MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

TEAMWORK MANAGEMENT

**Guidelines to practical tasks,
laboratory and self-study work
of Bachelor's (first) degree higher education students
of speciality 073 «Management»
of the study program
«Organization and Administration Management»**

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Guidelines to practical tasks, laboratory and self-study work, which will be useful during the independent study of theoretical material, are given.

For Bachelor's (first) degree higher education students of speciality 073 «Management» of the study program «Organization and Administration Management».

UDC 005.64(072.034)

Introduction

The course «Teamwork Management» is designed to form higher education students' fundamental knowledge and practical skills in team management. Knowledge of the theory and practice of management makes it possible to master the art of team management, including the ability to set general and specific goals and objectives of the enterprise, develop and control the implementation of the strategy for managing the enterprise's personnel as a single team, taking into account public, collective and personal interests.

The purpose of studying the course is aimed at students' mastering the skills in forming effective teams, as one of the promising models of corporate management, which ensures effective organizational development, studying the essence and features of forming a management team, comprehensive and constructive use of team effects, revealing and enriching the capabilities of students in teamwork, explaining the reasons and identifying the conditions for positive team synergy.

The objectives of the course are:

study of the theoretical foundations of the formation of groups and teams in production organizations, as well as the process of their interaction and management;

study of the conceptual apparatus based on the study of the course;

mastering the techniques of forming an effective team and the interaction of all participants to solve applied practical tasks in the management of production organizations;

formation of general competences in the use of leadership tools in professional activities;

mastering the techniques and tools of organizing an effective team, distributing roles and managing a team as an integral system;

study of approaches and application of tools for forming a favourable socio-psychological climate in the team.

The subject of the course is the methods and processes of team interaction and management in production organizations.

The object of the course is the employees of the enterprise, at whom the influence of team management functions is directed.

The learning outcomes and competences that the course forms are defined in Table 1.

Table 1

Learning outcomes and competences that the course forms

Learning outcomes	Competences that a higher education student must master
LO1	GC1, GC2, GC13, SC6
LO3	GC9, GC12
LO9	SC5, SC9, SC15
LO11	GC8, SC11
LO14	GC11, GC15, SC9, SC14
LO15	GC13, SC6
LO16	GC9, GC11
LO17	GC9, SC9

Note.

GC1. The ability to exercise one's rights and responsibilities as a member of society, to realize the values of civil (democratic) society and the need for its sustainable development, the rule of law, and the rights and freedoms of a person and citizen of Ukraine.

GC2. The ability to preserve and multiply moral, cultural, scientific values and increase the achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and engineering, to use various types and forms of physical activity for active recreation and leading a healthy lifestyle.

GC8. Skills in using information and communication technologies.

GC9. The ability to learn and master modern knowledge.

GC11. The ability to adapt and act in a new situation.

GC12. The ability to generate new ideas (creativity).

GC13. Appreciation and respect for diversity and multiculturalism.

GC15. The ability to act based on ethical considerations (motives).

SC5. The ability to manage an organization and its divisions through the implementation of management functions.

SC6. The ability to act socially responsibly and consciously.

SC9. The ability to work in a team and establish interpersonal interaction when solving professional tasks.

SC11. The ability to create and organize effective communications in the management process.

SC14. Understanding the principles of psychology and the use of them in professional activities.

SC15. The ability to develop and demonstrate leadership qualities and behavioral skills.

LO1. Knowledge of one's rights and responsibilities as a member of society, awareness of the value of civil society, the rule of law, and the rights and freedoms of man and citizen in Ukraine.

LO3. Demonstration of knowledge of management theories, methods and functions, and modern leadership concepts.

LO9. Demonstration of interaction, leadership, and teamwork skills.

LO11. Demonstration of situation analysis and communication skills in various areas of the organization's activities.

LO14. Identifying the cause of stress, adapting yourself and team members to the stressful situation, and finding ways to neutralize it.

LO15. Demonstration of the ability to act socially responsibly and socially consciously based on ethical considerations (motives), respect for diversity and interculturality.

LO16. Demonstration of skills of independent work, flexible thinking, openness to new knowledge, being critical and self-critical.

LO17. Conducting research individually and/or in a group under the guidance of a leader.

The implementation of independent and individual work by students is of great importance for mastering theoretical material. In the context of the transition of the higher education system from the paradigm of learning to the paradigm of mastering knowledge, an important role belongs to approaches that create opportunities for transferring students from the status of passive consumers of knowledge to the status of active developers who are able to formulate a problem, analyze ways to solve it, find optimal results and prove their feasibility and effectiveness. Recommendations for the implementation of practical tasks, laboratory and self-study by students of higher education are aimed at systematizing methods and approaches to the acquisition of knowledge of the course material, deepening theoretical knowledge, developing creative and analytical abilities. They are aimed at developing the ability to learn, forming skills in self-development, self-education, creative application of the acquired knowledge to practice as the main prerequisite for adaptation to professional activity in the modern world, increasing their level of competitiveness in the labor market. Based on these premises, students' self-study is not so much a form of the learning process as its foundation, basis.

Practical tasks according to themes

Theme 1. The essence and differences of the concepts: «collective», «group», «team»

Practical tasks for theme 1

Task 1. Designing an effective manager team.

Think and discuss collectively how these two groups will differ from each other according to your interpretations of the concept of team.

Guidelines for completing the task

Write down your results of the differences between these groups in the appropriate columns of the table (Table 2).

Table 2

Comparison of spontaneous groups and teams

Comparison parameter	Group of individuals	Comparison parameter
Goals		
Roles		
Responsibility		
Activities		
Duties		

Consider the following questions:

1. Where do individuals act as a team (according to the definitions), and where can we talk about different forms of teamwork?

2. Are there areas of work at the enterprise where you previously believed that teamwork was necessary, but now you have established that this is partial teamwork or that it is not teamwork at all?

3. Are there tasks that require teamwork?

Task 2. You have been appointed as the team leader – a department of 10 people who must work together to achieve the goals of their department and the project as a whole. But you know that production output is not that high, despite regular overtime work. There is a backlog of production, and planned tasks are not being completed. People are absent from work for frivolous reasons, often conflict, which reduces work efficiency. You feel that people are not interested in the project.

Guidelines for completing the task

Analyze the situation and answer the question:

What action do you propose to take?

Task for self-study on theme 1

Test «Are you capable of becoming a project manager?»

After reading the question, write down its number on a separate sheet of paper and the letter designation of the answer option that corresponds to your skills and character.

Guidelines for completing the task

Using the key, calculate the sum and determine the result.

1. Imagine that starting tomorrow you will need to manage a large group of project employees who are older than you. What would you fear most in this case:

a) that you may be less informed;

b) that the decisions you make will be ignored and denied;

c) that you will not be able to perform the work at the level you would like?

2. If you fail in any matter, then:

a) will you try to console yourself by despising it, considering what happened to be insignificant, and go to a concert to relax;

b) will you start to think feverishly, and whether it is possible to blame someone else or objective circumstances;

c) will you analyze the reasons for the failure, thinking about what your own mistake was and how to fix it;

d) will you give up on what happened?

3. Which of the following traits are most characteristic of you:

a) modest, sociable, indulgent, slow, obedient;

b) friendly, persistent, energetic, inventive, demanding;

c) hardworking, self-confident, restrained, diligent, reliable?

4. Do you think that most people:

a) like to work well and diligently;

b) are conscientious about work only when it is paid;

c) treat work as a necessity and nothing more?

5. The manager should be responsible for:

a) maintaining a good mood in the team;

b) excellent and timely completion of tasks.

6. Imagine that you are a project manager and are required to submit a work plan to management within a week. What will you do:

a) draw up a draft plan, report it to your superiors and ask them to correct it if something is wrong;

b) listen to the opinions of subordinate specialists, after which you draw up a plan, accepting only those proposals that coincide with your point of view;

c) instruct subordinates to draw up a draft plan and do not make amendments, sending your deputy to a higher authority for approval;

d) develop a draft plan together with specialists, after which you report the plan to management, defending the provisions of the project?

7. In your opinion, the best results are achieved by a manager who:

a) ensures that all his subordinates accurately perform their functions and tasks;

b) involves subordinates in solving a common task, guided by the principle: trust but verify;

c) takes care of the work, although in the hustle and bustle of work he does not forget about those who perform it.

8. When working in a team, do you consider responsibility for your own work to be equivalent to your responsibility for the results of the work of the entire team as a whole?

a) yes;

b) no.

9. Your view or action is criticized by others. How will you behave:

a) you will not rush to object, succumbing to an instant defensive reaction, but will be able to soberly weigh all the pros and cons;

b) you will not save, but will try to prove the superiority of your view;

c) you will not be able to hide your annoyance due to your hot-tempered nature and, perhaps, you will be offended and angry;

d) you will remain silent, but you will not change your view, and you will act as before?

10. What solves the educational task better and brings the greatest success:

a) encouragement;

b) punishment?

11. Would you like:

a) others to see you as a friend;

b) so that no one doubts your honesty and determination to provide help at the right time;

c) to cause admiration in those around you for your traits and achievements?

12. Do you like to make independent decisions?

a) yes;

b) no.

13. If you have to make an important decision or give a conclusion on a particular important issue, then:

a) you try to do it immediately, and having done so, you do not return to this matter again and again;

b) you do it quickly, but then you are tormented by doubts for a long time;

c) you try not to take any steps for as long as possible.

Key for calculating points for the psychological test

	a	b	c	d
1	0	2	4	–
2	2	0	6	0
3	0	3	2	–
4	6	2	0	–
5	3	5	–	–
6	3	0	1	6
7	2	6	4	–
8	6	0	–	–
9	2	6	4	0
10	3	0	–	–
11	3	5	0	–
12	3	0	–	–
13	6	3	0	–

If you scored more than 40 points:

you have the makings to become a good manager with a modern style of behavior. You believe in people, their knowledge, and good qualities. You are demanding of yourself and your colleagues. You will not tolerate lazy people and slouch workers in your team, you will not try to gain cheap authority. For conscientious employees, you will be not only a boss, but also a good friend who supports you in difficult situations with word and deed.

If you scored more than 10 to 40 points:

you could manage certain objects and works, but you would often encounter difficulties (and the more often, the fewer points you were able to score on our scale). You tried to be a guardian for your subordinates, but sometimes you could bring a bad mood and anger on them. You would provide help and give, regardless of the need, all kind of advice.

If you scored less than 10 points:

frankly speaking, you have little chance of becoming a leader. To do this, you need to reconsider many views and abandon ingrained habits. First of all, you need to find faith in people and in yourself.

Theme 2. Modern approaches to team building

Practical tasks for theme 2

Task 1. Developing a team charter, defining goals.

Fill in Table 3. All team members must participate in working on the team charter and agree to implement it.

Table 3

Team charter

Team goal	Team charter
Expected actions	
Expected results	
Success assessment criteria	
Available resources	
Team members	
Required roles in the team	
Required skills and quality	
Duration	

Guidelines for completing the task

Evaluate the work on the team charter, defining and understanding goals using the form provided (Table 4).

Table 4

Checklist for assessing team tasks

	Yes	No
1	2	3
Is the team goal expressed in specific, measurable tasks? If «No», go back to the goal and identify appropriate measures to achieve the ultimate goal		
Did all team members participate in creating the team objectives? If «No», make sure all team members understand and support the objectives		

Table 4 (the end)

1	2	3
Do all team members agree with the team objectives? If «No», further discussion and verification is needed to ensure that all team members will work towards the same goal		
Are all team members necessary to achieve the goal? If «No», discuss the team members again. Remove those members from the team who are not needed		
Are the goals clear to all team members? If «No», check and ensure that the goals are clearly understood and all team members are working towards the same goal		
Are all goals achievable? If «No», revise the goals so that they can be achieved. Don't set the team up for inevitable failure		
Are the goals simple? If «No», make them simple, clear, and achievable		
Are the goals measurable? If «No», how will you know you've succeeded? Review the goals so they're measurable		
Does everyone on the team agree on the methodology for measuring the goals? If «No», review and revise the goals so that everyone on the team understands and agrees with them		
Does everyone on the team interpret the team's goals the same way? If «No», make sure everyone on the team understands the goals and the plan for achieving them		
Can progress toward the goal be measured (milestones)? If «No», review the goals to identify milestones that will be used as indicators of performance		
If you have more than one goal, have they been prioritized? If «No», prioritize them. How else will you know what to do first?		
If the goals are prioritized, do everyone on the team agree on them? If «No», review prioritization so that all team members are working with the same priorities, not against each other		
Do the goals align with the overall mission of the organization? If «No», why are you taking on the task? Is it useful?		
Will achieving the goals add value to the organization? If «No», why are you taking on the task? Is it useful?		

Task 2. Team behaviour norms.

Practice the skills in analyzing the existing norms of behaviour in the organization. Classify the following norms of behaviour according to the proposed characteristics, filling in Table 5.

Table 5

Types of norms of behaviour

Group of norms	Norm
Activity norms	
Norms regulating the form of clothing	
Norms regulating the distribution of resources within the group	

Guidelines for completing the task

Give examples of norms that exist in your organizations or are known to you that differ from those listed.

Types of norms:

1. Quality is the main principle of our work!

2. All employees must wear a uniform with the organization's symbols.

3. All tasks must be performed by employees during working hours. No overtime!

4. Team members are paid in proportion to their labour contribution to the team's work results.

5. In our organization, men must wear dark suits, white shirts, and plain ties.

6. All employees do not leave their workplaces until their immediate supervisor lets them go.

7. Team members should not, under any circumstances, inform the manager about those who are late.

8. Team members are rewarded based on the results of the team's work as a whole and are distributed according to the principle of equality.

9. No jewellery should be worn by the organization's personnel!

10. Team members should not openly criticize a colleague's point of view in the presence of the manager.

11. All team members are collectively responsible for the team's performance.

12. Each team member has access to the information necessary for work.

13. In our organization, women are prohibited from wearing pants, miniskirts, and cleavage.

Task for self-study on theme 2

Think and write down all the rules that, in your opinion, are important for the team to achieve its goal (i.e., be effective).

Guidelines for completing the task

The first rule is given as an example.

Rule 1: An effective team adheres to the rules that it has developed independently.

Rule 2: _____

Rule 3: _____

Rule 4: _____

Rule 5: _____

Rule 6: _____

Rule 7: _____

Rule 8: _____

Rule 9: _____

Rule 10: _____

Theme 3. Methodological approaches to team formation

Practical tasks for theme 3

Task 1. Determining the roles inherent in team members.

According to the team roles methodology of R. M. Belbin, analyze which roles are inherent in team members.

Task 2. Distribution and analysis of roles in the team.

Based on the results of testing according to the R. M. Belbin method, distribute the roles in the team.

Guidelines for completing the task

To display the results, use Table 6.

Table 6

Distribution of roles in the team

Team role	Quality	Team member who has this role element	Team member who does not have this role element
Implementor	Manages and structures. Keeps everything in his field of vision. Gives impulses. Monitors compliance with agreements. Thinks far-sightedly and conceptually		
Coordinator	Develops an action plan. Remembers about implementation. Develops rational work tasks. Stimulates others in the «stage of decline»		
Idea generator	Thinks outside the box. Likes experiments. A spontaneous person, full of ideas. Open to everything new. Trustworthy and accessible		
Researcher	Maintains external contacts. Provides information flows. Informs about important developments, development lines and trends. Finds people outside the team who are useful for the cause. Sociable		
Motivator, inspirer	Takes care of team unity. Integrates outsiders. Ensures harmony. Monitors the atmosphere in the team		
Controller, analyst	Really brings everything to the end. Emphasizes details. Gives the final polish. Monitors quality and deadlines. Prudent and conscientious		

Analyze the characteristics of each of the roles. Fill in Table 7.

Analysis of team roles

Team role	Typical statement	Signal indicating the absence of this role in the team
Implementor		
Coordinator		
Idea generator		
Researcher		
Motivator, inspirer		
Controller, analyst		

Task for self-study on theme 3

Prepare an essay on one of the following themes:
1. Dynamics of group and team development.
2. Intrapreneurial (team) structures.
3. Rules for creating a team.
4. Stages of the life cycle of an organization, collective and team.

Theme 4. Planning team activities

Practical task for theme 4

Task. Build an associative series for the concept of team.

Guidelines for completing task

To complete the exercise, use Table 8. In the first column, write down 16 associations for the concept of team. In the second column, write down the associations for the words from the first column, combining them in pairs. Thus, there should be 8 associations in the second column. The construction of the associative series continues until only one association remains in the last, 5th, column. I wonder which one? When you get the final word, describe in one sentence below the table why «a team is something that is related to it».

Table 8

Associative series for the concept of team

Task for self-study on theme 4

Develop a career development plan for a manager using the management functions described below. Anticipate each step and explain how you will implement it. Justify your decisions and show how this plan will contribute to your professional development.

1. Analyze the current state, namely: determine the manager's personal goals and ambitions; assess strengths and weaknesses; identify professional development needs.

2. Define goals and formulate short-term, medium-term and long-term career goals for the manager; take into account personal and professional aspects.

3. Develop a strategy and determine ways to achieve each of the identified goals; consider professional development opportunities, such as participation in trainings, courses.

4. Develop a specific action plan for each strategy; set deadlines and success indicators.

5. Implement the developed plan, starting from the first stage; record the progress and results of each step.

6. Use feedback to get advice; develop a network of professional contacts and use it for learning and development.

7. Indicate sources of motivation for continuous professional development; study new methods and technologies in your field.

Theme 5. Distribution of roles in the team

Practical task for theme 5

Task. Behavior of the team leader at the stages of its development.

Analyze the proposed options for the leader's behavior and determine of which stage of team development they are characteristic by filling in Table 9.

Table 9

Behaviour of the leader at different stages of team development

No.	Stage of group development	Leader behaviour
1	2	3
1	Formation	
2	Ebullition	

Table 9 (the end)

1	2	3
3	Norming	
4	Work performance	
5	Disbandment	

Guidelines for completing the task

Leader behaviour options:

1. Ensures coordination of activities of specialized team members.

2. Defends his/her positions, strengthens his/her authority.

3. Participates in developing rules of interaction in the group.

4. Organizes the work of the team, provides it with resources.

5. Encourages or punishes team members depending on the results of work activity.

6. Defends the team's point of view during interaction with other teams.

7. Summarizes the team's activities as a result of completing the target task and makes suggestions about the inexpediency of the team's further existence.

8. Organizes group discussions to solve complex group problems.

9. Eliminates intragroup conflicts.

Task for self-study on theme 5

Take the test «Team leadership» (Table 10).

Guidelines for completing the task

Read each statement. Without consulting anyone, indicate whether you agree (+) with it or disagree (–). Then, with the whole team, discuss each statement and decide whether you agree or disagree with each of the statements. Take your time and try to understand everyone's point of view. If your team cannot reach an agreement, you can change the wording of the statement in order to reach agreement. Such a discussion is useful for identifying diverse views on leadership in a group or team, which can ultimately help to acquire shared leadership skills.

Table 10

Team leadership

	1. Effective leaders consult with team members to gather information for decision-making
	2. Leaders should involve team members in all decisions that affect them
	3. Leaders should take full responsibility for team decisions
	4. Leaders should not conflict with team members in the presence of other members
	5. The main task of leaders is to create an atmosphere where all team members can safely express their opinions
	6. The leader should treat other team members as equals and interact with them accordingly
	7. The leader should try to help team members realize their potential, even if this may lead to a situation where one team member is «better» than another
	8. The leader is primarily responsible for determining the direction of the team's activities and for the chosen course
	9. The highest effectiveness is observed in a team in which there are the fewest disagreements among its members
	10. The leader is a «model» of effective participation in the work of the team for other members
	11. There are situations when a leader must use autocratic methods to ensure effective team performance
	12. There are situations when a leader must ignore a team member's feelings in order to make a decision
	13. A leader must use authority in a friendly but firm manner to effectively manage his team
	14. When a leader tries to do everything in his power, team members should not criticize these efforts
	15. Sometimes a leader must assign any task to one person, not the entire team

Theme 6. Leadership in a team

Practical task for theme 6

Task. Divide the leader's competences into general and specific.

The list of competences that need to be divided:

1) the ability to cooperate;

2) the ability to inspire team members;

3) the ability to reflect (in the process of perceiving activity, to perceive oneself);

4) intellectual versatility;

5) multifaceted thinking;

6) uncompromising orientation to values;

7) personal integrity;

8) the ability to see the image of the final result at the beginning of the journey;

9) constant active actions;

10) the ability to correctly prioritize;

11) the ability to see opportunities and not get hung up on problems and obstacles;

12) emotional and mental stability;

13) the presence of systematic thinking;

14) the ability to share knowledge, resources, ideas and experience with team members;

15) the ability to seek quality information;

16) the ability to follow through on your promises;

17) the ability to be inclusive (involve people with different experiences, nationalities, physical abilities in the team);

18) the ability to increase your level of qualification towards studying new digital technologies;

19) the ability to calmly accept new challenges, act in conditions of risks;

20) the ability to resolve all possible conflicts in the team from a position of justice.

Work through the theoretical material, fill in Table 11.

Table 11

General and special competences of a leader

No.	General competences of a leader	No.	Special competences of a leader
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

Task for self-study on theme 6

Case study «Training on a day off».

The world-renowned Consult Services company has developed a training course at the request of Vesna for the entire personnel department, the program of which covers the support of all systems of the structural unit. The training must be completed simultaneously for two days (Saturday and Sunday) from 10:00 to 17:00. Since the cost is quite high, the day off on Saturday and Sunday is not paid. The administration, of course, understands that situations are different, so the absence of two people will not be critical. The team has time until the end of the working day to make a joint decision (who is not going) in the team.

There are 11 people working in the personnel department, each of whom has their own life circumstances that need to be taken into account, in particular:

Igor: on Saturday he goes to the dacha to pick apples, and his absence will lead to a conflict at home.

Stepan: promised his family a trip to the zoo on the weekend.

Arthur: he is interested and he happily agrees.

Oleg: suggests postponing the training to the next weekend, when the weather is not good.

Ivan: he is invited to a wedding on Sunday.

Leonid: believes that the need for self-education is everyone's personal business, and spending his weekend studying is not for him.

Olena: her friend turns 30 on Saturday. They will celebrate at a restaurant in Kyiv.

Elizabeth: on Saturday she has to pick up her mother from the hospital in Sumy.

Grigory: they invited her to be a godfather, the christening is on Sunday.

Serhiy: he has had a runny nose since Thursday; he believes that if he does not get treatment, he will get sick completely.

Artem: he is interested, he plans to go to the training.

Guidelines for completing the task

Divide the participants for the training into two days. Determine which of them you will allow not to participate in it. Enter your results in Table 12.

Table 12

Training attendance schedule

Should attend training on Saturday	Should attend training on Sunday	Will not attend training (no more than 2 people)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Theme 7. Communications and the operating environment

Practical tasks for theme 7

Task 1. A conference was held in the Auto company, in which managers of departments of the same level participated. During the preparation for it, the reserved manager A. Surzhenko used official information recorded in documents. The emotional manager O. Fedorov used general information from the department received from employees. Immediately before the speech, the managers discussed some issues together. O. Fedorov, who did not use professional concepts and terms in his report, but gave examples from practice, received a higher rating from the audience than manager A. Surzhenko, who used professional terms.

Guidelines for completing the task

Formulate a conclusion by answering the following questions:

1. What information support channels did managers use?

2. Identify the source, communication channel, recipient, and obstacles in the forms of obtaining information.

3. Find out the types of communication between managers.

4. Justify the advantage of manager O. Fedorov over A. Surzhenko.

5. Are there non-verbal obstacles? What other factors could interfere with the perception of information?

Task 2. At the current stage of development of the Ukrainian economy, there is a tendency for a sharp decrease in the volume of sales of the enterprise's products. During the discussion at the board meeting, the following proposals were put forward to overcome the crisis situation: to improve the quality of manufactured products to a higher level than the quality of similar products of competitors; to expand its own sales network and reduce retail prices by reducing retail margins; to reduce the range of manufactured products by excluding unprofitable and low-profitable types of products, and accordingly reduce wholesale prices.

Guidelines for completing the task

Formulate a conclusion by answering the following question:

What primary information should be available in order to make the right decision at a board meeting?

Task for self-study on theme 7

Task. Ethics of business communications.

Try to independently formulate the advantages and disadvantages of oral and written communication, make a comparative characteristic.

Guidelines. Argue your position, citing statistical data and personal observations. Write down the answers in Table 13. Draw a conclusion.

Table 13

Advantages and disadvantages of oral and written communication

Effectiveness of communication	Written communication	Oral communication
Advantages	1. 2. 3.	1. 2. 3.
Disadvantages	1. 2. 3.	1. 2. 3.

Theme 8. Team decision-making

Practical task for theme 8

Task. Teamwork on the task and presentation of results to the customer.

The team is expected to work on the team task defined according to the option.

1. Develop a formal team structure, determine the goals and direction of the team's activities (for which the task was created), staffing and salaries.

2. Joint work with elements of team culture (mission, team-wide values, slogan, norms of behavior in the team).

3. Distribute status-role positions and responsibilities.

4. Determine the priority of tasks.

5. Draw up an action plan for the team to complete the task.

6. Determine the necessary resources and working environment, distribution of resources within the team.

7. Analysis of possible risks.

8. Presentation of the finished solution.

Guidelines for completing the task

The team leader must:

1) determine, distribute and assign to each team member his tasks, functions, responsibilities, deadlines, type of presentation of work results (report, proposals, calculations, etc.);

2) hold a meeting with team members during the task, identify weaknesses, conflict situations, take measures to resolve these problems;

3) motivate team members to complete the task and develop a system of incentives for the achieved results.

Requirements for team presentations:

• strict adherence to the time allotted for the presentation;

• the presence of the original title of each team presentation and the composition of its participants on the title page;

• conciseness and completeness of the presentation of information on slides; the maximum number for presenting results, solving problem situations on themes is 8 – 10 slides, for presenting the results of a business game it is 15 – 20 slides;

• the presence of the report's abstract, the main results of the study, supported by illustrative material (tables and figures with a mandatory reference to the sources of the original information), conclusions;

• the absence of factual errors, the reliability of the information provided;

• the use of a single design style (slide design, line spacing 1.5; minimum font 18 pt);

• the list of the used sources is placed on the last slide of the presentation.

Presentation rules:

• a report of the mini-group participants, 7 minutes;

• a question session from the teacher and other students of the academic group, 5 minutes;

• a summary of the received information and summing up.

The action plan of each team within the appropriate option should be drawn up in the form of Table 14.

<div align="right">Table 14</div>

**Drawing up an action plan aimed
at increasing the effectiveness of teamwork**

Current issue	Action	Who?	With whom?	By what deadline?
1				
2				
3				
…				

Task for self-study on theme 8

Conduct a short scientific study on the theme of your choice.

Guidelines for completing the task

Choosing a theme. Choose a research theme that interests you and is related to the educational component «Teamwork management».

Setting the goal and research questions. Formulate the goal of your research and determine the research questions that you will solve. Choosing research methods. Choose research methods that will be most appropriate for your theme. Data collection and analysis. Collect data using the selected method, for example, conduct a survey among higher education students. Then analyze the collected data and build appropriate graphs or tables. Conclusions and presentation of results. Draw conclusions based on data analysis and answer research questions. Prepare a presentation or a report where you present your results and recommendations.

Discussion and reflection. Discuss your results with your classmates or teacher. Consider possible limitations of the study and possible directions for further research.

Theme 9. Assessment of the effectiveness of teamwork

Practical task for theme 9

Task. Effectiveness of the management team's contribution to the overall effectiveness of a business organization's activities.

Determine the contribution of the management team to the overall effectiveness of a business organization's activities, if the competence coefficient of the management team members is 0.5, and the efficiency coefficient of the management team is 0.8. In this case, the degree of influence of the competence coefficient is 0.1, and the efficiency coefficient of the management team is 0.2.

Guidelines

The contribution of the management team to the overall effectiveness of a business organization should be calculated using the formula:

$$Cman.p. = A0 + Ac.comp. \times Ccomp. + Ae.man.w. \times Eman.w., \quad (1)$$

where Cman.p. is a personalized indicator of the contribution of management personnel to the final effectiveness of an industrial enterprise;

A0, Ac.comp., Ae. man. w. is degree of influence of indicators Ccomp., Eman. w. on the indicator Cman.p., respectively;

Ccomp. is a competence coefficient;

Eman. w. is coefficient of efficiency of management work.

Task for self-study on theme 9

The company is preparing to launch a mobile application, which is due to take place in a month. The project is in the final stage, but requires coordinated actions of all team members. To successfully complete the work, it is necessary to:

1. Conduct final testing of the application.
2. Eliminate the bugs found.
3. Develop advertising materials for the launch.

4. Create instructions for users.

5. Implement analytical tools for collecting data after the launch.

The team consists of:

• project manager,

• developer,

• tester,

• designer,

• copywriter,

• marketer.

You have 4 weeks to complete the project. In 2 weeks, the client wants to receive a readiness presentation. The team is at risk of losing productivity due to unclear division of responsibilities.

Guidelines for completing the task

1. Distribute team roles correctly among team members.

2. Develop a team management plan, taking into account the timeframe and responsibilities of each team member.

3. Create a 4-week schedule, with an emphasis on the readiness presentation in 2 weeks.

4. Develop a strategy for resolving potential conflicts and motivating the team.

5. Ensure effective communication between participants (tools, frequency of meetings).

6. Indicate how you will address the risks of losing productivity.

7. Add examples of work management tools.

Theme 10. Socio-psychological climate in the team

Practical tasks for theme 10

Task 1. Give 5 of your own arguments for the theses given in Table 15.

Guidelines for completing the task
Work through the theoretical material and fill in the table.

Table 15

Strengths of women and men

No.	Strengths of a woman as a manager	Strengths of a man as a manager
1		
2		
3		
4		
5		

Task 2. Analyze the following stages of assessing the effectiveness of a management team and present them in the form of a structural and logical diagram «Algorithm for assessing the effectiveness of a management team».

Guidelines for completing the task

Recommended stages of assessing the effectiveness of a management team:

• selection of recipients of the analysis;

• selection of the method of analysis, processing and presentation of data;

• monitoring the effectiveness of the analysis process;

• processing the data obtained;

• preparatory stage of analysis;

• selection of areas of analysis;

• formal analysis and joint assessment;

• performance analysis;

• development of an analysis plan and methodology;

• improvement of management activities and the activities of a business organization;

• selection of analysis methods;

• selection of expert analysts;

• determination of the purpose of the analysis and its coordination with the strategic goals of the business organization;

• development of standards for conducting the analysis;

• selection of criteria and indicators for analysis;

• selection of methods for collecting information;

• ranking.

Task for self-study on theme 10

Watch TedTalk by Sheryl Sandberg, head of Facebook's administrative service: «Why are there so few women among leaders?» at the following link: https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_ leaders/transcript?language=uk.

Guidelines for completing the task

Think about the following questions:

1. What problems do modern women face on their way to leadership? How can these difficulties be overcome?

2. How much has the number of women leaders in the world increased over the past 30 years? Why do you think this is happening?

3. What needs to be done to increase the number of women in leadership positions?

Assessment procedure

Simon Kuznets Kharkiv National University of Economics uses a cumulative (100-point) system for assessing the formed competences. Measures for assessing the learning outcomes of a higher education student in a course include: current control, carried out during the semester during lectures, practical (seminar) classes, assessed by the sum of the points scored (with the maximum number of 60 points; minimum number that allows a higher education student to take the exam, of 35 points); final/semester control, carried out in the form of an exam in accordance with the schedule of the educational process.

During the training, one current modular test is provided. Based on the results of the current control, a higher education student can receive a maximum of 15 points.

The self-study of a higher education student on studying theoretical material, completing practical tasks, and preparing for the modular test is checked during classroom lessons.

Recommended literature

Main

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Additional

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12. Schlott C. K. Design Thinking and teamwork – measuring impact: a systematic literature review / C. K. Schlott // Journal of Organisational Design. – 2024. – No. 13. – P. 163–196 ; [Electronic resource]. – Access mode : https://doi.org/10.1007/s41469-024-00177-x.

Information resources

13. Менеджмент командної роботи // Сайт Персональних навчальних систем ХНЕУ ім. С. Кузнеця. – Режим доступу : https://pns.hneu.edu.ua/enrol/index.php?id=4294.

14. Сайт Міжнародної науково-практичної інтернет-конференції. – Режим доступу : http://conferences.neasmo.org.ua.

15. Сайт Національної бібліотеки України імені В. І. Вернадського. – Режим доступу : www.nbuv.gov.ua.

Contents

НАВЧАЛЬНЕ ВИДАННЯ

МЕНЕДЖМЕНТ КОМАНДНОЇ РОБОТИ

Методичні рекомендації до виконання практичних завдань, лабораторних і самостійних робіт
здобувачів вищої освіти спеціальності 073 «Менеджмент»
освітньої програми «Менеджмент організацій
і адміністрування» першого (бакалаврського) рівня
(англ. мовою)

Самостійне електронне текстове мережеве видання

Укладачі: **Мартиненко** Марина Вікторівна
Самойленко Вікторія Вікторівна

Подано рекомендації до виконання практичних завдань, лабораторних та самостійних робіт, які будуть корисними під час самостійного опрацювання теоретичного матеріалу.

Рекомендовано для здобувачів вищої освіти спеціальності 073 «Менеджмент» освітньої програми «Менеджмент організацій і адміністрування» першого (бакалаврського) рівня.