CRISIS AND RISKS ENGINEERING FOR TRANSPORT SERVICES

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CRISIS AND RISK ENGINEERING FOR TRANSPORT SERVICES

Collective monograph



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Edited by Nataliia Chernova, Konrad Lewczuk

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Author team: Nataliia Chernova, Nofal Hajiyev, Viacheslav Matsiuk, Iuliia Bulgakova, Ilgar Khurshudov, Valiyeva Sapargul, Hudaygulyyev Nuraly, Yevhen Demchenko, Andrii Dorosh, Maryna Khara, Iryna Nikolaienko, Andrii Lyamzin, Valerii Samsonkin, Maral Meredova, Habib Halmamedov, Yolly Myradov, Atageldi Garajayev, Fuad Dashdamirov, Nijat Zohrabov, Sharifov Allahverdi, Olha Halan, Oksana Yurchenko.

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Scientific editors:
Nataliia Chernova, Ph.D. in Economics, Associate Professor of the Department of Economics and Management, Ukrainian State University of Science and Technology (Dnipro, Ukraine);
Konrad Lewczuk, Vice-dean for science and development of the Faculty of Transport, Ph.D., Associate Professor of the Faculty of Transport, Warsaw University of Technology (Warsaw, Poland).

Reviewers:
Yevhen Aloshynskyi, Doctor of Technical Sciences, Professor of Cracow University of Technology;
Viktor Myronenko, Doctor of Science (Technology), Professor, Head of Department Railway commercial activities management of the State University of Infrastructure and Technologies (Kyiv, Ukraine);
Marianna Jacyna, Dean of the Faculty of Transport, Full professor of the Warsaw University of Technology (Warsaw, Poland).

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Materials of scientific and practical research within the framework of the implementation of the project of the program of the European Union Erasmus+ «Crisis and Risks Engineering for Transport Services» (CRENG) are presented in the monograph.

Issues of the impact of crisis situations on the work of transport enterprises and ways to increase the efficiency of the functioning of transport and logistics systems in conditions of crises and risks are considered.

The publication is intended for scientific and pedagogical workers, graduate students and students of higher education, as well as managers and specialists of industrial enterprises and business structures, who are interested in the current state and prospects of the development of scientific research.

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AUTHOR TEAM

Nataliia Chernova, Head of International Relations Department, Ph.D. in Economics, Associate Professor of the Department of Economics and Management, Ukrainian State University of Science and Technologies (Dnipro, Ukraine);

Nofal Hajiyev, Head of IT department, lecturer in the department of Computer Engineering at Azerbaijan Technological University (Ganja, Azerbaijan);

Olha Halan, PhD in Information Technologies, Associate Professor of the Department of Information Technologies and Design of the State University of Infrastructure and Technologies (Kyiv, Ukraine);

Viacheslav Matsiuk, Doctor of Engineering Sciences, Professor of the Department Transport Technologies and Means in AIC, National University of Life and Environmental Sciences of Ukraine (Kyiv, Ukraine);

Iuliia Bulgakova, PhD in Engineering, Associate Professor of the Department of Railway Commercial Activities Management of the State University of Infrastructure and Technologies (Kyiv, Ukraine);

Mr. Ilgar Khurshudov, Senior Lecturer of Industrial Engineering Department of Baku Engineering University (Baku, Azerbaijan);

Mr. Arif Najimov, Chief Specialist of Baku Engineering University, Technopark, BEU Coordinator for Technology Commercialization and Transfer (Baku, Azerbaijan).

Valiyeva Sapargul, head of department Management and innovation technologies, Institute of Telecommunications and informatics of Turkmenistan (Ashgabat, Turkmenistan);

Hudaygulyyev Nuraly, lecturer of department Energy supply International University of Oil and Gas (Ashgabat, Turkmenistan);

Yevhen Demchenko, Ph.D in Technical Science, Associate Professor of the Transport Hubs Department, Ukrainian State University of Science and Technologies (Dnipro, Ukraine);

Andrii Dorosh, Ph.D in Technical Science, Associate Professor of the Transport Hubs Department, Ukrainian State University of Science and Technologies (Dnipro, Ukraine);

Maryna Khara, Deputy Dean of the Faculty of Transport Technologies, PhD in Engineering, Associate Professor of the Department of Transportation Technologies of Industrial Enterprises, Priazovskyi State Technical University (Mariupol, Ukraine);

Iryna Nikolaienko, Ph.D. in Engineering, Associate Professor of the Department of Technologies of International Transportation and Logistics, Pryazovskyi State Technical University (Mariupol, Ukraine);

Andrii Lyamzin, Head of the Department of Technologies of International Transportation and Logistics, Associate Professor, Dr. Sc. in Engineering, Pryazovskyi State Technical University (Mariupol, Ukraine);

Valerii Samsonkin, DSc in Technique, Professor of the Department of Transport Technology and Process Control Traffic, State University of Infrastructure and Technology (Kyiv, Ukraine);

Maral Meredova, PhD in Mathematics, MA in Economics, dosent of Exact and Natural Sciences department, International University for the Humanities and Development (Ashgabat, Turkmenistan);

Habib Halmamedov, Master of Education Management, instructor of Social Sciences department, International University for the Humanities and Development (Ashgabat, Turkmenistan);

Oksana Yurchenko, PhD in Engineering, Associate Professor of the Department of Railway Commercial Activities Management of the State University of Infrastructure and Technologies (Kyiv, Ukraine);

Yolly Myradov, Head of the educational department, candidate of technical sciences, Turkmen State Institute of Architecture and Construction на Turkmen State Architecture and Construction Institute (Ashgabat, Turkmenistan);

Atageldi Garajayev, Head of the department of Road construction, senior lecturer, Turkmen State Institute of Architecture and Construction на Turkmen State Architecture and Construction Institute (Ashgabat, Turkmenistan);

Fuad Dashdamirov, Director of the Institute of Logistics and Transport, Head of CRENG Service Office, Associate Professor, PhD, Azerbaijan Technical University (Baku, Azerbaijan);

Nijat Zohrabov, senior lecturer of the department «Transport equipment and management technologies», PhD, Azerbaijan Technical University (Baku, Azerbaijan);

Sharifov Allahverdi, Dean of the Faculty of Transport and Logistics, Associate Professor, PhD, Azerbaijan Technical University (Baku, Azerbaijan);

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CHAPTER 9
PROJECT TEAM MANAGEMENT AND PERSONAL EFFECTIVENESS

Andrii DOROSH
Nataliia CHERNOVA
Yolly MYRADOV
Atageldi GARAJAYEV

1. INTRODUCTION

One of the substantive problems of the modern Ukrainian economy is the shortage of professional managers and managerial personnel. Research has shown that professional knowledge in the field of economics, finance or business alone is not enough to successfully manage modern organizations. That is why today we need a new type of leaders who are able to create an atmosphere of cooperation in a team and lead people.

Research has indicated that fundamental theoretical knowledge, skills, or competencies in a particular specialty do not guarantee personal success or success for the very organization. Therefore, according to the study [2] published by *Deloitte* about 70% of respondents is obvious to see the reason for the national economic downturn in the leadership crisis and lack of leadership development. Nowadays, a successful manager of any level must have both professional skills (*hard skills*), and purely personal (*soft skills*). At the same time, studies have found that only 15% of career success is provided by the level of professional skills, while the remaining 85% are «soft» skills.

2. SUBSTANTIVE MATERIAL

2.1. The concept of *hard skills* and *soft skills*

According to the classical definition, skills in general and «soft» skills in particular are skills formed through prolonged repetition. They are quite difficult to identify, clearly demonstrate, check, and evaluate. However, if the skill is developped, then the person begins to act automatically, without thinking about what to do and how to do it.

Soft skills — is a complex of non-specialized skills related to personal qualities that allow you to interact harmoniously with other people, increase the efficiency of work in your industry, and also make it possible to change the field of activity, while maintaining your relevance. They are universal in nature and are not related to a specific field of activity. In practice, along with the term *soft skills*, we use a number of terms with identical content: social and personal competencies, «soft» competencies, «soft» knowledge, «soft» skills, «*soft*» knowledge/skills/abilities. A set of personality characteristics included in the concept *soft skills*, is equally necessary for both everyday life and professional activities. However, according to research, it is especially important for success in professional activities [1].

Surveys of leading domestic employers and labor market research indicate that potential applicants should have developed *soft skills* since it is their employers who consider them no less important than thorough professional knowledge and skills (*hard skills*). In addition, it is believed that professional skills and abilities sometimes lose their relevance, and *soft skills* they are always relevant.

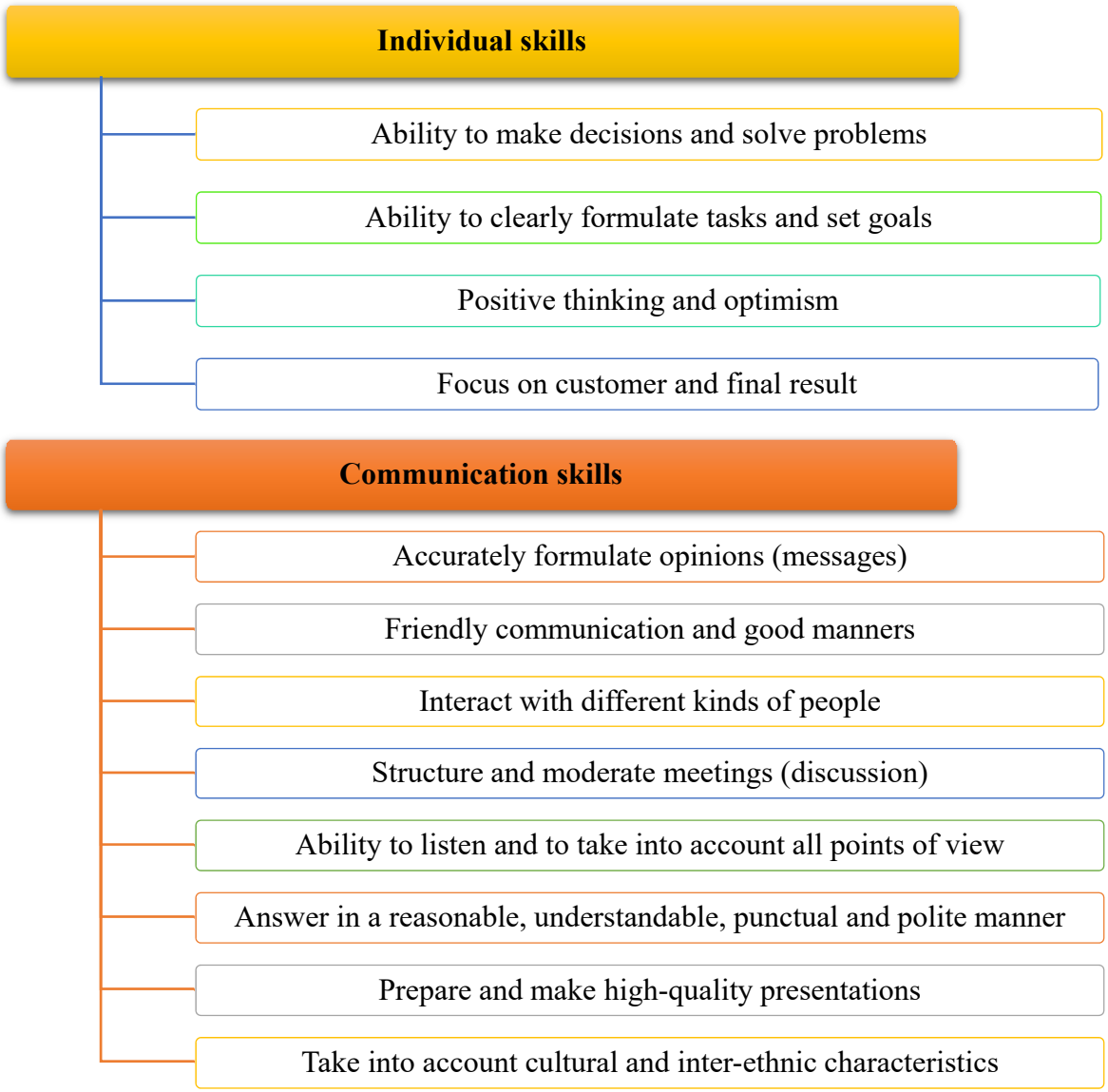
The group of *hard skills* includes professional knowledge, skills and abilities that are necessary when performing the tasks of the enterprise; they are easy to measure and they are quite objective. The group of *soft skills* can attribute a significant number of skills, in particular: critical thinking, the ability to plan, clearly formulate thoughts and tasks, manage time, honesty, initiative, hard work, learning ability, creativity, teamwork skills, persuasion, endurance, the ability to compromise, the ability to resolve conflicts, and so forth. These skills are difficult to measure, and therefore the assessment is subjective.

2.2. Classification of «soft» skills

Usage *soft skills* implies the ability to use different behaviors [3] even in the same situations, quickly set priorities and adapt to new circumstances, be stress-resistant to stress, be able to achieve your goals, etc.

Traditionally there are three main large groups *soft skills* (fig. 1):

1) individual skills;
2) communication skills;
3) management skills.



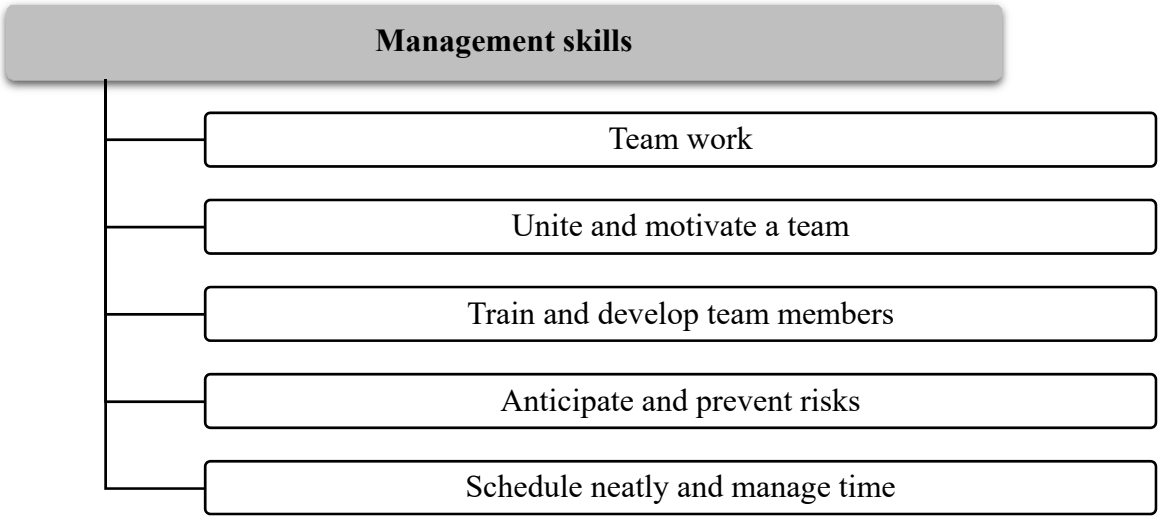


Figure 1. Classification of «soft» skills

Fig. 1 provides the detailed classification of *soft skills* however, this classification cannot be exhaustive and take into account absolutely all «soft» skills.

2.3. Ability to set goals and achieve them

The ability to set goals and achieve them is one of the basic competencies of effective employees at any level of the hierarchy of an enterprise, company, institution or organization. In a workplace, they regularly receive tasks, strive to complete them, therefore complete them achieving the goals of both their personal and the goals of the division or company as a whole.

Practice shows that not all cases based on enthusiasm and confidence are completed successfully. Neither regular planning, strict control of the manager, nor self-control salvages the situation. There is no salvaging of the situation with the help of such-meaningless work performance of functional duties or routine activities in your personal life. In addition, certain actions delay success and make it impossible.

Conscious, «smart» goals, making decisions on the way to them, immediate and visible results motivate employees and help them achieve success in their professional and personal lives. So, life and professional activities are successful when they are clearly and accurately directed, and the direction and accuracy of certain actions is indicated by the goal [10].

What is a goal?

In order to become an effective person, it is very important to be aware of your life, set goals for yourself, plan your future and achieve what you want. The concepts of «goal» and «goal setting» are generally considered to be relevant only to the development of the individual. However, this is a mistake.

Goal setting is an activity that is implemented in any area where you need to achieve concrete results.

The term «goal» has many definitions in various fields of life and science; let's list some of them.

Psychology. Goal is representation of the result to be achieved.

Social Psychology. A goal is a desired result; something that a person wants to achieve or do.

Management. Goals are specific indicators that an organization strives for over a certain period of time.

Psychology of work and management. A goal is an ideal or mentally presented result of an activity; something that is not yet really there, but should be obtained as a result of the activity.

All these definitions combine words such as: result, desire, achievement. That is, **goal —** this is the formulation of the desired future, which we strive for and achieve. The process of setting goals for ourselves is called «goal setting».

Why do we need a goal?

The West Statistical studies have illustrated that only 1% of people can say exactly what they want to achieve in life [12]. Benjamin Franklin knew this for sure as his efficiency and determination gave him away. Even in his youth, he made a plan and tried to implement it. It's been about the global task to be divided into smaller ones, and those even into smaller ones.

This system has become one of the most famous goal setting tools, namely, The Franklin's pyramid (fig. 2).

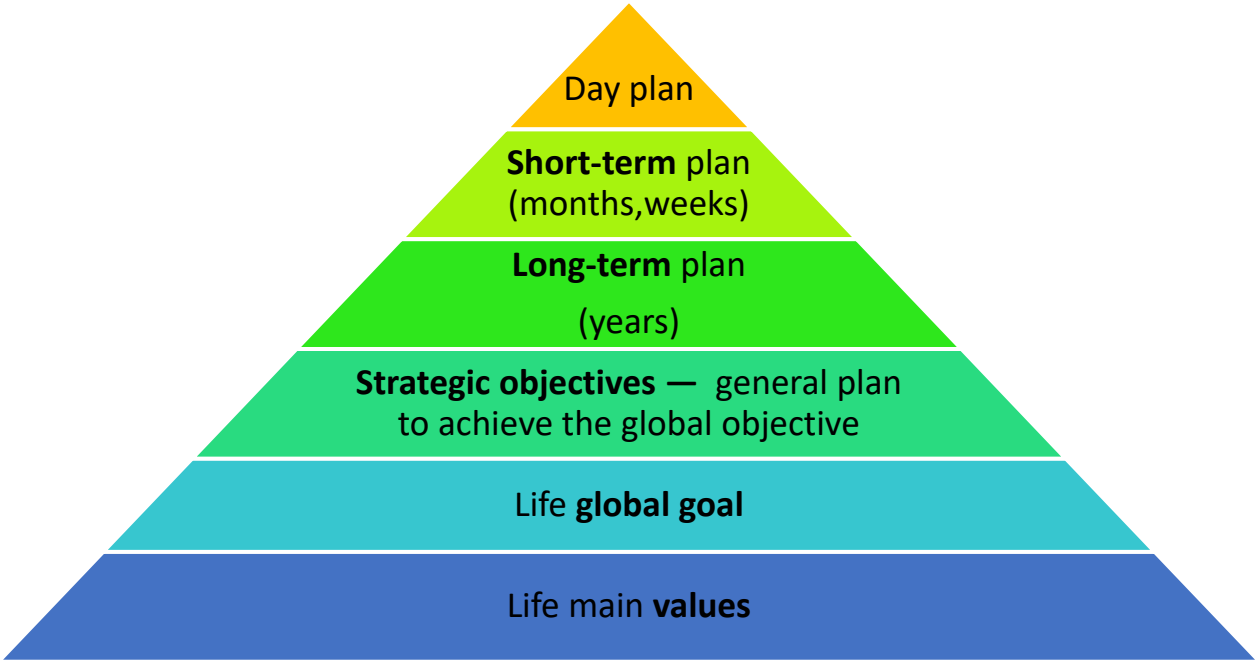


Figure 2. «The pyramid of life» by Benjamin Franklin

1. The first block of the pyramid, or, in other words, the foundation of life, is made up of values — what is important, significant, and interesting. Values answer the eternal question «Why do I do what I do?».

2. Values determine the entire path of life and add up to the global goal of life. Determining the main goal of your whole life at first seems to be an absolutely impossible task. Therefore, Franklin specified that the global goal of life is the most desired result, the highest point of success.

3. On the way to achieving the global goal of life, we solve strategic goals. This is a master plan and step-by-step instructions for achieving a global goal. These are quite big goals — for decades. The next blocks of the pyramid divide strategic goals

into long-term (5 years), medium-term (1 year), short-term (3-6 months) and current ones (week, day).

Thus, everything you do today, tomorrow, this week and this month — directly affects whether you will achieve your goals, whether you will be successful and happy in many years to come. The pyramid of life tells us that it is important to formulate goals correctly, plan the way of their reaching, and reinforce the desire and motivation to achieve them [14].

A well-set goal organizes your life and simplifies the decision-making process, which ultimately leads to a significant increase in personal effectiveness.

How do we formulate a goal correctly?

The most well-known method of setting a goal is *SMART*, the author of which is considered to be J. Doran. The interpretation of the abbreviation *SMART* is described in his article: «*There's a S.M.A.R.T. way to write management's goals and objectives*».

So, the goals that are set for a corporation, company, or department should be:

***S** (Specific)* — specific; aimed at certain aspects in one area;

***M** (Measurable)* — in order to deduce an indicator of progress based on their analysis;

***A** (Achievable)* — with a focus on results that can be achieved based on available resources;

***R** (Relevant)* — fulfillment of the goal really necessary to achieve the desired result;

***T** (Time-related)* — the limits of achieving the goal should be clearly defined.

However, almost immediately these criteria were implemented for personal development. However, not all people can immediately and easily understand and use these criteria. Below, they are arranged in the necessary rotation for you to check your goal. So, step by step, you will be able to formulate the correct goal, which you can start implementing today.

1. True purpose

Your goal must be real. True goals come from desires, dreams, and your «I want it». These are natural needs, realizing which you will begin to feel complete. Such goals are easily achieved and do not cause any special difficulties.

If you have now mentioned a goal that is very difficult for you to achieve, then there is a high probability that it is «not yours». If the goal is imposed by society or close aides (example of parents, influence of friends), then you consider it through the perspective of «necessity» — I need to find a high-paying job, I need to start a family.

2. Positive goal

Positive motivation is always stronger than negative motivation. Therefore, the goal should be formulated as a desire for something, and not an escape from something.

Wrong: quit the job.

Correct: find a new job that meets my interests and needs.

3. Specific goal

The goal should be specific, i.e. it should indicate what exactly needs to be achieved. There should be no ambiguities, uncertainties, or contradictions. Looking at the goal, you should immediately understand what kind of result you want to have.

Wrong: I'll start a new life on Monday.

Correct: Until September 16, I will reach the system diet: I am eating 4 times a day (at 9:00, at 13:00, at 17:00 and at 20:00).

4. Measurable goal

The measure is needed in everything, in the goal too. Measurability is what tells you that the goal has been achieved. Specifying a measure gives you an understanding of what you need to strive for. And, as a result, awareness and satisfaction at the moment when you achieve it. The measure can be quantitative, i.e. contain figures, indicators, or qualitative, i.e. emotionally intense.

Wrong: I want to earn a lot of money.

Correct: as of May 1, I will find a job with a starting salary of 20 000 UAH.

5. Time-related

The goal must have clearly defined time limits for achieving it. Specifying the time to achieve the goal, firstly, determines the period of time during which you should cope with the goal, secondly, it allows you to check its reach, and thirdly, strive to implement it within the planned time frame.

Wrong: Graduate from University.

Correct: I will receive my Higher Education Diploma in June 2021.

6. Reach

The goal set, as well as the mechanism for achieving it, must be real. To achieve your goal, you must have enough resources — time, effort, energy, knowledge, skills, etc. When setting a goal, it is important to identify possible risks and obstacles, as well as ways to overcome them [11].

Wrong: I want to lose 20 kg of weight in a week.

Correct: On December 31, I weigh 50 kg, that is, I lost 2 kg in 10 days.

7. Ecology

Social ecology and ecology of world in general. If your goal involves other people, society, or nature (shared vacation with your family; production that will cause a lot of non-recyclable waste), then care must be taken to ensure that the goal does not harm other participants.

SMART technology along with all other methods is not a universal method of goal setting. The choice of a suitable method depends on personal preferences, understanding the essence of the method and seeing what you want.

2.4. An active life position and pro-activity

Human consciousness is influenced by society, culture, society, collectives and other personalities. This effect may or may not be accepted. The main thing is that acceptance or rejection should be a conscious action, and not a passive consequence of upbringing and external events.

The essence of an **active life position** — is a conscious reaction that positively affects the fate of a person:

- it enables overcoming of stereotypes of social behavior that are imposed from the outside and interfere with the movement towards the goal;
- it expands and diversifies life roles;

- it provides an opportunity to participate in the formation of cohesive and efficient teams.

An active life position contributes to self-realization and success, since a person in this case shows courage, initiative and willingness to act [4]. The person doesn't wait to be «acquainted» with a world view, knowledge, job, financial opportunities, and so forth. Instead, it actively processes information and acts in accordance with external (environmental) and internal (motives, desires, feelings) influences. Such an employee is valued in modern market conditions, as they become a powerful force that helps to implement any promising business idea. They are characterized by initiative, activity, independence, and integrity.

An active life position means:

- orientation in the environment and in social values;
- conscious attitude to other people;
- readiness for action and for various forms of activity.

Factors influencing the formation of vital activity:

- forming your own worldview;
- acquisition of social and professional skills;
- communicating with other people;
- labor activity;
- socio-political activities, etc.

Areas in which an active life position is manifested:

- professional sphere — obtaining new knowledge — skills, and experience in the profession, growing from an intern to a qualified, highly paid employee;
- social direction-organization and implementation of new projects, volunteering — etc.;
- personal direction-attending trainings and seminars for self-development, etc.

Directions and types of a life position

Depending on the direction of action or inactivity the life position can have two directions:

- positive (affirmation of good and overcoming evil);
- negative (activity to the detriment of others).

Depending on whether a person has learned to participate in solving their own and social problems, there are **active or passive** life positions**.**

A person with an **active** life position:

- is not satisfied with the existing reality;
- has an idea of what a new, more advanced being will look like;
- actively acts to rebuild reality.

A person with a **passive** life position:

- has no personal mission, tends to inertia, indifference;
- has no responsibility for their own actions;
- if an event occurs, there is always a reason to do nothing;
- everyone around them is to blame for all personal failures.

Pro-activity — is clear awareness of personal goals and values and activities in accordance with them, and not under the influence of external circumstances. At the same time, a person acquires knowledge, makes decisions, acts consciously and planned, does only what will help to achieve goals, and does not waste time on trifles.

Proactivity in most cases is formed before the age of 30 and is born from an active life position.

It is necessary that an active life position is harmoniously combined with prudence and wisdom, a desire to help others and a sense of proportion. Otherwise, the desire for transformation can have negative consequences of various scales — starting with your own unhappy families to the death of millions of people.

2.5. Analytical and critical thinking

Analytical thinking — is the ability to analyze the information received in a logical way. It can be considered as an analysis, synthesis and evaluation of data, as a result of which the obtained facts, problems and concepts are supplemented with new content. Thinking about the acquired knowledge, a person comes to a more complete understanding of the world.

Analytical thinking is impossible without logic that specifies the rules, laws, or norms that thinking must obey in order to be true. That is why all classical education is based on analytical thinking. In addition, all scientific directions and trends use the principle of analyzing facts, transforming them and obtaining new conclusions.

The development of analytical thinking begins in early childhood and continues throughout life. There are a large number of techniques and ways to develop analytical thinking, most of which consist in training on solving certain problems from everyday life [9]. To successfully apply analytical thinking, you need to have reliable facts and a mechanism for drawing conclusions from existing facts.

Critical thinking — this is a type of scientific thinking that leads, firstly, to making well-thought-out, balanced, conscious decisions and, secondly, to self-improvement. It is believed that critical thinking is the type of thinking that ensures scientific and technological progress.

The process of critical reasoning in solving a problem can be represented by several stages (fig. 3):

Stage 1 — is generating a problem and realizing the task;

Stage 2 — is an attempt to overcome the problem with known actions and knowledge;

Stage 3 — is restructuring of ways of action and knowledge and development of a new view, new approaches, which ends with the birth of an idea;

Stage 4 — is justification of the found solution and presentation of the results of solving the problem.

Properties of critical thinking: independence, awareness, introspection, purposefulness, controllability validity, organization.

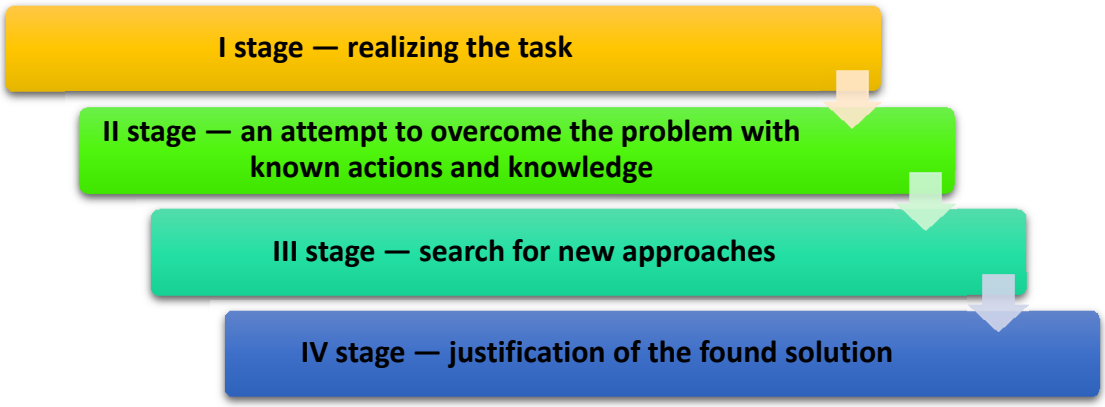


Figure 3. The process of critical thinking

2.6. Communication skills

According to the classical theory of management, **communication** — is the exchange of information between two or more people. At the same time, the goal is to ensure that the recipient understands the information that is the subject of exchange.

The communication process can take many forms depending on the number of participants, the goals of the parties involved, the means, strategies, and channels used. There are a large number of communication models.

Aristotle's Model. There are three main elements of communication: speaker — speech — listener (fig. 4). These elements are also reproduced in subsequent communication models. Only with the development of mass communications through radio, film, and television and under the influence of the need to improve propaganda methods did the classical model change.

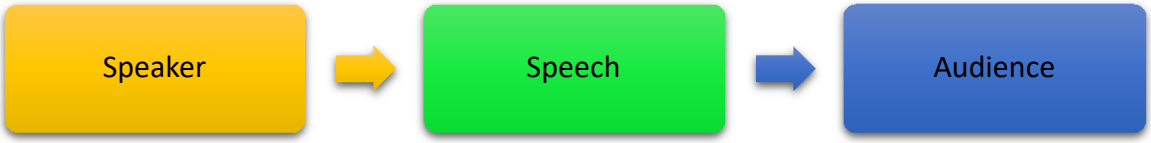


Figure 4. Aristotle's Communication Model

The Lasswell Model it is revealed when answering consecutive questions (fig. 5): who communicates and with what intent? what does he say and how? in what situation does communication take place? what audience? what is the result?



Figure 5. Lasswell's model of communication

Communication it consists of the following elements of the information exchange process (fig. 6):

- *sender* (the person who generates the idea, or collects and processes information for transmission);
- *message* (information provided verbally or otherwise using symbols);

- *channel* (means of transmitting information);
- *recipient* (addressee to whom the information is intended);
- *feedback* (reaction).

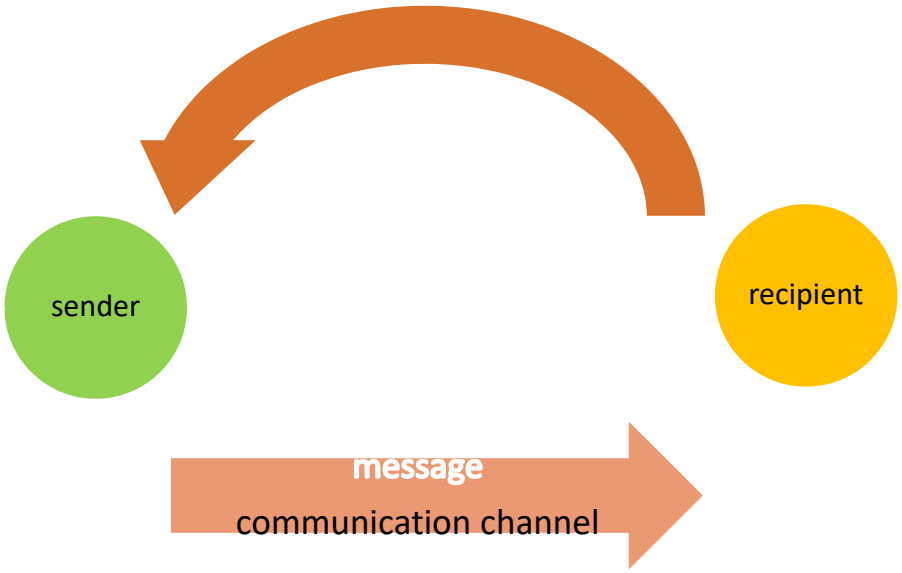


Figure 6. Elements of the information exchange process

Communication skills can be divided into:

- ability to form an informational message (speak, write, or otherwise express yourself);
- ability to respond appropriately to messages (ability to listen, meaningful reaction, emotional reaction);
- ability to use various communication channels (oral speech, letter, message, email, social networks).

As Napoleon Bonaparte once said: «those who do not know how to speak will not make a career». The same ability to speak and formulate thoughts in order to convey your ideas, requirements or just feelings to others is one of the main indicators of the development of communication skills. Of course, without it, working in any team or perform any work is impossible.

Recommendations for effective communication

Successful businessmen, politicians, and public figures pay a lot of attention to the development of communication skills. Often these skills have been the very ones for them to have achieve success, become who they are now. Therefore, if we use recommendations formulated on the basis of the experience of famous personalities, communication will be more effective.

«When communicating, we need to be concise and clearly formulate our messages» — advises Richard Branson, billionaire and owner of the group *Virgin*. When preparing a presentation or any written message, one should keep in mind that anything other than «one text message for pager» is too much. Branson notes that «everything I write, I consciously try to express it so concisely that it fits into the format of a tweet. Even if I manage to shorten my message to just a couple hundred characters, I think I expressed my opinion more effectively than if it were ten times

longer.» [5]. Conciseness in communication is a sign of good taste also because the time of both your own and your colleagues is valued.

The ability to listen is just as important for successful communication as the ability to speak. R. Branson recommends [5]: «Listen — so you will seem smart». What a person hears, and therefore perceives, will determine whether the information is fully received. There will always be losses in perception, but you need to try to keep them as small as possible. The development of communication skills involves and **improving the ability to perceive information**. Notes and short remarks are a good habit, and they can refresh or reveal additional content in further communication. Winston Churchill once said: «Courage is to stand up and speak; courage is also to sit down and listen».

Communications and the social circle need to be constantly expanded and changed, meet new people, keep in touch with colleagues and friends. In a modern informative society, the wider the social circle, the more successfully the individual's communication abilities are realized and developed. Often it is random communication that becomes the beginning of successful projects or startups. For example, Larry Page and Sergey Brin (founders *Google*) met by chance over a cup of coffee precisely because both did not have enough tickets to the cinema.

For communication skills, ***developed ability to use different communication channels, depending on the situation, need or expediency*** is also important. Do we need to make an appointment if we can resolve the issue over the phone? Should we put the proposal on paper if it is better to discuss it? Thanks to a technological development, everyone has the opportunity to choose from a wide range of communication channels. Face-to-face conversations, phone conversations, video calls, chat or Messenger correspondence — modern means of communication between people who need a quick and adequate response, make communication skills extremely necessary and important.

It is also worth mentioning such a concept as ***reasonable frequency of communication and interaction***. The regularity of communication for maintaining contacts, for awareness of the course of events, for systematic influence or lobbying, etc. depends on specific situations and objects of communication. As a rule, everyone gets such knowledge only through their own experience.

2.7. Emotional intelligence

The ability to understand the emotions of your own and others contributes to a person's social adaptation and professional success.

Emotional intelligence *Emotional intelligence* (*EI*) — the ability to manage and use the emotional component of the personality, that is:

- awareness of emotions (joy, sadness, fear, anger, etc.);
- reaching the appropriate level and generate emotions to promote thinking;
- recognizing the emotions of your own and others (the ability to name and understand what they mean);
- managing your emotions.

Emotional intelligence is needed for:

- communication with people — for managers, *hr*-managers, businessmen, advertising agents, PR managers, engineers, etc.;

- personal and professional development;
- stress management — stress tolerance;
- countering manipulation — through advertising, NLP technologies, and manipulative people (conscious and unconscious);
- understanding your own priorities and goals.

Components of emotional intelligence: self-knowledge and self-control, social skills (communication and interaction with others), empathy, motivation [6].

Techniques for developing emotional intelligence:

- monitor your own emotional reactions;
- listen to your own body language to understand other people's body language;
- identify and analyze the relationship between emotions and behavior (for example, anger makes you scream, shame makes you speak softly, etc.);
- to master emotions if they escalate the situation;
- develop emotional memory — analyze the relationship between emotions — actions, and consequences to correct behavior;
- practice the desired emotions — for example, positive thinking;
- develop empathy;
- being emotionally honest i.g. — not hiding your emotions.

2.8. Empathy

Successful professional activity requires not only theoretical knowledge and practical skills, but also openness, tolerance, flexibility, tolerance, self — esteem, readiness for dialogue-everything that somehow indicates a person's ability to empathize [8].

Empathy — the ability to understand the experiences of another person, the ability to communicate in a special way and act on the basis of this understanding.

Empathy

- **promotes increase in levels of:** intelligence, creativity, responsibility; self-discipline, self-organization; personal autonomy; self-awareness; self-esteem; spontaneity; freedom of self-realization;
- **reduces** physical and verbal aggression; vandalism; violation of discipline.

Empathy contains 3 components:

- cognitive-understanding the state of another person without changing your own state;
- emotional-understanding the state of another person and changing your own state (empathy, empathy);
- behavioral-understanding the state of another person, changing one's own state, actively supporting and helping another person.

Character traits of a person capable of empathy:

- tolerance for how other people express their emotions;
- understanding the inner world of another person;
- adapting your own states and emotions to the corresponding states and emotions of another person.

Consequences of insufficient empathy:

- communication problems are increasing;
- the number of conflicts and misunderstandings is increasing;
- professional growth slows down, etc.

The ability to empathize can be developed: learn introspection, develop sensitivity, learn empathic listening, and adequately demonstrate your own emotions.

2.9. Stress tolerance

The body's natural response to stress is Fight Or Flight Response. In certain situations, this is an adequate response, especially if a primitive person is fighting for life in the ancient jungle. In the modern world, such reactions are often ineffective, and sometimes even dangerous. In particular, the World Health Organization calls workplace stress a disease of the 21st century.

Negative effects of stress:

- diseases;
- reduced performance;
- interpersonal conflicts.

However, there are also **positive effects of stress:**

- mobilization of physical and mental abilities under stressful conditions;
- reassessment of life values and self-improvement.

Stress — is the body's response to various stimuli — stressors (table. 1).

Physiological and psychological reactions form a certain characteristic behavior of a person — «flight» or «fight» [7]. These terms manifest themselves both directly (escape, struggle) and figuratively («escape» — illness, avoiding certain situations, hiding emotions, etc., «struggle» — psychological readiness for action, mobilization of efforts, etc.).

Stressors — factors, influences, and situations that can cause stressful reactions of «running away» or «fighting».

Table 1. Stress responses

Physiological response	Psychological reaction
- muscle tension increases; - heart rate (pulse) increases; - blood pressure increases; - sweat production increases; - nervous excitement increases; - the concentration of certain substances (sodium, glucose, hydrochloric acid, etc.) changes	- fear; - anger and aggression; - confusion; - anxiety, etc.

Some of the stressors are the same for all people, and some are unique for each one (table. 2). For example, dismissal from work for one person is a disaster, for another — a chance to start a new life.

Table 2. Examples of stressors that occur during training and on workplace

Stressors during training	Stressors in the workplace
- first year of study outside the home (changing your lifestyle, choosing a professional activity, etc.); - ratings; - academic overload; - social networks relationships (friendship, love, etc.); - violence; - shyness; - self-doubt, etc.	- insufficient participation in decision-making; - role problems — lack of understanding of one's own role in the enterprise, overload or lack of responsibilities; - job dissatisfaction (low salary, poor conditions, threat of staff reductions, etc.); - workaholism; - occupational burnout, etc.

Natural responses to stress in modern life are often useless. For example, in the workplace, an employee receives a task that is difficult for them. Absenteeism (analogous to the «flight» reaction) or a quarrel (analogous to the «fight» reaction) will be an unhealthy reaction — the task is not being completed, employees, managers, and owners have problems.

On the other hand, on the eve of the exam, students study with greater efficiency, and worrying about public speaking helps to better prepare for it.

Therefore, physiological and psychological responses to stress can be controlled and used to your advantage. This is called stress tolerance.

Stress tolerance — is the ability of a person in a stressful situation not to be in a state of stress**.**

A stressful situation consists of the following stages:

- life event-stressor;
- perception of the situation;
- emotional changes;
- physiological changes;
- consequences of the situation.

Between neighboring stages of a stressful situation, you can put certain «barriers» — that is, consciously interfere with natural reactions, change them. Then the situation will become less traumatic, and actions will become more useful and productive. [13].

Barriers to dealing with stress:

- at the stage **«event — perception» —** sedatives, strong-willed efforts (perseverance, stubbornness, willpower);
- at the stage **«perception — emotions» —** positive thinking;
- at the stage **«emotions — physiological reactions» —** relaxation techniques;
- at the stage **«physiological reactions — consequences» —** physical activity (sports).

The best way to increase stress tolerance is to apply all barriers comprehensively and consciously. General **stress management algorithm** contains three components:

- changing the perception of a situation, looking at it from a different angle;
- changing your own physiological state — concentration, rest, calming down;
- solving the problem.

There is a special Holmes and Rahe scale for self-assessment of stress load. By evaluating it, you can predict the likelihood of health problems and find ways to overcome stress on your own. Anyone can independently use the well-known levers of stress management and turn the life situation to their advantage.

«Our response should be the best possible alternative to solving problems, maintaining good relationships, and conserving energy. This is the reaction of a person who is able to control the level of stress!».

2.10. Crisis management

Conflict — is a situation (a set of circumstances) in which there is a clash of opposing parties, forces or views, or there is a lack of agreement between two or more subjects.

Mandatory components of a conflict situation:

- participants (parties) of conflict;
- object of conflict (phenomenon, cause);
- driving force (incident) of conflict.

Here is how the famous banker David Rockefeller describes the long-term interpersonal conflict with his colleague in his memoirs: «The higher we climbed the career ladder, the more acute and obvious our personal and professional conflict became. Institutions work in the best manner when they have strong and goal-oriented leadership. His unwillingness to promote the plan proposed by me gave rise to a lot of delays and missed opportunities».

To successfully resolve a conflict and choose the best behavior strategy, one need to know what stage the conflict is at (Table. 3)

Table 3. Conflict stages

Conflict stage	How to resolve a conflict
Latent	- Restore mutual understanding
Demonstrative	- Demonstrate readiness for normal communication - Clarify the positions of the parties
Aggressive	- Destroy the image of the enemy - Reduce suspicions about the other party's aggressiveness and treachery - Reduce your own desire to do evil
Battle	- Truce - Efforts for peaceful coexistence - Stopping aggressive actions - An agreement not to go bad

Conflict resolution methods

A well-established opinion when conflicts are compared with various troubles and adversities, disputes, enmity are destructive and do not have positive signs. However, in addition to the negative role, conflict also plays a positive role — it helps the organization move forward and brings to the surface factors that hinder this process. In any case, a conflict needs to be resolved. **Existing methods of conflict resolution are divided into structural and interpersonal.**

Structural methods of conflict resolution:

- explanation of requirements for content of the work (delegation of clear powers);
- principle of using hierarchy (refer to manager);
- subordination of goals to overall goal of the organization;
- influence on behavior through reward system.

Interpersonal methods of conflict resolution:

1. *Avoidance style, evasion*. A person who adheres to this strategy seeks to avoid conflict. This strategy may be appropriate if the subject of disagreements is not of great value to a person, if the situation self resolvable (this is rare, but it still happens), if now there are no conditions for an effective resolution of the conflict, but after a while they will appear. The avoidance style can be applied in the following situations:

- the source of disagreements is trivial and insignificant for you compared to other more important tasks, and therefore you think that it is not worth wasting your energy on it;
- You know that you can't or don't even want to solve the problem in your favor;
- you have little power to solve the problem in the way you want;
- you want to buy time to study the situation and get more information before making a decision;
- trying to solve the problem immediately is dangerous, because disclosure and open discussion of the conflict can only make the situation worse;
- subordinates can successfully resolve the conflict themselves;
- you had a rough day, and solving this problem can bring additional frustration.

2. *Smoothing style*. This style is based on the theses «I have no wish to rock the boat», «Let's all get along». «Smoother» seeks not to let out signs of conflict, confrontation, calling for solidarity. At the same time, the problem underlying the conflict is often forgotten. As a result, there may be temporary peace. Negative emotions do not appear, but they accumulate. Sooner or later, an ignored problem and accumulated negative emotions will lead to an explosion, the consequences of which will be dysfunctional.

3. *Compulsion style*. Anyone who follows this strategy tries to force them to accept their opinion under any circumstances; they are not interested in the opinion of others. This style is associated with aggressive behavior, and it uses coercive power and traditional power to influence other people. This style can become effective if it is used in a situation that threatens the organization's existence or prevents it from

achieving its goals. A manager defends interests of business, interests of organization, and sometimes he simply has to be persistent. The main disadvantage of the manager using this strategy is the suppression of initiatives of subordinates and possibility of repeated outbreaks of conflict.

4. *Compromise style*. This style is characterized by accepting the other side's view, but to a certain extent. The ability to compromise in management situations is highly valued, as it reduces ill will and allows you to resolve a conflict relatively quickly. But after a while, dysfunctional consequences of a compromise solution may also appear, for example, dissatisfaction with «half-hearted solutions». In addition, the conflict may arise again in some modified form, since the problem that gave rise to it remains unresolved.

This approach to conflict resolution can be used in the following situations:

- both sides have equally compelling arguments and have the same power;
- satisfying your desire is too important to you;
- you may be satisfied with a temporary solution because there is no time to develop another one, or other approaches to solving the problem have proved ineffective;
- compromise will help you gain something rather than lose everything.

5. *Collaboration style*. It is based on the belief of the participants in a conflict that differences of opinion are an inevitable result of the fact that smart people have their own ideas about what is right and what is not. With this strategy, participants recognize each other's right to their own opinions and are ready to understand each other, which gives them the opportunity to analyze the causes of disagreements and find an acceptable way out for everyone. Those who rely on cooperation do not seek to achieve their goal thanks to others, but seek a solution to the problem.

This style is the most difficult because it requires longer work. The purpose of its application is to develop a long-term mutually beneficial solution. This style requires the ability to explain your desires, listen to each other, and restrain your emotions. The lack of one of these factors makes this style ineffective.

To resolve conflicts, you can use this style in the following situations::

- it is necessary to find a common solution if each of the approaches to the problem is important and does not allow compromise solutions;
- you have a long, strong and mutually beneficial relationship with the other party;
- the main goal is to gain joint work experience;
- the parties are able to listen to each other and state the essence of their interests.

Evaluating the features of different styles of behavior in a conflict, you should proceed from several main points.

First, it is impossible to absolutize any of the described methods or say that it is «the most correct», «better than others», since each of the participants in the conflict in the relevant situation will behave in accordance with their individual style of behavior, which in turn depends on temperament, characteristics of the emotional sphere, ability to communicate, and so on.

Secondly, each of the participants in the conflict will most often use different styles of behavior depending on the context of the conflict, the significance of the

needs and interests that are realized in it, on the people with whom he interacts, on the characteristics of the opponent, since his own behavior in the conflict is often a «reflection» of the latter's behavior.

Third, each of the participants in the conflict is capable of changing their behavior style. Therefore, given that the style of cooperation is the most effective, since it makes it possible to satisfy the interests of all its participants, you should focus as much as possible in a particular situation on the implementation of this particular style.

The ability to resolve conflicts is optimally based on **methods of conflict resolution by solving the problem:**

A) identify the problem, identify the cause of the problem, and not focus on dealing with its consequences;

B) after identifying the essence of the problem, consider options for solving it that would suit all interested parties;

C) focus on the problem, not on the personal qualities of the opponent;

D) create an atmosphere of trust by improving the exchange of information;

E) strive to achieve results during communication, do not give up your own positions and take into account the constructive comments of the other party.

2.11. Crisis management

Crisis management — is an art of mastering a complex situation, eliminating risk and uncertainty, controlling processes, leading to a successful course of events as a result. Crisis management has become so important today that companies have a special position — crisis manager [15]. Crisis managers are divided according to Mccoby into four types: «specialist», «jungle fighter», «firm man», «player».

One of the most important skills of a crisis manager or just a person who has to resolve a conflict situation in a team is the ability to negotiate and maintain a dialogue. These skills are very valuable in critical situations, when a conflict is brewing or already in full swing.

The main purpose of negotiations is to offer your own terms and win over all parties to your side. Skilled experts often put points in their conditions that are clearly contradictory, conflicting and unacceptable to the other side. Subsequently, during the negotiation process, as if making concessions, they remove these points. As a result, the impression of a compromise solution is created, although in fact a pre-conceived scenario works.

Psychologists and marketers have different approaches and many recommendations on how best to prepare and negotiate so that they are successful:

- conditions and environment for communication to take place matters: those for whom this environment is more familiar or more familiar will have an advantage;
- it is important to prepare for possible objections to the proposed position, immediately think through the arguments in order to answer them;
- it is important to be self-contained during negotiations — too many emotions reduce negotiations to the level of an argument or even a quarrel;
- the level of awareness of participants helps to quickly and constructively negotiate-those who are better informed lead the dialogue in the right direction;

• however, one does not need to immediately post all the known information, intrigue helps to keep your attention;

• one should note that attention weakens over time, so the first half hour is the most productive in negotiations;

• it is necessary to keep in touch between the parties while having a conflict, even in the most difficult situations, because as long as there is a dialogue, there is hope for success.

2.12. Project team management

The modern concept of Personnel Management in projects is based on the growing role of the employee's personality, knowledge of his motivations, their ability to form and manage in accordance with the tasks facing the project team.

Management allows you to achieve results «with the help of people», and the results of work largely depend on how the project manager communicates with people and how these people relate to each other. An effective organizational system, structured planning and control, and good team relationships are essential for the success of the project.

Effective HR management is the foundation of Project Management. Main goal of project HR management:

– ensure that the behavior of each member of the project team contributes to the achievement of the organization's goals and the overall implementation of the project;

– creating a project team to implement the project optimally (in terms of quality, time and cost).

The main areas of HR management in projects are:

1) project manager's leadership;

2) Team Development and group work;

3) motivation of individuals and groups;

4) conflict management.

Increasing the complexity of projects and using new technologies requires the creation of integrated teams. They consist of different specialists working with each other.

A project team is a group of people who work together to achieve a common goal. They work directly on the project and are accountable to the project manager. The project team is formed for the duration of the project implementation and is dissolved after its completion.

Teamwork can bring people together to increase their productivity without losing their personality. Teamwork has a synergistic effect when different offers are processed, when one team member is constructively helped by others, which contributes to better results.

Benefits of working together:

1.teamwork is a tool that provides support and success for management.

2. the team can be updated independently by recruiting people as individual members retire.

3. the team creates a «Bank» of collective experience, information, and rules that can be passed on to new members.

4. many people work more successfully in a team than alone.

5. team synergy produces more results than the amount of individual contributions.

What gives everyone the opportunity to work in a team:

1. It satisfies the social need to belong to something or be in a group.

2. It promotes the formation of self-esteem in the process of analyzing their relationships in the group.

3. It provides assistance in achieving the goal (exchange of ideas, constructive criticism, alternative suggestions, etc.).

4. It distributes risk among team members.

5. It creates a «psychological home».

The complexity of project implementation management tasks requires high technical competence, a large amount of economic, legal, and managerial knowledge. Therefore, creating a professional project team is a prerequisite for effective project work. The project team must combine skills in three categories:

– technical and functional, i.e. professional, skills (hard skills);

– problem solving and decision-making skills;

– interpersonal skills (soft skills).

Goals for creating a project team:

1. Improve the distribution of employment. Combine skills, abilities, and abilities and distribute your tasks among participants according to time.

2. Work Management and control. The work of each group is organized and supervised by other members.

3. Problem solving and decision-making. It is always easier to do this by combining the skills, abilities, and knowledge of a group of people.

4. Verification and approval of decisions. Check the reality of the decision that was perceived from the outside, or approve such a decision.

5. Communication and information for those who need to know how to make decisions or provide the necessary information.

6. Accumulation of ideas, information, and advice.

7. Coordination and communication between functional divisions.

8. Increase the responsibility and involvement of team members, creating a favorable environment for participation in the organization's planning and activities.

9. Negotiations and conflict resolution at different levels of management.

10. Analysis of project implementation results in order to improve the information base for their assessment.

Main organizational tasks of creating a project team:

– creating a professional and stimulating environment;

– implementation of competent management;

– provision of qualified technical personnel;

– providing management support and a consistently friendly environment.

Team members should see themselves as part of the project team and develop common values and norms before working as a team. The process of forming

a unified sense of the team and a common team takes time. The project team usually goes through five stages of creation.

Team creation stage:

1. Formation.

At the team creation stage, the main problems arise for the following reasons:

– own feelings of team members (whether they feel like complete members of the team, how they are treated);

– relationships within the team (who interacts with whom and who has influence);

– the place of teams in the organization as a whole.

At first, team members come together with a sense of mutual misunderstanding. Motivation is high because they were selected to implement the project, but the effect of the first stage is low because the team members are not confident in themselves.

2. Period of participants' response.

The main questions that arise at this stage:

– complexity of teamwork (no promotion, transfer of responsibility);

– manifestations of characters (love of power, informal, lyricist, «soap bubbles», laziness, etc.);

– discussion of issues (dispute or absolute consent);

– incorrect reporting methods (underestimation of results, attribution, poor-quality information);

– control errors (rapid fluctuations, mood swings, lack of clear planning, weak control);

– relationships (hostility, lack of support and trust, conflicts).

When team members start working together, they find that they have different ideas about how best to achieve their project goals. They also find that there are different approaches to working on a project. These differences can cause conflicts, reducing the effectiveness of the team.

3. The period of functioning in a proper manner (each has its own role and place).

Team members begin to agree on various issues. Through negotiations and compromises. As a result of this adaptation, they begin to develop a sense of unity and certain common norms and values. It forms the basis for team members to work together. Efficiency and motivation begin to grow to a certain level.

4. Reorganization (due to changes in the scope and type of work, temporary professional involvement).

Project managers need to maintain a high level of productivity achieved in the event of forced changes in the project team.

5. Dissolution (after completion of work).

As one approach the end of work, efficiency increases when team members focus on the current task, or decreases when team members express regret about the completion of work and the breakdown of established relationships. The latter happens when the team's future is uncertain.

For a team to work effectively, the project manager must do the following:

– determine the organizational structure of the team;

– distribute functional responsibilities;
– appoint managers and those responsible for a specific area;
– ensure timely planning and division of Labor;
– clearly explain goals and objectives;
– overcome obstacles and avoid collisions;
– interest, help;
– creating an attractive team image.

The following methods are used to create and develop teams.

– Role analysis and selection of team members in terms of psychological fitness.
– Conducting seminars, organizing courses, situational analysis.

There are different approaches to defining possible roles in a team. According to one of them, all roles are divided into two groups.

– a role of contributing to the completion of the task;
– a role of creating the necessary microclimate within the team.

For example, the well-known Belbin test helps determine the role of each performer in the team.

The quantitative composition of the team is determined by the following factors:

1) The number of people required to complete the project.
2) Necessary expertise for the project.
3) The optimal number from the point of view of conflict.

Experts believe that the optimal number of people is 5-10 people.

Project managers who have formed a team need to maintain a certain level of efficiency.

Team performance evaluation is based on the following indicators:

– Clear understanding of your goals and focus on the final result.
– Clear separation of functions and responsibilities.
– Availability of a team development plan.
– Team solidarity.
– Mutual understanding and non-conflict;
– Attendance of working meetings and active participation in problem solving.

A team will succeed if:

1) Leader has an appropriate management style in terms of project effectiveness and team members.
2) At least one of the team members offers innovative ideas as a way to solve the problem.
3) The team consists of people with good mental abilities.
4) The team is created by different people and gives them the opportunity to maintain a balance.

In other words, the team must be creative and flexible.

Project management requires a permanent project team. The project manager and his team are united and should act as a well-oiled mechanism. Creating a team of experts for a new project is already the responsibility of the project manager at the first stages of its work. This process requires a set of administrative skills: the ability to identify and bring together specialists from different departments and organizations.

In a matrix structure with double subordination, recruitment is carried out by the project manager and the head of the functional department. The recruitment process discusses project goals and objectives, expected results, resource costs, roles and responsibilities of team members, accountability, expected rewards, and the importance of the project to the organization. Candidates can join a team that meets professional requirements and is very interested in the success of the project. Project managers who form teams connect people based on common goals.

Novelty, uniqueness, risk, and transience are unique features of a new project. They cause difficulties in forming teams, which are complicated by the fact that people who have not worked together do not have common values and norms, and their activities must be effective. The team needs time to grow within the group and set common norms, standards, and values. All this must happen before the team can operate at «full capacity».

Project managers should contribute in every possible way to the process of rethinking the team of specialists into a team. First of all, it is necessary to create an atmosphere of favorable psychological climate to ensure the adaptation of participants. The project manager solves the following main organizational problems:

– Create a professionally stimulating environment.

– Implementation of competent leadership;

– Providing qualified personnel.

– Providing support from management and a supportive environment.

Project managers create an environment where new project team members can experience professional satisfaction, confidence in their position, and a clear understanding of relationships and responsibilities, mutual trust, and mutual respect.

Organizational structure of the project team.

Despite the fact that teams are temporary groups operating within an organization, they have a special organizational structure, the nature of which depends on the goals, objectives, and other parameters of the project.

In project management practice, two types of project team structures are used.

Matrix format of the command structure.

Suitable for small and medium-sized projects with a life cycle of up to 2 years. The essence of the matrix format is that specialists from the functional divisions of the organization are selected for the project team on a temporary basis. The matrix format has its own strengths and weaknesses.

Advantages:

– Flexibility in organizing and developing the team.

– There is no duplication of functional departments.

– Having «confidence in the future» of team members.

The project manager has the opportunity to invite as many professionals from the functional department to the team as is necessary to complete the workload for a certain period of time. With the advent of new types of work, when the amount of work increases and decreases, he can again change the composition of the team at the expense of specialists of the functional divisions of the organization.

The project team structure does not create its own functional department, so the powers and functions of individual project specialists do not coincide with the permanent functional departments of the organization. After the project is completed, the team members will return to the functional department. That means they don't need to look for a new job. This is a very important positive factor in the matrix structure.

Restrictions:

– Lack of the principle of managing one person;

– Team timeliness.

– Problems with resource allocation in the organization.

– Complexity of relationships in the organization.

The main disadvantage of the team matrix structure is that it violates the principles of managing one person. The intersection of vertical and horizontal links makes it difficult to form a team and manage it. Team members who work permanently in the organization's departments and are temporarily engaged in a project may not be able to decide who to report to and whose tasks to perform. Constant dilemma: What is more important? Belong to a team of functional divisions or to a project team?

The lack of unity of command creates serious problems for Project Managers. It's hard to manage if people are focused on a different leader. The temporary nature of the project worries both the manager and the entire team. Team members need time to understand each other, find common ground, make friends, and «work together». For small projects, there is often no time to complete this process, and relationships are interrupted.

The timeliness, duality of participants ' positions, and dual power create conflicts within the organization on such important issues as the appointment of experts and the allocation of resources within it. This largely depends on the relationship between the project manager and the head of the organization, the head of the functional department, as well as on the ability to create a convincing image of the project.

Project format of the team structure.

Special project organizational structures are increasingly being used to manage large projects. A certain «smaller copy» of the organization is created to implement a large project within the organization. This organizational structure also has its own strengths and weaknesses.

Advantages:

– The principle of unified leadership;

– Confidence in the situation within the organization.

– Team effort and focus on project results.

The team is created for a long period of time (more than two years), so it is fully focused on the project and its goals. The most important advantage of the project form is that all efforts can be focused on achieving the main goals of the project, without distracting participants to perform other duties in the functional departments of the organization.

The permanent team is focused on long-term cooperation. Team members do not feel temporary and take a certain position within the organization. As a general rule, large projects have priority, even if the organization has other projects. This provides

advantages for selecting specialists and allocating resources, so project managers are less likely to struggle with these problems.

Disadvantages:

– Duplication of functions within the organization.

– Lack of flexibility in Team Development and reorganization.

– Uncertainty of team members in employment after the project is completed.

Being in the project group of «branches» of the organization's functional departments leads to duplication of functions. This entails additional costs for the organization. The intersection of functions and powers of the team and key functional departments of the organization is a source of conflict. In the process of developing or reorganizing a team, it is difficult for project managers to hire specialists and attract new specialists from key departments of the organization. After completing an important project, most participants do not have the opportunity to return to their previous work. This factor works in two options.

The first option. A new order is expected for an important project, which will be transferred to the same project manager. At the final stage of project completion, team members strive to be more productive by declaring the need to join a new project team.

The second option. No new projects are expected. Labor productivity drops sharply at the end of the project, as participants are concerned about finding new jobs.

In the case of the second option, the task of the project manager is to find new interesting motives for resuming intensive team activities and do everything possible to provide work for colleagues after the project.

Effective team characteristics.

The effectiveness of a team can be evaluated according to generally accepted criteria adopted by any organizational structure. However, there are certain features that are specific to the project team. First of all, the entire team is focused on the final result, initiative and creativity in solving the problem. High productivity, a focus on the best solutions, and lively and interested discussions of new issues complement the characteristics of an effective team.

The selection of professionally trained specialists determines the competent solution of a new problem. Effective teamwork means clearly tracking the relationships and interactions of participants, an atmosphere of trust and participation, enthusiasm and creativity. Destructive conflicts are rare, and constructive conflicts are maintained to help solve the problem better. All team members feel responsible for implementing the entire project and completing individual tasks.

To build a cohesive and effective team, project managers need to make the most of their knowledge and skills, including organizational skills, professional authority, and relationship knowledge.

1. Main difficulties and barriers.

The project manager should understand that various changes are waiting for him in the process of building a team. First of all, it should avoid such mistakes:

– unclear objectives or frequent changes in goals and priorities;

– lack of resources and funding;

– power struggles and conflicts in the team;
– insufficient technical equipment;
– lack of interest and support from management.

2. Distribution of responsibilities and powers.

The project manager must first approve senior positions in the fields of activity, appoint appropriate specialists, distribute functions and responsibilities among them, and delegate the necessary powers. All appointments should be discussed with each candidate separately. To create an atmosphere of mutual selection of other personnel, it is necessary to do this together with the heads of various fields. Face-to-face conversations, meetings of small groups according to instructions, as well as general team meetings are appropriate here. The main focus should be on issues related to the main goal of the project, its significance and significance for the entire organization, as well as the participation of team members in its implementation.

3. Planning the team's activities.

Activity planning should begin at an early stage of the project. The project manager must combine the efforts of all functional sectors of the team to effectively use and allocate project resources, achieving interested and creative participation of all team members. Its task is also to involve team members in discussing issues and problems that arise, analyzing and taking into account their views.

4. Team Development.

In the field of view of the project manager, all changes that occur in the team that he leads should occur. Frequent conflicts, reduced intensity, and repeated mistakes are a signal of trouble in the team. If the project manager cannot independently determine the causes of this phenomenon, he should contact consultants who can offer fresh ideas for establishing a normal psychological climate in the team.

Of course, leaders should strive to avoid complex problems, especially psychological ones. This requires some experience and knowledge of the practical psychology of human behavior. The leader, through the potential causes of destructive conflicts, helps to avoid them.

However, the development of the team is associated not only with solving subjective issues. It also provides for quantitative and qualitative changes in the team caused by changes in the scope of work, the emergence of new types of work, the involvement of other subcontractors or subordinates, and so on.

5. Creating an attractive team image.

It is extremely important for the project manager to ensure that the team is properly supported by management. The project manager's relationship with senior management and the ability to get their support determine the trust of team members, and therefore the popularity and image of the project.

3. CONCLUSION

Thus, constant development of *soft skills* it is necessary for successful achievement of established objectives, competent use of skills, knowledge and abilities both in personal life and in professional activities, including to achieve the necessary level of competitiveness in the labor market.

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