

TEAM FORMATION FEATURES AT IMPLEMENTATION OF OPERATIONAL EFFICIENCY INCREASE PROGRAMS AND PROJECTS

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INTRODUCTION

The subject of the research is a critical aspect of contemporary project management. In recent years, the drive for operational efficiency has become paramount in various industries and organizations. Achieving and sustaining efficiency requires not only the right strategies and methodologies but also a well-organized team. As organizations try to optimize their processes and resources, understanding the dynamics of team composition emerges as a pivotal factor in the success of such efforts.

This research delves into the intricate interplay between team structure, composition, and the overarching goals of operational efficiency projects, providing invaluable insights for project managers, researchers, and practitioners alike.

1. The problem's prerequisites emergence and the problem's formulation

It is necessary to have long-view and develop a strategy for the restoration and development of industrial production for successful post-war revival of Ukraine: the driver of the national economy, considering the existing and potential risks and challenges of the war (post-war) sit, and also determine the existing opportunities for optimal use of resources, develop projects for increasing operational efficiency in the context of the «Performance management» concept.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development

«Performance management» technologies are a set of instruments for increasing the productivity of employees and the operational efficiency of the business.

Using of «performance management» instruments provides the opportunity to achieve high labor productivity for business through the next factors:

- it helps to establish clear goals, tasks, job requirements and key performance indicators (KPI) for employees and teams;

- it allows to assess the personal and collective performance and productivity of employees and, based on the results, to identify problem areas, in particular, in the qualifications and skills of staff;

- it helps to determine priorities for further development of competencies and improvement of professional and flexible skills;

- it allows to define clear criterias for providing rewards to employees;it provides future support for high motivation and achievement of the company’s strategic goals, etc.

That’s why the main task of programs and projects of improving operational efficiency on the basis of «performance management» technology consists of providing the work of the project team for achieving the strategic goals of the organization and to provide the optimal use of resources and increase the productivity of an individual employee, team members and the team as a whole, work group.

There are certain differences between a team, a group, and a working group (Table 1).

Nowadays there are many types of team, depending on the key feature, the following types of teams can be defined (Table 2).

It should be understand that the presented classification (Table 2) cannot cover all existing types of teams because it is difficult to take into account all the features of team formation and the specifics of different companies.

Therefore, it will not be complete, like any classification of a certain process or phenomenon in advance, because it is almost always possible to highlight a certain feature and then form its own classification (in this case, a list of command types). For example, there are such types of teams outside the presented list of teams (Table 2): autonomous teams, semi-autonomous teams, self-managed teams; production, management, service teams, resource provision teams; teams working within one project or portfolio of projects (project teams) and others.

Table 1

The sense of the concepts «team», «group» and «work group», the main features and differences between them¹

The sense of the concept	The main features	The main difference
A team is a small group of people with different training, which are involved from different fields, work together to solve specific problems	The team has a single goal with clearly established goals and tasks, the activities of team members are coordinated for achieving these goals. The team is	The main difference between a team and a group is that a team has a common goal and works together for its achieving, whereas a

¹ Source: grouped by authors based on the systematization of sources [1–12]

<p>to achieve common goals. A team is made up of members who have different skills and experiences but work together to achieve shared success.</p>	<p>characterized by a high level of cooperation, mutual support and trust. Team members are able to communicate effectively, make decisions and solve problems together; they have complementary knowledge and skills</p>	<p>group consists of people who simply work in the same place or belong to the same organizational unit. The main difference between a work group and a team is that the members of a work group usually work independently of each other, while the members of a team work together to achieve common goals. The working group has a bright and strong leader; leadership is distributed among its members in the team, the team practices the so-called leadership shift: when performing certain tasks, different members of the team act as leaders (in contrast to a work group, the leader of which can delegate authority to subordinates but at the same time remains the sole leader). There is only one personal responsibility in the working group; the team has both personal and mutual collective responsibility for achieving the overall result</p>
<p>A group is a group of people who work in the same place or belong to the same organizational department. The group (traditional work group) is a set of work groups with their own traditions, rules, job instructions and established composition.</p>	<p>Group members may have different goals and responsibilities and do not necessarily work together to achieve common goals. The group can include several teams or none. As a rule, group members are connected by the general framework of the organization, by interest groups and personal relationships but they may not have a common goal and common values since everyone works on his/her own task and belongs to his/her «communication group» within the organization and his/her intra-group «subculture».</p>	<p>which can delegate authority to subordinates but at the same time remains the sole leader). There is only one personal responsibility in the working group; the team has both personal and mutual collective responsibility for achieving the overall result</p>
<p>A work group is a group of people who work together but each of them performs their work independently.</p>	<p>The members of the work group do not have a common goal and do not depend on each other for success, they can share information and experience but each of them is responsible for his part of the work.</p>	<p>which can delegate authority to subordinates but at the same time remains the sole leader). There is only one personal responsibility in the working group; the team has both personal and mutual collective responsibility for achieving the overall result</p>

Table 2

Classification of teams².

Sign	Type of team	Comment
1. By status	1.1. Official teams 1.2. Unofficial teams	1.1. Official teams are legally formal entities operating within the framework of the legal space, such as the stuff of an enterprise or its department; 1.2. Unofficial ones are based on the unrecorded (and in some cases, undeclared) desire of people to cooperate with each other and the actual practice of such cooperation.
2. By the nature of internal connections	2.1. Formal teams 2.2. Informal teams	Officially created teams provide for the presence of both types of connections (formal ones carry the main load, and informal ones complement them). The communication is extremely informal in unofficial teams. Formal ties represent relations between positions, they are characterized by hierarchy, informal ties exist between individuals, regardless of what place they occupy at official service levels.
3. By the mechanism formation	3.1. Spontaneously formed teams. 3.2. Consciously organized teams.	3.1. Spontaneously formed teams (for example, a student team); 3.2. Consciously organized teams (for example, teaching staff). At the same time, spontaneously formed teams can be further structured deliberately (for example, it depends on the foreign language studied by students, study groups are completed), and deliberately selected ones can be randomly (for example, alphabetically).
4. By the existence time:	4.1. Temporary teams 4.2. Permanent commands.	In practice, the temporary nature of the team is usually associated with the fact that it is intended to solve a certain one-time task.

² Source: grouped by the authors based on the systematization of sources [4; 10–12])

Continuation of the table. 2

Sign	Type of command	Comment
5. By functions:	5.1. Teams that are focused on achieving a certain goal 5.2 Teams that are focused on realizing a common interest 5.3. Teams that are focused on communication	5.1. Teams that are focused on achieving a certain goal (both official and unofficial ones are such as political party, company stuff); 5.2 Teams that are focused on the implementation of a common interest (a society of philatelists, dog breeders, water rescue, etc.); 5.3. Teams that are focused on communication (interest clubs). In turn, functional classification can be supplemented and detailed by classification by types of activity.
6. By size:	6.1. Small; 6.2. Big ones	There is no single criterion for the number of participants
7. Depending on the tasks, resources of the team and individual tendencies of its members, the following types of teams are distinguished	7.1 Problem Solving Teams 7.2 Creative (research) teams 7.3. Tactical implementation teams	7.1. Problem-solving teams are targeted on complex and ill-defined problems. Members of these teams must enjoy well-deserved trust, be reliable, intellectual and pragmatic people. 7.2. Creative (research) teams are targeted on researching the possibilities of the environment and searching for alternatives. Employees of such teams must have stable self-motivation, be independent, creative and persistent in the implementation of collective goals. 7.3. Tactical implementation teams are targeted on the implementation of the given plan. They need a clear statement of the task, a clear department of roles and the formulation of clear success criteria.

Sign	Type of command	Comment
8. Teams in various fields of activity	8.1. Business team; 8.2. «Office of the President» or the executive team of the corporation; 8.3. Multifunctional team; 8.4. Special team as a kind of self-managed team; 8.5. Search and rescue team; 8.6. Team performing «rough work»; 8.7. SWAT – team (skilled with advanced tools); 8.8. Sports team; 8.9. «Theatrical» team; 8.10. Transnational team.	1. Business team is a group of business, competent employees who have a certain degree of freedom in making and implementing decisions; such group is aimed at finding innovative solutions, receiving benefits from projects; 2. «Office of the President» is a team of heads of the corporation that performs the functions of coordination and collective decision-making in matters of domestic and foreign policy; 3. Multifunctional team is formed with the aim of improving the coordination of the functioning of key specialists in specialized areas of development, improving expertise, streamlining the use of resources and optimizing possible changes; 4. Special team is a type of self-managed team that works autonomously on the implementation of a certain part of the task and independently makes decisions within its competence; 5. Search and rescue team is a group of specialists with special knowledge and skills which is aimed at solving specific problems related to emergency situations; 6. Team performing «draft work» is a group of talented and creative individuals isolated from top management which are aimed at solving specific and complex tasks independently. ³ 7. SWAT – team is a type of team for solving problems in a certain area, that is competent and has a set of effective and modern tools; 8. Sports team is a group of specialists where the «coach» ensures the fullest realization of the individual talent of each «star» and monitors the performance of assigned roles; 9. «Theatrical» team is where the manager defines the goal of team activity and the role of each team member who perceives his contribution to team activity as unique; 10. Transnational team is a cohesive group that consists of members which belongs to different national, religious and social groups; get development when the organization is integrated into the global development process.

³ Source: grouped by the authors based on the systematization of sources [10–12]

Sign	Type of command	Comment
9. According to the characteristics of the composition of the team and the direction of its activity	9.1. Functional team. 9.2. Multidisciplinary team. 9.3. Self-managed team.	<p>Functional team: works effectively in a traditional hierarchical organization and a market that is weakly developing and predictable; is created from specialists to effectively solve tasks on the basis of a clear system of organizational management and submission; can offer innovative solutions but the right to make decisions and set goals remains with the management.</p> <p>Multidisciplinary team: the most effective in an organization that is focused on team activities, that functions in the conditions of a changing and poorly predictable market; unites specialists from a number of organizational divisions or partner organizations whose competence allows finding and implementing the most optimal solution to a complex and difficult problem; the combination of abilities of team members that complement each other creates a synergistic effect that determines the high potential of a multidisciplinary team.</p> <p>Self-managed team: the most effective in terms of starting a new business when creating a new organization and structure; is characterized by a high level of freedom in making and implementing decisions, can implement projects from an idea to its full implementation; consists of specialists with a high level of professionalism in a number of areas that mutually complement each other.</p>

⁴ Source: grouped by the authors based on the systematization of sources [4; 10–12]

However, the key to successful team building for any type of teams is an understanding how «Performance management» technologies can be used for obtaining the planned result of increasing labor productivity and, achieving the company’s strategic goals, etc. According to the ideology of the «performance management» concept, this process of team building, in our opinion, may include the following tasks (Fig. 1):

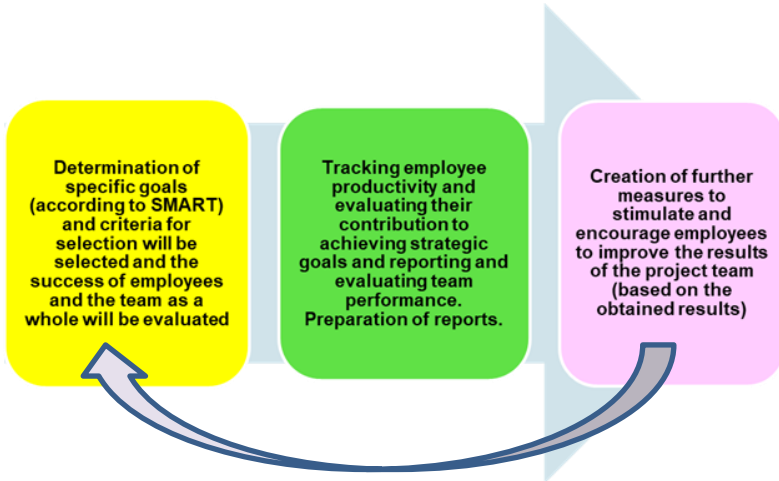


Fig. 1. The main tasks stages of team building⁵

1. Determination of specific goals and criteria (see Fig. 1), according to this, the team will be selected and the performance of employees (team members) will be evaluated.

First, clear and specific SMART goals are set, which the project team must achieve. These goals should be aimed at achieving the company’s strategic goals, which helps employees have a clear idea they should strive for. A key important aspect is that the goals must be measurable in order to assess the success of employees in achieving them. For example, goals might include increasing productivity by 10% over the course of a year or reaching a certain level of sales.

2. Monitoring and evaluation of the results of the team’s work (see Fig. 1) assumes that at the second stage – data is collected and the results of the team’s work are evaluated. This may include performance evaluation, quality of work performed, use of resources, and other factors that affect the achievement of goals. Various metrics and key performance indicators are used to evaluate the performance of project team members and the team as a whole. These can

⁵ Source: created by the authors based on the systematization of sources [1–12]

be, for example, the time of completing tasks, the quality of the work performed, the consumption of resources, etc. Periodic evaluations of employees can take the form of regular performance conversations, during the process the employee and the manager share impressions of the work and determine how the results can be improved. Formal evaluations can also be conducted based on collected data and performance indicators. Analytics and reporting are essential for evaluating employee performance and their contribution to the organization's strategic goals. Data collection and analysis help managers make informed decisions about development and productivity. For example, a manager can identify which specific areas need improvement and develop an action plan based on this information by analyzing data. Assessment and tracking results are carefully analyzed to identify project team strengths and weaknesses, identify problem situations, and identify opportunities for performance improvement.

3. The last stage (see Fig. 1) is the development of further measures to stimulate and encourage employees to improve the results of the project team. On the basis of the obtained results at this stage, measures are developed to improve the results of the project team's work, recommendations are provided to team members to improve their productivity. It can be trainings for improving the qualifications of employees, mentoring, coaching and other forms of support and cooperation, as well as the introduction of new systems of stimulation and encouragement of employees for achieving set goals and high results (achievement bonuses, verbal recognition and other forms of reward). Through the implementation of these measures, awareness of team members is ensured through the creation of clear rules and procedures, competencies and skills are improved, mutual support and mutual trust among team members increases.

Proposed setting of tasks (see Fig. 1) allows to understand how to improve the performance of the team as a whole, as it contributes to the clear definition of common goals, performance criteria of each team member and the effectiveness of the team's work.

In this context, we think that an effective team can be understood as a group of people who:

- consists of members who have different skills and experience but work together to achieve group success and common goals;
- characterized by a high level of cooperation, mutual support and trust;
- be able to communicate effectively, make decisions and solve problems together;
- accepts mutual responsibility for results and strives for continuous development and improvement;

That's why it can be assumed that such an effective team is formed due to the interrelationship of various favorable factors, which can be combined in

terms of content and which in turn contribute to the creation of an effective team (Table 3).

On the contrary, there are barriers such as factors that prevent the creation of a successful (efficient, highly productive) team, which is caused primarily by: inability and/or unwillingness to work in a team (due to incompetence, undeveloped soft skills and egocentrism of individual workers); incorrect distribution of responsibility; shortcomings in the evaluation of work results, for example:

1. All employees have an individual work plan which is provided by the manager. Moreover, competition with other employees is possible during the implementation of this plan.

2. One of the employees is responsible for the failure to achieve the planned results, for example, the head of the department or only the employee whose individual plan is executed worse than others.

3. Each employee is responsible only for his part of the work under conditions of independence of cooperation. For example, the sales department has a certain number of orders and the supply department does not have time to fulfill the received orders because of overload line. As a result, the dissatisfied customer turns to other, more responsible suppliers.

4. The best employees are rewarded at the end of the reporting period or project. There are different options: only some employees can be rewarded or no one gets a bonus and there is also a possibility of a «reverse penalty» where some employees will be penalized.

Based on the definition of the concepts «team», «group» and «work group», the main features and differences between these concepts (Table 1), the typology of teams (Table 2), the formulation of the essence of an effective team, established favorable factors for the creation of an effective team (Table 3) and existing barriers to the creation of an effective team, it is worth stating that the team building procedure in programs and projects to increase operational efficiency based on the principles of «performance management» technology involves diagnosis, attestation (evaluation) of stuff and their subsequent selection in project teams.

In this case, team building can take place in three directions⁶: 1. Formation of highly effective teams based on the data of certification or stuff evaluation. 2. Selection of appropriate stuff and completing of appropriate teams according to the information received during organizational diagnostics, attestation or assessment of stuff, taking into account abilities, skills, abilities to work in a team. 3. Reshaping of existing teams based on the data of organizational diagnostics, attestation and evaluation of stuff in order to achieve maximum efficiency.

⁶Source: grouped by the authors based on the systematization of sources [4; 12, p. 76–88]

Table 3

The main factors that contribute to the creation of an effective team⁷

Groups of factors	Comment
<p>Positive interdependence and a high degree of action, compatibility, harmony and trust between team members.</p> <p>High level of participation and satisfaction with team membership:</p>	<p>These factors predict the successful perception of interpersonal communication in the team. Each team member must believe in a strong partnership and contribute to overall success. It is also important to support each other and pool resources. A high degree of harmony and trust among team members means that team members must trust each other and have a common focus on achieving team goals. Team members must be sure of the possibility of prompt correction of interaction (if necessary). However, it is more important that they develop arrangements and master working together in accordance with these arrangements, rather than always overcoming the difficulties associated with the need to coordinate themselves and others.</p> <p>An effective team has personal compatibility, which includes physiological, psychological and social compatibility.</p> <p>Team members should be actively involved in teamwork processes and feel satisfied with their membership.</p>
<p>Individual responsibility and at the same time clear self-identification of individuals with the team</p>	<p>This factor implies an increase in the conviction of team members regarding their personal contribution to group work. Each team member should feel that his efforts are recognized and it motivates him/her to be more responsible for the overall success. Constant information about the necessity for help and support to complete the task is also important. Clear self-identification of individuals with the team implies that the team must have members who identify with the team and prioritize collective interests over individual ones.</p>
<p>A small number of team members</p>	<p>The optimal team size is 10-12 people. A large team may be less effective at solving tasks and coordinating.</p>

⁷ Source: grouped by the authors based on the systematization of sources [1–12]

Groups of factors	Comment
<p>Shared awareness of the team's mission and goals, awareness of one's role in the team.</p> <p>Formation and support of group procedures</p>	<p>Team members must have the same idea what the team should achieve and which goals should be fulfilled according to the defined priority. Forming and maintaining group procedures involves having the necessary procedures for discussing issues such as achieving group goals, maintaining working relationships and exchanging ideas.</p> <p>The team has clearly defined roles and functions, as well as team procedures and rituals, conflict resolution methods, decision-making methods, feedback methods, usually the leader does not seek to dominate other team members.</p>
<p>Established effective interpersonal communication</p>	<p>This factor involves the development of group norms, the exchange of multifaceted information, the building of trust and mutual understanding in the team. It contributes to the creation of a favorable environment for cooperation.</p>
<p>Cooperation skills (interchangeability). Complementary abilities and interdependence of team members</p>	<p>This factor implies the presence of professional and social skills necessary for joint work on mutually beneficial goals and tasks. The team must have the ability to work effectively together. Team members must have different skills and talents that complement each other and understand that their success depends on teamwork and support. It is very useful when there is interchangeability in the team, which consists of the distribution of responsibility, information and authority. Each member of the team must have access to information about the goal and progress of the joint activity and at any time can assume a leadership role in the entire team.</p>
<p>Professional competence and high motivation of team members:</p>	<p>Each member of the team must have the necessary knowledge and skills to perform their duties, and also be motivated to achieve the team's goals. The team is motivated and receives a team reward</p>

The traditional approach to team formation which has been widely used in practice, is the selection of the main four stages of team formation⁹: Stage 1.

⁸ Source: grouped by the authors based on the systematization of sources [1–12]

⁹ Source: grouped by the authors based on the systematization of sources [12, p. 76–88]

Starting team (Fig. 2). Stage 2. Transition period team (Fig. 3). Stage 3. Experienced team (Fig. 4). Stage 4. Mature team (Fig. 5).



Fig. 2. Starting team model ¹⁰

Cross-functional teams are created, they include formal controllers – on the slide – a red-coloured human figure, controllers are called team leaders, they are not elected, but appointed by management (Fig. 2). Here, the light green are team members to whom authority is first delegated. The controller is the leader who is present in the day-to-day operations of the team but its members are expected to take some responsibility for the success or failure of the firm. Duties previously performed by the manager-controller are delegated first to some and then to all team members. Team members are required to solve their own problems. The controller (leader) of the team acts as a mentor who teaches the team members how to act in certain situations but the team members no longer have to turn to him for every problem.

John Katzenbach and Douglas Smith reveal some leadership expectations during the team development stage. External controllers and team leaders are expected to help teams develop shared goals, objectives and approaches, stimulate focus and confidence, reinforce the different skills and abilities of team members, manage the team's relationships with the environment and remove obstacles, create opportunities for team members to improve, and perform real work together with other team members. John Katzenbach and

¹⁰ Source: proposed and created by the authors and grouped by the authors based on the systematization of sources [1; 12, p. 76–88]

Douglas Smith ¹¹outline some basic leadership expectations at this stage of team development. External controllers and team leaders are expected to fulfill the following obligations:

1. Providing assistance to teams in the formation of common goals, tasks, and approaches. Team leaders are expected to work alongside other team members, but at a distance from them and to see the perspective. At this stage, team leaders maintain a precarious balance between managing team members and advising them.

2. Stimulation of purposefulness and confidence. One of the main tasks of the team leader at this stage is to encourage the confidence and purposefulness of its members and the team as a whole by means of a positive assessment of the efforts made by people.

3. Reinforcement of various skills and abilities possessed by team members and improvement of their professional skills. Team leaders are expected to encourage their members to take risks, learn, develop and take on new tasks and roles. The most effective managers at this stage pay special attention to acquiring or improving those technical, functional and communication skills, other skills, including the ability to make quick decisions and work as a team, which are necessary for the team to work effectively and progress to the next, higher levels stages of its development.

4. Managing the team's relationship with its environment and removing obstacles that hinder the team's development and work. Team members treat the team leader as the person who is primarily responsible for managing the team's relationships with other members of the organization. The group leader is obliged to protect the group, eliminate obstacles to its work, and obtain resources necessary for the team's work, if necessary.

5. Creation of opportunities for improvement of team members. Team leaders are expected not to use the best resources to enhance their own reputation, but to help the growth and development of team members by allowing them to take on additional commitments and guaranteeing them job rewards.

6. Performance of real work. Each team member, including the team leader, is expected to do approximately the same amount of work. Team leaders distance themselves somewhat from rank-and-file members, but do not use their status to avoid work. The manager should contribute his labor to its activities and not transfer the work to others like other members of the team.

Stage 2. Transition period team. During the taking more and more responsibility of the team members for the daily management of its activities,

¹¹ Source: grouped by the authors based on the systematization of sources [1–4; 12]

the role of the manager changes: he is more and more involved in coordination, less and less in control (Fig. 3).

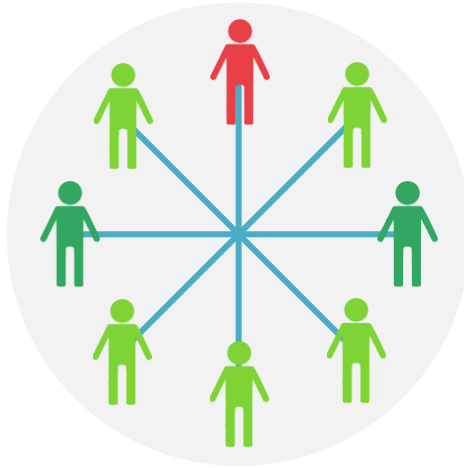


Fig. 3. Transition team model ¹²

Team members gradually take on specific tasks, such as finding and gathering information, establishing consensus in the group, resolving conflicts that arise in it, making decisions without the participation of middle managers, initiating changes in group policies, procedures and methods of daily work. The leader manages the group, coordinating the skills and actions of its individual members. In addition, he spends a lot of time not on tracking the daily activities of his people, but on obtaining resources for the team and managing relations with external groups.

Stage 3. Experienced team. Team members take full responsibility for solving various problematic issues that they are already able to solve independently, based on past experience (Fig. 4). At this stage, the coordinator spends more and more time getting resources for his teams, mediating between them and other teams, as well as external clients. Teams mostly manage their day-to-day activities themselves, their coordinator may not delve into routine problems, not worry about how they react to them. Team members make decisions based on consensus and bear full responsibility for the most important parameters of the team's performance and effectiveness.

¹² Source: proposed and created by the authors and grouped by the authors based on the systematization of sources [12, p. 76–88]

The team leader, also known as the coordinator, acts as a senior manager who oversees the activities of several teams. Such a leader (coordinator) collects data on production, quality, customer satisfaction and other important indicators and informs team members about how they are doing.



Fig. 4. Experienced team model ¹³

Stage 4. Mature team. At this final stage, the team bears full responsibility for its work. (Fig. 5). Team members solve most of the administrative, financial, and personal issues independently, plan their work, distribute roles and responsibilities, solve various technical and other problematic issues with minimal external intervention. The team coordinator allocates resources, and the team decides for itself when it needs help in solving social or technical issues, and what the amount of such help should be. At the request of the team, the coordinator (see Fig. 5) either provides it with personal assistance or uses external sources for this. In a mature team, during the work on a project, the project manager works with all executors, helps to increase competence, inspires and supports team members, creates a favorable environment for cooperation and exchange of ideas and knowledge. Good communication, training and mentoring enable employees to effectively help each other (see Fig. 5).

¹³ Source: proposed and created by the authors and grouped by the authors based on the systematization of sources [12, p. 76–88]



Fig. 5. Mature team model ¹⁴

This is an important prerequisite for ensuring the success of the project, because the executor who does not understand and is afraid stops doing the task normally, dissatisfaction and aggression accumulate and it can lead to negative consequences. And that's why the project manager must regularly tell the team about what is happening in the project. And then there is neither fear nor aggression but only tasks and problems that the team must solve together. The success of the team's activities is influenced by such factors as honesty; trust; mutual respect; recognition of team members¹⁵.

So, a number of factors influence the successful team formation process:

1. Degree of interdependence of members. If the tasks performed by the team are so closely interconnected that the work of one team member is critical to the work of others, then there is probably a need for a formal manager who regulates unsolved issues, holds meetings and ensures the participation of the right people in making the most important decisions. When the level of interdependence is low there is a greater likelihood that team members will establish external coordination on their own without the intervention of a formal leader.

2. Team sizes. As the size of the team increases, the number of relationships, decisions, points of view that need to be taken into account, and

¹⁴ Source: grouped by the authors based on the systematization of sources [12, p. 76–88]

¹⁵ Source: grouped by the authors based on the systematization of sources [17]

in fact, the amount of planning, increases proportionally. Three people simply coordinate their actions without formal assistance. However, it is much more difficult for a team of 20 people to coordinate their actions. So, the larger the teams, the higher the likelihood that they will need people to play the role of formal leaders.

3. Functional (professional) diversity of team members.

The more representatives of different professions in the team, the greater number of points of view must be taken into account. Team members who perform different functions and types of work think about problems and approach them differently, so the integration of people with different professions may require the help of «translators» who have different professional training and act as managers. Over the last decade, professional roles in the field of information technology have changed and continue to change depending on the dynamics of business conditions and due to the rapid progress of technology. The main factors of these changes in the business sphere are globalization and the growing instability of the external business environment, the emergence of a global labor market and the restructuring of enterprises. Factors which are related to the field of information technology include a significant increase in the ratio «price/quality» for the most important technologies; the power of basic networks which is measured in gigabits and makes it possible to transmit voice, text, images at high speed; new paradigms of software development. Future specialists in the field of information technology must be able to operate at the intersection of business and technology. Their tasks will include not only providing timely and high-quality information but also participation in the innovation process.

4. Degree of team autonomy. The degree of team autonomy affects the complexity of information processing. If the team has the resources it needs, coordination and decision-making become its internal business. If the team is not autonomous i.e., connected to other teams and individuals, the complexity of processing information increases immeasurably. Sometimes integrating groups are sufficient to manage cross-teams but formal leaders may be necessary to manage complex cross-departmental functions.

5. Scale of changes. Any circumstances, including unforeseen technical difficulties, changes in organizational strategies, allocation of resources, unforeseen circumstances introduced by competition, can change the team's strategy. The more such deviations, the more difficult it is to make an informed decision. The team's ability to quickly and adequately respond to such situations can be increased if someone who can provide the team with critical information is nominated for the role of leader.

6. Technical skills and experience. The ability of the team to be responsible for the professional training of new people, as well as for compliance with technical standards, depends mainly on the work skills and experience of the

team members. The less experienced teams may need someone to act as a formal leader and provide technical direction.

7. Lifetime of the team. If people haven't worked in mature teams that are self-directed before, and the project the team is doing is short-term, it probably doesn't make sense to invest resources and spend time to develop the team completely. Instead, it can exist in the first stage with a designated leader who holds meetings, makes schedules, ensures fair distribution of work, and manages team relations. Empirically, it turned out that you should not leave people in the team for more than 5–8 years.

8. It should be additionally noted that not the last role in successful project management is played by the developed emotional intelligence of project managers (project managers), who need to build trusting relationships with the customer, team, and stakeholders and create effective project teams¹⁶.

Project leaders (managers) with developed emotional intelligence are able to recognize their own emotions and manage them effectively. This skill helps them to assess whether their emotions are useful or harmful to solve a particular situation. In addition, they are able to empathize with others and interpret both verbal and non-verbal cues such as body language. This ability can play a critical role in negotiating with stakeholders, especially when getting project approval or contracting.

Daniel Goleman (an American psychologist), in his 1995 book entitled «Emotional Intelligence “Why It May Matter More Than IQ»», created a framework of five elements that define emotional intelligence (Figure 6)¹⁷:

1. First, people with developed emotional intelligence have a heightened sense of self-awareness and have an understanding of their emotions. As a result, they are able to maintain control over their feelings and not let them dictate their actions. In addition, these people are confident in their abilities and trust their intuition. They are also able to objectively assess their strengths and weaknesses and work to improve in those areas where they may be lacking. Many experts believe that self-awareness is the most important component of emotional intelligence.

2. Self-regulation is those who have this ability are able to control their emotions and impulses. They are unlikely to become overly angry or jealous and are able to think before they act. People with self-regulation are usually thoughtful, able to adapt to change, have integrity and are not afraid to say «no» when necessary.

3. Empathy is the second most important component of emotional intelligence. It includes the ability to understand and identify with the desires, needs and views of other people. Empathetic people are able to recognize the

¹⁶ Source: grouped by the authors based on the systematization of sources [12, p. 76–88; 14]

¹⁷ Source: grouped by the authors based on the systematization of sources [22]

feelings of others even when these feelings are not expressed clearly. This ability makes them excellent at managing relationships, communicating effectively and avoiding hasty judgments or stereotypes.

4. Motivation is another characteristic of people with high emotional intelligence. They strive to achieve their goals and are ready to make short-term sacrifices for long-term success. These people, as a rule, are very productive, successfully cope with the tasks and are effective in everything they set out to do.

5. Finally, people with high emotional intelligence tend to have strong social skills. They are easy to talk to and are often liked by those around them. These people are team players and put the development and success of their environment as the main task. They know how to deal with conflicts, build and maintain relationships¹⁸.

Possession of the skills which are presented in Figure 6 is crucial for any true leader – manager, top manager, in particular project manager, as they must interact with various stakeholders, cooperate with various teams and lead them to achieve satisfactory results. Emotional intelligence helps managers create trusting relationships and effective teams.

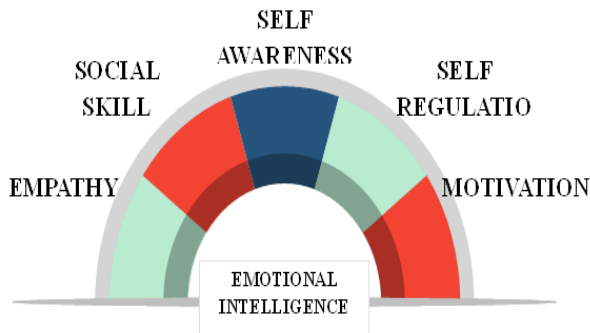


Fig. 6. Five elements that define emotional intelligence (Daniel Goleman's model)¹⁹

Anthony Mercino adapted Daniel Goleman's model of emotional intelligence (Fig. 6) specifically for project managers and emphasized the most important competencies required for project management (Fig. 7).

As you can see, Anthony Mersino added a new element to Daniel Goleman's model (see Fig. 6) – «team leadership» (see Fig. 7) to emphasize the importance of effective team leadership. Anthony Mersino's definition of

¹⁸ Source: grouped by the authors based on the systematization of sources [17]

¹⁹ Source: grouped by the authors based on the systematization of sources [16]

emotional intelligence is more practical, it shows that understanding your own and other people's emotions will increase your effectiveness.

Any motivated project manager should not only take care of professional skills, learn new methodologies and apply them but also try to create a strong and successful team.

What makes teams stronger and stronger? Good internal collaboration is one of the key aspects that help teams cope with complex tasks and face any obstacles. A cohesive team is the dream and goal of any project manager.

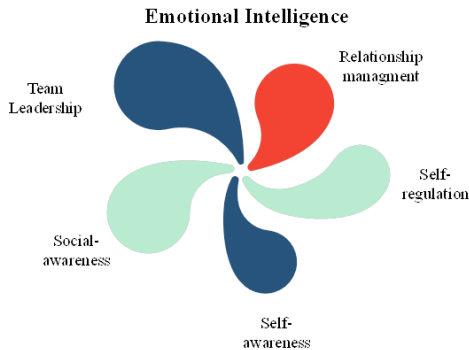


Fig. 7. Mercino model Emotional Intelligence Interpretation²⁰

Formation and development of the project team is an important element of operational and project management. An effective team helps to achieve project success by providing common direction, cooperation and mutual assistance. To form and develop a project team, it is necessary to correctly select participants, ensure clarity of roles and responsibilities, promote common focus, improve communication and cooperation, provide support and development, and motivate team members.

An effective project team ensures the success of the project through a common focus, established cooperation and mutual assistance between participants. The main principles of the formation and development of the project team include:

1) Correct team selection. It is important to identify the necessary competencies, skills and experience to successfully fulfill the roles in the project. When selecting team members, their professional baggage, motivation, communication skills and ability to work in a team, and their psychotypes should be taken into account.

²⁰ Grouped by the authors based on the systematization of sources [12; 18]

2) Clarity of roles and responsibilities. Each team member must have a clear role and know their duties and responsibilities. It helps to avoid unnecessary duplication of work, improves coordination and provides clarity in project management.

3) Joint orientation. Team members must have a common understanding of the project's goal and a common focus on achieving goals. It can be achieved by setting clear goals, agreeing on a strategy and giving all participants the opportunity to express their ideas and suggestions.

4) Communication and cooperation. Effective communication is an important factor for team success. Regular meetings, open exchange of information, joint decision-making and mutual support contribute to improved communication and cooperation within the team.

5) Support and development. The team needs management support: providing resources, education, training and development opportunities, all to help team members expand their skills and use them on the project. Keeping team members motivated is an important factor in maintaining efficiency and satisfaction. Supporting the achievement of goals, recognizing successes, encouraging development and ensuring equal distribution of work help to keep the team motivated.

Some experts, in particular Bruce Tuckman, believe that the effectiveness of most teams after the start of their activity decreases to the level that characterized the stage of team formation. Real gains in efficiency can only come after 18 months. The team must go through four predictable stages: formation, «overcoming the storm», return to the norm, normal activity (Fig. 8):

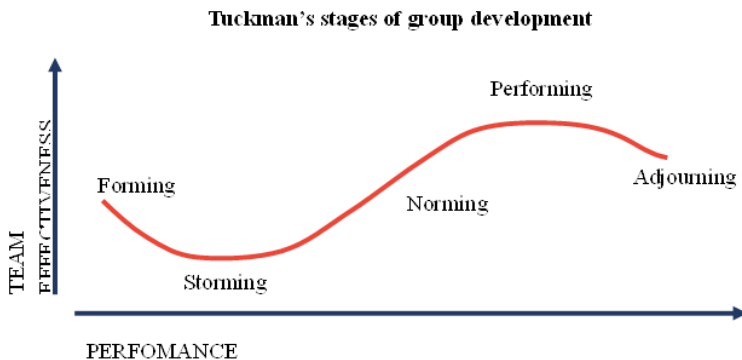


Fig. 8. Team building Stages (group development) by Bruce Tuckman²¹

²¹ Source: grouped by the authors based on the systematization of sources [8; 12]

1. Formation (Fig. 8). A period of nervous excitement should be expected at the beginning of team formation. People selected for the team will be proud of it, but at the same time they will be constantly interested in the questions: «What is expected of me?», «What are the rules?», «What should I do?». The stage of formation is the stage of research and study. Along with the excitement caused by a new situation, people feel self-doubt. Each team member evaluates the abilities and positions of others. Experts warn that one should not expect special achievements and the stage of formation from the team.

The success of the formation stage is determined by the following measures:

- 1) help team members get to know each other;
- 2) give the team a clear direction and goal;
- 3) to involve team members in the development of plans, agreement of roles, determination of methods of joint activity;
- 4) provide the team with the information necessary to start work.

2. «Overcoming the storm». At this stage, one gets the impression that things are getting worse in the second stage. Group members lose calm and patience because of lack of success and are eager to work, but do not know how to achieve results. Everyone begins to understand that it is much more difficult to achieve success in a team than it seemed before. People feel dissatisfied with joint work, worry, and are angry with themselves and their colleagues. This is a period of accusations and defense against them, lack of unity, tension and hostility. People start to be suspicious of each other. Subgroups are formed. Clashes occur between rivals competing for influence. The team struggles to define its goals, roles performed by team members. Productivity sometimes decreases, sometimes increases. It is how the team goes through the most difficult stage – the storm stage., it is proposed to overcome this stage successfully²²:

- 1) solve issues of power and authority, for example, do not allow situations in which the power of one person equalizes the labor contribution of another;
- 2) develop and implement an agreement on the decision-making procedure;
- 3) adapt the role of the leader in such a way that the team can become more independent, encourage team members to take on more and more responsibility and new obligations.

3. Return to standart. At this stage, things begin to improve. The team develops some basic rules (or norms) that regulate joint work. People start to understand that their strength is in unity. Gradually, they even begin to love their team, to feel a stronger sense of belonging to the team. A sense of community arises which is expressed by the concept of «we». People become

²² Source: grouped by the authors based on the systematization of sources [8–12]

proud that they are part of a certain system, instead of competing, they begin to cooperate. People concentrate their attention and energy on strengthening the relationships formed in the team and show an interest in maintaining peace. However, overall labor productivity remains low.

It is recommended in order to guide the team through the normalization stage:

- to use the skills fully, knowledge and experience of team members;
- encourage people to respect each other and reciprocate respect;
- encourage team members to cooperate.

4. Normal activity. The team gains confidence in its capabilities. People agree on what the team is and what it is trying to achieve. The group develops rules and procedures for communication, conflict resolution, resource allocation, begins to apply these standards and understand its place in the organization where it works. Team members exchange information and ideas freely and productively. Conflicts are directed to the positive, problems related to work are solved creatively. The team begins to be proud of their achievements. The final stage involves the implementation of the following measures:

- 1) renew the procedures and methods that ensure cooperation;
- 2) help the team to understand ways of managing change;
- 3) act as a representative and defender of the team in relations with other groups and outsiders;
- 4) monitor work progress and celebrate successes.

Therefore, it is important to use modern operational technologies for establishing effective communication, conflict resolution techniques and methods of ensuring team cohesion for the effective management of the project team, like any team. An example of this technology is the methodology of «team houses» (Team Building Methodology), which is based on the idea that in order to achieve the maximum result in project work, the harmonious work of all team members is necessary, as well as on the idea of a team as a house. «Team houses» consist of various parts: these are walls, roof, foundation, windows, doors, etc. Each part has its own role but only together they form a functional house. The «team house» methodology includes a variety of training sessions designed to strengthen relationships between its members, improve communication, and ensure better project execution. These can be trainings on work planning and coordination, other trainings, games and exercises for the development of cooperation, communication and trust, exercises for the development of creativity, design thinking, etc. The technique can be applied at any stage of the team's work.²³

It is worth stating that the use of modern methods of motivation can also contribute to increasing team productivity. A motivated and self-directed team has

²³ Source: grouped by the authors based on the systematization of sources [4; 5]

a higher energy level, greater interaction and a sense of responsibility for the result. One of the effective methods of motivation is to provide an opportunity to learn new technologies and tools, to develop one’s professional and flexible skills and abilities. This will help not only to increase the productivity of the team but also to increase the level of satisfaction of project participants with their work.

In this context of determining the possibilities of creating favorable conditions for the effective work of the project team, it is advisable to carefully select candidates for the project team. If you imagine the first stage of this project team building procedure as a standart business-process of selecting a candidate for a project team, then its visualization can be presented as a functional context diagram with its decomposition in the notation (modeling language) IDFO (Integration Definition for Process Modeling) on the RAMUS modeling platform (Fig. 16 and Fig. 17).

The result of applying the IDEFO methodology is a model (see Fig. 16 and Fig. 17). The model (see Fig. 16 and Fig. 17) consists of diagrams, fragments of text and a glossary, which have links to each other that allows to regulate the stages and formalize the entire procedure.

The diagram model of the first level of the procedure decomposition for selecting a candidate for the project team is intended for the formalization and description of business-processes. A distinctive feature of IDEFO as a modeling notation (language or standard) is its emphasis on object subordination.

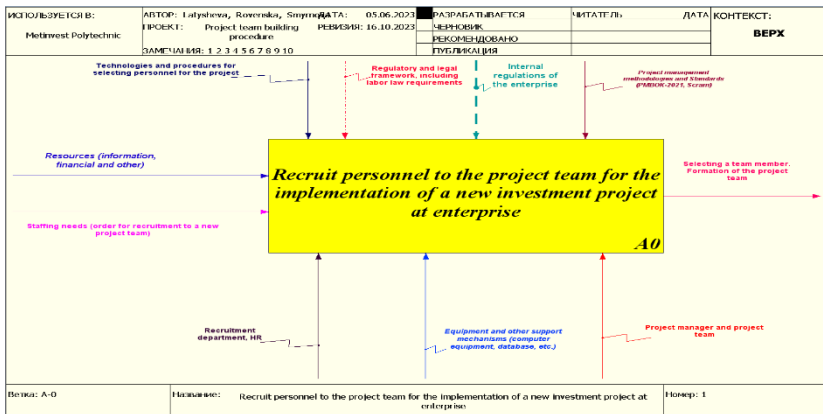


Fig. 16. Parent diagram model of the higher level of the procedure for selecting a candidate for the project team

Source: proposed and created by the authors in IDFO (IDEF zero) notation on the RAMUS simulation platform

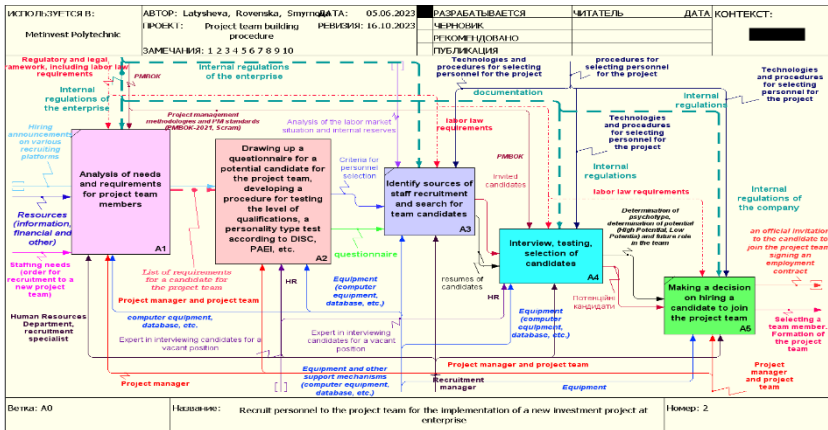


Fig. 17. Child diagram model of the first level of procedure decomposition for selecting a project team candidate²⁴

The IDEF0 notation considers the logical relationships between the stages (processes, subprocesses) of the candidate selection procedure for the project team as a set of modules, in which, at the same time (see Fig. 16, Fig. 17):

- the input arrow always comes to the left edge of the activity (of the main top diagram (see Fig. 16), or of the stage (see Fig. 17), and shows objects such as information and material flows (resources, certain tasks) that are transformed into business processes;

- control arrow (from top to bottom) is control and regulation mechanisms (in the form of instructions, regulations, methods, standards, i.e. all information flows that are transformed into processes that are required for their execution) arrows always enter the upper edge of the block (stage),

- the arrow of the provisioning mechanism (from bottom to top) – the bottom edge, which reflects the tools and resources with which the business process is implemented (for example, technical means, people – executors of the process, equipment, software and information systems, etc).

- the exit arrow (the result obtained from the transformation of input resources and prepared documentation) is the right edge of the block.

With the help of IDEF0 (see Fig. 16, Fig. 17) it is possible to carry out decomposition to the required level, which allows you to imagine the system in a form that is convenient for perception, and accordingly evaluate its complexity thanks to the visual display of all elements with the help of which the business process is implemented. This makes it easy to familiarize all stakeholders with the process, to identify problem areas. Clarity and simplicity of the IDEF0 graphic language make the «AS IS» model easy to read even for

²⁴ Source: proposed and created by the authors in IDF0 notation on the RAMUS simulation platform

people who did not participate in the project, as well as effective for demonstrations and presentations.

The «AS IS» model («as it is») is a model of the current state, which makes it possible to analyze ongoing processes, as well as systematize processes (stages of work) and information resources used to determine the need for certain changes (see Fig. 16, Fig. 17).

The «AS IS» model makes it possible to identify bottlenecks (duplication of functions, redundant document flow, etc.) in the organization of the procedure and the interaction of business processes, and the need for certain changes in the existing structure is determined. In the future, on the basis of the constructed «AS IS» model (see Fig. 16, Fig. 17), the stages of the business process execution procedure can be rethought and new models (so-called «TO BE» and «SHOULD BE» aimed at changes in the system, i.e. the desired or target state of the implementation process are described) programs and projects to improve operational efficiency.

In the context of the necessity for the right selection in the project team, it is worth paying attention that the project team can consist of different people with different psychotypes, which can affect the way of communication, perception and response to information.

Understanding the psychotypes of team members according to the different DISC models²⁵ and the PAEI model helps to allocate roles and tasks, taking into account the strengths and characteristics of each member. It is important to remember that these models provide a general overview of psychotypes and cannot fully describe each personality.

The DISC personality type test is a four-sector behavioral model for studying people's behavior in an environment or a certain situation. Psychologist William Marston's model (William Marston DISC model) examines behavior styles and behavioral preferences. At the same time, the DISC system does not evaluate a person's mental abilities (IQ), emotional intelligence (EQ), is not a tool for identifying human values, does not evaluate education, abilities and experience. In addition, the DISC test is the #1 commercial personality assessment tool, with over 80% of Fortune 500 companies using the DISC personality test. This DISC test (we recommend taking this test for free online at the link: <https://factum-info.net/uk/tests/1144-test-disc-opredelite-vash-povedencheskij-tip-lichnosti>, the key to the DISC test is generated automatically in the transcript of the test) will help to learn about belonging to a certain personality type, so that you can study the strengths and weaknesses of each psychotype, their typical behavioral markers and appropriate recommendations for improving communication skills. If we talk about the work of an HR manager, having this typology will be useful during an interview, in the process of adapting a

²⁵ Source: grouped by the authors based on the systematization of sources [19]

new employee, drawing up motivational programs, as well as during evaluation and training.

The DISC typology works successfully in business, the military, and interpersonal communication. This knowledge is applied in business, sales and business communication even now. The main advantage of typology is quick diagnosis and identification of personality type during communication. With proper skill, it is enough to talk with a person for 10-20 minutes to understand his type and motives of behavior. Followers of William Marston depicted the DISC model²⁶ in the form of a «Marston cross» (Fig. 8):

4 squares filled with the intersection of the axis (perception and reaction) reflect 4 behavioral types.

They are all encrypted in the DISC model name:

D (Dominance) – Dominant: how a person reacts to problems and challenges;

I (Influence) – Which influences: how a person interacts, influences others; S (Steadiness) – Stable: how a person reacts to changes;

C (Compliance) – Corresponding (or Conscientious):

how a person follows the rules: «Pure» types are quite rare as in any typology. As a rule, each of us has characteristics of each type, but one will dominate. Each type has its strengths and weaknesses (Fig. 8). Awareness of them helps people to reveal their talents and establish constructive business relationships. Belonging to different behavioral types can cause misunderstandings and conflicts.

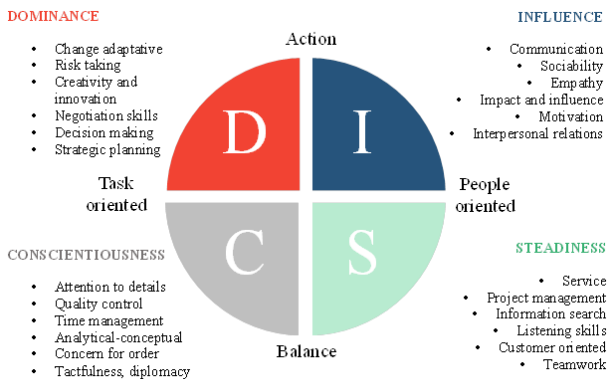


Fig. 8. William Marston model DISC²⁷

²⁶ Source: grouped by the authors based on the systematization of sources [19]

²⁷ Source: created by the authors based on the systematization of sources [19]

What else is the DISC system useful for? Currently, testing according to this system is popular as part of staff management courses. If interlocutors or employees relate to different behavioral types, there may be disagreements between them. Knowledge of behavioral personality types (table 4), which include those around you, work colleagues and even friends, allows you to better build relationships, avoid unpleasant situations and, most importantly, achieve desired goals. It is especially useful to know your own personality typology in order to qualitatively assess your strengths and weaknesses, to understand in which direction to work on yourself.

he DISC personality type test (Table 4) is used to help HR and/or the manager correctly determine the psychological compatibility of employees' personality types. It is important for the management of the company to know the ways of forming psychological compatibility in the team, and to apply this knowledge during training, studying and placement of staff for the successful functioning of the company.

The DISC method helps to form an optimal team or «boss-subordinate» link. In addition, the compatibility of personality types does not mean the coincidence or complete similarity of the skills and abilities of employees, the principle of complementarity of professional qualities and knowledge works here. Moreover, the DISC typology helps the employee to understand his behavior and his potential.

For understanding of each behavioral type (table 4) manifests itself in work, let's imagine a situation where the company plans to switch to work on a new IT program platform.

For understanding of each behavioral type (table 4):

D thoughts: «Great, we will be able to work faster, support more clients and make more profit.»

I thoughts: «Almost all big companies work in this program. We need to keep the brand and also use modern technologies.»

S thoughts: «The program is quite simple and clear, I think my colleagues and I will quickly get used to working in it.»

C thoughts: «The cost of buying the program is so many dollars. So, if employee productivity increases by 15%, it will pay for itself in six months. But there is a risk that employees will find it unusual to work in it and, on the contrary, the speed of work will decrease.»

So, for «reds» the result is important, for «yellows» is «coolness» (external entourage), for «greens» are satisfaction and convenience for everyone, for «blues» are facts and figures.

Another PAEI model (Producer, Administrator, Entrepreneur & Integrator) was developed by Hugo Minzberger and describes four main roles in the team (Fig. 9): Producer (producer), Administrator (administrator), Entrepreneur (entrepreneur) and Integrator (integrator).

Table 4

Interpretation of the DISC test about the main characteristics of each behavioral type²⁸

To type DISC	Red - Dominant (D)	Yellow - Impact (I)	Green - Stable (S)	Blue - Conscientious (C)
Characteristic	<p>D - leaders - managers, rather authoritarian people who know what they want and are not very used to listening to someone else's opinion; impatient, risky, prone to quick, not always thought-out decisions; highly value their time, are not inclined to trust and compassion; make decisions quickly; have a rough form of communication, straightforward, firm and self-confident; they like to tell others what to do, give commands; very purposeful, ready to achieve their goal, no matter what it costs them; strive to overachieve in order to prove themselves. They try not to stand still, they need results and progress.</p>	<p>I - people who are great at making new acquaintances, sociable; excellent specialists in public relations, they are everywhere, friendly, able to dissolve in any company; charismatic, trusting, impulsive, not attentive, not punctual; cheerful and full of optimism; they like to meet new people, they approach any business creatively; in the course of a conversation, they can jump from one subject to another without a visible logical connection, giving the impression of being superficial.</p>	<p>S - team players. Together they are capable of everything, but they absolutely cannot work alone. They are calm, gentle, patient, predictable, manageable, good workers, but practically unable to come up with or invent something on their own. Their greatest advantage is the inability to betray, you can rely on them in everything, it can be difficult to identify them, because they tend to adapt to the interlocutor. With such people-managers (usually a family business) there is often a "gray cardinal" who actually makes decisions.</p> <p>They feel the need for reliability, stability and do not like sudden changes. At the same time, they pay great attention to relationships between people, showing tact, attention and cordiality to others.</p>	<p>C - analysts. People of this type work well with papers, they make good accountants, economists and lawyers. For them, the letter of the law and instructions are above all else. Emotionally closed, collected, organized. They plan everything in advance, are not prone to rash decisions; follow the rules and instructions; carefully analyze every detail before making a decision; often do not seek personal contact, so they can give the impression of being unemotional, cold; careful, demanding, neat, diplomatic, tactful.</p>

²⁸ Source: grouped by the authors based on the systematization of sources [17–19]

To type DISC	Red - Dominant (D)	Yellow - Impact (I)	Green - Stable (S)	Blue - Conscientious (C)
Strengths	work for results, quick reaction, active life position; always defend their opinion. They are comfortable in changing conditions, in challenging situations.	extraordinary thinking, creativity, love for everything new, benevolence, the ability to see others as partners, not rivals.	attentiveness to others, maintenance of perfect order in affairs and things, reliability, stability.	the ability to notice the smallest details and facts, systematicity, accuracy, order in everything, accuracy.
Weak sides	they find it difficult to approach people, they are too direct, they lack diplomacy. In the pursuit of the result, they forget details, do not pay attention to important nuances. In a state of stress, they tend to show aggression.	impulsiveness, dislike of details and figures, lack of punctuality. They often become obsessive in a state of stress.	docility, dependence, fear of changes, reluctance to talk about problems, it is very difficult for them to say no. Under stress, it is characteristic of them to agree. They tend to be offended, but do not show their feelings, which often leads to psychosomatics.	excessive scrupulousness, tendency to condemn, lack of flexibility. They react to stress by withdrawing into themselves, closing themselves off.
Markers of behavior of this type:				
Need:	result.	new impressions.	reliability.	information.
General impression	extrovert, purposeful.	extrovert, the soul of the company.	introvert, calm	introvert, purposeful
Way of communication	direct.	flexible, non-specific.	evasion.	direct.
Extreme manifestation	irritability, temper.	disorganization, non-obligation.	possession, morbid attachment.	critic, skeptic.
Gesticulation	active, wide gestures.	active, expressive, with many facial expressions.	moderate gestures.	inactive, few gestures.
Pace	fast, directed.	smooth, confident.	flat, not fast.	smooth, not fast.

²⁹ Source: grouped by the authors based on the systematization of sources [17–19]

Continuation of the table 4³⁰

To type DISC	Red - Dominant (D)	Yellow –Impact (I)	Green – Stable (S)	Blue - Conscientious (C)
<p>Tips for the manager or HR on the interview procedure</p>	<p>At the interview with the "reds", it is important not to give them the opportunity to take the initiative, not to give in to their pressure, speak confidently, and show your professionalism and competence in the matter. For D, status is important. Show the strengths of your company, the importance of the position, the challenge of the assigned tasks. A decent reward for the result is also of great importance, emphasize this.</p> <p>D can be good managers, formal leaders. Their value to the company: profit-oriented, good organizers, easily accept a challenge.</p>	<p>During an interview with "yellows", it is important to remember the purpose of the interview. Pay attention to their charm, but control the length of the conversation and direct it in the right direction. Monotonous work will quickly get boring and can lead to demotivation of the employee. Employees with a high I-score will be most effective in performing tasks that require a creative approach and development of ideas. Often, "yellows" become informal leaders in the company, because they will bring value in the form of creativity, motivation of others to achieve results, and the ability to solve conflicts. They are great team players.</p>	<p>It is very important to create a warm atmosphere at an interview with "greens". Make sure the candidate is comfortable. In the presentation of the vacancy, emphasize the description of the team: friendly relations, support in education and work, a favorable social and psychological climate. During the first period of work in the company, it is important that such an employee has a mentor.</p> <p>S will prove themselves excellently in work related to team building, unification of people, with an individual approach to employees. Their value to the company: good team players, working to achieve a common goal, patient, high level of empathy, loyal to the company.</p>	<p>At an interview with "blue" people, it is important not to show too much emotion, it makes them wary. In conversation, it is better to use facts, statistics, figures, structure information, speak directly, "without water". Be prepared for the fact that the candidate will write down many points of your conversation in a notebook. He will show himself well in positions that require attention, systematicity, persistence, for example, personnel inspector, proofreader, accountant. Their value to the company: development and maintenance of high standards, thoroughness in work, testing of information, systematization of material.</p>

³⁰ Source: grouped by the authors based on the systematization of sources [17–19]

Continuation of the table 4³¹

To type DISC	Red - Dominant (D)	Yellow – Impact (I)	Green – Stable (S)	Blue – Conscientious (C)
<p>How to apply the DISC typology in sales and business:</p> <p>Knowing what is important to each DISC personality type and what they pay the most attention to can create effective buyer-seller communication.</p>	<p>Buyer D</p> <ul style="list-style-type: none"> • Be specific and direct • Offer alternatives • Don't dictate your terms, let them choose • Have a reasoned discussion and be confident • Be factual, but don't overload with information <p>For the "reds" is an important the result</p>	<p>Buyer I</p> <ul style="list-style-type: none"> • Be friendly, smile, joke • Build friendships • Allow them to express themselves • Listen with attention and interest, acknowledge them • Use emotionally charged words when describing the product • Exchange contact details and keep in touch after the deal <p>Coolness, external entourage is important for yellow people</p>	<p>Buyer S</p> <ul style="list-style-type: none"> • Take your time, give yourself time to make a decision • Provide the necessary guarantees • Teach logically and consistently • Be sincere and earn their trust • Gently push to the desired solution <p>Satisfaction and convenience for everyone is important for green people</p>	<p>Buyer C</p> <ul style="list-style-type: none"> • Give more accurate data about the products: facts, figures and evidence • Answer all questions consistently, without using general phrases • Do not push or rush, be patient • Respect personal space, keep your distance • Stay in control, don't be skeptical <p>Facts and figures are important for blue people</p>

³¹ Source: grouped by the authors based on the systematization of sources [17–19]

Each role is responsible for certain functions and has its own characteristics. Producers are usually focused on completing tasks and achieving results. Administrators are focused on organization, structure and processes. Entrepreneurs are characterized by innovation, risk and vision of opportunities. Integrators provide coordination, cooperation and conflict resolution.

The psychotypology understanding of project team members (see Fig. 9) to help ensure more effective communication and collaboration.

Here are some general tips for working with different psychotypes (see Fig. 9):

1. Understanding: try to understand what psychotypes are present in the team and how they affect the way they perceive and respond to information.

2. Communication: use an adaptive approach to communication, taking into account the needs and styles of each psychotype. Be clear, specific, and direct with those in the Dominance category. Look out for engagement and support for those in the Influence category. Be patient and supportive of those in the Steadiness category. Be organized and precise in communication with those who belong to the Conscientiousness category.

3. Distribution of roles: consider the distribution of roles in the team, taking into account the PAEI model. Ensure balance between production, administrative, business and integration functions.

4. Mutual support: promote mutual support and communication between different psychotypes in the team. Encourage collaboration and mutual learning.

- Hi-po (High Potential) refers to employees who have high potential for growth and development in the future. These can be individuals with high skills, motivation and leadership abilities.

- Low-po (Low Potential) means that the employee does not show a high potential for development or growth in the organization. This does not mean that such employees cannot be valuable team members, but their opportunities for career growth may be limited. There are three main components that help reliably identify the right candidates.

It is worth evaluating Hi-po (High Potential) according to the following criteria:

- 1) Assessment of the desire for achievement gives us an answer as to whether the HiPo can take a higher and more difficult position, be successful in his further career, or whether his motivation is strong enough to overcome difficulties on the way to achieving the result.

- 2) Aptitude Assessment provides insight into whether our HiPo has the competencies needed to perform more complex roles.

		Process	FOCUS	Results		
Unstructured	APPROACH	ESFJ WORLD'S HOST Gracious – Good People Skills – Thoughtful – Appropriate Eager to Please <i>MOST</i> HARMONIOUS	ENFJ SMOOTH OPERATOR Charismatic – Compassionate Possibilities for People – Optimistic Idealistic <i>MOST IDEALISTIC</i>	ESTJ LIFE ADMINISTRATOR Order & Structure – Sociable Opinionated – Results Driven Producer Traditionalist MOST HARD DRIVING	ENTJ 'NATURAL' LEADER Visionary – Gregarious Argumentative Systems Planner – Takes Charge Low Tolerance for Incompetence <i>MOST</i> DRIVING COMMANDING	Global
		INTEGRATOR		ENTREPRENEUR		
Structured	APPROACH	ESFP YOU ONLY GET ONE LIFE Sociable – Spontaneous – Loves Surprises – Cuts Red Tape – Juggle Multiple Projects – Quip Master <i>MOST</i> GENEROUS	ENFP GO FOR BROKE People Oriented – Creative Seeks Harmony – Life of the Party Initiator – Cheerleader <i>MOST</i> OPTIMISTIC	ESTP ULTIMATE REALIST Unconventional Approach – Fun Gregarious – Live Here and Now Good at Problem Solving <i>MOST</i> SPONTANEOUS	ENTP CHALLENGE CHASER Argues Both Sides of an Issue Brinkmanship – Tests Limits Enthusiastic – New Ideas <i>MOST</i> INVENTIVE	PERSPECTIVE
		ADMINISTRATOR		PRODUCER		
Structured	APPROACH	ISFJ DUTY BOUND Amiable – Works Behind the Scenes Ready to Sacrifice – Accountable Prefers Doing to Talking or Thinking <i>MOST</i> LOYAL	INFJ INSPIRATIONAL Reflective & Introspective – Quietly Caring – Creative – Linguistically Gifted Sensitive Psychic <i>MOST</i> CONTEMPLATIVE	ISTJ JUST DO IT Organizer – Compulsive – Private Trustworthy – Rules n' Regs – Practical <i>MOST</i> RESPONSIBLE	INTJ 'IMPROVES' EVERYTHING Theory Based – Skeptical – 'My Way' High need for Competency Sees World as a Chess Game <i>MOST</i> INDEPENDENT	Local
		ADMINISTRATOR		PRODUCER		
		Slow	PACE	Fast		

Fig. 9. PAEI Model – Producer, Administrator, Entrepreneur & Integrator – A Powerful Model to create New Teams by Hugo Minzberger³²

Stuff can also be evaluated in another model based on the level of potential, according to psychotypes with high (High Potential, Hi-po) and low potential (Low Potential, Low-po) are distinguished, namely:

Martyrdom score indicates how loyal the Hi-Po is to the company and considers it the best place to realize their career ambitions³³.

³² Source: grouped by the authors based on the systematization of sources [23]

³³ Source: grouped by the authors based on the systematization of sources [24]

Another well-known staff typology system – the so-called «ABC players» model – is used to classify employees according to their productivity and contribution to the organization.

– A players (or top performers) are employees who have demonstrated high results and made a significant contribution to the development of the organization.

– B players are employees who perform their duties at a satisfactory level, but do not achieve exceptional results.

– C players are employees who have performance problems and do not meet the organization's expectations.

And another common evaluation system «Exceed – Meet – Below expectations» allows to evaluate employees taking into account their actual contribution and performance. It helps identify employee strengths and weaknesses, identify training and development needs, and set clear goals and expectations for future work. Each employee will be evaluated individually depending on their specific duties and goals. The application of such an evaluation system will contribute to a balanced and fair evaluation of employees and will contribute to the development of a highly effective team.

This «Exceed – Meet – Below expectations» evaluation system is based on the extent to which team members meet or exceed the expectations placed on them at work:

– Exceed expectations are employees who demonstrate high productivity and achieve or exceed the goals set for them.

– Meet expectations (meet expectations) – these are employees who perform their duties at the accepted level and achieve the set goals.

– Below expectations (below expectations) are employees who do not perform their duties at the appropriate level or do not achieve the set goals.

Selection of people for the team is usually carried out based on psychotypes, skills and knowledge of employees, personal qualities and characteristics. When working in a team, each employee fulfills two roles. The first of them is the most obvious – a professional role. The second role is a team role based on personal data.

Raymond Meredith Belbin³⁴ (table 5) in his research identifies nine team roles, the characteristics of which are given in table. 5. The roles presented should be used according to the needs and best practices of the team. For example, at the initial stage of the team, there is a need for the generation of innovative ideas (idea generator), and then for an executor who performs the task. The «head» coordinator plays an important role in achieving success at these stages. The active activity of the «former» contributes to the development of the team's driving forces and incentives. «Resource explorer» becomes important in difficult negotiations. «Expert» is necessary to maintain the focus of the team (see Table 5). Team leaders should know the specifics

³⁴ Source: grouped by the authors based on the systematization of sources [15]

of team roles (see table 5) of their employees so that the team can use all the variety of roles. In teams with an insufficient level of trust and openness, there may be people who do not discuss their professional skills and close themselves to personal qualities. In organizations, there is usually a constant turnover of staff, and the concept of roles can be used in the formation of teams. It is worth stating that each team member can perform one or more team roles (see table 5), each of them has its own advantages and «acceptable disadvantages». It is important to understand them and try to focus on the strengths of employees. When employees see that their flaws are accepted, they become more open to exhibiting qualities that are useful to the team.

A team has a better chance of success if it is balanced in the selection of team roles and each role (Table 5) is performed at the right time to solve joint tasks. It is important to be tolerant of the shortcomings of individual team members and learn to manage them. It is the team leader who plays an important role in uniting employees, and therefore he must create favorable conditions for the work of subordinates. The leader's style of behavior, focused on personal relationships, is also of great importance (Table 6).

Table 5

Team Roles by Raymond Meredith Belbin (R. Meredith Belbin, 1981)

Types of team members roles	Necessary personal qualities and contribution to the team's activities	Acceptable defects
«Resource Researcher»	Possesses the art of conducting negotiations, a variety of contacts, the talent of an improviser, studies favorable opportunities. Enthusiasm, sociability.	Loses interest as enthusiasm wanes. Jumps from one task to another. Requires increased external pressure.
«Former»	Constant focus on solving the task; stimulates the work of the entire team; encourages employees to work more intensively. Energy, desire to work with full dedication.	Easily becomes irritated. Impulsivity and impatience. Impatience with vague wording and indecision in behavior. The result at any cost.
«Collectivist»	Contributes to the harmonization of relations in the team, eliminates disagreements. Listens carefully to colleagues, relies on the points of view of others. Sensitivity, lack of excessive self-confidence.	Indecisiveness in crisis situations. Efforts to avoid escalation of situations. Can prevent a certain action at a crucial moment.
«Coordinator»	Clearly formulates goals; performs well as a presenter during discussions. Contributes to effective decision-making. Has good communication skills; social leader	May seem like a person prone to manipulation. Tendency to transfer one's responsibilities to others. Can take credit for the entire team.
«Specialist»	It is characterized by the presence of knowledge and skills that are rarely found. Purposefulness and the ability to fully devote yourself to work.	Useful only in a narrow professional field. Weakened and communication skills. Often does not see hidden problems.

Types of team members roles	Necessary personal qualities and contribution to the team's activities	Acceptable defects
«Generator of ideas»	Creative orientation, rich imagination, extraordinary thinking. Craving for innovation. A source of original ideas for the team	Insufficient experience of interpersonal communication. Psychological instability. He lingers for a long time considering «interesting ideas».
«Performer»	Turns ideas into practical actions. Turns solutions into easy-to-do tasks. Brings order to the team's activities.	Insufficient flexibility. Inadmissibility of fantastic ideas and parts of changes in plans.
«Finisher»	Diligence and conscientiousness. Ensures that all tasks are completed in full. Monitors the timeliness of tasks.	Excessive concern about the current state of affairs. Propensity to internal experiences. Reluctance to delegate one's duties. Rejection of a frivolous attitude towards his duties by others.
«Expert»	Confesses a dispassionate and critical analysis of the situation. Strategic approach and transparency in assessments. Accuracy of judgments, efforts to consider all possible solutions.	Underestimation of factors of stimulation and inspiration. Lack of creative imagination and inspiration. The ability to knock others down by suppressing their initiative.

Table 6

Positive types of team behavior³⁶

Activities	Actions of the leader
Putting forward proposals and initiatives	Offering ideas and methods of action related to the task being performed.
Development of ideas	Development of ideas put forward by others; the desire to «sacrifice» one's own offers.
«Guard functions»	«Opening the gate» – the desire to involve others in the discussion; «closing the gate» – the desire to restrain or stop the communication of others.
Diagnostic analysis	Analysis of shortcomings or their causes in a specific situation, organization of «brainstorming».
Encouragement of group work	Expressing friendly affection, support and sensitivity to others through verbal and non-verbal means.
Search and transfer of information	Finding and providing the right information, openness and honesty.
Conflict resolution	Willingness to accept the conflict and deal with it, take measures to eliminate a possible conflict of interests.
Evaluation «on merit»	Evaluation of the merits of proposals and their effectiveness, recognition of personal merits of team members.
Expressing thoughts and addressing feelings	Making appropriate judgments about everyone's contribution, acknowledging and understanding people's feelings.
Fulfilling of needs	Timely satisfaction of needs for amenities, rest, comfortable working conditions of the team.
Decision-making	Participation in decision-making on any proposal or course of action.

³⁵ Source: grouped by the authors based on the systematization of sources [5; 12]³⁶ Source: grouped by the authors based on the systematization of sources [1–12]

Staff development is a key aspect when implementing programs and projects to improve operational efficiency. There are some important elements that can contribute to the development of staff in a team:

1. It is important to create a motivating environment in which employees see the connection between their efforts and the achievement of organizational goals. It may include rewards, bonuses, increased responsibilities, or opportunity for achievement-based career development.

2. The organization of trainings and education allows staff to develop the necessary skills and knowledge to perform new processes and roles related to efficiency improvement programs. It can be both internal trainings and involvement of external experts.

3. Implementation of efficiency improvement programs may require changes in management and the creation of a team approach. Managers must be open to new ideas, able to improve processes and effectively manage a team. Developing leadership skills and helping to build an effective team can help in this process.

In general, successful staff development in implementing operational efficiency improvement programs and projects requires a combination of motivational activities, training and education, as well as leadership and team leadership development. These elements will help attract, motivate and develop staff to succeed in implementing performance improvement projects.

According to the project management standard PMBOK-2021 (seventh edition) (A Guide to the Project Management Body of Knowledge or PMBOK Guide -2021)³⁷ also is offered models of project team management, some of them were developed with a clear focus on projects and project teams, others are of a more general nature (Table 7):

Table 7

Project team management model according to PMBOK-2021³⁸

Types of models	Explanation
1.	Commonly used models: whenever possible, models are presented as they are applied to projects. The content of this section does not describe how to design or create new models. The model descriptions provided provide a general overview. Project team members and other stakeholders can refer to many sources (such as the PMI Standards Library) for a more complete description and explanation of the models.
1. Situational leadership models are a subset of a wide range of leadership models.	just as project teams match processes, methods, life cycles, and development approaches, they also match leadership styles. Situational leadership models describe ways to adapt leadership style to the needs of the individual and the project team.
1.1. Ken Blanchard's Situational Leadership	measures the development of project team members using competence and commitment as two primary variables. Competence is a combination of abilities, knowledge and skills. Dedication shows a person's confidence and motivation. As a person's competence and commitment develop, leadership styles evolve from directing to coaching, and then to supporting and delegating authority to meet individual needs.

³⁷ Source: grouped by the authors based on the systematization of sources [21]

³⁸ Source: grouped by the authors based on the systematization of sources [21, p. 155–160]

Types of models	Explanation
1.2. The OSCAR coaching and mentoring model was developed by Karen Whitworth and Andrew Gilbert.	<p>The model helps people adapt their coaching or leadership styles to support people with an action plan for personal development. The model considers five factors:</p> <ol style="list-style-type: none"> 1) Final result (Output). The end result defines the person's long-term goals and desired outcome from each conversation. 2) Situation (Situation). The situation provides an opportunity to discuss the project team member's current skills, abilities, and knowledge level, why the person is at that level, and how that level affects the person's performance and relationships with colleagues. 3) Choices/consequences (Choices/consequences). Choices and/or consequences define all potential paths to a desired end result and consequences 4) of every choice, so that a person can choose effective ways to achieve his long-term goals. 5) Actions. Action focuses on specific improvements by focusing on immediate and achievable goals that a person can work towards within a specific period of time. 6) Review (Review). Regular meetings provide support and ensure that people stay motivated and stick to the agreed plan.
2. Communication models demonstrate concepts related to how the boundaries of the sender's and receiver's perceptions, as well as the communication environment, affect the effectiveness of communication, and what types of discrepancies exist between the expectations of end users and reality.	<p>Due to the proliferation of multicultural project teams and dispersed stakeholders, these models provide an approach to consider communication styles and methods to improve its effectiveness and efficiency. There are many communication models that demonstrate different aspects of communication.</p>
2.1. The communication model developed by Broweiss and Price	<p>The model of intercultural communication contains the idea that the message itself and the way it is transmitted depend on the current knowledge, experience, language, thinking and communication styles of the sender, as well as stereotypes and relationships with the receiver. Likewise, the receiver's knowledge, experience, language, thinking, and communication styles, as well as stereotypes and attitudes toward the sender, will influence the interpretation of the message.</p>

³⁹ Source: grouped by the authors based on the systematization of sources [21, p. 155–160]

Continuation of the table 7⁴⁰

Types of models	Explanation
2.2. A model of the effectiveness of communication channels by Alistair Cockburn, who developed a model describing communication channels along the axes of effectiveness and saturation.	<p>According to the definition of Richard Daft and Robert Lengel, saturation is related to the amount of knowledge that can be conveyed by means of communication.</p> <p>The saturation of such a tool depends on the characteristics, in particular, on the ability to:</p> <ul style="list-style-type: none"> process several information signals at the same time, promote quick feedback, set a personal focus, use natural language. <p>Saturation of communication allows you to quickly transfer a wide range of information.</p> <p>Situations involving complex, confusing, and personal information benefit from richer communication channels, such as face-to-face communication. Situations involving the transfer of simple descriptive information may use less saturated communication channels, such as notes or text messages.</p>
3. Motivation models	<p>People work better when they are motivated, and people are motivated by different things.</p> <p>Understanding what motivates project team members and other stakeholders helps align incentives to specific people, thereby ensuring more effective engagement</p>
3.1. Frederick Herzberg's two-factor model of the study of hygienic and motivational factors	<p>Frederick Herzberg conducted a study of motivational factors in working life. He believed that job satisfaction and dissatisfaction arise from conditions called motivational factors.</p> <p>Motivational factors cover issues related to job content, such as achievement, growth, and advancement. An insufficient level of motivational factors leads to dissatisfaction.</p> <p>A sufficient level of motivational factors contributes to satisfaction. Herzberg also identified hygiene factors related to work, such as company policies, wages, and physical environment.</p> <p>If the level of hygienic factors is not sufficient, they cause dissatisfaction. However, even if their level is sufficient, they do not lead to satisfaction.</p>

⁴⁰ Source: grouped by the authors based on the systematization of sources [21, p. 155–160]

Continuation of the table 7⁴¹

Types of models	Explanation
<p>3.2. Daniel Pink's Model: Intrinsic vs. Extrinsic Motivation. Daniel Pink has published several books on the intrinsic factors that motivate people. He stated that although extrinsic incentives such as wages motivate a person to a certain extent, once a person is fairly paid for his work, the motivational power of extrinsic rewards ceases to exist. For complex and interesting work, like most project work, intrinsic motivators are much longer and more effective.</p>	<p>Pink identifies three types of intrinsic motivators: autonomy, mastery, and purpose: Autonomy is the desire to manage one's own life. This is consistent with being able to determine how, where and when work is done. Autonomy includes flexible work schedules, working from home, and working in project teams characterized by independent choice and self-management. Mastery is the ability to improve and improve. Aspects of mastery include the desire to perform well, to learn, and to achieve goals. Purpose means the need to make changes for the better. Knowing the project's vision and how the work contributes to that vision allows people to feel like they're making a difference.</p>
<p>3.3. The theory of needs is the model of David McClelland</p>	<p>Needs Theory – David McClelland's model states that all people are driven by needs for achievement, power, and affiliation. The relative strength of each need depends on individual experience and culture. Achievements: People motivated by achievement, such as achieving a goal, are motivated by challenging but meaningful tasks. Power: People motivated by power like to organize, motivate, and lead others. They are motivated by increasing the level of responsibility. Affiliation: People who are motivated by belongingness seek acceptance and belonging. They are motivated by being part of a team.</p>
<p>3.4. Theory X, Theory Y, and Theory Z (Douglas McGregor and William Ouchi model) Douglas McGregor developed the Theory X and Theory Y models, which represent a spectrum of employee motivation and corresponding management styles. The model was later extended by William Ouchi's Theory Z.</p>	<p>Theory X. The X side of the spectrum assumes that people work only to earn an income. They are not ambitious or goal-oriented, so they are best motivated by a practical and centralized approach. This management style is often found in manufacturing, labor-intensive environments, or environments with many levels of management. Theory Y. The Y side of the spectrum suggests that people are intrinsically motivated to perform well. The appropriate management style is more like personal coaching. The leader encourages creativity and discussion. This style of management is often found in creative and scientific environments. Theory Z Abraham Maslow viewed Theory Z as a transcendent dimension to work where people are motivated by self-actualization, values, and a higher calling. Optimal in this situation is a management style that cultivates awareness and meaningfulness. William Ouchi's version of Theory Z focuses on motivating employees by creating jobs for life that focus on the well-being of employees and their families. This management style aims to increase productivity, morale and satisfaction.</p>

⁴¹ Source: grouped by the authors based on the systematization of sources [21, p. 155–160]

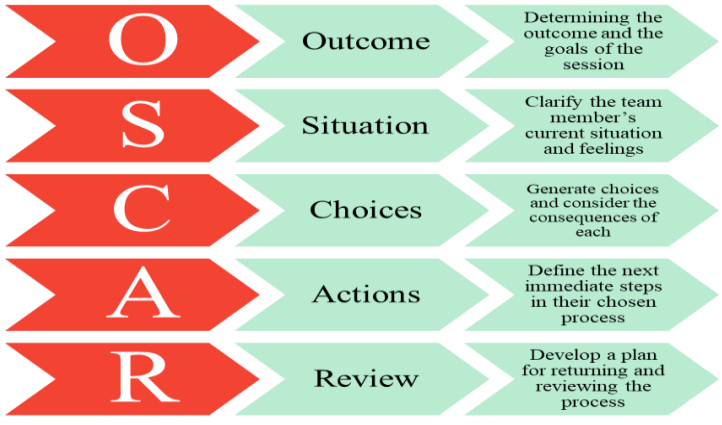


Fig. 10. Model of coaching and mentoring OSCAR⁴²

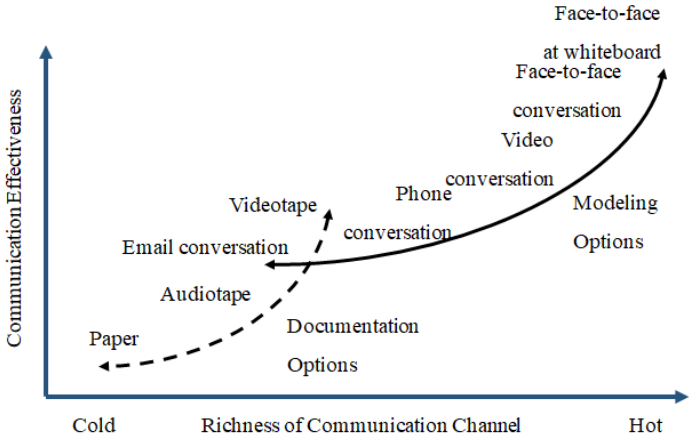


Fig. 11. Alistair Cockburn's model of the effectiveness of communication channels⁴³

⁴² Source: grouped by the authors based on the systematization of sources [25]

⁴³ Source: grouped by the authors based on the systematization of sources [21]

Herzberg's Two Factor Theory	
Motivators	Hygienes
<ul style="list-style-type: none"> • Achievements • Recognition • Responsibility • Opportunity for advancement or promotion • The work itself • Potential for personal growth 	<ul style="list-style-type: none"> • Salary • Technical supervision • Working conditions • Company policies, administration, and procedures • Interpersonal relationships with peers, supervisors, and subordinated • Status • Security
<i>When increased, lead to greater satisfaction</i>	<i>When deficient, lead to greater dissatisfaction</i>

Fig. 12. Frederick Herzberg's two-factor model⁴⁴

Motivation – how do we do it?

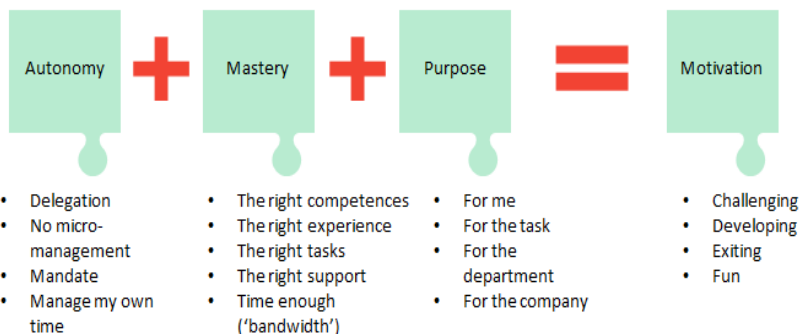


Fig. 13. Daniel Pink's model⁴⁵

⁴⁴ Source: grouped by the authors based on the systematization of sources [26]

⁴⁵ Source: grouped by the authors based on the systematization of sources [27]

McClelland's Human Motivation Theory

Identified three motivators

All three are present in each person, but one motivator will dominate

People will have different characteristics depending on their dominant motivator



Fig. 14. Theory of needs – David McClelland's model⁴⁶

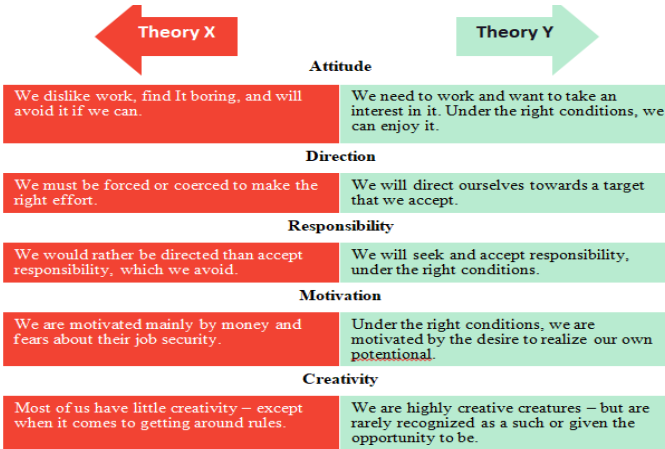


Fig. 15. McGregor Theory X Y Model⁴⁷

To build a highly effective project team the manager needs to create a favorable business environment where team members work successfully and effectively interact with others i.e., such an environment that provides conditions for business communication and timely elimination of the causes of conflicts. For this, there are effective methods of conflict resolution.

The manager's activity algorithm in the process of conflict management depends on many factors: the content of the conflict itself, the conditions of

⁴⁶ Source: grouped by the authors based on the systematization of sources [28]

⁴⁷ Source: grouped by the authors based on the systematization of sources [29]

its occurrence and development, and many others. Therefore, it is impossible to offer a universal algorithm for the activity of a manager in conflict management, but some basic, expedient steps in such an algorithm can be highlighted. We list them in the table. 9.

Table 9

Conflict management algorithm⁴⁸

Step	Contents of activity	Ways (methods) of implementation
1	Study of the causes of the conflict	Observation; analysis of activity results; conversation, study of documents; biographical method, i.e. study of biographical data of participants in the conflict, etc.
2	Limitation of the number of participants	Work with leaders in microgroups; redistribution of functional duties; promotion
3	Additional analysis of the conflict with the help of experts	Survey of experts; involvement of a mediator, a psychologist; negotiation process (mediation), etc.
4	Making a decision	Administrative methods; pedagogical methods.

Based on this conflict management procedure (Table 9), the following actions can be foreseen⁴⁹:

1. Forecasting a conflict is a type of activity of a management entity aimed at identifying the causes of this conflict. The main sources of conflict forecasting are: the study of objective and subjective conditions and factors of interaction between people; study of their individual and psychological characteristics. For example: in a team, such conditions and factors can be: management style; the level of social tension; socio-psychological climate; leadership and microgroups and other social and psychological phenomena.

2. Conflict prevention (preventive form) is a type of activity of the management entity aimed at preventing the occurrence of conflict. Conflict prevention is based on their prediction. In this case, on the basis of the received information about the causes of the unwanted conflict, active activities begin to neutralize the effects of the entire complex of its factors. This is the so-called forced form of conflict prevention. However, conflicts can be prevented by implementing, in general, effective management of the social system. The main methods of such prevention of conflicts in organizations can be:

- constant concern for meeting the needs and interests of employees;
- selection and placement of employees taking into account their individual and psychological characteristics;
- observance of the principle of social justice in any decisions concerning the interests of the team and the individual;

⁴⁸ Source: grouped by authors

⁴⁹ Source: grouped by the authors based on the systematization of sources [3; 6; 7]

- education of employees, formation in them of a high psychological and pedagogical culture of communication, etc.

3. Stimulation of conflict is a type of activity of a management entity aimed at provoking, causing conflict. Stimulation is justified in relation to constructive conflicts. Means of stimulating conflicts can be different:

- presentation of a problematic issue for discussion at meetings, meetings, seminars, etc.;
- criticism of the situation at the meeting;
- speech with critical material in mass media, etc.

But when stimulating this or that conflict, the manager must be prepared to manage it constructively. This is a necessary condition in conflict management, its violation, as a rule, leads to sad consequences.

4. Conflict regulation is a type of activity of the management entity aimed at weakening and limiting the conflict, ensuring its development towards a solution. Stages of conflict regulation:

I stage. Recognition of the reality of the conflict by the conflicting parties.

II stage. Legitimization of the conflict, i.e. reaching an agreement between the conflicting parties on recognition and compliance with established norms and rules of conflict interaction.

III stage. Creation of relevant bodies, working groups for regulation of conflict interaction.

5. Conflict resolution is a type of management entity activity related to ending the conflict. Resolution is the final stage of conflict management. The resolution of the conflict can be complete or incomplete. The complete resolution of the conflict is achieved by eliminating the causes, subject of the conflict and conflict situations. Incomplete conflict resolution occurs when not all causes or conflict situations are eliminated. In this case, an incomplete resolution of the conflict can be a stage on the way to its complete resolution. Forms of conflict resolution:

- destruction or complete subordination of one of the parties (concession);
- coordination of interests and positions of the conflicting parties on a new basis (compromise, consensus);
- mutual reconciliation of conflicting parties (withdrawal);
- transition of struggle into cooperation in joint overcoming of contradictions (cooperation).

Solutions:

- administrative (dismissal, transfer to another job, court decision, etc.);
- pedagogical (conversation, persuasion, request, explanation, etc.).

The use of these methods of conflict management and the most common models (Table 10), which determine the types of conflicts, ways of responding to them, leadership styles that affect the interaction between team members, are useful for managers to understand the specifics of interaction, the causes of conflicts in the team and their methods elimination to achieve common goals.

It is important to remember that each of these models (table 10) of interaction and management in a team has its advantages and disadvantages, so it is important to use them taking into account the specific needs and characteristics of the team.

It is also worth stating that team management is a process that requires consideration of cultural differences, behavioral and other individual characteristics of different psychological types of team members.

The use of the presented models of conflict management can help ensure effective interaction and contribute to the success of the project.

Project managers must always be ready to solve conflicts and ensure a favorable atmosphere of trust for the effective interaction of team members at all stages of the project.

Table 10

Models determining leadership styles, types of interaction and conflicts between team members⁵⁰

Model, author	Explanation (key provisions of the conflict-management model)
Belbin's role model (R. Meredith Belbin, 1981)	Role model defines five levels of interaction or conflict resolution styles: <ul style="list-style-type: none"> – ignoring: participants do not interact with each other and do not cooperate to achieve a common goal; – competition: participants fight with each other for resources and power, which can lead to conflict and a negative impact on team results; – compromise: participants agree on a compromise solution to achieve a common goal; – cooperation: participants work together, combining their knowledge and resources to achieve a common goal; – synergy: participants work together using their individual skills and knowledge to achieve results that exceed their individual capabilities.
Joel Katz and Robert Cannell's «Three-Dimensional Model of Conflict» is a theoretical model that helps to understand and analyze conflicts between individuals or groups.	This model describes conflicts from three main dimensions that influence the nature and development of the conflict. <p>The first dimension of the model «interpersonal conflict» describes conflicts arising on the basis of personal differences, differences in values, ideas and characters between people. This dimension considers interaction and conflict between individuals as the basis of conflict.</p> <p>The second dimension «structural conflict» -reflects conflicts arising from differences in role functions, power, resources, status or other structural aspects of an organization or group. This dimension focuses on the social and structural factors that lead to conflict.</p> <p>The third dimension «information conflict» describes conflicts that arise due to differences in perception, access to information, interpretation of facts and data. This dimension draws attention to the role of communication and information exchange in the emergence and development of conflict.</p>

⁵⁰ Source: grouped by authors according to sources [1–8]

Model, author	Explanation (key provisions of the conflict-management model)
<p>Morton Margan's (1965) conflict model examines the interaction between individual and group goals and establishes the main types of interaction. The main idea of the model is that conflicts arise on the basis of inequality in the distribution of resources and can have different nature and consequences.</p>	<p>The five types of conflict include:</p> <ol style="list-style-type: none"> 1) distributional conflict (Distributional Conflict) occurs when different parties compete for limited resources, such as money, territory or power. 2) value conflict (Value Conflict) when individuals or groups have different values, beliefs or worldviews that contradict each other. 3) role conflict (Role Conflict) when the requirements and expectations associated with the roles performed by people contradict each other. 4) power conflict (Power Conflict) when different individuals or groups compete for control, influence or power over decisions and resources. 5) conflict of interests (Interest Conflict) occurs when individuals or groups have opposing interests or goals, which leads to disputes and rivalry.
<p>The model of the Dutch psychologist Geert Hofstede (or Herd Hofstede, Geert Hofstede), in which cultural differences in different countries are studied and five cultural styles are defined</p>	<p>This model identifies five cultural styles that influence the interaction between team members:</p> <ul style="list-style-type: none"> – individualism is a culture where individuality and independence are valued more than collectivity and cooperation; – collectivism is a culture where collectivity and cooperation are valued more than individuality and independence; – power is a culture where power and hierarchy are valued more than equality and democracy; – equality is a culture where equality and democracy are valued more than power and hierarchy; – insecurity is a culture where fear of uncertainty and insecurity are valued more than adventure and risk.

⁵¹ Source: grouped by authors according to sources [1–8]

Model, author	Explanation (key provisions of the conflict-management model)
<p>The Thomas-Kilmann Conflict Mode Instrument – TKI (Thomas-Kilmann Conflict Mode Instrument) is a widely used tool for understanding and managing conflicts. This model was developed by Kenneth Thomas and Ralph Kilman and is based on their research in the field of conflicts. The model reflects five main styles of conflicts that arise between people in different situations. This model is widely used in conflict management.</p>	<p>This model defines the main conflict styles:</p> <ol style="list-style-type: none"> 1) Collaboration (Collaborating): This style reflects a high level of cooperation and communication between the participants in the conflict. People who use this style try to find a solution that takes into account the needs and interests of all parties. 2) Compromising: This style involves reaching a compromise and finding a solution that partially satisfies the needs of all participants in the conflict. In this approach, a certain compromise is made between opposing positions. 3) Accommodating: This style consists in retreating from one's own positions and meeting the needs of other participants in the conflict. People who use this style usually strive to maintain harmony and relationships with other people. 4) Competition (Competing): This style is characterized by active protection of one's own interests and positions. People who use this style are more focused on achieving their goals, regardless of the interests of other parties. They may use power, force of argument, or other forceful approaches to achieve their goals. 5) Avoiding: This style consists in avoiding conflict. People may avoid direct confrontation, avoid the problem, or simply avoid engaging in the conflict. They may believe that maintaining harmony and avoiding tension is more important than resolving conflict.

⁵² Source: grouped by authors according to sources [1-8]

Model, author	Explanation (key provisions of the conflict-management model)
<p>A grid-based model of leadership by J.R. Blaket and RR Mouton (1964) is commonly used to describe and analyze leadership styles in organizations and teams. The model uses two main diagonals – the «leadership grid» and the «relationship grid» – to describe the behavior of the leader and the team.</p>	<p>This model offers an approach to leadership that is based on two main dimensions: «top-down» (systematicity) and «left-right» (cooperation or, by another definition, «humanity»). Each dimension can have a value between 1 and 9, where 1 means a low level and 9 means a high level.</p> <p>The model uses a grid, which is presented in the form of a matrix, where the «top-down» axis reflects systemicity (from above – focus on organizational structure and systems, down – focus on individual relationships), and the «left-right» axis reflects «humanity» (on the left – a low level of consideration of the interests and needs of employees, on the right – a high level of attention to the interests and needs of employees).</p> <p>Based on the combination of these two dimensions (systemicity and cooperation/»humanity») in the Management Grid model, the main characteristics of leadership are distinguished depending on the zone in the matrix:</p> <ol style="list-style-type: none"> 1) Team Management (9.9): High level of system and cooperation, emphasis on cooperation and development. 2) Task Management (9.1) : Management of tasks: High level of systematicity, but low level of cooperation, emphasis on productivity and effectiveness. 3) Indifferent management (1.1): Low level of system and cooperation, lack of confidence in management. 4) Authority Compliance Management (1.9): Management according to authority. 5) Middle-of-the-Road Management (5.5) : Management «in the middle of the road».

⁵³ Source: grouped by authors according to sources [1–8]

Model, author	Explanation (key provisions of the conflict-management model)
«Model of leadership styles» or «Leving's model». This model was developed by Ronald Leving in 1939, and it has become widely known and used in the field of management and leadership.	This model involves five main management styles: – authoritarian is the leader makes decisions independently and dictates his requirements to team members; – democratic is the leader asks for the opinion of team members and takes into account their ideas and suggestions when making decisions; – liberal is the manager does not interfere in the work of the team and allows the participants to make their own decisions; – limited is the manager limits his participation in the work of the team and does not take an active part in decision-making; – motivating is the leader inspires and motivates team members to achieve a common goal.

So, modern models of team management, effective communication techniques and conflict management technologies allow project managers to effectively allocate tasks and control the project implementation process and coordinate interaction between participants.

These team management models can also help project managers understand which roles in the team can be useful, which types of conflicts can arise and how to solve them in a timely manner, which methods of cooperation can help achieve a common goal, etc. In addition, it is worth considering that there are usually certain communication difficulties that arise in the project team during its implementation (Table 11).

Table 11

**Possible communication difficulties in the project team
and their overcoming⁵⁵**

Possible communication difficulties in the project team	Ways to overcome these difficulties
1. Inconsistency of goals and priorities: each team member may have his own vision of what should be achieved and what steps should be taken to achieve the goal. This can lead to conflicts and delays in the project.	The best way to overcome these difficulties is to ensure a clear understanding of the project goals and priorities of each team member. Regularly discuss project progress together to make sure everyone is working in the same direction and aligned.

⁵⁴ Source: grouped by authors according to sources [1–8]

⁵⁵ Source: proposed by the authors; grouped by authors according to sources [1–8]

Possible communication difficulties in the project team	Ways to overcome these difficulties
2. Insufficient communication: If people do not communicate in a team, it can lead to misunderstandings and lack of information, which can lead to errors in the project.	It is important to ensure open and timely communication between team members. It may be worth appointing a dedicated team communicator to ensure that everyone receives the information they need and that everyone can communicate freely.
3. Differences in understanding terminology: Each team member may use different terms or understand them differently, which can lead to misunderstandings.	It is important to make sure that everyone on the team understands the terminology used in the project. If in doubt, training can be provided to ensure a common understanding of terminology.
4. Inconsistency in the level of knowledge: team members may have different levels of competence and knowledge regarding technologies, ways of working, etc.	It is important to provide training and support for team members who may need additional assistance. You can create pairs where one team member (Project Manager – the project manager, Team Lead – the team leader, or another more experienced team member, for example, with the status of Senior (Senior) helps beginners (Junior, i.e. juniors), and also in the team all help each other.

In general, to overcome these difficulties (Table 11), it is necessary for the project manager (project manager, team leader, SCRUM master) to focus on improving communication between team members, ensuring clarity and consistency, as well as on training and support.

CONCLUSIONS

Therefore, the main factor in the successful implementation of programs and projects to improve operational efficiency is the creation of conditions for focusing the team's work on achieving the company's strategic goals, including thanks to the optimal use of resources and increased productivity of employees.

Successful implementation of programs and projects to increase operational efficiency is not possible without the factors of ensuring effective team building. The procedure of effective team building can be carried out by:

- formation of the correct composition of teams based on careful selection of suitable qualified staff in project teams with developed professional hard skills and (which is also important) soft skills;

- conducting attestation (assessment, testing) of team members to identify problems in a timely manner, timely staffing (reforming) of project teams taking into account the compatibility of team members, their potential and psychological type, role in the team, opportunities to achieve maximum efficiency when performing project tasks, etc.;

supporting effective communication and cooperation within the team, as well as providing support for the development of participants through the use of modern mentoring, conflict management and communication techniques;

defining the role and responsibility of each participant, ensuring a common understanding of the project's goals and objectives and a common focus on achieving goals, defining clear criteria for evaluating the performance of employees, KRI, competencies and skills, conditions for awarding rewards, etc.

This procedure provides the business with the opportunity to achieve high productivity of the project team by establishing clear goals, tasks, the area of responsibility of each member and the team as a whole, as well as ensuring other factors of the successful work of the project team.

Thus, the implementation of programs and projects to increase operational efficiency, considering the features and techniques of successful team building based on the «performance management» technology, contributes to the achievement of the strategic goals of the organization, optimal use of all company resources.

SUMMARY

To sum up all aspects, the key determinant for the successful execution of programs and projects aimed at increasing operational efficiency is the creation of an environment that directs the team's efforts towards the attainment of the company's strategic goals. It is achieved through the judicious allocation of resources and the heightened productivity of employees. Effective team formation emerges as a critical factor without which the realization of such programs and projects remains elusive. The process of effective team building encompasses several main steps:

1) Careful selection involves carefully assembling teams through the rigorous selection of suitably qualified individuals possessing both proficient technical skills and vital soft skills.

2) Regular assessments, tests, and evaluation of team members facilitate the early identification of issues allowing for timely adjustments to team composition. It includes considering compatibility, potential, psychological disposition and assigned roles within the team.

3) Creating an environment of open communication and seamless collaboration is critical. Employing modern mentoring techniques, conflict resolution strategies and advanced communication methods which play an important role in this regard.

4) Defining the roles and responsibilities of each team member, establishing a shared understanding of project objectives, and aligning efforts towards common goals are essential. This requires establishing transparent evaluation criteria that cover employee performance, Key Performance Indicators (KRI), competencies, skills and compensation terms.

By following this procedural framework, businesses can significantly improve the productivity of project teams. It involves setting clear goals, delineating tasks and responsibilities for each team member and addressing other vital factors contribute to the team's overall success. Therefore, the

implementation of programs and projects aimed at augmenting operational efficiency, guided by the principles of effective team building rooted in «performance management» technology, actively contributes to the realization of organizational strategic objectives and the optimal utilization of all available company resources.

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