NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE
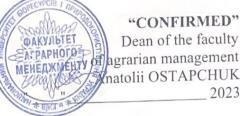
Department of production and investment management

"CONFIRMED"
Dean of the faculty
of agrarian management
Anatolii OSTAPCHUK
_____ 2023

"APPROVED"
by the meeting of the production and
investment management department
Protocol No. 8 of "18"of April 2023
Acting Head of the department
_____ Maryna DIELINI

"REVIEWED"
Program Coordinator "Management"
Program Coordinator
_____ Vitalii LUTSIAK

PROGRAM OF HE COURSE

MANAGEMENT OF TEAM INTERACTION

(name of academic discipline)

Specialization	073 "Management"
Educational program	Management
Faculty	agrarian management
Developers:	Dr. of Economic Sciences, Prof. Dielini M.M.,
	PhD in Economics, Ass. Professor Vlasenko T.O.

(position, academic degree, academic title)

Kyiv - 2023

1. Description of the academic discipline

Management of team interaction

<table>
<tr><td colspan="2">Field of knowledge, specialization, educational program, educational degree</td></tr>
<tr><td>Educational degree</td><td>Bachelor</td></tr>
<tr><td>Specialization</td><td>073 "Management"</td></tr>
<tr><td>Educational program</td><td>Management</td></tr>
<tr><td colspan="2">Characteristics of the course</td></tr>
<tr><td>Type</td><td>Compulsory</td></tr>
<tr><td>Total number of hours</td><td>120</td></tr>
<tr><td>Number of ECTS credits</td><td>4</td></tr>
<tr><td>Number of content modules</td><td>2</td></tr>
<tr><td>Course project (work) (if applicable)</td><td>–</td></tr>
<tr><td>Form of assessment</td><td>Exam</td></tr>
</table>

Indicators of of the course for full-time and part-time forms of study

	Full-time form of study	Part-time form of study
Course (year of study)	4	4
Semester	8	8
Lecture classes	*12 hours*	*4 hours*
Practical, seminar classes	*26 hours*	*8 hours*
Laboratory classes	–	–
Self-study	*82 hours*	*hours*
Individual assignments	–	–
Number of weekly hours for full-time form of study	*3 hours*	–

2. Purpose, objectives, and competencies of the course

Purpose of studying the course is for students of higher education to master the skills of forming effective teams, as one of the promising models of corporate management, which ensures effective organizational development, studying the essence and features of the formation of a management team, complex and constructive use of team effects, revealing and enriching students' abilities in teamwork, explaining the reasons and identifying the conditions for positive team synergy.

Objectives of studying the course:

1) studying the theoretical foundations of the creation of groups and teams in production organizations, as well as their interaction and process management;

2) familiarization with concepts based on the study of the subject;

3) mastering the methods of forming an effective team and the interaction of all participants in order to solve specific practical tasks in production management;

4) development of general competencies regarding the use of leadership tools in professional activities;

5) mastering the methods and tools of organizing an effective team, assigning roles and managing the team as a whole system;

6) study of approaches and use of tools for the formation of a favorable social and psychological climate in the team.

Acquisition of competencies:

Integrated competence (IC): the ability to solve complex specialized tasks and practical problems, which are characterized by the complexity and uncertainty of conditions, in the field of management or in the learning process, which involves the application of theories and methods of social and behavioral sciences.

general competences (GC):

GC 5. Knowledge and understanding of the subject area and understanding of professional activity.

GC 13. Appreciation and respect for diversity and multiculturalism.

GC 14. Ability to work in an international context.

GC 15. Ability to act on the basis of ethical considerations (motives).

professional (special) competences (PC):

PC 2. The ability to analyze the results of the organization's activities, to compare them with the factors of influence of the external and internal environment.

PC 3. The ability to determine the prospects for the organization's development.

PC 4. The ability to determine the functional areas of the organization and the connections between them.

PC 5. The ability to manage the organization and its divisions through the implementation of management functions.

PC 6. The ability to act socially responsibly and consciously.

PC 7. Ability to choose and use modern management tools.

PC 9. Ability to work in a team and establish interpersonal interaction when solving professional tasks.

PC 11. Ability to create and organize effective communications in the management process.

PC 14. Understand the principles of psychology and use them in professional activities.

PC15. Ability to develop and demonstrate leadership qualities and behavioral skills.

Program learning outcomes (PLO):

PLO 3. Demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

PLO9. Demonstrate the skills of interaction, leadership, teamwork.

PLO10. Have the skills to justify effective tools for motivating the organization's personnel.

PLO14. Identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

PLO17. Carry out research individually and/or in a group under the guidance of a leader.

PLO25. Demonstrate the ability to form a project team, assigning executors to ensure the achievement of project goals.

3.   Program and structure of the course for:
-   complete full-time and shortened full-time forms of study.

CONTENT MODULE 1.
THE ESSENCE AND CONTENT OF TEAM INTERACTION

Topic 1. Theoretical foundations of groups and teams formation in production organizations

Distinguish between the concepts of "group" and "team". Characteristics of effective teams in a manufacturing environment. The role and functions of teams in production organizations. The influence of group dynamics on the effectiveness of teamwork. Conflicts and cooperation in teams.

Topic 2. Work of collectives and teams of production organizations

Stages of group or team formation. The role of a leader in team formation. Diagnosis and assessment of team potential. The role and influence of group dynamics on the team formation process. Consideration of individual characteristics in team formation.

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

Various forms of teamwork organization. Models of effective team interaction. Role of communication in teamwork. Knowledge management in a team. Influence of organizational culture on team functioning.

CONTENT MODULE 2.
GROUP ASPECTS OF TEAM INTERACTION

Topic 4. Team management. Development of interaction skills in teamwork

The role and competencies of the team leader. Effective team management strategies. Development of team cooperation and synergy. Conflict management in a team environment. Development of effective communication skills in a team.

Topic 5. Responsibility and motivation in a team environment

Theories of motivation and their application in a team context. Stimulating the achievement of results in the team. Distribution of responsibility and tasks in the team. Recognition and motivational system in a team environment. Development of internal motivation of team members.

Topic 6. Approaches and tools for formation of a favorable social and psychological climate in a team

Concept of socio-psychological climate in the team . The role of communication and interaction in climate formation. Constructive cooperation and trust in the team . Managing diversity and building mutual understanding . Support of psychological safety and development of an open environment .

The structure of the course

Names of content modules and topics	Number of hours												
	Full-time form						Part-time form						
	wee ks	tot al	including					total	including				
			1	p	lab	ind	self		1	p	lab	ind	self
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Content module 1. The essence and content of team interaction													
Topic 1. Theoretical foundations of groups and teams formation in production organizations	1-2	19	2	4			13						
Topic 2. Work of collectives and teams of production organizations	3-4	20	2	4			14						
Topic 3. Organizational models of joint activity in teams. Methods of forming an effective team	5-6	20	2	4			14						
Total for content module 1	59		6	12			41						
Content module 2. Group aspects of team interaction													
Topic 4. Team management. Development of interaction skills in teamwork	7-8	20	2	5			13						
Topic 5. Responsibility and motivation in a team environment	9-10	20	2	4			14						
Topic 6. Approaches and tools for formation of a favorable social and psychological climate in a team	11-12	21	2	5			14						
Total for content module 2	45		6	14			41						

Total hours	120	12	26			82						
Course project (work) on _____ (if included in the curriculum)		-	-	-		-		-	-	-		-
Total hours	120	12	26			82						

4. Seminar topics
Not provided by the curriculum

5. Practical class topics

No s/p	Topic title	Number of hours
1	Work of collectives and teams of production organizations	4
2	Creation of groups and teams at production enterprises	4
3	Organizational models of joint activity in teams. Models of effective working groups	4
4	Team management. Development of interaction skills in teamwork	5
5	Motivation and responsibility in a team environment	4
6	Creation of a favorable social and psychological climate in a team	5
	Total	26

6. Laboratory class topics
Not provided by the curriculum

7. Independent work topics

No s/p	Topic title	Number of hours
1	Role identity in a teamwork: analysis of one's own role and influence on team dynamics.	13
2	The influence of communication style on the effectiveness of team interaction: studying different approaches and their impact on a team process.	14
3	Analyzing the stages of team formation: studying the features and challenges that arise at each stage and developing strategies to overcome them.	14
4	Conflict management in a team environment: study of different types of conflicts and development of constructive conflict resolution skills in a team.	13
5	Team Motivation and Incentives: Researching different approaches to team motivation and developing strategies to stimulate results.	14
6	Development of leadership skills in a team environment: learning the basic principles of leadership and developing one's own leadership qualities for effective team management.	14
	Total	82

8.   Samples of control questions, tests for determing the level of knowledge acquisition by students.

1. The concept of a group. Classification of social groups.

2. Patterns of formation and functioning of social groups

3. The stage of development of the group according to B. Takmen.

4. Characteristics and functioning mechanism of a developed group.

5. The basis of the difference between a team and a group.

6. Collective and team as higher forms of development of social groups (common and different).

7. Factors stimulating the emergence of teams.

8. The most common types of commands.

9. Advantages and disadvantages of working in teams.

10. The process of team formation, the role of the manager in each of them.

11. Approaches to team formation.

12. Formation of a team from own and external employees: common and different.

13. Determination of goals, tasks and areas of team activity. 14. Requirements for goals in the organization and the team.

15. Requirements for competence of team members, roles of team members.

16. The main factors determining the roles in the team.

17. Factors of effective achievement of goals in team formation.

18. Roles in the team according to Richard Daft,

19. Raymond Belbin's theory of team roles. Alignment and role reversal.

20. Regulation of team activity, formation of collective norms/rules work

21. Organizational culture of the team. Its structure and regularity of formation.

22. Values and requirements for them in the team. Values at different stages of team development.

23. Value-oriented unity as a prerequisite for establishing team interaction.

24. Basic rules of teamwork (15 rules)

25. Rules for working in a team of a student group studying (15 rules).

26. Rules of communication in the team.

27. Patterns of formation and observance of rules in the team.

28. A client-oriented approach is the basis of teamwork.

29. Programs that improve communication in the team. Their advantages and disadvantages.

30. Reasons for lack of customer orientation in the organization.

31. Factors, levels and stages of managerial action on a person.

32. L. Festinger's "Cognitive Dissonance Theory" and its use in organization management.

33. The phenomenon of group pressure (conformism) and the effect of reactive resistance ("Boomerang"). Their influence on teamwork.

34. Effects of "mirroring" and "synchrony". Their influence on teamwork.

35. "Inocular" effect, effect of "primacy" and "recentness". Their influence on teamwork.

36. Suggestion and infection as methods of psychological influence on members of the organization. Their use to ensure teamwork.

37. Imitation and persuasion as methods of psychological influence on organization members. Their use to ensure teamwork.

38. Conditions of effective persuasion

39. Specify the difference between management and leadership. Do you agree that leading people is acceptable only in the form of leadership? Justify your opinion.

40. What do supervisors, managers and leaders have in common? What are the requirements for a modern manager-leader?

41. Describe the main ideas of the theories of "personal qualities of a leader". What qualities have become the most important for leaders? What are the limitations of this theory?

42. Describe the main ideas of behavioral theories of leadership. How do you rate leadership styles according to K. Levin's classification? What are the limitations of such theories?

43. Describe the main ideas of modern theories of leadership. How do you understand the essence of value and service leadership?

44. Describe the main ideas of the "great man" theory. What importance did it play in the development of the science of leadership? What are its limitations?

45. Explain the meaning of the "ceiling" law from J. Maxwell's system of leadership laws (21 undeniable laws of leadership). What other laws from this classification affect teamwork and how exactly? Is there a relationship between them?

46. Explain the meaning of the law of "full trust" from the system of J. Maxwell's leadership laws (21 undeniable laws of leadership). What other laws from this classification affect teamwork and how exactly? Is there a relationship between them?

47. Explain the meaning of the law of "inheritance" from J. Maxwell's system of laws of leadership (21 undeniable laws of leadership). What other laws from this classification affect teamwork and how exactly? Is there a relationship between them?

48. Complex multi-level problem solving (Complex problem solving). Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

49. Interaction with others (Coordinating with others). Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

50. Cognitive flexibility. Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

51. Emotional intelligence. Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

52. Critical thinking (Critical thinking). Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

53. Creativity (Creativity). Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

54. Formation of one's own opinion and decision-making (Judgment and decision-making). Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

55. The ability to negotiate. Is that skill is necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

56. The ability to manage people. Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

57. Formation of one's own opinion and decision-making (Judgment and decision-making) Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

58. Service orientation. Is such a skill necessary for the success of a leader? What is the role of this skill in ensuring teamwork? How to develop it?

59. The essence of motivation as the main driver of productive human activity.

60. Analysis of the needs of team members and the use of this information to support and develop motivation according to the conclusions of meaningful theories of motivation.

61. Positive reward and fear of punishment: are these effective motivational tools in a team. Explain your position.

62. Process theories of motivation and their use by a leader to ensure effective team work.

63. The essence of the concept of responsibility in the team. What is dual liability? How is it achieved? How does it affect team results?

64. The concept of trust, its signs and stages of formation. Why is it difficult to achieve and maintain?

65. How do the positions (types) of interaction in the team (according to T. Harris's model) affect the development of Trust and Responsibility?

66. What is a "communicative jumble of beliefs"? What are the limitations of the interaction positions of team members when using the "I'm OK - you're not OK" or "I'm not OK - you're OK" models? How to deal with it?

67. Why is the "I'm OK - you're OK" interaction position of team members considered the only acceptable model for the team? Explain the mechanism of the constructive influence of such a position on the joint work of the team.

9. Teaching methods.

Methods of organizing students' educational activities : lecture, practical oclasses, independent work, advice.

Verbal methods training : lecture, explanation, story, conversation, briefing.

Visually learning methods : observation, illustration, demonstration.

Practical methods training : exercises, graphic work

Teaching methods depending on the type of cognitive activity of students : information-receptive, reproductive, problematic part- searching (heuristic).

Methods of stimulating interest in learning and motivating students cognitive activities: business and role players (dramatization) games, discussions and disputes student scientific conferences, creation situations emotional moral worries creation situations cognitive novelties and interest _

10. Forms of assessment.

The main forms of organization of education during the study of the course "Management of team interaction" are lectures, practical classes, consultations and independent work of students. According to the above-mentioned forms of organization of education, the forms of control of learning the program are: self-control, writing

modular control papers, essays, performance of individual practical and independent tasks, final control - exam. Control measures carried out at the university determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education and ensure timely adjustment of the educational process. In accordance with the "Regulations and Examinations and Credits at NULES of Ukraine" (order on the implementation of protocol No. 10 dated 26.04.2023), the types of knowledge control of students of higher education are current control, intermediate and final attestation. Current control is carried out during practical (laboratory and seminar) classes and is aimed at checking the level of preparedness of students of higher education to perform specific work. Intermediate attestation is conducted after studying the program material of each content module and should determine the level of knowledge of higher education students in the program material (rating assessment from the content module), obtained during all types of classes and independent work. The assimilation of the program material of the content module by the student of higher education is considered successful if the rating is not less than 60 points on a 100-point scale. After conducting intermediate attestations from the content modules and determining their ratings, the lecturer of the discipline determines the rating of the student of higher education from the educational work of the RNR (no more than 70 points) according to the formula:

$$R_{HP} = \frac{0.7 \cdot (R^{(1)}_{ZM} \cdot K^{(1)}_{ZM} + ... + R^{(n)}_{ZM} \cdot K^{(n)}_{ZM})}{K_{DIS}} + R_{DR} - R_{SHTR},$$

where $R^{(1)}_{3M}, ... R^{(n)}_{3M}$ - ratings of content modules on a 100-point scale;

n - number of content modules;

$K^{(1)}_{3M}, ... K^{(n)}_{3M}$ - the number of ECTS credits provided by the working curriculum for the corresponding content module;

$K_{ДИС} = K^{(1)}_{3M} + ... + K^{(n)}_{3M}$ - the number of ECTS credits provided by the work curriculum for the discipline in the current semester;

R_{DR} - rating for additional work;

$R_{ШТР}$ - penalty rating.

The given formula can be simplified if we accept $K^{(1)}_{3M} = ... = K^{(n)}_{3M}$.

Then it will look like

$$R_{HP} = \frac{0.7 \cdot (R^{(1)}_{3M} + ... + R^{(n)}_{3M})}{n} + R_{ДР} - R_{ШТР}.$$

The rating of the student of higher education on academic work is rounded to the nearest whole number. The rating for academic work can be affected by the rating from additional work and the penalty rating. The rating from the additional work is added to the rating from the study and cannot exceed 20 points. It is determined by the lecturer and is given to students of higher education by the decision of the department for the performance of works that are not provided for in the curriculum, but contribute to increasing the level of their knowledge of the discipline.

The list of works for which additional points are awarded to the applicant of higher education (maximum number of 20 points) include:

- receipt of the 1st degree diploma of the winner of the student scientific conference of the educational and scientific institute or faculty (college) in the relevant discipline;

- receiving a diploma of the winner (1st, 2nd or 3rd place) of the 2nd stage of the All-Ukrainian Student Olympiad in a discipline or specialty (field of study) in

the current academic year;

- receiving a diploma (I, II or III degree) of the winner of the All-Ukrainian competition of student scientific works in the relevant discipline in the current academic year;

- authorship (co-authorship) in the submitted application for an invention or the obtained patent of Ukraine in the relevant discipline;

- authorship (co-authorship) in a published scientific article in the relevant discipline;

- production of a personal educational stand, layout, device, device; development of a computer program (provided that it is used in the educational process when teaching the relevant discipline).

The penalty rating does not exceed 5 points and is deducted from the academic work rating. It is determined by the lecturer and introduced by the decision of the department for students of higher education who did not learn the materials of the content modules in time, did not follow the work schedule, missed classes, etc.

The preparation and defense of the course project (work) is evaluated on a 100-point scale and is further translated into evaluations on the national scale and the ECTS scale.

Final attestation includes semester and state attestation of students of higher education. Semester certification is conducted in the form of a semester exam or a semester credit for a specific academic discipline. The semester exam is a form of final attestation of the assimilation of theoretical and practical material from the academic discipline by the student of higher education for the semester.

The semester assessment is a form of final certification, which consists in evaluating the assimilation of theoretical and practical material by the student of higher education (certain types of work performed by him in practical, seminar or laboratory classes and during independent work) from the academic discipline for the semester.

Applicants of higher education are obliged to take exams and assessments in accordance with the requirements of the work curriculum within the time limits provided by the schedule of the educational process. The content of exams and tests is determined by the working training programs of the disciplines.

11. Distribution of grades received by students. Evaluation of student knowledge is carried out on a 100-point scale and is converted to national grades according to Table 1 "Regulations and Examinations and Credits at NULES of Ukraine" (order of implementation dated 26.04.2023, protocol №10).

Student rating, points	National grade based on exam results	
	Exams	Credits
90-100	Excellent	
74-89	Good	Passed
60-73	Satisfactorily	

| 0-59 | Unsatisfactorily | Not passed |

In order to determine the rating of a student (listener) in the discipline $\mathbf{R^{dis}}$ (up to 100 points), the rating from the exam $\mathbf{R^{ex}}$ (up to 30 points) is added to the rating of a student's academic work $\mathbf{R^{aw}}$ (up to 70 points): $\mathbf{R^{dis} = R^{aw} + R^{ex}}$.

12. Educational and methodological support

Educational and methodological complex of studying disciplines (work program, illustrative materials). Methodical instructions for studying the discipline, course lectures in the form of Power Point presentations.

13. Recommended sources of information

1. Адізес І. Командне лідерство. Як порозумітися з будь-яким менеджером. Київ : Наш формат, 2019. 304 с.

2. Tannenbaum S., Beard R., Salas E. Team Building and its Influence on Team Effectiveness: an Examination of Conceptual and Empirical Developments. *Issues, Theory, and Research in Industrial Organizational Psychology*. Elsevier Science Publishers. 1992. V. 82. P. 117-153.

3. Афанасьєва Т.О., Гревцева Є.О. Організація ефективної командної взаємодії в умовах дистанційної роботи педагогічних працівників. *Open educational e-environment of modern University,* 2021. № 10. C. 20-32.

4. Василенко В.А. Теорія і практика розробки управлінських рішень: навч. посібник. Київ: ЦУЛ. 2013. 420 с.

5. Воробйова Є. Роль менеджера-фасилітатора в системі організаційного розвитку. Лідер. Еліта. Суспільство. 2019. №3. С.59-70.

6. Горностай П. П. Психологія малих груп: структура, динаміка, ідентичність. *Педагогічна і психологічна наука в Україні. Психологія, вікова фізіологія та дефектологія*. Київ: Педагог. Думка. 2012. C. 115-125. URL: http://gorn.kiev.ua/publ77.htm

7. Дзвінчук Д. І., Діденко Н. Г., Любчук О. К., Малімон В. І. Психологія управління: навч. посіб. Київ: ТОВ «СІК ГРУП Україна». 2013. 293 с.

8. Кудояр Л. М. Методичні вказівки до вивчення курсу «Корпоративні конфлікти та методи їх подолання». Суми: СумДУ. 2012. 26 с.

9. Омельченко Л.М. Психологія управління: методичні рекомендації для студентів спеціальності «Управління навчальним закладом». Київ: НУБіП України. 2013. 44 с.

10. Стоян О.Ю. Методичні рекомендації з дисципліни «Лідерства та командоутворення» для студентів спеціальності 073 «Менеджмент». Миколаїв : ЧНУ ім. Петра Могили, 2021. 40 с.

11. Романовський О.Г., Шаполова В.В., Квасник О.В., Гура Т.В. Психологія тимбілдингу: навч. посіб. Харків: «Друкарня Мадрид». 2017. 92 с.

12. Савельєва В.С. Психологія управління.: навч посіб. Київ: ВД «Професіонал». 2016. 320с.

13. Ходаківський Є. І., Богоявленська Ю. В., Грабар Т. П. Психологія управління: підручник. Київ: Центр учбової літератури. 2011. 664 с.

14. Колот А.М., Цимбалюк С.О. Мотиваційний менеджмент: підручник. Київ : КНЕУ, 2018. 479 с.

15. Alexander Andrea, De Smet Aaron, Mysore Mihir. Pandemic-style working from home may not translate easily to a «next normal» mix of on-site and remote working. Reimagining the postpandemic workforce: McKinsey Quarterly, July 7, 2020. URL: https://www.mckinsey.com/business-functions/organization/our-insights/reimagining-the-postpandemic-workforce

16. Сорокун Антон. Карантин із користю для команди: як бути на крок попереду? URL: https://prohr.rabota.ua/karantin-iz-koristyu-dlya-komandi/?fbclid=IwAR3UEMUoe2Oitb9oPEvk23MlNOYmUrNzbURmkgIZyWW5FOYmb5ZsdHiqMTk

17. Як ефективно організувати дистанційну роботу вашої команди в період карантину і не втратити продуктивність. URL: https://ldn.org.ua/useful-material/yak-efektyvno-orhanizuvaty-dystantsiynu-robotu-vashoi-komandy-v-period-karantynu-i-ne-vtratyty-produktyvnist/

18. Стоян О. Ю. Теоретичні положення формування харизма- тичного лідерства в системі публічного управління. *Державне управління: удосконалення та розвиток.* 2020. № 4. DOI: 10.32702/2307-2156-2020.4.5

19.