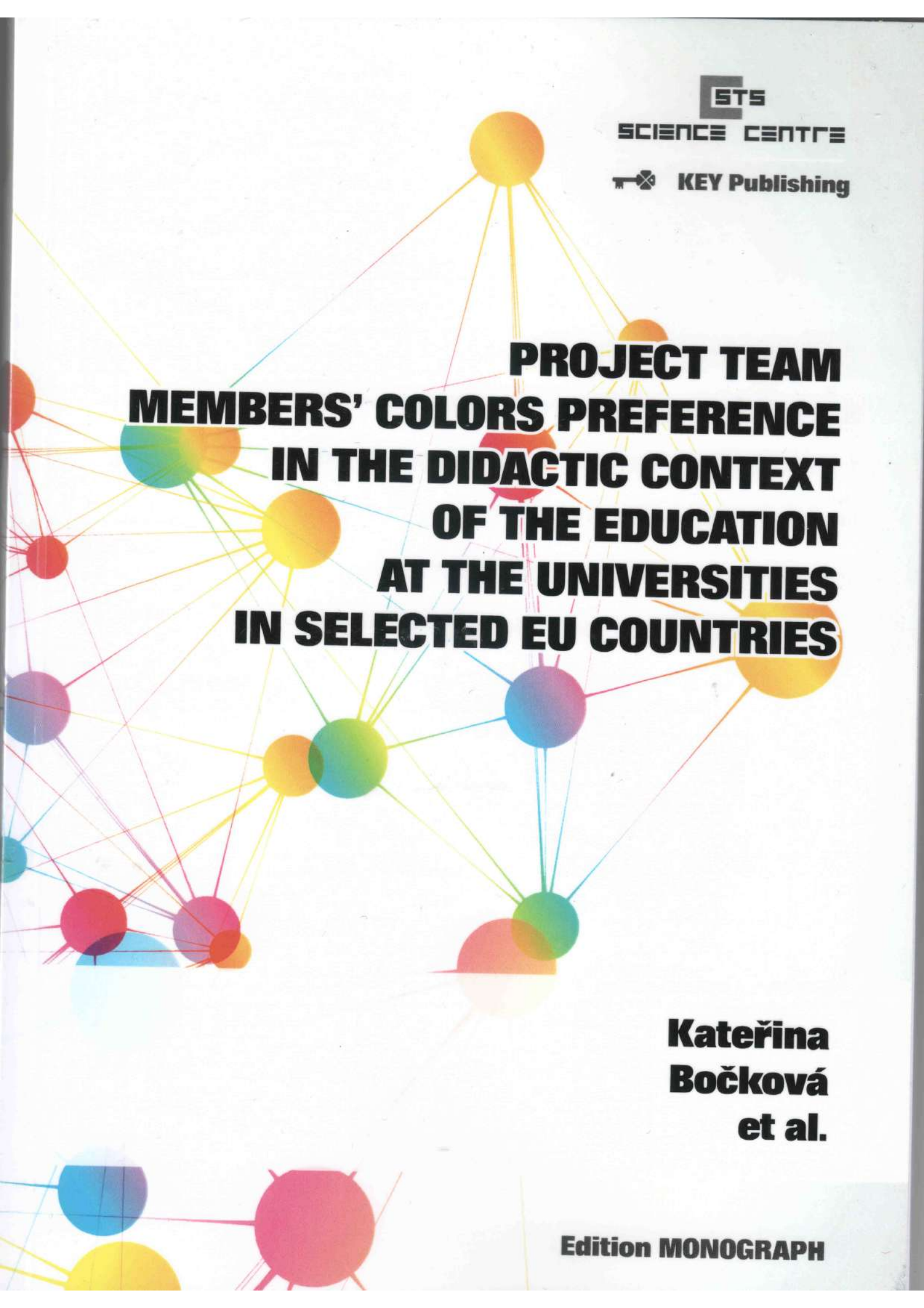




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A network diagram background featuring numerous colorful nodes (circles) in shades of yellow, orange, red, pink, purple, blue, green, and cyan. These nodes are interconnected by thin, multi-colored lines, creating a complex web-like structure that spans the entire cover.

**PROJECT TEAM  
MEMBERS' COLORS PREFERENCE  
IN THE DIDACTIC CONTEXT  
OF THE EDUCATION  
AT THE UNIVERSITIES  
IN SELECTED EU COUNTRIES**

**Kateřina  
Bočková  
et al.**

**Edition MONOGRAPH**

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the ecological footprint of the supply chain, as the phenomenon of customer experience is.

Practicing a zero waste lifestyle is a great challenge in today's society. The main goal of a zero waste lifestyle is to minimize waste and prevent / reduce pollution of the planet Earth. One of the possible alternative solutions is the purchase of products without unnecessary packaging, which are mainly offered by special zero waste shops, which have great potential for the future. The main goal of the study was to support the philosophy of zero waste shops, prevent the production of waste and unnecessary wasting; also increasing public involvement and motivation for more alternative lifestyle in accordance with sustainable development and environmental aspects of the planet Earth. The secondary goal was to propose several alternatives that positively influence customer preference and have a positive impact on the frequency of shopping and customer behaviour in the zero waste shop. The author of the study recommends reflecting on the possibility of implementing a customer experience management strategy. She recommends mapping customer satisfaction and loyalty in more detail in order to eliminate risk / milestones or potential losses in terms of reduced sales or loss of current and potential customers / visitors. To consider, I also suggest to verify the results obtained by the owners' own research in terms of their verification and to implement suggestions for improvement in the retail environment with a synergistic effect and higher added value.

## **7.2 Project students' teamwork in Simon Kuznets Kharkiv National University of Economics**

In the modern world, one of the important conditions for reforming various spheres of human activity (education, economics, and others) is the presence of a team of like-minded people, creatively thinking individuals who can work effectively to achieve common goals. The effectiveness of a team's work depends, first of all, on the focus, type and level of development of thinking of its members. The shift in higher education to student-centered learning from teacher-centered has changed the role of the teacher to the facilitator who creates the learning environment where students can develop skills and attitudes.

The ability to cooperate and work in a team is one of the basic skills that are in demand in modern society and business environment. And in Simon Kuznets Kharkiv National University of Economics relevant skills development of students is included in the Strategy of Development of University as well as as a basic component of competencies within the educational process.

Students' teamwork can be considered in several directions:

- in the educational process,
- in social activities,

- in business simulations,
- in involvement in the formation of competencies for programs (within the framework of projects to improve the quality of education).

Participating in team activities is aimed first of all to support students on developing essential communication and collaboration skills while preparing them for success inside and outside classes. Introducing students to collaborative environments within university presents opportunities for them to be more productive and motivated as they work with others in a team-based environment. It will be reflected in their job performance and career advancement.

The collaborative learning method, the project method, role-playing and „business“ games, discussion and heuristic conversation, in our opinion, are underutilized in the higher education system, most of the work is individual. Almost all tasks are focused on their implementation by the student individually, or under the guidance of a supervisor.

This is especially true for tests, term papers, graduation projects. It can be concluded that at this stage in higher education the ability to work alone is actively developing and to bear individual responsibility for all the work of the student himself. However, one should not forget that in future professional activities a graduate will not work alone, but will work in a team.

To develop teamwork skills and interdisciplinary skills we use complex master and bachelor diploma projects. For the period of 2010–2019 in Simon Kuznets Kharkiv National University of Economics there were developed and created 30 bachelor and 22 master projects per year.

In social activities within the students' life as participation in networking, hackathons, mediatons, other events, students most often encounter the use of a project-based method of work. This approach contributes to the creation of a full-fledged learning and developmental environment within the framework of the non-formal education system, which allows the team members to form vital skills and abilities:

- to quickly adapt in a group engaged in solving a common problem for all;
- establish personal contacts, exchange information and form the necessary opinions, points of view, correctly distribute and organize work;
- overcome the resistance of others, prevent collisions and disagreements;
- analyze and evaluate own actions.

Separately, it should be noted that these skills, their high level of development, are often the basis for team victories in thematic competitions, conferences and projects.

Competitions of the economics departments of Ukrainian universities often involve the use of business simulation games as this is the format of the competition that actualizes the importance of teamwork. The competition of faculty teams requires from the participants a high concentration of attention, systematic thinking and, most importantly, readiness for joint creativity, the ability to interact, emotional intelligence, globality that is the ability to productively resolve conflicts, overcome contradictions, find ways to coexist with people with different positions and different points of view, adaptability.

The modern system of forming educational programs of universities and assessing their quality also provides for the active work of students in groups for the provision of an educational program together with the guarantor of the program, the professors of the group, a group of external stakeholders, alumni of the program for its further improvement and modernization. Thus, the skill of cooperation and the ability to work in a team, systematic thinking, emotional intelligence are extremely necessary for students to justify the need and feasibility of changing the system of curricula and disciplines, methods and methods of teaching, in general, to improve the quality of education.

When building project students teams it is important to take into account successful attributes for effective teamwork (Tarricone, Luca, 2002):

- *Commitment to team success and shared goals* – team members are committed to the success of the team and their shared goals for the project. Successful teams are motivated, engaged and aim to achieve at the highest level;
- *Interdependence* – team members need to create an environment where together they can contribute far more than as individuals. A positive interdependent team environment brings out the best in each person enabling the team to achieve their goals at a far superior level. Individuals promote and encourage their fellow team members to achieve, contribute, and learn;
- *Appropriate team composition* is essential in the creation of a successful team. Team members need to be fully aware of their specific team role and understand what is expected of them in terms of their contribution to the team and the project;
- *Interpersonal Skills* includes the ability to discuss issues openly with team members, be honest, trustworthy, supportive and show respect and commitment to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members;
- *Open Communication and positive feedback* – actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment. Team



members should be willing to give and receive constructive criticism and provide authentic feedback;

- Commitment to team processes, leadership & accountability – team members need to be accountable for their contribution to the team and the project. They need to be aware of team processes, best practice and new ideas. Effective leadership is essential for team success including shared decision-making and problem solving.

When working in teams, it is important to understand one's own personality preference as well as the personality preferences of others. Personality preferences identify how individuals use their minds and focus their attention on a given task or topic. Personality preferences can be assigned using various types of assessments designed to identify different ways in which an individual cognitively processes a problem or topic.

As an administrator, manager, or leader of a team, it is critical to understand how to lead discussion on complex issues using the knowledge gained from personality preference indicators and assessments. When considering the needs identified by personality preferences among individuals on a team.

Matching the level of complexity of a project to either a more diverse or a more homogenous group can enhance the group's ability to build consensus on a creative solution (Lamm, Carter, Settle, Odera, 2016).

The theory of team behavior from social psychology offers a possible explanation for the presence or absence of cooperative behavior by members of teams that produce joint goods (Eckel, Grossman, 2005). The basis for economic analysis is rational choice theory, which begins with a utility maximizing individual. Individuals interact with other individuals only if they maximize utility by doing so.

Small groups of students for work on a complex presentation, project, course work, scientific work, social project are formed based on the nature of the task assigned to the group. Homogeneous groups of members with similar or compatible personality types are usually self-formed by students. These groups are great at routine tasks where guidelines, deliverables and timelines are clearly defined, such as a complex coursework or project, presentation. A group of like-minded people, in this case, can reach a consensus and move to the stage of the task implementation much faster than people with different personality types. In this case there is no necessity of a strong identity of the mentioned teams.

Diverse groups, consisting of members of different personality types, are most effective when performing creative tasks of the hackathon, scientific research, creative or social projects. Complex, multilevel interrelated tasks for which there are no clear solutions are effectively solved by heterogeneous groups. Often, a student with a creative personality type, with an innovative, non-standard style of solving the problem, becomes the leader of the group (Lamm, Lamm, Rodriguez, Owens, 2016). With

such a leader, the team members will not hesitate to offer a wide range of ideas, and recommendations for their implementation, ensuring a solution to the task. In this case the role of team identity is, more important. Team identification may suppress an individual's private interest relative to the team interest. High degrees of identification may limit individual shirking; well-defined, cohesive teams may be more successful in deterring free-riding behavior (Eckel, Grossman, 2005).

One factor influencing the ability to predict common preferences is group identity. A person's attitudes and values may be followed and limited within the groups to which she belongs. The way people interact will be affected by a commonality in attitudes and values as well as their ability to follow the existing commonality.

In Simon Kuznets Kharkiv National University within the business simulations that are held with the participation of the representatives of different faculties and specialities the project teams are formed on the heterogeneous basis. It is obligatory to find some kind of identity for each team in form of logo, name, and color preferences. Actions designed to enhance team identification contribute to higher levels of team cooperation.

When forming teams within the projects we use some tools that are aimed at the analysis of effective work prerequisites. One of them is almost classic Insights Discovery tool that is based on the core Jungian psychological types as the attitudes, rational functions and irrational functions. This model uses colour as an indicator for type preferences based upon the 4 rational Jungian preferences (Mullaly, Thomas, 2006):

- Blue – Introverted Thinking (IT). People that have a preference for introverted thinking tend to be detail oriented, analytical and precise. They prefer to gather a full range of facts and information before making a decision, and are logical and reasoned in their thinking and decision making processes.
- Green – Introverted Feeling (IF). People that have a preference for introverted feeling tend to place a greater emphasis on emotions and relationships. They prefer to assist and support others, and have a strong values focus and sensitivity to when values are being threatened or compromised.
- Yellow – Extraverted Feeling (EF). People that have a preference for extraverted feeling tend to be outgoing, engaging and enjoy interacting with people. They thrive on variety and the stimulation of new situations and opportunities to work with others, and are often highly creative and effective communicators.
- Red – Extraverted Thinking (ET). People that have a preference for extraverted thinking tend to be very driven and goal oriented. They have a high need for accomplishment and are stimulated by challenges and opportunities to introduce significant change or deliver on meaningful or challenging goals.

Using colors as an indicator for the identity of a students' team members is based on a lot of research and multidisciplinary approach.

Thus Currently, the educational discipline „Color Theory“ as a normative (compulsory) one is studied by students of the educational program „Technologies of Electronic Multimedia Publishing“ for competent and correct focusing of the consumer's attention on the significant elements of a multimedia product, for the correct emotional perception of a multimedia product by users. As a variable (selective) discipline „Theory of Color“ is studied by students of the educational program „Advertising and Public Relations“, as the correct use of colors and their combinations can change the psychological and emotional perception of a person, change his attitude to a business idea, can play a decisive role in achievement of the set commercial goals.

At the same time, it is advisable to offer the study of modern color theory / color psychology to study the personality of students of educational programs management of organizations, entrepreneurship, business administration, enterprise economics, because management in the VUCA world (Volatility – variability, Uncertainty – uncertainty, Complexity – complexity, Ambiguity – ambiguity) is an extremely difficult task that requires modern creative solutions in the field of team formation and management.

When analysing the team working within the educational process in some cases we take the True Colors™ as a personality indicator. It uses four colors to represent four different learning styles: Thinking (Green), Feeling (Blue), Judging (Gold) and Perceiving (Orange). It categorizes an individual personality style and describes one's personal learning environment. Each person has all four colors, but some are brighter than the others. That brings us to the conclusion that by understanding personality differences every students' team member can be assigned with a different learning style, and a teacher will be able to better reach learners.

When appealing to a team of members identifying with “Green”, solitary readings, open-ended questions, individual study and research, debates, or experiments to keep the group focused on learning the task or topic might be used. “Green” learners would like to have a brief overview of a topic and then proceed to a focused learning setting, during which they want the material covered in a logical presentation. They like to create new models, analyze graphs and charts, and use reasoning skills. In the learning environment, “Green” learners expect opportunities to think critically and prefer to use outside information resources.

A group of “Blue” learners might better retain information introduced as a relational task. This type of non-confrontational task might include group discussions, drawing, or role-play activities. They prefer a safe, secure, and nonthreatening learning environment where warmth and friendliness is key. They enjoy active learning in a hands-on, cooperative atmosphere. “Blue” learners want a lot of talk time built in to learning so they can share

with others. Other potential learning methods to include for Blue learners include role-play, recitation, group projects, and peer tutoring.

“Gold” learners prefer material to be presented routinely in the more detailed and structured fashion. More specifically, members from this group tend to respond more favorably to topics presented using worksheets, lectures, and quizzes. “Gold” learners love detail and order, they want clearly stated objectives as learning, up to their mind, must have a purpose. They want step-by-step directions, scheduled deadlines, and recognition for a job well done.

When working with “Orange” learners, it should be directed for a more unstructured environment with allowance for creativity. In order to keep members of this group engaged in an activity, methods involving demonstrations, problem-solving exercises, and competitive debates would be helpful. Orange learners thrive in an active, hands-on environment. They are independent and want to be part of the planning process in the learning environment.

Thus, we have noticed that taking personality type into consideration when combining individuals into teams is an important tool that can be used not only to improve the effectiveness of a group, but also to develop individual skills in communication and leadership among group members. Such approach is aimed at the individualization of education, for better motivation of team members to communicate and work with one another to achieve a common goal.