

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

ЗАТВЕРДЖЕНО
на засіданні кафедри
менеджменту та бізнесу
Протокол № 1 від 25.08.2023 р.

ПОГОДЖЕНО
Проректор з навчально-методичної роботи



Каріна НЕМАШКАЛО

КОМАНДОУТВОРЕННЯ
робоча програма навчальної дисципліни (РПНД)

Галузь знань **07 Управління та адміністрування**
Спеціальність **073 Менеджмент**
Освітній рівень **перший (бакалаврський)**
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Харків
2023

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

APPROVED

at the meeting of the department
management and business
Protocol № 1 of 25.08.2023

AGREED

Vice-rector for educational and methodical
work


Karina NEMASHKALO



**Team building
Program of the course**

Field of knowledge **07 Management and administration**
Specialty **073 Management**
Study cycle **first (bachelor)**
Study program **Business administration**

Course status **elective**
Language **English**

Developer:
PhD (Economics),
Associate professor

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**Kharkiv
2023**

INTRODUCTION

In the conditions of global economic, political and environmental changes, enterprises face the problem of significant competition and limited resources. In this regard, the importance of human potential is growing and more and more attention is paid to the creation and selection of such a team that will successfully cooperate with each other and increase the productivity of the enterprise. Thus, the role of team building is significantly increased, and for the application of its techniques, a clear understanding of the sequence of actions and stages leading to the formation of highly effective teams is required. In addition, the process of creating teams includes many aspects of general management theory, so this discipline is relevant and practically significant.

The purpose of the course is to form a theoretical base of students for creating effective teams, developing effective teamwork skills and team building techniques.

The tasks of the course are:

- mastering the main theoretical provisions regarding the creation of teams and conducting team-building activities;
- definition of group dynamics, motivation and cohesion system.

The object of the course is the process of team building with the aim of building an effective team.

The subject of the course is the processes, methods and systems of team formation.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO 3	SC 5
LO 8	SC 6
LO 9	SC 7
LO 10	SC 9
LO 11	SC 10
LO 14	SC 11
LO 15	SC 14
LO 17	SC 15
LO 21	SC 20

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

SC6. The ability to act socially responsibly and consciously.

SC7. The ability to choose and use modern management tools.

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

SC10. The ability to evaluate the work performed, ensure their quality and motivate the organization's personnel.

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

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

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

SC20. The ability to form effective procedures and communication mechanisms of interpersonal interaction in the business environment, including for adaptation to new situations

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

LO 8. Apply management methods to ensure the effectiveness of the organization's activities.

LO 9. Demonstrate the skills of interaction, leadership, teamwork.

LO 10. Have the skills to justify effective tools for motivating the organization's personnel.

LO 11. Demonstrate skills in situation analysis and communication in various areas of the organization.

LO 14. Identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

LO 15. Demonstrate the ability to act socially responsibly and socially conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

LO 17. Conduct research individually and/or in a group under the guidance of a leader.

LO 21. Demonstrate communication, research, technological and cross-cultural skills necessary to analyze business situations, prepare, justify and present management decisions

COURSE CONTENT

Content module 1: Basics of team building.

Topic 1: The essence and types of team formation

Definition of the concept of "team building". The essence and types of team formation. Goals and tasks of team building. Team building process. Conditions for successful team functioning. Basic elements of the command.

Topic 2. Highly effective teams: model and components

Stages of team development. Team efficiency curve. The benefits of creating highly effective teams. Universal principles of an effective team. The 7'Cs of High Performance Teams.

Topic 3. Conflict management, corporate culture and staff motivation

Conflict management. Causes of conflicts. Ways to resolve conflicts. Conflict management styles. Corporate culture. Functions of organizational culture. The role of organizational culture in team building. Motivation.

Content module 2: Formation of an effective team.

Topic 4. Social roles and responsibility in the team.

Functional roles. Team roles. The main factors influencing a person's choice of his role in the team. Responsibility in the team.

Topic 5. Leadership and effectiveness of group work.

Types of leaders. Functions of a leader. Factors that affect the effectiveness of team work.

Topic 6. Team management culture.

The importance of team management. Team management styles. Delegation. What prevents you from delegating. What powers should not be delegated. Principles of proper delegation. Subcultures in team building.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

The list of practical (seminar) studies

Name of the topic and/or task	Content
Topic 1 Task 1	Review of the main sources by discipline.
Topic 1 Task 2	Personality test.
Topic 2 Task 3	Making a presentation on the given topics.
Topic 2 Task 4	Discussion with applicants on the issue of choosing and distributing roles in the team, psychological and other factors affecting this.
Topic 3 Task 5	Completing the discussion task, passing the test.
Topic 3 Task 6	Discussion with winners on the topic of conflict management.
Topic 3 Task 7	Performing a practical task.
Topic 4 Task 8	Development of a team building project in various areas.
Topic 5 Task 9 and 10	Search, selection and review of literary sources on a given topic.
Topic 6 Task 11 and 12	Search, selection and review of literary sources on a given topic. Preparation for the exam.

The list of self-studies in the course is given in table 3.

Table 3

List of self-studies

Name of the topic and/or task	Content
Topic 1-6	Studying lecture material on a given topic
Topic 1-6	Preparation for practical classes
Topic 1-6	Search, selection and review of literary sources on a given topic
Topic 1-6	Preparation for current control works
Topic 1-6	Preparation for the exam

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

TEACHING METHODS

In the process of teaching the course, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as:

Verbal (lecture-discussion (Topic 1–6)).

Visual (demonstration (Topic 1–6)).

Practical (practical work (Topic 1–6), presentation (Topic 2, Topic 5), case studies (Topic 4).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures, practical, laboratory and seminar classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the amount of points scored:

– for courses with a form of semester control as an exam: maximum amount is 60 points; minimum amount required is 35 points.

The final control includes current control and an exam.

Semester control is carried out in the form of a semester exam.

The maximum amount of points that that can be received during the exam is 40 points. The minimum amount by which the exam is considered to be passed - 25 points.

The final grade in the course is determined:

– for disciplines with a form of exam, the final grade is the amount of all points received during the current control and the exam grade.

During the teaching of the course, the following control measures are used:

Current control: individual task (35 points), written test (10 points), presentations (15 points).

Semester control: Grading including exam (40 points).

More detailed information on the assessment system is provided in technological card of the course.

An example of an exam card and assessment criteria.

An example of an exam card

Simon Kuznets Kharkiv National University of Economics

First (bachelor) level of study cycle

"Management" specialty

Study program "Business administration".

Course "Team building"

EXAMINATION CARD №1

Task 1 (test) – 30 points

- 1 Non-specialized skills (soft skills) include:
 - a. Leadership
 - b. Social skills
 - c. Foreign languages
 - d. Creativity
 - e. Machine operations

- 2 As a result of the Hawthorne experiments, the following conclusions were drawn (choose one or more answers):
 - a. Formation and maintenance of workplace culture, compliance with norms affects productivity
 - b. Work productivity is directly influenced by the manager-subordinate relationship
 - c. The team leader can contribute to the formation of consistent principles of behavior within the team
 - d. For an employee, care and support are more important than physical working conditions
 - e. Creating a favorable environment within the team contributes to the growth of work efficiency
- 3 Signs by which a group can be distinguished from a team (choose one or more answers):
 - a. Goals and values
 - b. Compatibility
 - c. Communication level
 - d. Formation
 - e. Stability
- 4 An executive report on team performance results includes (select one or more answers):
 - a. Described next steps (goals)
 - b. Management alignment/involvement in performance issues
 - c. Anonymous survey
 - d. Evaluation of the effectiveness of 7'C (or other criteria)
 - e. Report of each team member
- 5 The founder of the concept of team building is considered to be:
 - a. Peter Drucker
 - b. Mary Parker Follett
 - c. Henri Fayol
 - d. Elton Mayo
 - e. Frederick Taylor
- 6 A person's choice of their role in the team is based on (select one or more answers):
 - a. Motivation
 - b. Intellectual abilities
 - c. Human traits
 - d. Position
 - e. Experience
- 7 What type of team subculture is described by this characteristic: a sense of security, diligence and interest of employees.
 - a. Clique
 - b. Team
 - c. Circle
 - d. Combine
- 8 What tasks should be delegated (select one or more answers)?
 - a. Issues of strategic planning
 - b. Routine matters
 - c. Narrow-profile questions
 - d. Tactical tasks
 - e. Control over the work of units

- 9 What type of team subculture does this characteristic describe: complete trust in its leader and instability in crisis situations.
 - a. Team
 - b. Clique
 - c. Circle
 - d. Combine
- 10 Types of roles in the team (select one or more answers):
 - a. Team roles
 - b. Action oriented
 - c. Functional roles
 - d. Socially oriented
 - e. Focused on reflection

Task 2 (stereotype) – 4 points

You have been appointed as a 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 so high, although overtime work is constantly being carried out, there is arrears in production output, and planned tasks are not being carried out. People are absent from work for illegitimate reasons, often conflict, which reduces work efficiency. You feel that people are not interested in the project.

What actions do you propose to take?

Task 3 (diagnostic) – 6 points

The task of the case: to analyze the given situation, identify its problematic aspects, consequences for the relationship between friends and the organization, as well as corporate culture in general, and propose solutions to these problems. Analyze the socio-psychological characteristics of the participants in the conflict and describe their individual, professional and corporate significance.

Contents of the case. Roman Viktorovych is the top manager of the company, whose activities are aimed at the production and supply of chemical ingredients for world-famous brands of care cosmetics. Recently, the company's leading employees were joined by a friend of the manager - Dmytro Andriyovych. He is responsible for communication and processing of documentation with one of the European companies. Meetings among division managers begin at 10:00 a.m., but Dmytro Andriyovych is always 10-15 minutes late. At these meetings, video talks with foreign partners very often take place.

Given the long-standing friendly relations, the top manager did not enter into a conflict with Dmytro, but due to the long deadline for meetings, some team members began to be late, and other managers began to be indignant about this. Hints and friendly conversations had no effect. Every time Andrii had good reasons and well-founded explanations...

Question for students: What ways of solving this situation would you suggest and what result would they bring (of personal and corporate significance)? What qualities, values and norms of interaction are guided or endowed by the participants of the situation?

Approved at the meeting of the department of management and business, protocol №_ of _____.

Examiner

PhD in Management Associate professor Barkova K.O.

Head of the department

Doctor in economics, Professor Lepeyko T.I.

Assessment criteria

The final marks for the exam consist of the sum of the marks for the completion of all tasks, rounded to a whole number according to the rules of mathematics.

Solving each task in the stereotypical and diagnostic blocks implies a different completeness of the answer and, accordingly, is evaluated in a different number of points, namely:

Task 1 (test) - 30 points

For each correct test - 3 points.

Task 2 (stereotype) - 4 points

1 – The problem is described in a general way

2 – The problem is described in a general way and a short, comprehensive answer is given

3 – The problem was analyzed and a short, comprehensive answer was given

4 – An in-depth analysis of the problem was carried out and a step-by-step solution to the problem was given with a description of each step.

Task 3 (diagnostic) - 6 points

2 – A general solution to the problem is presented

4 – The origin of the problem is described and brief recommendations are provided

6 – An in-depth analysis of the problem was carried out and a step-by-step solution to the problem was given with a description of each step.

RECOMMENDED LITERATURE

Main

1. Організаційна поведінка : навчальний посібник / Т. І. Лепейко, С. В. Лукашев, О. М. Миронова. – Х. : Вид. ХНЕУ, 2013. – 156 с. URL: <http://www.repository.hneu.edu.ua/handle/123456789/14218>
2. Миронова О. М. Конфліктологія : навчальний посібник / О. М. Миронова, О.В. Мазоренко. – Х. : Вид. ХНЕУ, 2011. – 168 с. URL: <http://www.repository.hneu.edu.ua/handle/123456789/7479>

Additional

3. Психологія тимбілдингу: навчальний посібник / Романовський О.Г., Шаполова В.В., Квасник О.В., Гура Т.В. ; за заг. ред. Романовського О.Г., Калашникової С.В. – Харків : «Друкарня Мадрид», 2017. – 92 с.
4. Katzenbach J. R., Smith D. K. The wisdom of teams: Creating the high-performance organizations. Harvard business review press, 2015. 320 p.
5. Полякова Г. А., Даниленко І. С. Розвиток командного лідерства в освітньому середовищі закладу освіти / Г. А. Полякова, І. С. Даниленко // Педагогічні науки: зб. наук. праць. – 2020. – № 92-93. – С. 14-20. Доступ:

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6. Миронова О. М. Основні підходи до розвитку персоналу [Електронний ресурс] / О. М. Миронова // Електронний науково-практичний журнал "Інфраструктура ринку". – 2017. – №13. Доступ: <http://www.repository.hneu.edu.ua/jspui/handle/123456789/18059>

7. Миронова О. М. Основні проблеми адаптації персоналу та методи їх вирішення на підприємствах [Електронний ресурс] / О. М. Миронова // Економіка та суспільство. – 2017. – №13. – Режим доступу: <http://www.economyandsociety.in.ua/index.php/journal-13>.