the described function.

After that, functions that are similar in terms of the requirements for the knowledge, skills and abilities of team members should be allocated into separate groups for assignment to future team members. Assigning these groups of functions to individual positions in the project team will determine the list of professional requirements for each position in the project team. Therefore, at this stage, it is necessary to reflect the target professional structure of your project team, and describe the distribution of functions between positions in the project team. One possible format for this is the responsibility matrix format.

Table 4.2

Template for forming professional requirements for team members to perform their functions in the project (with an example of filling in)

Project team functions		**Professional requirements**	
No.	**Function name**	**Category**	**Formulation**
1	*Development of criteria for assessing the development of entrepreneurship in the city of N*	knowledge	*meaning of the systems approach*
			multi-criteria evaluation methods
		skills	*n. modeling of social systems*
			n. formulation of criteria
		abilities	*structural logic*
			care
2	*Collection of information to assess the current state of entrepreneurship development in the*	knowledge	*potential sources of information*
		skills	*n. organization of information collection*
			n. document work
		abilities	*care*

	city of N. and the state of development in previous periods		
3	*Assessment of the current and previous states of entrepreneurship development in city N*	knowledge	*multi-criteria evaluation methods*
		abilities	*critical thinking*
			independence of thinking
			orientation towards logic, not ethics
			impartiality
4	*Analysis of the dynamics of entrepreneurship development* in *city N*	knowledge	*description of methods for modeling the dynamics of object development*
		skills	*n. the use of computer tools for modeling the dynamics of the development of objects*
			n. assessment of the dynamics of development of social systems
		abilities	*structural logic*
5	*Conducting roundtables to identify trends and opportunities for entrepreneurship development in the city of N*	knowledge	*methods of organizing round tables*
			discussion management techniques
			description of the current state and general trends in business development in the region
		skills	*n. organizational support of round tables*
			n. holding round tables *n. time management during discussions*
		abilities	*sociability*
			leadership
			ethics of behavior
			emotion management
			care
			Sequence

To select a management team that will be effective in the conditions of a particular project, it is necessary to determine not only professional, but also role requirements for each member of the project team. At the same time, the high-quality performance of each individual role in the project team requires not only professional knowledge and skills, but also a separate style of activity, which is based mainly on the personal qualities and behavioral models of the team member. To plan the role structure of the project team, it is advisable to use the model of R.M. Belbin , according to which a balanced project team should be provided with high-quality performance of eight team roles:

1. head ("strategist");
2. finalizer ("controller");
3. idea generator;
4. critic;
5. producer ("supplier");
6. arranger (" agreeer ");
7. support of the team ("psychologist- motivator ");
8. worker bee (performer).

Each of the above roles in R. M. Belbin's model performs a specific function that is critically important for ensuring balanced activity of the entire team. The absence or weak representation of at least one of them can lead to imbalance in the decision-making process, reduced productivity, conflicts or inefficient use of resources.

The leader ("strategist") is a person who is able to see the big picture of the project, formulate strategic goals and direct the team to achieve them. Such a team member is characterized by analytical thinking, the ability to systematize information, determine priorities and make informed decisions. The main role of the strategist is to coordinate the process of interaction between other team members, ensuring the consistency of their actions.

The finalizer ("controller") is responsible for completing tasks, checking the quality of work, meeting deadlines and standards. The controller has a high level of responsibility, attention to detail, a tendency to planning and discipline. Thanks to him, the team avoids shortcomings and poor-quality results, which is especially important in large projects .

An idea generator is a source of innovation, creative solutions, and new approaches to problem solving. Such a team member is able to see unconventional opportunities, initiate discussions, and suggest alternative scenarios. However, the effectiveness of an idea generator is significantly increased by the presence of team members who are able to systematize his suggestions and turn them into concrete actions.

The critic performs an analytical and evaluative function – he carefully analyzes the proposed solutions, identifies risks and potential shortcomings, helps to avoid hasty conclusions. His role is extremely important for ensuring the quality of management decisions, because the critic stimulates objectivity and increases the level of reasoning of the decisions being made.

A miner ("supplier") is a communicatively oriented team member who ensures the establishment of external relations , conducts negotiations, attracts resources, information or partners. His activities contribute to expanding the capabilities of the team, increasing its influence in the organizational environment and ensuring the necessary conditions for the successful implementation of the project.

A coordinator is a person who directs the team's activities to achieve specific results, coordinates the interaction between team members, resolves conflicts, and organizes the work process. He or she often acts as a mediator between the strategist and the performers, helping to coordinate actions and maintain a positive microclimate in the team.

The team support ("psychologist- motivator ") is a team member who is responsible for maintaining morale, psychological comfort, and effective interaction between participants. Such a person is able to listen, support, motivate, and help colleagues overcome stressful situations, which is especially important in conditions of high workload.

A worker bee (executor) is a practically oriented, disciplined and reliable team member who implements specific tasks. The executor is result-oriented, knows how to work systematically, maintains a stable pace of work and is the main "workforce" of the project.

A balanced combination of these eight roles ensures the effectiveness of the team as a system, combining strategic thinking, organizational skills, communication flexibility and executive discipline. Each team member, performing a specific role, contributes to achieving the overall goal, and the diversity of roles creates a synergistic effect that exceeds the sum of individual results.

Managing the role structure of a project team requires a manager to have a deep understanding of the psychological characteristics of subordinates, the ability to distribute functions according to their strengths, as well as flexibility in responding to team dynamics. It is important that each participant understands their own role, its importance for the common result, and is aware of the responsibility for completing the assigned tasks.

In today's highly dynamic project environment, the Belbin model can be adapted to hybrid and virtual teams working remotely. This requires additional management solutions to ensure communication, quality control, team spirit, and effective workload distribution. Using the Belbin methodology in combination with modern digital team management tools allows you to achieve high results even in distributed work.

2. Determining the influence of professional functions on the priority of roles in the project team

Many years of observation and experimentation on team building problems have proven that to ensure the success of a project, all of the above roles in the team must be performed qualitatively (such a team is balanced). At the same time, one team member can perform several roles, just as several team members can perform the same role. From the above list of roles, only the first seven roles are managerial in nature and they put forward the most significant requirements for the style of activity of team members, therefore, when forming a balanced project team, a set of candidates should be selected whose styles of activity in total will provide these managerial roles.

But for different projects, some roles in the project team may be more important or less important, which is largely determined by the functions of the project team. Therefore, it is necessary to distribute the percentages of priority of the team roles for each individual function of the project team (table 4.3). Then the average value of the priorities of an individual role will be determined as the arithmetic mean (by column) in the case when all functions of the project team are equally important, or as the weighted average for the role (by column) in the case when some of the specified functions of the project team are more important than others. These averaged priority values should be used to determine the most important roles in the project team.

Table 4.3

Template for determining the influence of professional functions on the prioritization of roles in the project team

Project team functions		**Role priority**						
No.	**Function name (example)**	**head**	**final**	**idea generator**	**critic**	**miner**	**team support**	
1	*Development of criteria for assessing the development of entrepreneurship in the city of N*							100%

Project team functions		Role priority						
No.	Function name (example)	head	final	idea generator	critic	miner	team support	
1	*Collecting information to assess the current state of entrepreneurship development in city of N. and the state of development in previous periods*							100%
2	*Assessment of the current and previous state of entrepreneurship development in the city N*							100%
3	*Analysis of the dynamics of entrepreneurship*							100%

Project team functions		Role priority						
No.	Function name (example)	head	final	idea generator	critic	miner	team support	
	development in city N							
4	*Conducting roundtables to identify trends and opportunities development of entrepreneurship in the city of N*							100%

Taking into account the specifics of the functions performed and the requirements for the style of professional activity for each role in the team of the team building project, the requirements for skills, abilities, and professionally important qualities for these styles of activity are determined.

First of all, it is necessary to determine the requirements for professionally important qualities of team members for each role in the project team (Table 4.4). The list of stable psychological qualities from which professionally important qualities can be selected for each individual role was developed on the basis of the systemic personality model of V.A. Bogdanov. According to the elements of the systemic personality model, six groups of qualities (characteristics) have been identified, which constitute the basic level of personality and can be used when selecting project team members as characteristics that remain unchanged over a long period of time and determine behavioral patterns , and in particular styles of professional activity:

– strong-willed characteristics;
– characteristics of thinking;
– characteristics of imagination;
– temperament characteristics;
– characteristics of life experience;
– personal core values.

From these groups, it is necessary to select precisely those characteristics that are professionally important for performing each role in the project team (taking into account the conditions of the project implementation).

Table 4.4

Template for forming requirements for professionally important qualities for performing roles in the project team

Role in the project team	Requirements for professionally important qualities
head	
final	
idea generator	
critic	
miner	
designer	
team support	

3. Analysis of the compliance of the candidates' professionally important qualities with the requirements of the project's functional and role structure

When a complete list of requirements for knowledge, skills, abilities, and professionally important qualities of future team members has been formed, it is proposed to provide recommendations on the selection and application of methods and tools for testing candidates' individual blocks of knowledge, skills, abilities, and professionally important qualities.

Based on the established requirements for the professional and role structure of the team, when selecting a team, an analysis is carried out of the compliance of the knowledge, skills, abilities and professionally important qualities of each candidate with the requirements for performing functions in individual positions in the project team and the requirements for role styles of activity in the team. When managing a project team, it is recommended to select not just the best candidates individually for the team, but from all possible combinations of candidates, to select the team composition with the most balanced professional and role structure for a particular project. This ensures the highest quality performance of not individual, but all professional functions and role tasks of the project team.

Table 4.5

Template for analyzing the compliance of candidates' professionally important qualities with the requirements of the project's role structure

Role in the project team	**Requirements for professionally important qualities**		***Shevchenko I.I.***		***Koval P.P.***		***Boyko S.S.***	
a) head								
b) final								
c) idea generator								
d) critic								
d) miner								
f) designer								
e) support of the team								

Based on the analysis of the compliance of the actual qualities of the candidates with the planned requirements for professionally important qualities, integral assessments of the ability of potential team members to perform each of the roles in the project team should be determined. These assessments should be included in the reflection of the role structure of the project team (table 4.6). Then the final assessment of the manifestation of a certain role in the project team will be determined as the maximum among the assessments of the ability of all team members to perform this role. Such a choice of the final assessment of the team for each management role is based on the decision on the distribution of role functions in the project team based on the maximum ability of team members to perform these functions. Therefore, the proposed approach to assessing the role structure of the project team becomes not only a means of assessing the completeness of the manifestation of role styles of activity that the team needs to manage the project , but also a source of information for making decisions on the distribution of role functions and the organization of the team's work process on the project .

Table 4.6

Template for assessing the balance of the project team's role structure (with an example of filling it out)

Team roles	**Team members**			**The bottom line in team**	**Interpretation of the team's final score**
	Shevchenko I.I.	**Koval P.P.**	**Boyko S.S.**		
a) head	*85 %*	*15 %*	*45 %*	*85 %*	***good performance of the role functions of the head is probable***
b) final	*40 %*	*5 %*	***60%***	*60 %*	***partial performance of the functions of the finalizer is possible***
c) idea generator	*20 %*	*90 %*	*10 %*	*90 %*	***good performance of the role functions of the idea generator is probable***
d) critic	*60 %*	*95 %^^*	*65 %*	*95 %*	***good performance of role functions criticism is probable***

Team roles	Team members			The bottom line in team	Interpretation of the team's final score
	Shevchenko I.I.	**Koval P.P.**	**Boyko S.S.**		
e) miner	*20 %*	*40 %*	*55 %*	*55 %*	***possible partial performance of the role functions of the miner***
f) designer	*5 %*	*25 %*	*10 %*	*25 %*	***alleged poor performance of role functions is being formalized***
h) support of the team	*50 %*	*10 %*	*80 %*	*80 %*	***the team is capable of performing the role functions of a critic***

Provided that the team roles are equivalent, the assessment of the balance of the role structure of the project team could be determined as the arithmetic mean of the final assessments of the team's ability to perform each of the management roles (in the example given (85%+60%+90%+95%+55%+25%+80%)/7=70%). However, taking into account the influence of project uniqueness factors on the prioritization of roles in the team, when calculating the assessment of the balance of the role structure of the project team, weighting factors corresponding to the importance of each of the team roles for the success of the project should be introduced into the formula. Let us assume that according to Table 6, out of one hundred percent of the influence of role functions on the success of the project, the influence (priorities) of team roles was distributed as follows:

team leader – 25%;

final – 10%;

idea generator – 25%;

critic – 20%;

miner – 5%;

designer – 10%;

team support – 5%.

Then the assessment of the balance of the role structure of the project team will be determined as follows:

85%*0.25+60%*0.10+90%*0.25+95%*0.20+55%*0.05+25%*0 Д0+80%*0.05=78%.

The result obtained indicates the following. The role structure that has developed in the described team is generally suitable for managing the selected project (the assessment of the balance of the role structure is 78%), but there are some problems that may be insoluble for the success of this project. In particular, the low level of provision of the management role “designer” with professionally important qualities of team members (25%) indicates a weak ability of team members to conduct group discussions, coordinate actions and decisions of team members, and document management decisions. The average level of provision of professionally important qualities of team members of the management roles “ finisher ” (60%) and “producer” (55%) indicates the possibility of insufficiently complete performance of the following functions: supporting persistence in achieving the goal and monitoring compliance with time, cost, and quality constraints (functions of the finisher), as well as obtaining new resources, technologies, and contacts for project implementation; conducting negotiations (functions of the producer). Therefore, when choosing project team management methods and tools, these risks should be neutralized by introducing additional procedures into the project team's work and introducing additional rules into the project's organizational culture.

Self-check questions:

1. What is the essence of team management in a modern organization?
2. What are the main tasks facing a manager in the process of managing a project team?
3. What does the concept of "project team functions" include?
4. How to determine the optimal list of team functions to achieve project goals?
5. How do professional functions affect the distribution of roles in a team?
6. What are the main types of team roles identified in Belbin's theory , and how do they manifest themselves in practice?
7. Why is it important to consider the professional characteristics of team members when defining their functions?
8. How do the competence and experience of team members affect its overall performance?

9. What is the importance of balance between formal and informal roles in a team?

10. How does the division of responsibilities help improve teamwork?

11. How to assess the compliance of a candidate's professionally important qualities with the requirements of a specific role in the project ?

12. What methods are used to diagnose the professional and personal qualities of team members?

13. How does the formation of a team's functional and role structure affect the success of a project?

14. What is the difference between team interaction and simply coordinating the actions of employees?

15. What communication skills are key to effective team interaction?

16. How does developing collaboration skills help increase team cohesion?

17. What barriers most often arise in the process of interaction between team members and how to overcome them?

18. How can a manager stimulate team spirit and mutual support in the team?

19. What is the importance of emotional intelligence in shaping effective team interaction?

20. How can individual employee goals be aligned with team and organizational goals?

Topic 5. Responsibility and motivation in a team environment

Lecture plan

1. Motivation theories and their application in a team context
2. Stimulating team performance
3. Types of motivation
4. Recognition and motivation system in a team environment

Key terms and concepts: motivation, responsibility, needs, incentives, Maslow's theory, Herzberg's theory , McClelland's theory , Vroom's theory , material motivation, non-material motivation, incentive system, recognition, team values, involvement, job satisfaction, team performance, motivational system.

1. Motivation theories and their application in a team context

In today’s workplace, understanding what truly motivates employees is critical to effective team management. Traditional approaches based solely on financial incentives are gradually losing their relevance. Today, the focus is on factors such as internal engagement, recognition, development opportunities, a sense of belonging and a shared purpose.

Motivation is an internal mental state that prompts a person to action, determines the direction, intensity, and duration of their behavior. It is the driving force that transforms potential into results, desire into achievement, and a team into a true team.

Motivation is necessary for every person, regardless of age, profession or position. It increases self-esteem, self-confidence, helps to focus on goals and overcome difficulties. In a team environment, motivation acquires a collective dimension, becoming not just an internal stimulus for individual employees, but a system of mutual support, trust and enthusiasm that unites people around common results.

Team motivation is one of the key factors in the success and competitiveness of an organization. Motivated teams demonstrate higher efficiency, better ability to innovate, and deeper involvement in the process of achieving goals.

When team members have an intrinsic desire to work, they take responsibility, show initiative, generate ideas, and strive for a common result. Gallup research shows that high levels of employee engagement can increase a company’s profitability by more than 80% and productivity by 20–25%.

In addition, motivation reduces stress and employee turnover. Motivated employees are less likely to leave an organization because they feel satisfied with their work, realize its meaning, and see the prospect of professional growth.

A motivated team also has a more favorable psychological climate. It creates an atmosphere of support, openness, and mutual trust. This is especially important for modern organizations, where project-based work prevails and success depends on people's ability to quickly adapt, learn, and interact.

Classical theories of motivation and their application in team management

A. Maslow's hierarchy of needs

Abraham Maslow proposed one of the most famous models of motivation – the pyramid of needs, where all human needs are divided into five levels:

- physiological (food, sleep, safety of life);
- security needs (stability, security);
- social (communication, belonging to a group);
- esteem needs (recognition, status, success);
- self-realization needs (development of potential, creativity).

In a team context, a leader must provide the basic levels—physical working conditions, stability, and safety—as well as create an environment where everyone feels included, recognized, and has the opportunity to grow.

For example, an employee who does not feel part of a team will not achieve high results even with high pay . At the same time, a team member who sees meaning in their work and receives support from colleagues demonstrates greater productivity and loyalty.

K. Alderfer's ERG theory

Clayton Alderfer developed Maslow's ideas, reducing the number of levels to three:

E (Existence) — existence needs (material and physical);

R (Relatedness) — needs for relationships (communication, belonging);

G (Growth) — growth needs (self-development, achievement).

This model emphasizes that people can simultaneously strive to satisfy different needs, and the lack of development opportunities can re-actualize basic needs.

In a team environment, this means that it is impossible to retain an employee with monetary incentives alone if he does not have the opportunity for professional growth or does not feel respected in the team.

F. Herzberg's two-factor theory

Frederick Herzberg divided the factors that influence motivation into two groups:

– hygiene factors (working conditions, salary, company policy, interpersonal relationships);

– motivational factors (achievements, recognition, meaningfulness of work, opportunity for development).

Hygiene factors prevent dissatisfaction, but do not create true motivation. Only motivational factors are able to awaken the inner desire for the result.

In a team, the manager must ensure proper working conditions and at the same time create situations of success where each employee can feel their own significance and contribution to the common cause.

D. McClelland's theory of needs

David McClelland identified three basic needs that determine human behavior in an organization:

– need for achievement (desire to achieve goals, to be better);

– the need for power (to influence others, to lead);

– the need for belonging (to be part of a group, to have friendly relationships).

To effectively manage a team, a manager should understand what needs dominate each employee and build a motivation system on this basis.

For example, employees with a strong need for achievement should be assigned to challenging, ambitious tasks; those with a strong need for affiliation should be assigned to teamwork and mentoring; and people with a high need for power should be assigned to managerial or coordination roles.

Expectancy Theory by V. Vroom

Victor Vroom explained motivation through the relationship between effort, outcome, and reward. Motivation depends on the extent to which a person:

– believes that her efforts will yield results (expectations);

– confident that the result will be rewarded (instrumentality);

– appreciates the reward received (valence).

Therefore, in a team environment, the leader must ensure transparency of the evaluation system, fairness of rewards, and a link between performance and recognition. If at least one of these elements is missing, motivation drops sharply.

Modern approaches to team motivation

Modern theories focus on the intangible aspects of motivation – autonomy, development, involvement, shared values.

1. D. Desi and R. Ryan's self-determination theory emphasizes that intrinsic motivation increases when three basic needs are satisfied: autonomy, competence, and social connectedness.

2. E. Edmonson's concept of psychological safety proves that employees show initiative and creativity only when they feel they can express their opinions without fear of judgment.

3. M. Csikszentmihalyi's flow state theory explains that the highest level of motivation occurs when a person is completely immersed in an activity that matches their abilities and brings satisfaction.

In a team context, this means that motivation is not just a set of incentives, but a systemic process that combines trust, a common goal, the opportunity for self-expression, and support from management.

Practical team motivation tools

Individualization of incentives – each team member has different motives, so it is worth applying flexible approaches.

Recognition of results – public or personal recognition of achievements strengthens loyalty.

Career growth and learning – providing opportunities to develop builds intrinsic motivation.

Joint formulation of goals – when the team participates in setting goals, responsibility for their implementation increases.

Regular feedback helps maintain a focus on development, not punishment.

Motivation in a team context is a systemic set of psychological, organizational, and social factors that determine people's willingness to work for a common result.

A modern manager must understand the diversity of motivational needs and create conditions for their satisfaction through fairness, development, recognition, and trust.

Only then does a team become not just a work group, but a self-organized community, united by a common goal, values, and desire for success.

2. Stimulating team performance

The problem of motivating employees to achieve high results is one of the central ones in modern management. Effective motivation not only increases labor productivity, but also creates a positive psychological climate, promotes team unity and long-term loyalty of personnel. However, modern management practice shows that the mechanical use of traditional motivation methods — primarily the “carrot and stick” system — no longer corresponds to the dynamics and value orientations of modern teams.

Transformation of approaches to employee motivation

Historically, the “carrot and stick” system originated in the industrial era, when the main task of the employee was to perform clearly defined operations. In such conditions, management was based on discipline, control and external incentives. An employee who worked quickly and efficiently received a reward, and one who made mistakes or violations was punished.

However, in the 21st century, the nature of work has changed radically. In the knowledge economy, where the success of an organization depends on the intellectual, creative and communicative abilities of its personnel, intangible factors of motivation dominate – a sense of involvement, the possibility of self-realization, autonomy, recognition, etc. That is why modern organizations are moving from the "control-subordination" model to the "trust-cooperation" model .

Limitations of the traditional approach

The "carrot and stick" method, despite its external logic, often has a number of negative consequences. First, it reduces initiative, as people tend to avoid risks and act only within the limits of instructions. Second, it increases the level of stress, which negatively affects cognitive processes, creativity and team dynamics. Third, a constant focus on external rewards reduces intrinsic motivation, making employees dependent on external stimuli.

Yes, an employee may temporarily increase efficiency for the sake of a bonus, but after receiving it, motivation drops sharply. Studies by American psychologist Edward Deci have shown that an excessive number of external stimuli reduces interest in the activity itself. A person starts working not because he is interested or feels professional growth, but only for the sake of material gain.

Intrinsic motivation as a strategic resource

Intrinsic motivation is based on deep personal needs – the desire for self-development, self-esteem, belonging to a team. According to the theory of self-determination (E. Desi, R. Ryan), there are three basic psychological needs, the satisfaction of which provides high intrinsic motivation:

1. Autonomy is the feeling that a person controls their own actions and makes decisions.
2. Competence is belief in one's own abilities and ability to achieve results.
3. Social engagement is a feeling of support, respect, and significance in a team.

It is important for a manager to create conditions that facilitate the satisfaction of these needs. In particular, it is worth delegating authority, supporting initiative, providing opportunities for learning and career growth, and openly recognizing employees' achievements.

Team incentive systems

Unlike the individual approach, in teamwork the main goal of stimulation is to support collective responsibility for the result. A team is not just a collection of employees, but a social system where the effectiveness of each depends on the interaction with others.

Modern team incentive systems involve a combination of material and non-material factors:

1. Team bonuses are rewards for achieving group performance (for example, completing a project on time or exceeding the plan).

2. Gamification of work — the use of game mechanisms, such as ratings, achievements, symbolic awards, and internal competitions between teams.

3. Corporate recognition is a public celebration of the team's successes at a general meeting, in the company's internal media or social networks.

4. Development incentives – the opportunity to attend training courses, trainings, and conferences.

5. Flexible bonuses are personalized rewards that take into account the individual interests of team members (for example, additional vacation, flexible schedules, season tickets).

The key to the success of such systems is fairness and transparency. The team must clearly understand the criteria by which the reward is calculated. If the evaluation rules are unclear or unfair, motivation is not only reduced, but also creates conflicts and distrust.

Intangible incentives as a driver of team development

Non-material incentives play an increasingly important role in modern organizations. Such incentives include:

– recognition of merit,
– opportunity for professional growth,
– participation in decision-making,
– psychological safety,
– management trust,
– the possibility of creative self-realization.

According to Gallup research (2023), in companies where employees feel recognized for their achievements at least once a week, the level of staff engagement increases by 30–40% and staff turnover is halved.

Successful organizations (Google, 3M, Zappos, Toyota) actively practice employee participation systems in the development of the company. For example, “Google Innovation Time” allows employees to devote up to 20% of their working time to their own ideas. This not only increases motivation, but also creates an atmosphere of creative freedom where everyone can realize their potential.

The role of the leader in stimulating team results

The leader in a modern team plays the role of a facilitator – a person who not only manages, but also directs the energy of the team, creating conditions for joint success. His main task is to maintain a balance between external and internal incentives, promote the self-development of team members, and ensure open communication.

It is important for a leader to have emotional intelligence: to understand people's needs, to be able to listen, to recognize efforts, to provide positive feedback in a timely manner. Such an approach not only contributes to high productivity, but also builds trust – a key element of long-term team interaction.

Principles of effective team performance motivation

1. Unity of goals – all team members must understand the common goal and see their contribution to its achievement.

2. Transparency of the reward system – evaluation criteria should be clear, open and fair.

3. Balanced incentives — a combination of material, moral, and professional motivators.

4. Supporting intrinsic motivation — creating conditions for development, learning, and independence.

5. Team recognition is an emphasis not only on personal but also on collective achievements.

6. Feedback and development — motivation through continuous improvement, discussion of mistakes without judgment.

Therefore, motivating team performance today requires a profound rethink. Modern organizations must move from coercive forms of control to a partnership model of interaction, where trust, development, and involvement are the main motivators.

An effective incentive system is not only a tool for achieving short-term goals, but also a strategic mechanism for forming a strong corporate culture in which each team member feels their significance, understands the common goal, and sees prospects for personal and professional growth.

3. Types of motivation

Basic motivation

Basic motivation is based on satisfying a person's basic needs (according to Maslow's pyramid, basic needs are physiological needs, namely the need for food, shelter, and clothing).

To provide himself with these necessities, a person needs to receive money. That is, when getting a job, each employee always has a primary basic motivation for work – receiving a salary. And if the management promises sufficient and timely payments, and keeps these promises, then for a certain time such motivation will work. But over time it fades, because if an employee is kept in the workplace solely by salary, then in case of need he can find another job, where in addition to salary, he will be motivated by other factors.

Extrinsic motivation

Extrinsic motivation is a way to retain valuable employees through various external incentives (bonuses, awards, promotions, etc.). This powerful management tool is quite effective in the short term. Using it, you can quickly increase productivity and team cohesion.

Negative motivation

Negative motivation of personnel involves creating an incentive to work due to the fear of losing something valuable. It involves fines, reprimands, deprivation of bonuses, etc. This approach is usually used to prevent undesirable behavior. The use of negative motivation is justified in situations where other methods no longer work. For example, when a company needs strict discipline to maintain profits, improve service quality, comply with safety regulations, or manage problem employees.

However, this should by no means be the primary method of motivation, and managers should be aware that its use can have negative long-term consequences for the company.

Positive motivation

Positive motivation is a method of stimulating employees to work using a reward system and recognizing their merits. This approach assumes that employees receive certain rewards (bonuses, premiums and additional payments, as well as verbal encouragement and praise from management) for active participation in the company's activities, high-quality performance of their duties, bringing innovative solutions, as well as for helping colleagues.

When employees see that their efforts are not left unnoticed and appreciated, it motivates them to do even better work. Moreover, employees who feel valued are usually interested in working for the organization in the long term. Thus, positive motivation contributes to the stability, growth and development of the company.

Intrinsic motivation

It is based on personal aspirations that arise from the depths of a person’s soul, regardless of external rewards, deadlines or pressures. For example, athletes who are driven by intrinsic motivation enjoy the process of playing sports, which becomes an integral part of their lives. Extrinsic motivation may strengthen their aspirations for a certain period, but over time it fades away, and sometimes even has the opposite effect. But intrinsic aspiration is superpowerful, it always serves as a constant source of inspiration.

4. Recognition and motivation system in a team environment

As we’ve already learned, motivated employees not only increase productivity but also contribute to a positive work environment. So let’s look at some steps managers can take to increase the motivation of their teams.

Set clear goals and share them with your team

Specific and articulated goals give employees a clear understanding of what they should strive for and what results they should achieve. To formulate business and team goals wisely, use the SMART goal structure.

SMART – means goals that are:

– specific;
– measurable;
– achievable;
– appropriate;
– limited in time.

For example, for sales specialists, the goal may be to increase sales by 10% per month.

Give team members autonomy in doing their work

Autonomy in performing tasks has a positive impact on employee satisfaction levels because it makes them feel more responsible and involved in the process. And when employees take responsibility for their tasks, they naturally strive to perform better, solve problems, and find creative solutions. In addition, granting autonomy to team members demonstrates that you trust them, which, in turn, improves their motivation and leads to increased engagement. To achieve this autonomy in a team, you should not micromanage, but delegate authority, allowing employees to independently agree on decisions within their competences.

Communicate with your employees

Communicate regularly with your employees to better understand their needs and expectations. This communication will help employees feel like they are an important part of the team. When team members feel free to voice their ideas, ask questions, and express concerns, they know they are heard and valued at work. And timely, constructive feedback is essential for their professional growth and increased productivity.

Therefore, managers should organize weekly meetings with the entire team (with a specific goal and agenda), as well as individual meetings with employees (if necessary). In addition, messengers can be used quite effectively today to maintain regular communication (for example, by creating a group or company chat on Telegram).

Use flexible work schedules

A large percentage of today's job seekers are looking for jobs with flexible schedules (this could be telecommuting or hybrid work arrangements, etc.). Flexibility in work schedules allows employees to better balance their personal and work lives, which improves their overall well-being and job satisfaction.

Encourage teamwork

Teamwork always promotes the exchange of knowledge and ideas, and strengthens corporate culture. Involvement in team projects and initiatives helps develop a sense of camaraderie and cooperation within the company.

Healthy office environment

A comfortable working environment is not just about beauty and aesthetics, it is an important component of employee motivation. You must agree that working in a bright, spacious office is much more pleasant than in a basement room measuring 3*3 m. If possible, provide employees with natural light from windows at their workplaces – it awakens energy and sets the mood for work.

Take care of fresh air (the presence of ventilation and live plants in the room), optimal temperature (air conditioning and heating), comfortable furniture that allows you to concentrate on work without back pain. Make sure that all employees have clean drinking water. Also, if possible, provide employees with coffee. A short coffee break in the middle of the working day helps to recharge your energy and generate ideas better.

Leave positive feedback and reward your team

Recognition and rewards for successes and achievements always and for everyone cause self-satisfaction, increase motivation and loyalty. In a company, this can be implemented through a system of bonuses and awards, as well as using public recognition of employees' successes.

Provide opportunities for development

If an employee has the opportunity to learn and develop professionally at work, this indicates that the company is interested in him as a specialist and in his career growth. To do this, you can organize trainings, seminars, conferences within the company, etc.

Invest in the professional development of your team

Investing in your employees’ professional development not only improves their skills and knowledge, but also shows that you care about their future. For example, you can pay for courses or workshops for your team members so that they can improve their qualifications.

Give employees the space they need to grow

Creating an environment where employees can experiment, learn new approaches, and implement their creative ideas is very important for their personal and professional growth. This can be manifested in allocating time for research projects, innovation initiatives, etc.

Therefore, motivation is an extremely important aspect in the modern work environment. True employee motivation goes beyond financial incentives – it is based on a deep understanding of their personal values and needs, creating a sense of the importance of their role in the company and supporting their professional development. The use of such approaches allows not only to increase productivity and innovation, but also ensures the creation of a positive working atmosphere in the company. Therefore, modern management should focus on developing employees' intrinsic motivation. This involves recognizing the individuality of each employee, ensuring autonomy in decision-making and creating conditions for self-realization and personal growth.

Self-check questions:

1. What is the essence of motivation in the context of teamwork?

2. How does motivation affect the overall performance of a team?

3. What are the main principles underlying the classical theories of motivation — Maslow, Herzberg , McClelland ?

4. What is the difference between content and process theories of motivation?

5. How can motivation theories be adapted to the team environment of modern organizations?

6. What tools can a manager use to stimulate team performance?

7. What is the difference between extrinsic and intrinsic employee motivation?

8. How is intrinsic motivation related to a team member's personal values and professional self-expression?

9. How does the system of rewards and incentives affect the level of employee involvement in team activities?

10. What risks arise if the motivation system is built incorrectly?

11. What is the role of a manager in creating a culture of responsibility in a team?

12. How is the individual responsibility of team members combined with collective responsibility for a common result?

13. How can you ensure a balance between employee autonomy and their accountability within the team?

14. Vroom's expectancy theory explain employee behavior in a team environment?

15. What role does emotional and social support play in increasing team member motivation?

16. How do recognition of achievements and praise affect the development of team cohesion?

17. What modern approaches to building intangible motivation are used in organizations?

18. How can you evaluate the effectiveness of a motivational system in a team?

19. What are the differences between the motivation of a leader and the motivation of ordinary team members?

20. What is the relationship between the level of motivation, sense of responsibility and the effectiveness of team activities?

Topic 6. Approaches and tools for creating a favorable socio-psychological climate in the team

Lecture plan

1. Factors for the formation of a favorable socio-psychological climate in the team
2. Tools for diagnosing socio-psychological climate
3. The role of the leader in shaping the climate

Key terms and concepts: socio-psychological climate, team microclimate, trust, mutual respect, psychological safety, emotional comfort, leadership style, moral and psychological atmosphere, climate diagnostics, questionnaire, observation, sociometry, group compatibility, cohesion, the role of the leader, corporate culture.

1. Factors for the formation of a favorable socio-psychological climate in the team

The formation of a comfortable psychological environment depends on various aspects, which can be divided into several main groups. Optimal conditions contribute to increased employee productivity, job satisfaction, and reduced stress levels.

1. Organizational factors

1.1 Clear division of duties and responsibilities Each employee should clearly understand their tasks, functions and boundaries of competence. This avoids confusion, reduces the level of conflict and increases work efficiency.

Example:

The company has implemented a system of job descriptions, where each employee has access to their functional responsibilities and knows what tasks they are responsible for.

Using project management software (Trello, Asana) to help distribute tasks and monitor their implementation.

1.2 Open communication Accessibility of information, regular discussions, and the ability to express one's opinion without fear of negative consequences contribute to trust and increased team effectiveness.

Example:

Holding weekly meetings where employees can freely express their ideas, suggestions, and concerns.

Anonymous surveys to collect feedback on management's performance.

1.3 Fairness in rewards and sanctions An even distribution of tasks and incentives motivates to perform quality work.

Example:

Introducing a clear bonus system based on transparent performance evaluation criteria.

A uniform approach to all employees in terms of incentives and sanctions to avoid favoritism.

1.4 Management flexibility Management's adaptation to changes, individual approach to employees, balance between control and independence.

Example:

The company allows flexible work schedules or the ability to work remotely if necessary.

Introducing a coaching approach to management, where the manager not only controls, but also supports the development of subordinates.

2. Social factors

2.1 Shared values and norms of behavior Creating a corporate culture that unites the team and creates a sense of unity.

Example:

The company has a Code of Corporate Ethics, which defines the norms of behavior and communication between employees.

Organizing joint events, such as team building, corporate events, and volunteer initiatives.

2.2 Opportunities for professional development Providing employees with courses, training and career growth opportunities.

Example:

The company finances training courses for employees or provides scholarships for obtaining certificates.

Internal training programs that contribute to improving the skills of employees.

2.3 Recognition of achievements A motivation system that includes praise, awards, and social bonuses.

Example:

Introduction of the "Employee of the Month" award system.

Regularly recognize team achievements through corporate communication channels (e.g., internal newsletters or meetings).

3. Psychological factors

3.1 Trust and mutual respect Creating a positive atmosphere through mutual support and constructive cooperation.

Example:

Management demonstrates openness to feedback and regularly holds one-on-one meetings with employees.

An open door policy where employees can approach management without bureaucratic hurdles.

3.2 Motivation Understanding the significance of one's work, the availability of opportunities for self-realization.

Example:

Conducting motivational meetings with industry leaders or internal workshops.

Introducing mentoring programs where experienced employees help newcomers adapt.

3.3 Low level of conflict Effective resolution of conflicts without escalating tensions.

Example :

Using mediation as a method of conflict resolution.

Introducing an anonymous complaints service to avoid public confrontation.

A comfortable psychological environment is the result of a comprehensive approach that includes organizational, social, and psychological factors. Open communication, clear division of responsibilities, opportunities for professional development, and trust between employees contribute to increased work efficiency and staff satisfaction.

2. Tools for diagnosing socio-psychological climate

The psychological climate in a team directly affects work productivity, employee motivation, and the effectiveness of team interaction. Various research methods are used to assess it, which help identify the strengths and weaknesses of group interaction.

1. Questionnaire

Questionnaires are one of the most common methods of assessing psychological climate. They involve anonymous or open surveys of employees regarding their level of job satisfaction, relationships within the team, level of trust, and comfort in communication.

Examples of questions in the questionnaire:

How comfortable are you working in this team on a scale of 1 to 10?

Do you feel supported by your colleagues and management? (Yes/No, describe why)

What factors influence your motivation the most?

Do you have conflicts with colleagues? If so, how often?

Questionnaires allow you to collect statistical data that can be the basis for further analysis of the situation in the team.

2. Observation

Observation provides an objective picture of the interaction between team members. It involves analyzing the behavior of employees in the work process, their reaction to stressful situations, and the level of communication between team members.

Examples of observations:

How do employees react to criticism or praise?

How does communication occur between team members when discussing tasks?

Are there signs of tension or detachment in communication?

How do employees behave in stressful situations (for example, when working on an urgent task)?

The observation method is particularly effective when combined with other analysis methods.

3. Individual and group interviews

Interviews are an effective tool for obtaining detailed information about the psychological climate in a team. They can be both formal (structured) and informal.

Examples of questions for an individual interview:

What do you like most about your job?

Are there any factors that demotivate you?

How would you describe the leadership style in your team?

Examples of topics for a group interview:

How do you assess the level of mutual support in the team?

What aspects of working together need improvement?

This method allows you to identify problems that do not always appear during a questionnaire or observation.

4. Sociometric analysis

Sociometric analysis allows you to identify relationships between team members, identify informal leaders, outsiders, and the level of group cohesion. The method consists in each employee anonymously answering questions about their likes and dislikes within the team.

Example question:

Which colleague would you like to work with on the same team?

Who is the most difficult for you to find a common language with?

Based on the responses received, a sociogram is created – a graphic representation of relationships in the team, which helps determine who occupies key positions in informal groups.

5. Psychodiagnostic techniques

Psychodiagnostic methods allow you to assess the level of stress, anxiety, and team cohesion. They include various psychological tests, such as:

Stress tolerance test – determines how well an employee is able to cope with stressors.

Team cohesion level test (according to the Sishore method) – helps to assess the general atmosphere in the group.

The "Luscher Color Test" method allows you to identify the emotional state of an employee and the level of his internal tension.

The combination of different methods of assessing the psychological climate allows you to get an objective picture of the relationships in the team. The use of questionnaires, observations, interviews, sociometry and psychodiagnostic tests allows management to make informed decisions to improve the working atmosphere, increase the level of employee comfort and strengthen their motivation.

3. The role of the manager in shaping the socio-psychological climate

The psychological climate in a team is not just the emotional background or mood of employees, but a set of socio-psychological conditions that determine the effectiveness of interaction between members of an organization . Its formation is a complex and multidimensional process in which the leader plays a key role. It is he who sets the tone of communication, determines the norms of behavior, supports the values of the team and acts as a mediator between the strategic goals of the organization and the needs of people.

A favorable psychological climate contributes to productivity growth, job satisfaction, employee turnover reduction , trust and partnership development among employees. At the same time, an unfavorable climate generates tension, conflicts, indifference to results and professional burnout.

1. The main functions of the manager in forming the psychological climate

Leadership and management style

Leadership is a central factor in shaping climate. From that, The level of cohesion, initiative, and communication openness of the team depends on which management style the leader chooses .

Authoritarian style characterized by centralized decision-making, tight control, and minimal participation by subordinates. In the short term, it may provide discipline and speed of execution, but creates a tense atmosphere of fear , stifles creativity, and reduces trust in the leader.

Democratic style involves equal participation of employees in decision-making, open exchange of ideas and shared responsibility. This approach increases engagement, builds a sense of belonging to the team , and strengthens trust between the manager and the team.

Liberal (passive) The style is characterized by minimal interference of the leader in the work of subordinates. In some creative teams, this can stimulate independence and the development of initiative, but in the absence of self-discipline in the team, it leads to chaos, blurred responsibility and falling performance .

Modern management science recognizes the advantage of situational management style , where the leader adapts his approach to the maturity level of the team, the situation and the tasks at hand. Such a leader demonstrates emotional flexibility , knows how to combine control with trust, directiveness with support, which contributes to the creation of a harmonious psychological climate.

Ensuring open communication

Communication is the foundation of psychological comfort. The level of trust and mutual respect depends on how open and sincere the communication is between the manager and employees.

A leader who creates a positive climate, implements an open door policy , supports regular exchange of information, and encourages initiative. Effective means of open communication are:

– regular team meetings , where not only production issues are discussed, but also the moral and psychological state of the team;

– anonymous surveys and "trust boxes" that allow problems to be identified without fear of punishment;

– feedback in a two-way format — not only evaluating employees, but also accepting comments from them regarding the organization of work.

Gallup research shows that teams with high levels of internal communication Productivity increases by 25–30% , and the likelihood of conflicts is halved.

Motivation and recognition of achievements

The motivational policy of the manager has a huge impact on the emotional climate. A person whose work is recognized and appreciated works with greater enthusiasm.

The motivation system should include both material , and intangible incentives:

– material — bonuses, salary increases, social bonuses;

– intangible — public recognition, words of gratitude, recommendations for promotion, training opportunities;

– personal encouragement — individual conversations, where the manager thanks the employee for his contribution and celebrates his successes in front of the team.

Successful leaders understand: Recognition is a more powerful motivator than punishment . Positive reinforcement creates a sense of significance, reduces stress, and stimulates employees to new achievements.

2. Building trusting relationships within the team

Trust is the foundation of a favorable psychological climate. It does not arise instantly, but is formed gradually – through the consistency, honesty, and predictability of the leader's behavior.

Formation of corporate culture

Corporate culture acts as a moral and value "framework" of the organization. It determines acceptable norms of behavior, ways of interaction, and attitudes towards work. It is the leader who forms or transmits these values through his own example.

For example, in teams where the leader demonstrates support, respect, and openness , employees emulate these models, which strengthens a culture of collaboration.

An effective tool for strengthening corporate unity is a mentoring system , where experienced employees help newcomers adapt. This not only speeds up integration, but also increases the level of cohesion.

Effective conflict management

No team is immune to conflicts. However, the fact that a conflict occurs is not the problem itself – what is important is that as decided by the manager .

A constructively oriented leader views conflict not as a threat, but as resource for development . It uses methods such as:

– mediation — involving a neutral party or directly facilitating the discussion;

– interest analysis — instead of focusing on the positions of the parties, the leader seeks a common goal;

– non-judgmental feedback — focus on behavior, not personality.

Introducing preventive response mechanisms, such as a "suggestion box" or regular one-on-one meetings, helps detect tension before it escalates into conflict .

Creating comfortable working conditions

Physical and psychological comfort in the workplace directly affects the overall climate in the team. The task of the manager is to create an environment in which a person can realize their potential without emotional exhaustion .

Among the main means of achieving this are:

– flexible work schedule , allowing you to balance professional and personal needs;

– ergonomic working environment , designed for comfort, safety and aesthetics;

– supporting a healthy lifestyle — opportunities for recreation, sports programs, corporate activities;

Team building activities that help form informal connections, increase cohesion and trust.

3. The leader as an architect of the psychological environment

A modern manager should be considered not only as an administrator, but as architect of organizational climate . He forms social norms, sets ethical standards, and ensures psychological safety.

High level emotional intelligence A leader is the key to harmony in a team. Such a leader is able to recognize the emotions of others, adequately respond to stressful situations, and prevent destructive manifestations.

Research shows that in organizations where leaders have developed emotional intelligence, Staff turnover decreases by 30–40% , and the job satisfaction index increases by more than a third.

The role of the leader in shaping the socio-psychological climate is crucial. It is he who determines whether the team will be a cohesive community of like-minded people or turn into a collection of isolated individualists.

An effective leader:

– creates an atmosphere of trust, mutual respect and support ;

– encourages open communication;

– provides balance between control and freedom of action ;

– promotes the development of the personal potential of employees;

– forms a corporate culture focused on human development .

Thus, it is the manager who becomes the central figure who determines not only the results of the organization's activities, but also the level of job satisfaction, the stability of the team, and the general atmosphere of cooperation. A favorable climate is not a coincidence, but the result of daily, conscious management work.

Self-check questions:

1. What is meant by the concept of socio-psychological climate of a team?

7. What are the main characteristics that determine the level of favorability of the socio-psychological climate?

8. What factors have the greatest influence on the formation of a positive climate in the team?

9. How does the interplay of formal and informal relationships in a team affect climate?

10. What role do values, norms of behavior, and organizational culture play in maintaining a favorable climate?

11. What is the difference between the socio-psychological climate and the moral and psychological state of the team?

12. How does leadership style affect the level of trust and emotional stability in a team?

13. What are the main indicators that allow us to determine the level of psychological comfort of employees?

14. How do conflicts affect the climate in a team, and what methods exist for their constructive resolution?

15. What is the role of communications and feedback in creating a positive climate?

16. What methods of diagnosing socio-psychological climate are used in modern management (for example, SOPK, exercise therapy, sociometry)?

17. How does the use of sociometric analysis help identify informal leaders and determine the structure of interpersonal relationships in a team?

18. What are the advantages and limitations of quantitative and qualitative methods for assessing socio-psychological climate?

19. How can the results of psychological diagnostics be used to improve team interaction?

20. What role does a manager play in maintaining a balance between discipline and trust in a team?

21. What leadership qualities most contribute to the formation of a favorable psychological climate?

22. What is the importance of a leader's emotional intelligence in the climate management process?

23. How does the system of encouragement, recognition and development of personnel affect interpersonal relationships in the team?

24. What practical steps can a manager take to improve the moral and psychological climate among subordinates?

25. How do changes in the socio-psychological climate affect work productivity and team stability?

SELF-CHECK TESTS

1. When disbanding a team, the project manager faces the problem of further _______ employees.

A) employment

B) training

C) development

D) release

2. An effective manager must have excellent _______ and written communication skills.

A) oral

B) nonverbal

C) remote

D) emotional

3. Communications are called a _______ process because they are part of all management functions.

A) connective

B) critical

C) unpredictable

D) secondary

4. Managers spend 50 to _______% of their time on communications.

A) 90

B) 89

C) 75

D) 60

5. The main disadvantage of "group spirit" is the suppression of _______.

A) alternative opinions

B) group cohesion

C) the leader's authority

D) individual responsibility

The theory of "group spirit" was developed by _______.

A) I. Janis

B) K. Levin

C) A. Osborne

D) J. Skinner

6. Group polarization means that during a discussion, participants' opinions become more _______.

A) extreme

B) passive

C) insignificant

D) averaged

7. The phenomenon that describes the bias of group choice toward greater risk is called _______.

A) risk shift

B) social inertia

C) crowd effect

D) cognitive dissonance

8. In the method of synectics, the main role is played by _______.

A) sinectors

B) critics

C) coordinators

D) facilitators

9. The method of synectics was developed by _______.

A) W. Gordon

B) I. Janis

C) J. Stoner

D) A. Maslow

10. In the brainstorming method, the group is divided into "idea generators" and _______.

A) critics

B) moderators

C) initiators

D) experts

11. The brainstorming method was introduced _______.

A) A. Osborne

B) Z. Freud

C) K. Levin

D) J. Stoner

12. During K. Levin's experiment, groups of housewives either listened to a lecture or participated in _______.

A) discussions

B) questionnaire

C) voting

D) presentations

13. Group discussion precedes the adoption of _______.

A) group decision

B) financial plan

C) critical thinking

D) technical report

14. The main types of vertical communications are downward and _______.

A) ascending

B) horizontal

C) external

D) internal

15. The fifth stage of a project team's life cycle is its _______.

A) formation

B) triggering

C) reorganization

D) disbandment

16. The fourth stage of a project team's life cycle is its _______.

A) formation

B) triggering

C) reorganization

D) disbandment

17. The second stage of a project team's life cycle is its _______.

A) formation

B) triggering

C) reorganization

D) disbandment

18. The first stage of a project team's life cycle is its _______.

A) formation

B) triggering

C) reorganization

D) disbandment

19. Similar to the project life cycle, the project team has its own _______ cycle.

A) vital

B) financial

C) resource

D) innovative

20. A team has such essential features as internal _______, group values, and its own principle of separation.

A) organization

B) motivation

C) structure

D) adaptation

21. The main goal of team formation is independent _______, solving specific tasks and overcoming one's problems.

A) management

B) training

C) financing

D) research

22. The organizational structure of a project team reveals the _______ of project participants within the team.

A) relationships

B) responsibilities

C) reporting

D) resources

23. ____________ are leaders, coordinators of the efforts of all group members; group members are direct performers who have the opportunity to focus on specific work. If necessary, some roles of team members can be combined.

A) Leaders

B) Subordinates

C) Managers

D) Project managers

24. When organizing work on a project, the following tasks must be solved:

A) forming a project team

B) organizing effective team work

C) all answers are correct

25. A method of motivation that is based on the fear of losing something valuable is called _______ motivation.

A) negative

B) strategic

C) internal

D) social

26. Extrinsic motivation involves the use of _______ incentives, such as bonuses and prizes.

A) material

B) psychological

C) strategic

D) emotional

27. According to Maslow's pyramid, basic needs are _______.

A) physiological

B) social

C) cognitive

D) spiritual

28. A motivation method that involves both rewards and punishments is called the _______ method.

A) carrot and stick

B) extrinsic motivation

C) team approach

D) corporate culture

29. Companies with motivated employees can increase profitability by more than _______%.

A) 80

B) 50

C) 67

D) 35

30. If the team's role structure has a low level of security, this may indicate _______ at work.

A) risks

B) advantages

C) benefits

D) bonuses

31. The assessment of the balance of the role structure of the project team is determined taking into account _______ coefficients.

A) weight

B) financial

C) organizational

D) mathematical

32. Determining the impact of team functions on roles is done through an analysis of _______ roles in the project.

A) priorities

B) responsibility

C) management

D) terms

33. Typically, one team member can perform several _______, and the same role can be performed by several team members.

A) roles

B) projects

C) tasks

D) reports

34. To analyze the candidates' compliance with the project requirements, a table of _______ qualities is used.

A) professionally important

B) social

C) corporate

D) physical

35. Team roles in the Belbin model include "leader", "idea generator", "critic", and _______.

A) "miner"

B) "observer"

C) "analyst"

D) "developer"

36. _______ play an important role in informal communications.

A) rumors

B) orders

C) presentations

D) orders

37. The communication process includes four basic elements: sender, message, channel, and _______.

A) recipient

B) moderator

C) controller

D) observer

38. Choosing the wrong _______ to convey a message can significantly reduce the effectiveness of communication.

A) channel

B) method

C) level

D) principle

39. One of the important stages in the communication process is _______ of ideas, which determines what information needs to be conveyed.

A) generating

B) forecasting

C) modification

D) elimination

40. In the process of communication, the sender must _______ his idea into certain symbols to transmit information.

A) encode

B) change

C) remember

D) delete

41. One example of the effective use of communications is the situation with the company _______ after the discovery of poison in ampoules.

A) Johnson & Johnson

B) Coca-Cola

C) Apple

D) Microsoft

42. The work of planning a project team begins with the formation of the _______ project team.

A) list of functions

B) financial plan

C) performance report

D) technical report

43. The priority of the project team's functions determines the priority of the requirements for _______, skills, and abilities of team members.

A) knowledge

B) duties

C) materials

D) workplaces

ANSWER: A

44. According to R.M. Belbin's model , a balanced project team should consist of _______ key team roles.

A) 8

B) 5

C) 10

D) 14

45. Highly effective teams are characterized by the presence of a common purpose, trust, and _______.

A) competition

B) communications

C) individualism

D) distances

46. In teamwork, the principle "1 + 1 > 2" means the manifestation of the _______ effect.

A) synergies

B) subordination

C) control

D) delegation

47. The main task of a team leader is to ensure _______ between team members.

A) competition

B) equilibrium

C) effective interaction

D) evaluation

48. Group discussion promotes more effective decision-making due to _______.

A) reducing the participation of team members

B) collective thinking

C) dominance of the leader

D) minimizing risks

49. The brainstorming method involves separating the stages of idea generation and _______.

A) their evaluation

B) financing

C) planning

D) modeling

50. The synectics method differs from brainstorming in that it is based on _______.

A) risk analysis

B) analogies and creative thinking

C) time controls

D) testing the results

51. The phenomenon of " groupthink " can lead to _______.

A) effective decision-making

B) increasing motivation

C) conformity and reduced criticality

D) growth in innovation

52. Interpersonal communication in a team contributes to the formation of _______.

A) corporate culture

B) financial statements

C) sales plans

D) technical tasks

53. Organizational communications are divided into vertical, horizontal, and _______.

A) diagonal

B) linear

C) multi-level

D) consecutive

54. The most effective project teams are characterized by having clearly defined _______.

A) resources

B) roles and responsibilities

C) office space

D) reports and plans

55. The main motivating factor in teamwork is _______.

A) external control

B) intrinsic motivation

C) administrative pressure

D) punishment

56. Recognizing achievements within a team helps increase _______.

A) professional competence

B) level of trust and involvement

C) number of tasks

D) time consuming

57. The socio-psychological climate is formed on the basis of _______ relationships in the team.

A) formal

B) informal

C) technological

D) financial

58. One of the most common tools for assessing team competencies is the _______ technique.

A) 360 degrees

B) SWOT

C) PEST

D) Gantt Chart

59. When forming a team, it is important to consider not only professional skills, but also _______ compatibility.

A) psychophysiological

B) financial

C) technical

D) temporary

60. A positive socio-psychological climate in the team contributes to an increase in _______.

A) staff turnover

B) conflict

C) labor productivity

D) load

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