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ПСИХОЛОГІЯ УПРАВЛІННЯ
Навчально-методичний посібник
для студентів економічних спеціальностей
денної та заочної форми навчання

PSYCHOLOGY OF MANAGEMENT

Book for the students in economy specialties
for full-time and distance education

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Розкрито загальні засади психології управління, доведено, що сутність сучасного управління полягає у спрямуванні ділового, творчого, лідерського потенціалу людей на досягнення спільних цілей. Однією з найважливіших передумов цього є психологічні знання про специфіку, закономірності індивідуальної і групової життєдіяльності, впливу на неї. Цією теоретичною і прикладною проблематикою займається психологія управління, що продукує знання про психологічні основи, соціально-психологічну, соціокультурну, етнопсихологічну специфіку управлінської діяльності, чинники її ефективності, джерела керівництва і лідерства, причини конфліктів в управлінні, особливості і способи їх подолання, психологічні детермінанти діяльності керівників, стилів керівництва.

Для студентів економічних спеціальностей денної та заочної форми навчання.

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The training edition is designated for preparing for practical classes in Psychology of Management and individual work activation for students in economy specialties taught in English at higher education institutions as well as for foreign students. The Methodological recommendtions consist of the information section with the concise outlay of related issues focused on basic categories and notions, of a brief lectures summary, of practical items to be discussed at seminar classes along with practical tasks for preparing for the sminars. Tasks for individual work are provided, as well as questions for the semester test followed by the list of recommended literary sources for studying the course.

Designated for economy specialties students at NTU "KhPI" taught in English and for foreign students.

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PREFACE

In this edition, the general foundations of the psychology of management are exposed; it is proved that the essence of present-day management is directing of people's business, creative, and leadership potential at attaining of common goals. One of the most important preconditions for it is psychological knowledge of specifics and regularities of an individual's and group activities, and of the ways to influence them. This theoretic and applied problem is what the management psychology studies, producing knowledge on psychological foundations, socio-psychological, socio-cultural, and ethno-psychological spesifics of managerial activity, its efficiency components, the sources of management and leadership, the causes of conflicts in management, peculiarities and ways to overcome them, psychologic determinants of managers' activity, of management styles.

This Sicence-methodological aid contains brief and concentrated theoretical exposition of each topic followed by practical tasks which can serve as reference points for students' individual work and organizing efficient seminars and practical classes.

SEMESTER MODULE I. Psychology of the personality

TOPIC 1. A HUMAN'S PERSONALITY ACTIVITY. BEHAVIOR REGULATION

The notion of personality, its structure, dynamics of development. A personality's basic characteristics (age, gender, state of health). The role of a personality in the management system. The notion and types of activity. Personality traits and individual style of behavior and activity. Behavioral roles. Social norms as behavior regulators. Meeting by personality traits the requirements of an organization. Conscious and subconscious processes in a person's working activity. Activity and behavior management.

Cognitive regulation of behavior. Peculiarities in cognitive processes, reproductive and creative thinking. Development of the professional thinking culture. Economic thinking.

Emotive regulation of behavior. The impact of emotions and feelings on communication and activity. Psychic states and working capacity. Control of a person's emotional state in an organization.

1.1. The notion of a personality, its structure, development dynamics

Personality means a person as a subject of active, conscious activity that possesses a specific totality of social traits. These traits are formed, on the one hand, under the influence of natural qualities of a person: the physiological state of the body, higher neural activity, memory, emotions, feeling, peculiarities in perception, while on the other hand, they are formed under the impact of such social phenomena as a role, status, knowledge, experience, habits, etc.

The structure in the general sense is a sum total of persistent ties among countless components of an object that ensure its wholesomeness and equality to itself. Among a great number of personality structures offered by psychologists, the most accepted one is that offered by D. Platonov. He distinguished within the structure the four principal components:

1. Socially determined peculiarities (directedness, moral qualities).

2. Personal experience (and quality of the available knowledge, skills, abilities and habits).

3. Individual peculiarities of various psychological processes (attention, memory).

4. Biologically determined peculiarities (temperament, inclinations, instincts).

Therefore, a person's development is a process of a personality formation under the influence of internal and external, controlled and uncontrolled social and natural components. The development is manifested as a progressive complication, deepening, broadening, as a transition from simple to complex, from ignorance to knowledge, from lower forms of life and activity to higher ones.

Basic characteristics of a personality. It is established by numerous research that at different stages of a person's life uneven development of their psychic functions is

observed. Thus, the highest level of perceiving social and professional experience in an adult person is observed at the age of between 18 and 25. It is in this period when the greatest changes in intellectual functions occur. This attests to the liability and flexibility of interconnections between memory and attention. The knowledge of age peculiarities broadens the possibilities of special influence on intellectual sphere of those who study at different higher education institutions or work at production.

The researches have established some prevalence of men in space and temporal orientation, in understanding mechanical laws and relations, in mathematical thinking. As for women, they outpace men in dexterity, perception, counting and fluency of speech, in memorizing various materials.

Among them a in personality traits in males, to a greater extent are pronounced aggressiveness, achievement motivation, emotional stability, while in women it is usually social orientation.

The gender differences in skills and professional directedness formation can be already observed at early stages of personality development. Currently, the proportion of women among managers at various levels is still smaller, and in some cases much smaller, than that of men. Thus, among the managers of public administration bodies and their structural subunits they comprise 44 per cent, while in production among the chief executive officers they make 24 per cent, and among the heads of shop-floors, sections, and workshops – 23 per cent. Of the total number of engineering and technical workers 49 per cent are women that attests to the presence of broader possibilities of promoting women to managerial positions.

The role of a personality in management system. Nowadays, it is the problems of a managerial person that are put forward, while the organizational side of management is moved aside and turns into a background, on which these problems are considered.

1.2. The notion and kinds of activity. Personality traits and individual style of behavior and activity

Activity is an ability of a person to influence the others socially, which is manifested in communication, common interaction, creativity; it's an ability of a person to change the surrounding world.

Activity levels:

- the low level – a person reacts impulsively to everything (a passive position);

- the opportunistic level – a person has their own views, needs, interests, but when encountering difficulties the person does not defend them, but agrees with what they does not feel (conformist);

- normative activity – a person has their own views, interests, convictions, and if they encounter some obstacles on the way to the goal, they look for ways to overcome them (they may plan their activity, and their active stance helps to fulfil the plan);

- over normative activity – a person challenges social norms, they create problems for themselves and overcome them.

According to Freud, the source of activity is instincts inherited from animals (the instincts of self-preservation, dominance, procreation). Representatives of humanistic psychology consider human's directedness for the future as the primary source of activity. In the national (Ukrainian) psychology, the source of activity is higher spiritual needs.

Activity can be:

- external (movement, thinking, an effort);

- internal (psychological activity) that is observed even in an unmoving person when they think or read.

A person is an individuality due to the presence in them of special, singular, unique properties; a human is a personality: they consciously determines its attitude to what surrounds them. The real basis of a human's personality is sum total of its relations with the world, social in their nature, but relations that are incorporated in different kinds of a person's activity.

The role behavior is the specific use by a person of their social role. Here lie their personal characteristics. A human becomes a personality when they have learnt to act other person's role. Any role has the following structure:

- a model of a person's behavior as seen by society;

- the system of a person's idea of how they should behave;

- the real behavior of a person that occupies certain status.

In case of miscoordination of these components, there occurs a role conflict.

The role behavior is the individual performing of a social role – the society sets the behavior standard, while acting out the role has an individual character. Assimilation of social roles is part of personality socialization; an obligatory condition of the "growth" of a personality in a society of their own kind. In role behavior, there may occur role conflicts:

- inter-role conflicts (a person may play several controversial roles);

- inner-role conflicts (arise when different social groups put forward different requirements to a bearer of one role).

Gender roles: male, female.

Professional roles: a boss, an employee, and so on.

A social norm as a behavior regulator precisely shows and represents a certain form of behavior in certain conditions. A social norm differs from other norms in the sphere of application, mode of formation, functions, modes of support, sanctioning, the mechanism of spreading and action. The social norms of personal dependency are different in societies that pertain to the same social formation. Social norms facilitate development of common for a given class or group attitudes, values, and form in general consciousness of the representatives of these classes and groups.

Correspondence of personality traits to an organization's requirements. A person's character is formed within a certain social environment on the basis of physiological determination of their psychic, including their skills.

Skills are the correspondence of a personality's psychic traits to requirements that are put forward by the specific kind of their activity. On this understanding of skills is based the design of professional selection methodologies. Skills are determined by a

person's individual-and-psychologic peculiarities, by their wholesome manifestation in motivational, operational, and functional spheres.

Among the kinds of skills, the following are distinguished:

- private, that are realized in a single action;

- special, that are applied in a specific activity;

- common, that are used in all spheres of human activity.

Skills levels determine the quality of a person's corresponding activity. To them pertain:

- inability – inconsistency of psychic peculiarities with psychological requirements of the activity being fulfilled;

- simple – correspondence of psychic peculiarities to psychologic requirements of activity being fulfilled;

- giftedness –attaining outstanding results in a specific activity;

- talent – achievement of results in one of the areas of activity;

- genius – the ability to achieve results in the activities performed.

Skills are a psychic property that has formed and they should be distinguished from inclinations and predispositions. Whereas inclination is a desire for a certain activity, predisposition is peculiarities of psychic that enable to perform a specific activity efficiently. Both the first and the second, unlike skills, are a person's potential and may turn out to be unrequired

1.3. Management of activity and behavior

In the foundation of human behavior lay simple instincts, which is why their behavior reaction is easily foreseen. This makes it possible to control behavior of both an individual person and a group of people. It is needed to control a person's behavior for the soonest elimination of backwardness and inertness of thinking, indecision, to disclose the motives that determine people's behavior. While doing this, you must realize that you are manipulating a person and clearly realize the final goal of these manipulations.

Cognitive regulation of behavior. In the course of managing and communication, people estimate one another first of all by the intelligence level that is formed by the

system of cognitive processes. In particular, every manager has to be demanding both to the qualities of their own intelligence and to that of their employees when considering their corresponding to their position and the character of production tasks performed by them.

Cognitive processes are the system of psychic functions that ensures a subject's reflection, obtaining knowledge on phenomena of the real world.

Peculiarities of productive processes, reproductive and creative thinking.Solving the task of researching creative thinking supposes singling out the sum total of individual peculiarities in thinking, qualities of the forming mind that determine the ease of mastering new knowledge, the extent of transposition of this knowledge into practice.To solve the problem that we face, it is important to take into account the data on the correlation between the intellect and the productive (artistic, creative) thinking. The designers of the first Binet-Simon's testing methodologies considered it absolutely obvious that the intelligence quotient (IQ) was immediately connected with creative thinking that was part of intelligence. Later researches demonstrated that a person with a high IQ far from always solves creative tasks well.

Of considerable interest are those indicators by which creative thinking is evaluated. To them pertain:

-originality of thinking, a possibility of obtaining answers that are far from the habitual ones;

- the smoothness of appearing of associative connections; "acceptance" of the problem, its uncommonness;

- fluency of thought expressed as a number of associations, ideas that arise in a unit of time in accordance with a certain requirement;

- anability to discover some new, unusual functions of a solution or its part.

In many works on creative thinking, its main indicators are considered to be such as deviation from the common, from "barriers of past experience". In order to detect them, artificial problems are used, that suppose a clash of the present experience with the requirements of the knowledge, the problems that violate what is dictated by experience.

Development of professional thinking culture. The culture of thinking is not an inborn trait. It is not given ready-made, but it is formed and develops through assimilating the reality and mastering the knowledge amassed by humankind. A person has at their disposal a wide range of possible means to improve the culture of thinking, for instance by enriching their mental experience with that of others through reading belles-lettres and scientific literature. But a disadvantage of this way of developing the culture of thinking is, firstly, the fact that such reading is usually non-systematic, and, secondly, that it does not enhance conscious assimilation of the laws, forms, rules and methods of cognitive activity of thinking that make up the content of the culture of thinking. The most important means of overcoming the mentioned disadvantages is the study of logic as the theory of thinking.

Economic thinking. Economic thinking is a sum total of economic views and ideas on contemporary achievements of science and the qualitative peculiarity of the current stage of social production. Unlike a simple sum of knowledge, economic thinking acts as an active side of social consciousness, it directly determines the character of economic decisions that are taken and practical actions to embody them. The contemporary economic thinking incorporates scientific character, realism in determining the tasks and ways of solving them, reliance on economic methods of management, focus on raising production efficiency and the use of intensive, qualitative factors of growth, increasing interaction of economic, social, and science-and-technical processes. Contemporary economic thinking is manifested in an ability of correct estimation of the tendencies and perspectives in social production development, the actual situation that is being formed in a branch of economy, at an enterprise, to make appropriate and efficient decisions, and to foresee their consequences.

1.4. Emotive regulation of behavior

Emotion is a general reaction of an organism to vitally significant actions.

Emotions regulate psychic activity not specifically, but through corresponding general psychic states, influencing the course of mental processes.

A peculiarity of emotions is their integrity: when arising at certain actions, emotions capture the whole organism, unite all its functions into a corresponding stereotyped behavioral act.

Emotions are an evolutional product of adaptation. Emotions are evolutionally generalized ways of behavior in typical situations.

All emotions are visually related and bivalent: they are either positive or negative (because objects either satisfy or do not satisfy corresponding needs). Emotions cause to act in stereotyped forms of behavior. Nevertheless, the peculiarities of human emotions are determined by the general law of a human's psychic development: higher constructs, higher psychic functions being formed on the foundation of the lower function and rebuilding them. Conscious, rational behavior regulation, on the one hand, controls emotions, but on the other hand, it counteracts the current emotions. All volitional acts are made contrary to strong competitive emotions.

Emotions dominate where conscious regulation of behavior is insufficient: if there is lack of information for conscious construction of actions, at the lack of the storage of conscious modes of behavior. But this is not to say that the more conscious is an action, the less significant are emotions. Even mental activities are organized on emotional basis.

In conscious actions, emotions ensure their energy potential and strengthen that course of action, whose positive outcome is the most probable. Allowing for freedom of targets selection, emotions determine their basic directions.

Influence of emotions and feelings on communication and activity. In a person's individual development, feelings play an important role. They participate in personality formation, especially in that of its motivation sphere. On the basis of positive emotional experiences of different feelings, there appear and solidify the needs and interests of a person. Feelings play a motivating role in a person's life and activity, they are always connected with the work of consciousness, and can be regulated volitionally.

Emotions influence the vividness of a person's experiences. Mood is determined by emotional reaction on not immediate outcomes of these or other events, but on

their significance for a person in their general life plans. Emotions also influence the perception sphere: memory, thinking, imagination. Negative emotions cause the feelings of sadness, grief, envy, anger; when often repeated, they may cause psychogenic skin diseases: eczema, neurodermatitis, secretory and trophic skin changes, falling out or greying of hair.

Scientists prove that the influence of emotions on a human is much more significant than that of needs. A person easily refuses satisfying a need if this is not with a negative experience or the desire of getting a pleasure, realizing that this is prohibited or harmful. Emotions may be an immediate signal, a factor that causes action or inaction, they can lay in the foundation of an individual's energy itself.

Psychic state and working capacity. Psychic states are a psychologic category that characterizes an individual's psychic activity during a set period of time. This is a background on which a person's psychic activity proceeds. It reflects the peculiarity of psychic processes an individual's subjective attitude to the phenomena of actual reality. Psychic states have the beginning and the end, they change with time, but they are wholesome, comparatively permanent, and persistent. K.K. Platonov defines psychic states as such that occupy a middle position between psychic processes and personality traits. To psychic states relate happiness, sadness, concentration, boredom, tiredness, apathy, etc. Which precisely state will appear in an individual at a specific moment of time, is influenced by two groups of causes: the environmental causes, and a subject's individual peculiarities. States arise in the course of activity, depend on it and determine the specifics of experiences. Each psychic state is perceived by an individual in a wholesome way, as a unity of spiritual, psychic, and physical (bodily) structures. A change in a psychic state involves all these levels. Psychic states can be subdivided into classes by the attribute of whose precise sphere of psyche they characterize to the fullest extent. There are distinguished cognitive, emotive, motivational, and voluntary psychic states.

Labor capacity is an ability of a person to perform a specific activity within set time limits and efficiency parameters. On the one hand, it reflects the capabilities of the biological human nature, serves as an indicator of a human's capacity, while on

the other hand it expresses their social essence being an index of success in mastering the requirements of a certain specific activity. The foundation of labor capacity is comprised of special knowledge, skills, certain psychic, physiological, and physical traits. Besides, for success of an activity, of great importance are such traits as whit, responsibility, reliability, etc, sum total of special traits needed for a specific activity. Labor capacity also depends on motivation level and the set task corresponding to available abilities. For every moment, the labor capacity is determined by the separate action of various external and internal components, but in their combination as well. These components can be subdivided into three basic groups:

group 1– of physiological character: the state of health, of cardio-vascular and breathing systems, and others;

group 2 – of physical character: the type and illumination level of premises, the air temperature, noise level, etc.;

group 3 – of psychic character heath, mood, motivation, etc;

Control of a person's emotional state at an organization. Emotional state depends first of all on a person's attitude towards the phenomena of reality, on a person's individual philosophy. The same phenomenon, depending on the position it occupies on a person's "values scale", makes a different impact on their psychic state: it can be both indifferent and affective. Emotional state depends on the quality of mental activity, the intelligence. The main purpose of thinking is to control practical activity by means of information needed for this, solving of any life problems, development of solutions adequate to the arising problems, finding efficient means and ways of activity. One of the main means of regulating an emotional state is autosuggestion. Reasonable autosuggestion always relies on conclusions obtained in the course of logic analysis of reasonings. Autosuggestion can only be efficient on condition that a person is sure of the correctness of what is being done.

The problem of controlling emotional state is part of the problem of willpower. Apart from influencing external objects, a person's activity is also directed at organizing the activity itself. The essence of volition behavior is subjugating acts to chief motives, long-term plans and tasks, and follow from a reasonable estimation of a sit-

uation. Emotional state also depends on the most emotive sphere, the richness that was amassed in the course of a person's life, and the set of emotions, the stereotypes of emotive reactions that has formed, on certain kinds of stressors, as well as conditional-and-reflective reactions that have set, on any specific conditions, objects, and phenomena; in particular the presence or absence of psychic traumas, etc. in an individual's experience is also reflected. It is also necessary to take into account that a person's emotive state is influenced by their physical state as well. This is determined by the fact that following from the psyche, "the control signals" cause emotions that lead to different effects depending on which "soil" they fall. A tired organism reacts differently from the vigorous one. Loads may lead to the organism's exhaustion, which is the reason why emotional state worsens as well. On the other hand, physical work that is made in the optimum mode causes positive emotions, enhances the activation of regeneration processes, a raise in labor capacity both physical and psychological.

1.5 The main task of the Leader's psychology of management

The main task of the Leader's psychology of management is *the analysis of psychological conditions and peculiarities of a leader's managerial activities in order to increase effectiveness and quality of work within a management system*.

In essence, the psychology of management was called to solve the following two tasks:

1) personnel selection for performing various functions and to match one another according to their individual traits;

2) influencing employees' psyche through stimulation.

Considering the tasks of the "Leader's Psychology of Management" in more detail, they can be expressed in the following way:

- Psychological analysis of an executive-leader's activity – for correct performance of collective's management and successful fulfillment of work activities an executive must be capable of realizing and analyzing his/her own actions depending on which correct managerial decisions will be taken in future;

- Studying the mechanisms of making psychic adjustments of collective's activity both in normal and extreme circumstances – studying all mechanisms of work activities will enhance correct decision-making both in normal and extreme conditions of an enterprise's operation;

- Research in leadership and its psychic peculiarities – this task is manifested in the research of leadership process in the course of which an individual personality influences the collective and organizes its activity. Executives must be characterized by distinctive leadership qualities in order to display an individual style in management of the working processes;

- Development of psychological managerial guidelines on practical application of psychological knowledge in the sphere of management, conflict-solving, and psychological micro-climate regulation in an organization's collectives – it is necessary to shape a stable feeling of conviction in relation to the whole collective's work and its type of behavior. The most important indicator of the attitude to work activity is the feeling of satisfaction with the job;

- Studying the group interaction processes – quite often there can be seen arguments and disagreements, conflicts which subsequently are accompanied with painful effects and counteractions to common aims, interests, opinions, and positions. To eliminate or to control a conflict, a manager must come up with a common goal and direct the collective on its accomplishment; explain the authority and responsibilities of every employee, etc. Thus, a manager must attain a stable microclimate within the collective in every possible way;

- Research of ways and mechanisms to motivate employees – motivation is the scope of processes sustaining and directing the behaviors of organization's employees. Motivational measures activate an employee's personality and induce to gain the most significant aim. Without doubt, motivation must be held on, taking into consideration peculiarities in development of every individual personality, as well as by setting the goals which can be achieved by a particular personality.

Leader's management process is carried out in the course of an executive's activity in which the following elements are singled out by psychology of management:

- diagnostics and prognostication of the state and changes in a managerial sub-system;

- creating a program of employees' activity directed at changing the states of the controlled object in the preset direction;

- organizing the execution of decision.

In the executive-leader's personality, psychology of management distinguishes his/her managerial needs and abilities as well as his/her individual managerial concept which includes ultimate objective, problem content, managerial concept, and inner, taken by the personality, principles and rules of management.

Test questions:

1. Disclose the notion of "personality", what role does it play in a management system?

2. Disclose the notion of "activity". What kinds of activity exist?

3. Explain the essence of role behavior.

4. Which social norms regulate behavior?

5. What personality traits correspond to requirements of an organization?

6. How do emotions influence communication, activity and feelings of a personality?

TOPIC 2. PERSONALITY OF A MANAGER IN AN ORGANIZATION. PSYCHOLOGY OF MANAGEMENT AND LEADERSHIP

Forming of manager as a personality. Influence of social environment on professionally significant traits formation. A manager's motivational sphere. Management and leadership as psychologic phenomena. Psychologic peculiarities in management styles. Individual style of management. A manager's authority: subjective and objective significance. Stability of authority. Pseudoauthorities, their types and reasons for their turning up. Psychological power of a manager and possibilities of its application. Organizing abilities. Knowledge, skills, and abilities in administrative

activities and interpersonal interaction. Psychological issues of leadership. Psychological heritage of the national "nomenclature" past.

Managerial activity in extreme situations. The notion of an extreme situation. The notion of stress and distress. A person's emotional resistence to the influence of stress factors. Psychologic protection mechanisms: information and stabilizational ones. Psychologic defense and behavior.

2.1. Formation of a manager as a personality. A manager's motivation sphere

A manager's professional skills. Specific personal traits make an individual personality professionally qualified for managerial activity. Requirements to a manager's personality:

- ability to control oneself;

- distinct and personal targets;

- dynamic personal development;

- ability to make decisions;

- creativity in work;

- ability to influence people, impassive self-evaluation of one's own activity, ability to come to correct conclusions and to raise one's qualification level.

In the US management system (the Gellap Institute research), they distinguish five basic requirements that guarantee success in a manager's work:

- common sense;

- knowledge of business;

- certainty in one's strengths;

- raising of general development level;

- ability to bring a matter to the end.

In this connection, certain limitations are distinguished:

- understanding of the specifics in managerial work;

- high organizing skills;

- ability to train people;

- ability to form and develop a collective.

Managerial activity is closely connected with the specialist's immediate professional activity. That is why the subject of the management psychology is the study of the process of reaching the heights of professional skills in managerial activity, the maximum creative realization of a manager and achieving the highest self-realization in advanced adulthood.

In accordance with requirements of economy development in the previous century, the leading role in different period was played by the following types of managers:

40-50s – "prosperous" managers (characteristic traits – voluntary traits and knowledge in certain profession, speciality);

60-70s – managers of "structures" (the chief trait – knowledge of various management systems, active efforts to create organizational structures of management);

80s – managers that recognize the priority of cooperation (the chief trait – competence in communication);

90s – the first decades of the XXI century – "strategic" managers (they are ready to accept responsibility under conditions of risk, they consider their own psyche as one of the main assets, they possess self-directed psychological competency).

A contemporary manager acts simultaneously in several main roles.

1. This is a chief selected by the power body, and he/she directs the activities of a large collective of people.

2. This is a leader capable of guiding the subordinates by using his/her authority, high professionalism, positive emotions.

3. This is a diplomat who establishes contacts with partners and authorities, successfully overcomes inner and outer conflicts.

4. This is an educator who possesses high moral qualities, capable of creating a collective and directing its development in the needed watercourse.

5. This is an innovator who understands the role of science in present conditions, can appreciate and immediately introduce into production one or another invention or a rationalization proposal.

6. This is a person who possesses profound knowledge, developed skills, high level of culture, decisive character, and at the same time reasonable, capable of being an example in everything for his/her environment.

In the process of management, a manager performs a number of specific functions:

- organizing and planning collective's activity and his/her own work;

- distribution of tasks and instructing the subordinates;

- control over them;

- preparing and reading reports;

- checking and evaluating the work results;

- getting acquainted with all innovations in business, technique, and technology;

- putting forward and studying new ideas and propositions;

- solving tasks that are beyond the employees' competency;

- getting acquainted with current correspondence;

- answering the phone and receiving visitors;

- conducting meetings and representing (his/her organization);

- filling in the accountancy forms;

- negotiating;

- improving qualifications.

In the process of communication, a manager has to perform the three main roles:

- a coordinator who establishes connections between groups of people, facilitating the dialogue between them;

- informer who ensures receiving, transmission, and treatment of various information;

- a person who makes decisions.

2.2. Management and leadership as a psychology phenomenon

The success of managerial activity of a chief is determined by the presence of such traits as:

- broad outlook;

- the sensing of the situation;

- creative attitude to work;

- readiness for changes;

- aspiring for cooperation;

- ability to motivate both themselves and the personnel for the sake of achieving results;

- ability to foresee the result;

- ability and the skill in risking;

- healthy (reasonable) vanity;

- positive attitude to work, to oneself, and to colleagues;

- ability to see and to distinguish significant things;

- ability to act independently;

- ability to assume authority;

- the art of implementing plans (This is an ideal model of a manager).

A manager is a subject of management. There are many approaches as to defining the notion of a "manager" (or "chief"):

1. Manager is a personality who is in the center of group activities.

2. Manager is a personality capable of leading a group to the set goal.

3. Manager is a personality recognized as the chief (the leader) by the group themselves.

4. Manager is a personality that influences the group characteristics by changing them.

5. Manager is a personality who has a formal status of the leader and controls the group activity.

6. Manager is also perceived as a personality who has assimilated peculiar models of managerial behavior.

7. Manager is a personality who has support from the group members and is able to influence their behavior without resorting to applying outer force of power.

A modern manager is an individual who harmoniously combines the traits of a chief and a manager.

As a manager, a chief realizes their legal authority and status power for efficient solving organizational issues; and as a chief they utilizes the forse of personal influence on the subordinates.

Therefore, a chief has more possibilities for efficient solving the issues of an organization than just a manager or an informal leader who do not have status power.

Thus, not every manager and not every formal chief is a recognized chief (leader) of the group.

A manager's competency is decisive in the following spheres:

- planning (determining the goal, specification of tasks, planning of actions and preliminary account of available resources);

- managing the subordinates (forming organization structure, determining each employee's function, control system organization);

- exercising control (activity monitoring, detecting problems and solving them).

The manager's competency is crucial for:

- determining the course of activity (general vision of the goal, activity strategy, forming organizational culture);

- uniting people (formation and management, shaping coalitions, establishing relations);

- motivating and coercion (activity and creativity stimulation, formation of values and emotions, training).

The combination of skills of an efficient chief and those of a manager is a token of successful functioning of an organization and its competitive advantages development under conditions of an ever-changing environment.

Foreign psychology makes no difference between the notions of "leader" and "chief". National researchers explain management and leadership as two different phenomena inherent to organizational communities.

Management is a deliberate influence on a system or individual processes that occur within. The goal of this influence is to change the state of the system or to impart new properties or traits.

Management is a separate case of control. Unlike control, management:

- is limited by influencing people, or people communities;

- supposes interaction of the manager with subordinates;

- should direct a person's activity in accordance with the intentions of the chief.

The notions of a "manager" and a "leader" are not identical. The main attribute of a leader is his/her clear vision of the goal.

The main attribute of a manager is to realize the set goal with least losses.

Therefore, management is a conscious (deliberate) influence on controlled people and their community that results in employees' conscious and deliberate behavior in accordance with the manager's intentions. Management can be called control, but not all control is management.

The differences between management and leadership:

- *the contents of the notions:* management supposes organizing the activity of the whole group, while leadership characterizes psychologic relations that arise in a group vertically, that is, from the perspective of relations of dominance and subjugation;

- *appearing:* management is a regular and necessary attribute of the process of formation of an official organization, while leadership appears spontaneously as a result of interaction between people. A manager is appointed officially, while a leader is put forward spontaneously.

In any matter, 80% of success depends on the manager, 20% – on employees.

A leader-manager leads people to solve the problems that are common for both him/her and collective. The traits of a leader-manager:

- ability to realize common problems of the controlled collective and undertake some part of work on satisfying these needs and solving problems, which cannot be undertaken by other collective members;

- ability to organize joint activities.

- sensitivity and sincerity, trust in people;

- representative predisposition; they are the voice-board for joint positions of collective members.

- emotive-and-psychological influence;

- optimism.

2.3. Management styles. Choice of individual style of management

In the national literature, it is common to consider the style of management by different aspects. Individual style of management is deduced from various correlations in realization of such traits of a leader as economic, organizational, moral-and-ethical, pedagogic, and professional skills.

Table 2.1.

Efficiency of management styles

Kinds of efficiency	Authoritarian style	Democratic style	Liberal style
Efficiency in attaining a goal	Ensures survival in case of a crisis; Decrease in losses when operating under conditions of deficit; Low expenditures on management; Low motivation for employees to use resources economically.	Applies market stimuluses to motivate employees; Decrease in losses in the absence of the manager; Considerable expenditures on work coordination; A great motivation of employees to use resources economically.	Employees are given laissez faire, a total freedom of action for work and self-realization; High expenses in the course of all activity of the organization; Weak coordination of work; Low motivation of employees.
Efficiency in performing some work	Quick decision-making; Utilizing of only leader's creative potential; Clear role distribution; Dependence on the leader.	Slow decision-making; Utilizing of both leader's and employees' creative potential; Imprecise role distribution; Independence on the leader.	Slow decision-making; Utilizing of only employees' creative potential; Absence of role distribution; Independence on the leader.
Social efficiency	Loss of initiative among employees; Only organized (institutional) support of young people.	Employees' initiativeness, fervor; Higher level of interest in future change of managers.	Employees' initiativeness, fervor; Absence of any interest and care of the personnel and their development.

Peculiarities in the style of every manager are formed depending on which of the five mentioned components is predominant in their personality. In the course of forming a manager's style, its efficiency of the specific style for a particular organization is to be taken into account.

In real practices, every contemporary manager-leader should be able to apply that style, which is the most efficient for a specific production situation. Every management style has its own advantages and disadvantages; nevertheless, the efficiency of each style depends on a specific organization: in some organizations, strict control of work quality or quick decision-making will be topical, while others determine as their priority not a distinct role distribution, but the collective's unity and initiative.

2.4. Authority of a leader as an element of management. Authority's stability

Efficiency of managerial activity depends to a large extent on the leader's authority. The thought that on obtaining a certain post, the leader's authority will raise automatically, is erroneous.

Authority is an individual's personal influence on collective, which is earned through their work, professional knowledge, organizing skills, innovations, and the ability to work with people. For authority of the manager's position to combine with that of their personality, the person has to combine in themselves both leadership and managerial functions.

Authority can be genuine when a manager really possesses the traits that employers attribute to him/her and seeming when built on mistakes concerning the manager's personality. Depending on the traits laying in its basis, authority can ve scientific (the attribute of learnedness), business (competency, skills, experience), moral (high ethic qualities), religious (holiness), statute (esteem to the position), etc. The kinds of authority:

- position or formal (based on organizational norms and structures, on the esteem to managerial administrations, recognized rights of their representatives to give orders, the certainty in the need in maintaining order and submitting to the management);

- business (supposes a high professional competency of a manager, their ability to resolve organizational issues better than others and attain success);

- individual (personal) (is formed on the basis of high individual traits not related to functional duties, e.g., decency in communication, care of people, whit, communicativeness, modesty in the way of living, etc.);

"To err is human", was quite a correct observation by Seneca, a prominent philosopher of Antiquity.

Authority of suppression is conquered by means of systematic demonstration of supremacy in rights and the ability to keep employees in constant unconscious fear of being punished or laughed at for undesirable response or mistakes at work. Such managers are quite rare, but the damage caused by them is great.

Authority of the distance. A boss always tries to keep their employees at certain distance. He/she makes only official contacts with them. Trying to be inaccessible and mysterious, such manager elevates his/her personality, creathes for him/herself privileges up to doing business unrelated to work.

Authority of pedantism. A pedantic boss has a system of shallow, unnecessary, good to no one conventionalities and traditions. He/she keeps bullying the employees. His/her cavils (demands) are insensible.

Authority of reasoning. A manager who tries to earn authority, incessantly teaches employees and thinks that notations are the main means of communication with people. Employees quickly get used to lecturings of such managers and stop reacting to them.

Authority of seeming kindness is often come across in young managers. Lacking sufficient experience in managing people, they think that workers will appreciate their kindness, benevolence, and will respond with obedience and attention. But it turns out the other way round. Employees begin to ignore the manager's orders and requests and laugh at him/her.

Real authority depends on profound knowledge of one's business, serious treatment of work and success in it.

A manager's professiogram contains three blocks of traits (by V.M. Shepel):

block 1 – considerable intellect; fundamental knowledge; sufficient experience.

block 2 – ideologic-and-moral traits (worldview, culture, moral motivation of the personality's actions, its civic traits); science-and-professional traits (knowledge and experience that characterize technical-economic and managerial competency, theoretic and practical competency level); organizational traits (ability to select and

position personnel, to plan their work, to ensure precise control); psycho-physical traits (strong health, predisposition to logical thinking, a developed imagination, well-trained memory, willpower).

block 3 – specific individual and business (psychology-and-pedagogic) traits (communicativeness, empathy, ability in psychoanalysis – self-control, self-criticism. Self-evaluation of one's actions), resistance to stress, rhetoric speech, visualizing.

The presence of specific individual and business traits creates a unique image of a manager.

2.5. Power of a chief. Organizing skills

Power is an instrument of social control that enables to deliberately influence people's behavior. Its use at an organization may facilitate appearing of certain relationships between people, cause changes in these relations or their termination. Power gives the chief the right to make decisions, to order, to demand fulfilling the orders, to control, to reward, and to punish. But a chief's power is not and cannot be absolute, in power relationships there has to exists a certain limit, which shouldn't be crossed. The power of a chief has to be sufficient for achieving the set goals, but not to hurt subordinates' dignity, or cause in them a feeling of distaste, hence that of disobedience.

Leaders have to realize that it is possible to influence present-day employees not through fear of punishment, but through conditions that lead to cooperation.

There are five principal forms of power that have the corresponding sources:

- the power that rests on coercison: its source is fear of losing the job, position, bonus, esteem, protection, etc. The feeling of insecurity of an individual's position in a group keeps him/her from the behavior that contradicts the accepted norms. Its main disadvantages are absence of trust in relations between the employees and the chief; considerable losses on control of the employees' actions; employees' orientation on fulfilling work only within the limits of the set task.

This type of power is inherent to an authoritative chief and it is efficient when employees value their place of work very much. Its wide application slows an organization's development because it holds back its employees' initiative. A chief should

resort to this form of power when other forms are inapplicable or when they do not lead to a desired effect (for instance, in emergency situations);

- the power that rests on reward: the power impact in the basis of which lay stimuli and rewards, the source of which is desire of people to satisfy their certain needs. The chief exploits the employees' desire of getting a reward in exchange for the work done, a certain behavior, etc. The power of reward will be efficient in case when a chief clearly determines the priorities in his/her employees' needs and builds up the corresponding system of rewards;

- legal power (delegated authority of a leader). By tradition, employees are ready to accept the authority of legal power. Its source is social norms of the society where the specific organization operates. Advantages: ensures stability of the organization, the speed, and secures predictability of the influence, because when being applied, an employee within such a system reacts not to a certain person (the chief), but to the corresponding position. A considerable disadvantage is its conservatism that may limit organization's flexibility;

- expert power (influence through an employee's rational belief). An employee's belief that the chief possesses fundamental knowledge in the issue to be solved. Its source is knowledge. Considerable achievements of an expert (the chief) strengthen his/her impact on the surrounding people. A disadvantage of the expert power is that is very difficult to earn, but very easy to lose. The higher the competency of the chief, the stronger is the employees' belief that his/her decisions are always correct. This strengthens an expert's influence on employees. An erroneous decision is unacceptable. Appearance of another expert in the collective will facilitate competitiveness if the chief is unable to find a way to cooperate with the bearer of new knowledge.

The power of information (a kind of the expert power). Its peculiarity is that it enables supplementing the knowledge with up-to-date information concerning the changes in certain activity sphere. It is based on the chief's abilities and his/her capacity to connect at his/her level the ends of information currents that come both the inner and the outer environment of the organization. The sourse of this power is a

network of communication channels through which the necessary information arrives.

The power of connections (a kind of the expert power). Its peculiarity is that it enables the chief to react promptly to changes in the competitive environment, as well as to promptly counteract to their development in the direction that is undesirable for the organization by lobbying his/her interests in legislative power bodies. A great advantage of the expert power in all its variations is that it involves not only employees, but other people in a manger's environment who can be positioned on the same or even an upper level. Therefore, its value to a chief considerably exceeds that of other kinds of power. It may be dangerous for the person who attained it in case when it poses a threat for others. In its negative manifestation, the power of information forms the grounds for growing dependency on its bearer, as well as blackmail.

- the charismatic power (the template power) is formed on the foundation of charisma (on the power of personal traits or professional skills of a leader-chief). The charismatic traits: positive energy, independence, certainty, dignity, uncommon and striking appearance, rhetoric skills, accepting of being praised without vanity, snobbism, or arrogance.

A leader has to aspire for rational combination of all the possible forms and sources of power, for this is one of the main preconditions of efficient management.

2.6. Managerial activity in extreme situations

An extreme situation (lat. extremum – utter, limit; situatio – state, circumstances) is a notion which is used to provide an integrated characteristic of a situation that has radically or suddenly changed and its components (especially negative or dangerous ones for human activities), as well as intense problematic character, tension and risk in fulfillment of expedient activities in these circumstances.

An extreme situation as a multifaceted phenomenon is a temporary coincidence of negative circumstances that are manifested in special, unfavorable conditions for human activities.

The mechanism of making a managerial decision in extreme situations is to establish by means of thinking the logical actions, the logical activity planning, devel-

opment of a situation and the program of reacting that are adequate to the observed controversies.

The optimum psychologic state to accomplish this is the ratio of the inner personal readiness to act with the actual possibility of implementing them, which is expressed in the following manifestations:

- complete thinking over of what is going on and adequate estimation of the situation;

- clear demonstration of the plan of action and its real application to the specifics of the situation that has formed;

- certainty of the success of the performed actions;

- self-confidence and confidence in colleagues, subordinates, technical resources and equipment;

- the optimum level of emotional stress;

- total self-control and self-government.

The directions that facilitate the attainment of positive results:

- psychologic training (theoretic aspects and trainings);

- psychologic training in the course of day-to-day activities;

- psychologic training in the course of performing real tasks immediately in the extreme situation under immediate control of experienced mentors-consultants.

In its general outlay, an extreme situation is a sum total of obligations and conditions that make a strong psychological impact on a person. Actions in an extreme situation are directly related to this or other form of a person's psychic tension. The manifestations of a person's psychic state in extreme situations: emotional lability, high level of anxiety, the state of overstress, frustrations, affectation.

The presence in a manager of these personality traits will facilitate quality performing of professional duties in extreme situations:

- high competence in professional activity;

- ability in substantiating the set goals and making the employees believe in necessity of attaining them;

- high level of legal awareness and social responsibility;

- persistent adequate self-evaluation;

- ability to control oneself, one's emotions;

- ability for voluntary action;

- ability to preserve self-possession under conditions that stimulate excitement;

- stamina in overcoming the difficulties that arise;

- ability of flexible and rapid application of knowledge and transform automatic actions according to the situation that is being formed;

- ability to act successfully under time deficit and distracting circumstances;

- ability of impassive evaluation of other people's actions;

- the presence of leadership (organizing) skills;

- possessing a range of behavior styles in conflict situations;

- ability of finding new necessary solutions;

- argumentativeness of critical analysis of the situation;

- ability to forecast the course of events.

2.7. The notion of stress

Stress is a state of excessively powerful and prolonged mental tension that appears in a person when their nervous system gets emotional overload.

A stressor is any event, fact, or notice that can cause stress (microbes and viruses, various poisons, high or low temperature of the environment, an injury, and so on – everything that can excite us: a misfortune, a rude word, an undeserved insult, a sudden barrier to our actions or desires).

Arising and surviving a stress depend not so much on objective as on subjective components, on the peculiarities of an individual person themselves (the way they evaluate the situation, comparing of their capacities and skills with what is required of them).

Stressful situations usually arise both at home and at work. From the point of view of management, of utmost interest are organizational components that cause stress at workplace. Knowing these components and paying particular attention to them will enable preventing a lot of stressful situations and raise managerial work efficiency, as well as attaining the goals of an organization with minimum psychologi-

cal and physiological losses on the part of employees. For it is stress that is the cause of many illnesses, therefore, it affects considerably a person's health, while health is one of conditions of attaining success in any activity.

2.8. Emotional stability, psychologic protection and behavior

Overcoming a stress will be successful if an individual's reaction correspond to requirements of the situation. One of important parameters of potential correspondence between overcoming and situational estimations is perceived control of the situation.

Overcoming a stress is a wide range of behavioral and cognitive strategies which can be directed at changing, reevaluation, or avoiding stress circumstances or leveling out their negative impacts.

The mechanisms of psychologic protection and coping-behavior are the most important forms of adaptive processes and an individual's reacting to stress situations that supplement one another. They differ in the following way:

– coping mechanisms are used by an individual consciously, while psychological protection mechanisms are unconscious and passive;

– psychological protection mechanisms are more elastic, but require of a person greater energy expenditure and switching cognitive, emotive, and behavioral efforts on;

– coping processes are directed at active changing a situation and satisfying significant needs, while compensation processes, especially those of defense are directed at softening of psychological discomfort;

– defensive mechanisms are liable to fast decrease in emotional tension and anxiety and operate by the "here and now" principle. Coping is the process that depends on the situation and has a "delayed effect", i.e. meant for perspective. Besides, coping is a deliberate behavior of a subject as a source of a possible change in the situation.

2.9. Psychological laws of leader's management

Psychology of management as a branch of practical psychology also studies the laws of managerial activity. The laws of psychology of management are manifested in the interaction in interpersonal relations and in group communication and like any

other laws they act regardless of our awareness of their existence. The main laws of psychology of management and of managerial activity as a whole are the following:

1. The law of response uncertainty.

2. The law of inadequacy of mutual perception.

3. The law of self-estimation inadequacy.

4. The law of information distortion.

5. The law of self-preservation.

6. The law of compensation.

Let's view each of them.

The law of response uncertainty is called the law of dependency of internal influences on earlier psychological conditions. It is based on two psychological phenomena – the apparent and on the presence of mind stereotypes. The apparent is the dependence of perception on previous experience. Mind stereotypes are stable opinions, estimations, judgements which incorrectly and incompletely reflect the reality and influence behavior, creating obvious or hidden communication barriers.

This law states that different people at different time can react differently to the same influences. In response to rudeness one person will act rudely, another will make no objections, and the third will try to appease the rude fellow. "We are unable to foresee how our word will be responded," – these Tiutchev's words reflect the essence of the law of response uncertainty. An executive should bear in mind another manifestation of this law: even the same person at different times can react quite differently to the same influence. A number of inner psychological factors (mood, emotional state, etc.) seriously affect, and sometimes determine a person's reactions in specific situations. And it is impossible to take into consideration all of these factors. You shouldn't suppose that it is possible at all times and at all places to predict a person's reaction (response) to some action of yours. The response cannot be foreseen – this is indisputable law of psychology of management.

For instance, an executive gives an order and hopes that it will be carried out (expects a certain response). Sometimes this is exactly what happens, but sometimes not. Let us imagine that the order has been carried out incorrectly, wrong, or hasn't

been carried out at all. The executive finds out the reasons of not fulfilling the order from the employee, and at the same time analyzes the situation. In this situation both of them under the influence of apperception and stereotypes of mind may have their own, sometimes diametrically opposite explanations of the given fact. An executive may consider his/her employee an idler or a saboteur. An employee, in his/her turn, may find dozens of "objective" circumstances to justify him/herself. Both the executive and the employee are making a mistake: the former because of having selected a wrong way of interaction with the employee, while the latter – because of having chosen a wrong way of defense.

The law of inadequacy of mutual perception is that a person can never cognize another person wit completeness that would be satisfactory for taking serious decisions about that person. Our perception is "made up" in such a way that it is practically never quite adequate, correct, or complete. Even the commonest object in front of our eyes is never perceived by us in full and completely, but we always see it from some viewpoint, that is only that part of it which gets into our field of vision and directly influences our receptors.

Such distortion is caused by many reasons, the main of which being the following:

1) A person is constantly in a state of changing. It is known that at any moment every person can be at different levels of physical, physiological, intellectual, social, ethical, emotional, and sexual development.

2) A human always tries consciously or unconsciously to protect oneself from attempts to disclose his/her "weak spots" in order not to become a victim of somebody's manipulations.

3) Often a person cannot provide exhaustive information about oneself because (s)he doesn't know oneself completely. And sometimes a person without realizing it tries to be seen not the way (s)he really is, but the way (s)he wants other people to see him/her. Psychologists insist that perception inadequacy and a person's desire to show oneself better than (s)he is must be taken into account when making any managerial decision.

In carrying out managerial activity considering the law of perception inadequacy, executives should apply the following principles in developing their approach to people:

a) the principle of the universal giftedness which from the manager's point of view takes the form of the motto: "There are no untalented, incapable people. There are people who are doing work they are not cut for";

b) the principle of development lies in the fact that capabilities (both general and specific) can be developed;

c) the principle of inexhaustibility indicates that not a single assessment of a person can be considered as final;

The law of self-evaluation's inadequacy. The essence lies in the fact that while trying to evaluate oneself a person faces the same inner barriers and limitations as when evaluating other people. Self-evaluation is known to be seldom adequate – it is either overrated, or underrated. A person is liable to overestimate oneself in something and at the same time to underestimate oneself in other things, and this leaves its imprint on the conclusions one makes about oneself. A human is not only a rational, logical, and intelligent being, it is also an emotional, irrational, and sometimes unreasonable being, which is why the hidden inner motive forces, making a person act in a certain way, are sometimes not realized by the person. It is for this reason that logical, rational self-analysis (as well as that of other people) is never quite adequate.

The law of information distortion. It is sometimes called the law of the loss of sense of managerial information or the law of managerial information splitting. The essence of this law is that managerial information (directives, orders, instructions, etc.) has a tendency of changing its meaning in the process of its movement "downwards" In the basis of the loss of information's meaning lies the language in which the information is rendered. No matter how strict and exact are the notions used in a language there is always a possibility of different interpreting of the same message. It is established that the correctness of spoken information perception is up to 50%.

If the information is incomplete, with limited access, and the employees' need in obtaining operational data is satisfied incompletely, it is unavoidable that people

start to guesswork, invent, complete what they know relying on unverified facts and their own guesses. And then the information may not only diminish in volume, but also increase. Besides, people perceiving and transmitting information differ from each other by their levels in education, intellectual development, needs, and by their physical and mental states. This also makes an imprint on the process of information transmitting. To make the distortion minimal specialists recommend the following:

1) to decrease as far as possible the number of transfer links taking part in the process of information transmission.

2) to provide timely employees with the information they need on the problems they are to solve.

3) to maintain feedback with the employees in order to control the correctness of the data they get.

The law of self-preservation is that one of the leading motives defining humans' behavior is the desire to preserve their personal status, competency, dignity. Direct or indirect hurting dignity causes negative reaction. For instance, at an operational meeting the executive offers that the present express their opinion on some question. One of the staff reacted immediately, but (s)he said something not to the point. "You always start with nonsense," the executive answered. In such a situation, the consciousness of all the present switches from the discussion to the defense of their dignity. It means that a person starts thinking of not getting into the first speaker's shoes. People stop working on the set problem, and try to guess the executive's position. And this decreases the creative potential of the meeting participants who solve a problem collectively.

The law of compensation generally means that a person having some shortcomings, complications, or problems in one sphere of life tries consciously or unconsciously to compensate them by intensified work in another sphere. As to psychology of management it means that at high levels of stimulation for a certain work or high demands to a person, the lack in some abilities to this kind of activity is compensated by other skills or competency and abilities to work. If this happens unconsciously, the necessary experience is gained by trial-and-error method. But if compensation takes

place consciously, its effect may be amplified. For example, weak memory can be compensated by skilfully organized labor and using a system of information fixation: notebooks, dictating machines, organizers, etc.

Thus, the result of an executive's activity is basically influences by his/her capability of building the managerial process taking into consideration the laws and regularities of a collective's psychic and social development, individual approach to people that is based on the achievements of modern psychology of management.

Test questions:

1. How does social environment influence the formation of a manager's professional traits?

2. Define the notions of "management" and "leadership".

3. Define the peculiarities of management styles.

4. What is the difficulty in choosing the individual style of management?

5. Why is chief's authority an element of control? How is stability of authority manifested? (In which aspects is it manifested?)

6. Disclose the notion of the chief's power.

7. Which organizing skills should a manager possess?

8. Peculiarities of managerial activities in extreme situations.

9. Define the notion of "stress".

10. What is "emotional stability"?

11. Define the peculiarities of behavior at personality's psychological protection.

TOPIC 3. THE METHODS OF PERSONALITY STUDY. COMPILING AN EMPLOYEE'S BUSINESS AND PERSONALITY TRAITS CHARACTERISTIC

The goals of personality study and psychologic research of group phenomena and processes in an organization. The methods of personality study for management improvement: observation, questioning (questionnaries, interviewing, a talk), experimental methods. Biographic methods, the documents study method. The use of ac-

tivity results for personality study. The classification of the psychodiagnostics methods. Peculiarities of the applied psychological testing in managerial practices. Automated technologies in psychodiagnostics and personality estimation. Interpretation of the psychological researches' outcomes.

The structure of the characteristic. The terminology of business and personality traits. The amount of data on business and personality traits in characteristics for various purposes. The procedure of information gathering and preparing a characteristic. The method of expert estimations as a method to compile a business characteristic of an employee. Psychologic requirements for experts and the expertise.

Accumulation of information that characterizes business traits in the "Personnel" subsystem.

3.1. Goals of personality study and psychologic research of group-related phenomena and processes within an organization

Studying an employer's personality at an organization, the analysis of the impact by an organization on the collective's socio-psychological structure and development are the main issues facing the specialists who research the problems of psychology of management.

An urgent problem in the psychology of management is that of compliance of an employee with a given organization, as well as the problem of selecting people for this organization and their orientation concerning the specifics of this organization's activities.

The object of the psychology of management are people incorporated into independent organizations whose activity is oriented at corporation- and personal goals.

From a large number of psychological problems, specialists in management psychology single out a number of those being the most significant for an organization, namely:

- raising professional competency of managers at all levels, that is improvement of management styles, interpersonal communication, decision making, strategic planning and marketing, overcoming of stresses, etc.;

- raise in efficiency of methods of managerial personnel training and re-training;

- search for and activation of human resources in an organization;

- estimation and choosing (selection) of managerial specialists for the needs of the organization;

- estimation and improvement of socio-psychologic climate, uniting personnel around the goals of organization.

3.2. Methods of personality study for management improvement

Depending on who and why uses psychology methods, it is expedient to distinguish between the methods of scientific research proper, and those immediately applied in practice. Methods can be more general and more individual. Psychology methods are meant for not only fixing the facts, but also for explaining, disclosing the essence of various phenomena.

The main methods in psychology are observation and experiment.

Observation is the method wherein the phenomena are studied immediately in the conditions wherein they take place in real life. On the grounds of observation, conclusions concerning these or other psychic processes are made. Two kinds of observation exist: the total and selective.

The total observation is the one when all peculiarities and manifestations of a person's psychic activities are recorded during a certain period of time, while at selective observation, attention is paid only to those facts in a person's behavior that are directly or indirectly related to the issue in question.

An observation can be immediate, made by a manager him/herself, and an indirect one, wherein he/she summarizes the data obtained from other persons (heads of departments and services, etc.).

The self-observation, or introspection method was considered by idealist psychologists for a number of centuries as the main and only method of psychology.

A peculiar form of observation is a conversation, either oral, or written one. Its goal is to clarify a limited number of issues that are difficult to be immediately observed. Nevertheless, a great practical importance of the conversation, the scale of its application enable considering it as a separate, although not the main method of psychology.

The results of the conversation are estimated not only in terms of contents of answers to the questions, but also by their implication marked by holding some information back, slips of the tongue, and by the person's overall behavior.

In current psychology, this method is also known as polling or <u>interviewing</u> method. Oral interviewing enables a deeper penetration into a person's psychology, into their inner world compared to the written one, but also requires special training, learning, and large amounts of time for conducting a research.

Questionnaires that are sometimes used for mass filling in are a kind of an "extramural" talk (or written interviewing). The obtained materials lack in the depth and truth of some individual responses, but win due to their mass scale and economy of time.

The biographic method is an analysis of a person's life path by information that he/she can tell about themselves from memory. This method is accessible for every manager and does not require preliminary training. Nevertheless, it should be kept in mind that literary treatment of biographies often distorts the most valuable from a psychologist's point of view wordings of employees.

Apart from passive observations, specially organized researches or experiments are used in psychology.

A psychological experiment is a study of peculiarities in a person's activity that are caused by a deliberate change in conditions, tasks, or ways of performing this activity.

An experiment can be conducted at both a laboratory and in the natural environment. In his/her practice, a manager widely uses <u>the natural experiment method</u>. In doing this, he/she is assisted by the knowledge of the essence and rules of the laboratory experiment. The laboratory experiment studies the peculiarities of an artificially formed activity. It is built on the principle of psychological modelling of this activity, which enables to study in laboratory conditions any isolated part of the wholesome activity with a great precision in registering its parameters and to do it with sufficient depth and, which is important, it can be done repeatedly. Nevertheless,

it is always desirable to additionally verify the results obtained through this method, or compare them to materials of repetitive observations.

The method of laboratory experiment can be aimed at research of separate processes (analytical approach) and activity as a whole (synthetic approach). This method can involve no equipment or involve certain equipment, it can be with objective registration, or without objective registration.

The method of testing is very popular, it evolved from the laboratory psychologic experiment.

By using tests, it is possible not only to obtain a comparatively precise quantitative or qualitative characteristic of the studied phenomenon. Tests differ from other methods not only in providing a clear procedure of gathering and treatment of the initial data, but also in the peculiarity of their further interpretation. By means of tests, it is possible to study and compare psychology of different people, to give differentiated and comparable estimations.

The most wide-spread are the following variants of testing: a questionnaire test, a task test, a project test.

A questionnaire test is based on a system of questions that have been preliminary thought over, carefully selected and verified by the criteria of validity and reliability, the answers to which enable to judge on psychological traits of those being tested.

Task-test_supposes estimation of a person's psychology and behavior on the grounds of what he/she does. In this kind of tests, the tested person is offered a number of special tasks, by results of fulfilling which a decision is made about the presence or absence and the extent (manifestation, accentuation) of the trait that is studied in the person.

Use of activity results for personality study.

The positive side of different kind of tests: they can be applied for people of different age and gender, pertaining to different cultures, with different level of education, any profession, and life experience. A considerable disadvantage is that when doing a test, the tested person can deliberately and conscientiously influence the ob-

tained results, especially if he/she knows the composition of the test and how his/her psychology and behavior will be evaluated on the test results. Besides, such tests are unfit in the cases when psychological traits and characteristics are to be studied of whose existence the tested person is not aware, does not realize or does not wish to admit their presence in him/her. Among such characteristics there are, for instance, many negative personality traits and behavior motives.

Not all psychology methods are needed for a manager in their work with personnel and subordinates. He/she selects those which are the most expedient in a given situation. By means of psychology science methods, it is possible to solve a range of important practical tasks. One should consider the choice and application of methods in a creative way, taking into account the specifics of the activity.

3.3. Classification of psycho-diagnostics methods

Psycho-diagnostics is defined as an area of psychology science that develops the methods of detection and measuring of a personality's individual psychological traits. It measures certain traits, gives a diagnosis, and on this basis determines the diagnosed position among other traits based on explicitness of the studied peculiarities.

Psycho-diagnostic methods ensure quite a rapid and reliable data collecting for determining a psychologic diagnosis. They suppose an obligatory comparison, mapping the data obtained, on the basis of which there can be formulated a conclusion on the explicitness of psychologic or psycho-physiological peculiarities in a single tested person or in groups of people.

There are distinguished low-formalized and highly-formalized methodologies.

To low-formalized methodologies pertain observation, questioning, conversation, by means of which kinds of behavioral reaction in tested persons at various conditions are registered along with personal peculiarities and many other things that are difficult to detect through other means. Low-formalized methods enable getting acquainted with a person's biography and his/her values in life, satisfaction with their place and role in the collective.

Highly-formalized methodologies are tests, questionnaires, project methodologies, and psycho-physiological methodologies. The efficiency indicators of psycho-

physiological methodologies are reliability and validity. Reliability demonstrates with which precision the measurements are made and to which extent one can trust the obtained results, while validity attests to whether the methodology is suitable for measuring certain traits and to which extent it is efficient.

Peculiarities of the applied psychological testing in managerial practices.

In psycho-diagnostics, a test (a probe, a trial) is a short-term standardized task that enables measuring the development level of a certain psychological trait in a personality.

The existing idea of universal applicability of a test is deceiving. The analysis of a test's results supposes the presence of a socio-psychologic culture even when simple personality traits that facilitate communication between people or attaining success are to be established. Tests enable obtaining individual-and-psychological characteristics of a personality by certain parameters in a brief period of time.

Depending on the modes of materials presentation and additional means applied, different types of tests are distinguished.

There are tests to be fulfilled individually or by a group, orally and in writing, verbally and non-verbally. Verbal tests are those that are fulfilled in the word-and-logic form. Non-verbal tests are those represented in drawings, charts, and pictures. There are tests of intellect, abilities and achievements, and personality tests.

Interpretation of psychological researches' results. All the data should be represented in a single scale, that is, all preliminary results of test researches should be transformed in a manner that they were compatible, which is called standardization of a test's scales.

Current business life sets forth the task of measuring different in complexity variables that characterize a person's inner world. The areas for applying of both professional and popular psychological tests can be described like this:

- self-cognizance – tests that form an objective evaluation of personal and business traits, correct stereotypes in perceiving of oneself and other people, determine goals and means of professional growth;

- estimation of relationships with one's family – the tests that enable evaluating the need in belonging, and love, feeling oneself protected;

- estimation of psychological problems in a collective – the tests that enable determining the extent of conflictability in a collective, the managerial style, analyzing production situations.

Popular tests are also created that enhance a better organizing of self-education and professional activity, and making decisions that are immediately connected with a person's life. Tests enable seeing the character traits that might remain unnoticed by the tested persons. There is a reason in saying that while there is the mirror for a person's appearance, it will be unfit for characterizing their personality. The test is just a kind of mirror for understanding one's character. It is the realizing and analysis of one's shortcomings that a personality's self-perfection begins with.

3.4. The structure of a characteristic tise

Based on personality evaluation, it is possible to compile a psychological portrait of oneself or another person. A psychological portrait usually includes: temperament; character; abilities; directedness (the business, the personal, the communicative); intellectuality – the extent of development and the structure of intellect; emotiveness – the levels of reactivity, anxiety, perseverance; volitional traits – ability to overcome difficulties, persistence in attaining a goal; companionship; self-estimation (lowered, adequate, high); self-control level; ability for group interaction.

To the characteristics of a work subject, or an employee, pertain:

- professionally significant skills – psychologic peculiarities, the absence of which makes it impossible to achieve professional success in this or other kind of activity;

- professional experience – knowledge, skills and abilities needed for professional activity realization;

- professional motivation – psychological reasons that determine a person's purposeful actions.

Some characteristics can be compiled on the basis of professional personnel activity data, as well as from sufficient knowledge on professional skills and the availa-

ble information on a person (from their personnel file, CV, resume, reference letters, labor book records, research results, etc.).

Individual characteristics always reflect the skills, inclinations, needs, expectations, perceiving, relationships, values.

The procedure of information gathering and preparing a characteristic.

In the expert personnel evaluation centers, modelling of work situations is widely used. Experts deal with search for characteristics of a person's high skills in the issues of management. This qualification can include: ability of planning, decision making, influencing others, ability to communicate. Further on, the experts' observations are summarized and every applicant is given an estimation (characteristic).

In the centers, a person's ability to perform professional tasks is evaluated by means of the modelling method.

Another method is the imitation of an organization's meeting without the chairperson. A personality is evaluated by the following characteristics: ability to speak in front of the audience, insistence, interpersonal skills. To other methods that are applied by expert centers, pertain: oral reports to a group of listeners, a performance of a set role, psychological tests, tests to determine the intellectual level, official interviews. As research have demonstrated, the evaluation centers are an excellent means for prognostication of work traits, but they are very expensive, so only big companied turn to them.

The method of experts estimations as a method of compiling a business characteristic. To make substantiated decisions it is necessary to rely on experience, knowledge, and intuition of specialists. After WWII, within the theory of control (management) a separate discipline, experts' estimations, began to evolve.

The experts estimations methods are methods of organizing work with expert-specialists and analyzing experts' opinions expressed in the numerical and/or qualitative form in order to prepare information for passing decisions or compiling a business characteristic. For organizing work by the method of experts estimations, the Working group is formed which coordinates the work of experts united (formally or essentially) in the expert commission. There is a range of methods to obtain experts'

estimations. In some methods, each expert is consulted individually whereby the expert does not even know who other experts are, therefore he/she expresses his/her thought regardless of authorities in the field. In other methods, experts are gathered together for materials preparation, and the experts discuss the problem with one another, learn from each other, discarding erroneous ideas.

In some methods, the number of experts is fixed and such that statistical methods of verifying the opinions' coordination and their averaging enable taking substantiated decisions. In others, the number of experts grows in the course of expertise, for instance, in "the snowball method". There are also many methods of analyzing experts' responses, some of them being very mathematized and computerized. Most of them are based on achievements of non-numerical statistics and other modern methods of applied statistics.

Psychological requirements to experts and expertise. An expert commission should present, as a result of their work, information for passing a decision or the draft of the decision proper that depends on the organization of the work of the commission.

The problem of experts' selection is among the most complicated ones. As experts, those people should be addressed whose opinions will to the greatest extent facilitate taking an adequate decision. There are no experts' selection methods that can reliably ensure success of the expertise.

It is often proposed to apply the methods of mutual evaluation and self-evaluation of experts' competence. On the one hand, who knows an expert better than he/she does? On the other hand, at self-evaluation of an expert's competence, it is rather the expert's self-assurance that is evaluated than his/her actual competence. If the mutual evaluation method is used, apart from a possibility of personal and group sympathies manifestations, experts' unawareness of each other's abilities plays certain role. In current conditions, only specialists who have jointly worked for many years can be well acquainted with the works and abilities of each other.

The use of formal indicators (position, scientific degree, term of work, the number of publications and so on) can obviously be auxiliary by character. Successful

participation in previous examinations (expertises) is a good criterion for activities of a taster, a doctor, a sports referee, that is, experts who participate in long-term series of similar examinations. Experts' selection is a function of the working group, and no selection methodologies remove this responsibility. In other words, it is the working group that bears the responsibility for experts' competence, for their principal ability to solve the set task. The requirement for approval of the list of experts is also important. There is a number of normative documents that regulate the activity of expert commissions in this or other spheres.

3.5. Amassing of information that characterizes business traits in the "Personnel" system

It is important to ensure the optimum amount of information. Improvement of informing the production collectives is only possible on the basis of determining the information needs of all employees regardless of their place in the structure of management. Therefore, determining the optimum of socio-production information in every specific case should be a result of an itinerary of the goals and needs of both the subject and an object of management.

There is a connection between the overall level of job satisfaction and individual facets of the chain of the bottom-to-top communication. Employees' activeness in this respect is immediately connected here with their job satisfaction. For amassing and analyzing psychological information on the communication partner, one needs theoretic-and-methodological knowledge in psycho-diagnostics and psychology that are manifested as competency. People who communicate often and in large amounts with representatives of different social groups, of different age and professions can obtain important psychological information on a person if they pay attention to such his/her peculiarities like:

- whether or not he/she avoids looking into the interlocutor's eyes in the course of the conversation;

- if he/she often speaks about self in third person;

- if he/she never speaks of and admits his/her mistakes;

- if he/she is afraid of looking unattractively in other persons' eyes;

- if he/she always sees everything in dark colors;

- if he/she constantly teaches others how to live;

- if he/she is constantly in a low mood, etc.

3.6. Leadership theories

A leader (from English leader – the one who guides, who goes forward) is a person in any group who enjoys a great and recognized prestige and influence which is manifested as managerial actions. The group leader, whose right to take responsible decisions in significant for the group situations is recognized by the group, is the most competent personality who really plays the central role in organizing common activity and in regulating relationships within the group.

Traits theory or theory of leader's qualities is the earliest approach to the study and explanation of leadership. The early researchers tried to reveal the qualities that distinguish "great people" from masses.

The researchers believed that leaders had a certain unique set of quite stable and unchanging with time qualities distinguishing them from non-leaders. Proceeding from this approach, scientists were trying to determine leader's qualities, to learn measuring them and use to detect potential leaders. This approach was based on the belief that one was born a leader, not became it.

In this direction, hundreds of experiments were carried out generating an extremely long list of traits of the determined leader's qualities. R. Stogdill in 1948 and R. Mann in 1959 tried to summarize and group all the qualities found earlier. Thus, Stogdill came to the conclusion that a leader is characterized by mainly five qualities:

- mind or intellectual abilities;

- dominance or prevailing over others;

- self-confidence;

- activeness and vitality;

- competence.

Nevertheless, these five qualities did not explain the arising of a leader. Many people with these traits remained followers. Mann faced a similar disappointment. Among the seven traits discovered by him, intellect was the best predictor of its own-

er's being a leader. But the practice did not confirm it. Despite of this, the study of leader's qualities went on up to the middle of 80-ies. The most interesting result was obtained by a well-known American consultant W. Bennis, who studied 90 successful leaders and determined the following groups of leader's qualities:

- control of attention, or the ability to present the essence of a result, aim, or actions in such a way that it was attractive to the followers;
- control of trust or the ability of building one's activity with such persistence and consistency that would make it possible to obtain the complete trust of employees;
- self-control or ability to know and recognize one's strong and weak sides so well that for strengthening of weak sides to be able to skillfully draw other resources including those of other people.

The study that followed has led to distinguishing four groups of leader's traits: physiological, psychological or emotional, mental or intellectual, and personal business skills.

To physiological are also related such traits as height, weight, complexion or figure, appearance or presentability, vigor, and general state of health. Of course, there may exist the connection between the presence of these qualities and leadership, but to be physically taller and bigger than an average person in a group yet doesn't give any right of being its leader. The example of many people confirms the fact that individuals with deviation to a lesser side can grow to the size of very influential figures.

Psychological qualities, such as bravery, independence, imitativeness, honesty, workability, and so on are manifested in practice mainly through a person's character. The study of their relation to leadership has brought to compilation of a very long list of these traits. Most of them still haven't got confirmation of their relation to leadership.

The study of mental qualities and their connection with leadership was undertaken by many scientists, and their results coincide in general with the fact that the level of these traits in leaders is higher than in non-leaders. This probably results

from the fact that a leader's success depends for a larger part on his/her abilities and the skill of problem-solving and taking correct decisions. Nevertheless, subsequent researches showed that the correlation between these traits and leadership is considerably small. Thus, if the mean intellectual level of the followers is not high enough, being too clever means for a leader to come across many problems.

Personal business qualities have mostly the character of skills acquired and developed by a leader in performing his/her functions.

Their importance for success increase with the level of organizational hierarchy. But an exact measuring them is complicated. It still hasn't been proved that these qualities are crucial for effective leadership. Thus, business qualities making someone a leader in a commercial bank are unlikely to be of any use for leadership in a research laboratory or in theatre.

Concepts of charismatic leadership. A special and quite modern group of leadership concepts adjoining the theory of traits is the concepts of charismatic leadership. They stem to the works by M. Weber and are represented, in particular, by such modern authors as V.M. Bass, B. Shamir, R,J. Hose, M. Arthur, et al.

The charismatic leadership concepts proceed from the fact that an ideal employee corresponds to the personality of the leader, serves as the leader's reflection capable of influencing his/her values transformation. As the manifestation of such an ideal employee act the belief in the leader, reverence for the leading personality, as well as enticement to action and inspiration experiences from its influence. The executive's motivating influence is accomplished through the mechanisms of imitation, accepting his/her values and behavior by group members as an example, ascribing charisma to him/her. Only the select few possess the capability of influencing and changing other people's values.

Some authors of charismatic leadership concepts (B. Shamir, R.J. Hose, M.B. Arthur) consider leadership not so much as dualistic i.e. as one person's influencing another, as a collective process. In its base lays the employees' disposition to identify themselves with the group and highly appreciate their belonging to it. A charismatic leader increases such social identification by uniting corresponding ideas and values

of every follower with group values and collective identity. The clearly expressed group identification means that a group member places group needs higher than individual interests, and is even prepared to sacrifice the latter if necessary. This, in its turn, strengthens collective values and norms of behavior.

The decisive in leader's character is the ability to influence the followers' seeing, perception of reality, and their values. Such leaders can even instill in group members new values; but nevertheless they usually emphasize special significance of each employee's individual values and try to link them with group tasks. For effective influencing leaders must know well and respect the needs, values, and identities of the followers. Only in this case can they count on group members' trust, charisma shaping, and a high group identification. A leader's charisma is strengthened by personal keenness on collective's aims, readiness to risk for the sake of achieving them, self-identification with them and the group.

Charismatic leaders emphasize in every possible way the symbolic character of labor activity, its moral aspects. Thanks to this, the employees' input in realizing organizational aims gets inner moral motivation: the followers link their work and role in the group with self-esteem and personal dignity.

Factor-and-analytical theories of leadership. A great step forward on the way of considering the relativity of leader's traits and adaptation of traits theory to real conditions is the factor-and-analytical leadership concept which is often called the second wave in traits theory development. It distinguishes purely individual qualities of a leader and typical traits in behavior linked with achievement of certain goals. Between these two groups of traits, there can be considerable differences. For instance, a person possessing such qualities as kindness, respect for others, inclination for reflection, flexibility, and so on, occupying an executive position for a long time in the army or similar authoritative structures usually loses some of his/her former traits bit by bit and forms another group of traits connected with the performed tasks – decisiveness, assertiveness, strictness (and sometimes cruelty) in relations with subordinates, absolute obeying chiefs' orders, etc.

The factor-and-analytical concept introduces into the leadership theory the notions of aims and tasks connected with a specific situation. As a result of interaction between leader's individual traits and the tasks facing him/her, there shapes a style of behavior comprising his/her "second nature". A leader's style and orientation bear on themselves the imprint of certain social conditions. The idea of leadership's dependence on social conditions is substantiated and developed by situation concept (R. Stogdill, T. Hilton, A. Goldier, et al.). This concept proceeds from leadership's relativity and multiplicity. A leader is a function of a certain situation. As R. Stogdill wrote, "leadership is the link which exists between people in certain social situation, and people who are leaders in one situation will not necessarily be ones in other situations".

It is the formed particular circumstances that determine the leader selection and his/her behavior. Thus, for instance, to become a leader in a criminal organization can personalities who are cunning, pert, immoral and capable of breaking the law and social norms at any moment. It is obvious that in another situation, for example among workers of a religious organization engaged in charities, personalities of this kind wouldn't have any chances of leadership.

Test questions:

1. Recount the goals of personality study and psychological research of group phenomena and processes within an organization.

2. Characterize the methods of personality study that you are familiar with.

3. What methods of psycho-diagnostics are there?

4. What are the peculiarities of the applied psychological testing in managerial practices?

5. What is the difficulty in the information gathering procedure and preparing a characteristic?

6. How is the method of experts estimations used for compiling a business characteristic?

TOPIC 4. INTERPERSONAL RELATIONS IN MANAGEMENT SYSTEMS. THE PSYCHOLOGY OF MANAGERIAL INFLUENCE

Interrelations between a personality and a group. The socio-psychological notion of the community and the group, forms of a group's psychological influencing a personality. Socio-psychological phenomena of a personality's behavior within a group. Psychologic unity in management systems. The notion of psychologic unity. Psychologic compatibility in management structures. Destructive leadership. Socio-psychologic environment (climate) in management structures. A personality's well-being in a group. Socio-psychologic characteristics of a collective (a team). Sociometry. The methodologies of studying interpersonal relationships, group compatibility and unity, moral-and-psychologic environment (climate).

The basics and problematics of the managerial influence psychology. Establishing a psychological contact in a collective. The tactics of rumors application and efficient reacting to them. The methods of psychological influence in management systems (persuasion, kinds of argumentation, manipulation tactics). Regulation of employees' activities and interrelations. Psychologic aspects of disciplinary influence. Psychologic conditions of upbringing influence.

4.1. The relationships between a personality and the group

The socio-psychologic notion of a community and a group, the forms of psychological influence of group structures on a personality.

It is possible to distinguish the two most obvious aspects: the influence of a group on a personality and a personality's influence on a group.

The power of the group: it is capable of forming a socially valuable personality that meets the requirements of society as a whole while preserving the personality's individuality and creating conditions for its all-sided development. The group is interested in a personality's manifesting and developing its abilities. The group is capable of not only forming, but also of restructuring, re-educating a personality, its convictions, moral views, and character traits. Under the influence of the group, re-education takes place faster and less painfully than in the case when a personality makes it on its own. A personality performs a certain role in a group, but this role is

not permanent – the more varied are the roles, the more efficient is this person's influence on the group.

Of certain significance in the extent to which a personality influences the group are its individual traits: intelligence, emotiveness, character, skills – all these things become the assets of the group. The richer a person's spirituality, the greater extent of his/her mastering various skills, the higher the person's authority is. The influence of a personality on the group's life also depends on the thoughts, understanding of tasks, and spiritual values of the group. No sooner than a personality starts raising itself and, moreover, oppose itself to the group, does its influence decrease.

A group is a limited in size community of people that is singled out from the social whole on the grounds of certain attributes (the character of performed activities, pertaining to a social or estate group, the structure, the development level, and so on). Social groups are just one kind of social communities.

The main determinant in people's influencing one another is the process of the joint group activity. The goal of this influence is the changes in the behavior of partners in communication. Specifically, the forms of influence on personality in a group are connected with the organization level, the activity of the group and its size, and the balance between its formal and informal structures.

Ways of influence:

- contamination – kind of influence that is integrated on emotional basis of the members of one group or that of a great mass of people. Contamination occurs on the basis of unconscious, of a person's involuntary inclination to certain emotional states: anger, aggression, triumph, drive (passion), panic, and so on. Here one cannot speak of conscious analysis of situations or behavior patterns, but of passing on of psychic states;

- copying – an individual replicates the traits and images of other people's behavior, that is assimilates them actively;

- suggestion – a form of non-purposeful, non-argumented influence of one person or group on the other person or group. The suggestion effect occurs in such spheres of social influence as propaganda and advertising;

- conviction – ensures an individual's conscious acceptance of information he/she receives and pertains to purposeful social influence of educational, political, economic character wherein the individual demonstrates certain analytic activity and critical mode of perception.

Socio-psychologic phenomena of a personality's behavior in a group. Under conditions of group communication and interaction, people demonstrate specific traits that are called socio-psychological phenomena of group behavior. To such phenomena pertain various manifestations of a personality's activity in a group.

While looking carefully at people's personal traits we try to understand who they are, if we can trust them, etc. In the process, we apply the formed attitudes, social stereotypes, life views that have formed in every person as well as the level of psychologic culture in the ability of perceiving and critical evaluating of other people.

4.2. Psychological unity in management systems.

The notion of psychological unity

Efficient work of any productive collective is only possible on condition of high unity which enables considering an individual group as a collective subject of activity Group unity is studied by many researchers in its connection with the following phenomena:

- interpersonal attraction demonstrates unity as an outcome of the number and strength of mutual positive attitudes;

- motivation of belonging to a group – in the foundation of the group unity there lays the idea on some result of forces or motives that cause an individual to keep his/her membership in this group;

- goal-oriented unity – the unity of a group is viewed in connection with the common values orientations of the collective's members, that is the extent of coincidence of estimations, stereotypes, positions of group members concerning some objects (close estimations in ethical and business spheres, in approaches to goals and tasks of joint activity, etc.).

- psychological unity in a group – is a necessary component of unity that arises on the grounds of common human values, close ideas of the collective members on

which labor behavior is acceptable and which is condemned, what relationships there should be in the group, the style and methods of work, and other important aspects of its activities.

- coordination of people's mutual actions, of their behavior is a necessary constituent of unity on the background of various interactions. It is manifested in a collective's organization: an ability for self-organizing, coordination, joint overcoming of difficult situations that arise, in the existing instances of interaction, common efficient activity and for joint problem-solving.

According to researchers, a collective's unity is a chief collectivist direction.

Psychologic recommendations on working out psychologic compatibility in a team can be built on the foundation of different typologies. Lately, attempts have been made of developing recommendations systems even on the basis of astrological and toponymical typologies, on peculiarities of people's appearance, their handwriting, and biorhythms. Without denying these attempts, one should rely on those typologies which are recognized in psychological science and have been carefully verified on large samples and on great statistical material.

Socio-psychologic environment in a managerial structure. A personality's well-being in a group. The study of the managerial style influencing the socio-psychological climate in a production collective suggests taking into consideration both the manager's peculiarities and psychologic compatibility of the manager and the subordinated. In a very same organization, it is possible to single out different indicators of psychological climate (environment) in connection with compatibility of the immediate manager and the work group members that is cause by the ideas of seeing a manager as the leader in the specific branch of production.

Under well-being of a personality in a group is understood: general psychological state, emotional and moral mood that predominates in it as a result of long-term staying in the group. To precisely determine individuals' well-being in the group, the notion of psychological climate (environment) is used in in psychology. With the help of this notion, moral-and-emotional facets of the human relations system that has formed in the group are marked. Apart from general phenomena connected with psy-

chological climate, the group is integrally described by the influence it makes on an individual. This influence is manifested, first of all, in the form of emotional and moral mood.

A collective is a group of people, which is a part of society united by common goals, and joint socially useful activity. A collective influences a personality in a number of ways. In a collective, transformation of social factors within a personality, or socialization, takes place. Socio-psychological processes and phenomena in a work collective are determined by production-and-economic processes, but they can, in their turn, influence the reserves of production growth.

In people's joint actions, in their communication, there arises the direct exchange of thoughts, views, and ideas, different forms of relations are detected: sympathies, antipathies, and other interpersonal relationships.

Sociometry is a psychological theory of society and at the same time a socio-psychological method of researching the system of interpersonal relations within a group or organization that supposes interviewing group members by a researcher in order to study these relations and to use them optimally in various spheres of joint activity.

Advantages and disadvantages of sociometry. Advantages:

- studying relationships among people;

- provides the results in the form of numerical indexes;

- sociometric interviewing is comparatively simple both in terms of conducting and in terms of analyzing the results.

Disadvantages:

- specifichist' and situativity of the picture to be researched (fixation of mostly emotive relationships that are expressed in sympathies and antipathies; the method fails in determining the real motives of choice and so on);

- a possibility of purposeful distortion of results under non-anonymous testing;

- limitation in possibilities, particularly due to the dynamic character of relationships, which is difficult to fix.

The data that can be obtained thanks to sociometric interviewing:

1) sociometry makes it possible to determine the state of relationships within an organization and on this basis to detect its informal structure (microgroups, informal leaders, sociometric status of every employee, their communication needs and psychological compatibility);

2) sociometry enables evaluating authority of managers at various levels, to determine their position in the inofficial structure of an organization;

3) sociometric interviewing makes it possible to determine the group unity level or disjointedness of both different subunits of an organization and the organization as a whole;

4) sociometry has the psycho-therapeutical function. Participation in a sociometric interviewing causes the tested to further analyze their relations with other employees and stimulates corrections in their own behavior.

Interpersonal psychologic relations are the side of objective relations that make an exclusively great impact on employees' behavior. The system of such relationships due to its internal psychologic determination (sympathy, antipathy, indifference and hostility, and other psychological dependencies between the people in a collective) is formed sporadically, it is less observable, and is not established organizationally.

The problem of group unity has a solid tradition in its research, which relies on the understanding of the group primarily as some system of interpersonal relations that have an emotive basis. Thus, in the sociometric direction, group unity was directly connected with such a level of interpersonal relations wherein a high percentage of choices is based on mutual sympathy. Another approach was offered by L. Festinger, wherein unity was analyzed on the basis of frequency and intensity of communicative connections that are detected in the group. Unity was defined as "a sum total of all the forces acting on group members to keep them within".

Moral-and-psychological climate (MPC) is the prevailing in a group or a collective considerably persistent psychologic mood of its members that is manifested in various forms of its activity. The moral-and-psychological climate determines the system of attitudes of the collective members to each other, to work, to outside

events, and to the organization as a whole on the basis of individual, personality values and orientations.

The most important peculiarity of moral-and-psychological climate is its providing an integrated and dynamic characteristic of psychological state of all the manifestation of the collective's life, because it accumulates the interaction of all the components of the collective's internal life: well-being and activity, management and leadership, etc.

4.3. Fundamentals and problematics of managerial impact psychology

The problem of mastering scientifically substantiated and efficient means of influencing people in order to control their work, upbringing, and re-education, that is, psychological influence of manager on an employee is one of the most important in management psychology. This socio-psychological phenomenon is included in all activity spheres of a person as a subject and object of management. On the efficiency of these actions, the outcomes of activity of a production or training collective depends greatly. To utilize this powerful lever of influencing people's activity to the utmost degree, one cannot rely on common sense only; instead, one should master scientific methods and modes of managerial actions directed at production collectives.

Successful performance of managerial activity requires the skill in building up interaction between people, creating an environment of ease in relations with subordinates, being able to persuade and perform a causative action, expressing gratitude and approval of attaining success, overcoming resistance on the part of those employees who pursue the goals that do no coincide with those of the collective.

The formation and maintaining of a favorable moral-and-psychological environment in a collective is facilitated to a great extent by individual contacts of managers with subordinates at all levels. Direct human relations between a manager and an employee unite a collective, and raise employees' readiness to work conscientiously. These ties are established either in the process of joint group activity when a manager 'toils in the same yoke" with the employees, or as a result of the group or individual talks.

Inofficial contacts between people who work jointly are a natural and unavoidable thing usual for any collective.

A skillful manager must be sure to feel and take into account the informal side of the life of collective and to be able to use it for the good of the business. In any collective, formal and informal relationships of employees are closely intertwined, but it is necessary to watch out for one of the ties not to overcome another, for the main production actions to be performed within the formal rules instead of personal relations, to avoid arising of abuses on the basis of personal relations. A manager should allot certain time on organizing individual talks with employees.

It is said that arising and spreading rumors and believing them is the destiny of limited people. Different kinds of rumors are formulated and used quite consciously and deliberately by quite intelligent, experienced people for realizing quite precise goals and interests. The term "rumors" is a collective notion for defining different varieties and types of "distorted information", blatant lies, rumors, semi-truths, conscious demonstration, illiteracy and not knowledge, deliberately distorted facts, disinformation, which in this or other aspect put you, your position into an unfavourable light in connection with the issue discussed. As a rule, rumors do not appear spontaneously and accidentally. In most cases, this is a deliberate action directed at puzzling, amazing, or put the opponent into a situation that will cause them express him/herself in a certain venue. The goal and the use of rumors is to put the opponent into a defensive position. An experienced interlocutor using this method tries to make you prove to him that what he has told you is not true or is just rumor. Starting to explain to him/her that the situation is in fact quite different, you actually find yourself in a defensive position. Thus, being made to explain the real matter of things, you deliver to the partner quite specific information, disclosing which may be in his/her interests. Your opponent is little concerned by the content, the "truthfulness" of the rumor in itself. He/she considers it only as quite a precise and efficient in many cases method to put you out of balance. The main thing he/she focuses their attention at is the contents of your arguments and expressions by which you refute this rumor.

Methods of psychological influence in a managerial system (persuasion, argumentation methods, suggestion, manipulation tactics).

Persuasion is influencing people's consciousness, feelings, will through announcing, explanation and proving the importance of this or other idea, view, action, or their unacceptability in order to make the listener change the existing views, opinions, positions, relations, and estimations or to share the opinions of the speaker. The main means of persuasion are a graphical sign, an image, a word, pitch of voice, a gesture, mimics, emotional-and-volition state, the rhythm of speech and motion, the light and colour of a visual aid, work results, the status and authority of the person who persuades.

Argumentation is giving logical reasons in order to prove the truth of some statement. It is achieved through involving different in psychic action means, or through arranging arguments in a special order. The substantiation and the usefulness of any idea is provided.

Suggestion. Its action is based on organizing and delivering information to the object in such a way that it does not cause doubt of its value, significance, and be assimilated without being analyzed.

Manipulative action is a form of interpersonal communication wherein the influence on the communication partner is clandestine (hidden). Manipulation supposes an objective perceiving the communication partner, a desire to attain control on the behavior and thoughts of the other person.

Regulating employees' activities and relations

In real life of a collective, there exist two sides: common rules and orders obligatory for everyone, and human relations (formal and informal).

Discipline is one of the principal conditions of forming and existence of a productive collective; it ensures a certain order in people's activity.

Protection, assistance, support. These methods are applied in those cases when employees driven by valuable motives have stepped red lines and did an act or found themselves in a difficult situation, in a prolonged stress due to a failure, household problems, a family conflict or work dispute, or chronic fatigue.

Criticism. This method is resorted to by a manager to avoid recurrence of employees' incorrect actions, in cases of unsatisfactory activity and its unfavorable consequences.

Coercion is resorted to by a manager for the good of business when faced by permanent unwillingness, irresponsibility, laziness, and opposition when such a behavior of an employee may form conditions under which his/her behavior or attitude to work will become impossible or senseless.

Control. The need in control arises for a manager in connection with the requirements of the management process itself for availability of feedback between the subject and the object of management. The control of the process and the result of activity means checking the realization of taken decisions, fixing possible incoordination in the work of the employees, deviation from the plan.

Social sanctions are kinds of rewards and punishments by means of which the manager and co-workers express special recognition to those whose behavior corresponds to the norms and demonstrate dissatisfaction with those who violates them.

Punishment is applied for strengthening discipline, when the task is set to slow down the development of undesired events and processes, to cause repentance, worrying about the committed violation and its unpleasant consequences.

Reproach contains displeasure, disapproval or accusation expressed to an employee because of their work results, appearance, hopes that did not come true, granted to them and not requited services.

Condemnation is criticism of various actions of an employee that contradict to requirements of norms and moral.

Work stimulation is a system of moral and material influences on an employee causing people to intensify their work, raise its productivity and quality, strengthen the spirit of competition under conditions of people's joint activity.

Encouragement is an approval of an employee's activity and behavior.

Praise is a more extended evaluation, a positive response with an analysis of deeds and actions.

Award is encouragement of an employee with giving out material values.

Some managers think that activities and relations should be regulated by only formal orders that have juridical force. Employees unfamiliar with management are often even unaware of juridical norms that determine their rights and obligations and think that activities and relations in the collective are determined by personal ties, common atmosphere and informal relationships.

4.4. Criteria of manager's activity effectiveness evaluation

To judge how effective certain executive is, one needs some criteria enabling to perform such an evaluation. Their choice is far from being simple.

Indeed, what should be taken as a reference point: the activity of the concrete manager, work showings of the collective headed by him/her, peculiarities of employees, or something else? Of some executive they say, "(S)he is a good worker, but the collective is good for nothing." Of another one they say, "(S)he is nothing much, but his/her collective is excellent, and on their account (s)he thrives."

There are various points of view at the phenomenon of management effectiveness. The supporters of one of them put forward the following effectiveness criteria:

Psychological criteria:

- satisfaction of collective members with various aspects of membership (relations with colleagues and managers, work conditions, salary, etc.);

- motivation of collective members (the issue is of their desire to work and maintain membership in this collective);

- executive's authority in the collective (formal, i.e. stipulated by the set of power privileges given to the executive by his/her post; moral, i.e. based on personality's world-viewing and moral qualities; functional, i.e. based on professional competence, various business qualities of the executive);

- collective's self-evaluation (concerns a number of its important characteristics and being some kind of generalized sum total of their functioning successfulness).

Non-psychological criteria (collective's effectiveness)

- profitability (totality of measures characterizing the connection between financial resources and the character of their usage);

- productivity;

- production or service quality;

- innovations (creative process of adjustment of product, process, structure, etc. to outer and inner demands, changes).

Thus, an executive is considered effective if the collective headed by him/her has high performance rate on the corresponding psychological and non-psychological criteria of group efficiency.

Test questions:

1. How are relationships between a personality and a group manifested?

2. Disclose the socio-psychologic content of the notions of "community" and "a group".

3. Name the forms of group structures' psychological influence on a personality.

4. What is psychological unity and psychological compatibility?

5. What significance in a managerial structure has the socio-psychologic environment (climate)?

6. Define the essence of the notion of "well-being".

7. What is sociometry? Which methods are used for studying interpersonal relationships, group unity, moral-and-psychological climate?

9. Characterize the methods of psychological influence in a managerial system (persuasion, argumentation methods, suggestion, manipulation tactics).

SEMESTER MODULE II. *The psychology of management functions*
TOPIC 5. THE PSYCHOLOGY OF PLANNING AND ORGANIZATION

The notion of planning in psychology. Psychological mechanisms and goal-formation. Formal-and-logical analysis of managerial situations and the personal aspect of this process. Hierarchy of goals. Psychological aspects of individual strategies in planning. The problem of combining the social, the group, and personal plans. Psychological preconditions of organizations' formation. Psychological problems of coordinating people's interaction within an organization. Status positions formation.

The roles and functions. Employees' selection for a managerial decision implementation with taking into account the psycho-physiological, socio-psychological, age, gender, ethno-psychological peculiarities of employees. Psychologic peculiarities of distributing, delegating, and accepting authority in professional relations. Psychologic aspects of flexible organizational structures formation. The principles of taking into account the personality factor when designing and operating organizational structures. Formation and development of a collective's informal structure. Psychological aspects of an organization's development, psychological mechanisms of innovations implementation. Overcoming of psychological barriers when introducing innovations.

5.1. The notion of planning in psychology

Psychology defines planning as an action and as a permanent process. A plan must not become a dogma, it should constantly be adjusted to the reality.

Planning as part of manager's work has much in common with planning in personal life. It is applied to making important decisions that determine the further development of a company, not the routine, everyday matters.

Planning is one of the most important managerial functions. This is the process of substantiation of the directions and parameters of the organization's development, the modes of attaining these parameters with taking into account the internal possibilities of the organization and its interaction with outer environment.

Planning is, first of all, the process of making decisions that enable ensuring efficient activity and development of an organization, decreasing indetermination.

Planning is development of a consequence of actions that enables attaining the desired goals.

Planning is made on the base of prognoses; goals and tasks are formulated, as well as possibilities of attaining them.

The planning results are often presented in the form of a "business plan".

The most important component in managerial activity and organizations' general functioning is goal setting. Setting a goal is the main function of a manager, a stage in

managerial activity, and its structural component. Goal-setting is defined as the choice of the goal of an organization's functioning.

In managerial practices, certain rules of goal setting have evolved that are empirical by their nature and are based on psychologic regularities in goal-formation:

- Distinguishing between the notions of the "goals" and "tasks" is psychologically significant. When forming goals one cannot substitute them by specified tasks. Such substitution limits the employees' freedom and negatively affects their activity efficiency.

- Goals should represent a reasonable compromise between all-organization and individual interests.

- By the complexity degree, a goal should exceed a little the employees' real capabilities, in which case the success of its realization will be maximum, and employees' business traits will constantly develop.

- When setting a goal, quantitative rules and norms are important. There are two types: temporal, and volumetric.

Most of the viewed requirements to goals in the purely psychological aspect are connected with the need in activation of employees' motivation potential.

Realism is another important characteristic of goals. A manager interested in goals' maximizing and complication should know and be capable of taking into account the employees' real abilities.

Clear goals and creative activity support the program for the future, facilitating the preserving and strengthening physical and psychological health. Creativity is impossible without goal setting.

The result of planning is development of the planning system of the organization. Such system includes strategic, tactical, and operation plans, overall plans of organization, its principal units and functional spheres plans, etc. The key role in this system is played by overall strategic plans of the organization.

The main requirements to strategic planning include ensuring of:

- preserving the wholesomeness of the organization, its survival and sustainable development in perspective;

- flexibility of the organization, the possibility of its adequate reacting to impacts of the outer environment, adapting to changes;

- taking into account and the use of the organization's advantages; its attractive image for its employees, partners, and consumers.

Strategic planning is oriented at lasting existence of an enterprise that is secured by searching of, building up and preserving its success potential (profitability).

5. 2. Psychological preconditions for establishing an organization

Psychology theories are based on the idea of a human being as an active beginning, as a subject whose psychology evolves in the interaction of the internal and outer environments. The individual nature, special traits in human activity is manifested through the refraction and the assimilation of the outer, the general within the consciousness of a subject. Activity is expedient life-supporting actions of highly organized forms of life, a universal functioning, a condition for needs satisfaction. Within psychological structure of any activity, one can distinguish the following elements: the time and place of the activity, or conditions and stages; the object, the subject; the thing; the result, the effect; the goal; the motive; the actions; the mode; the means of decision-making; criteria of success – non-success (achieving – not achieving the result); outer attributes (achievements level); internal attributes (formation levels and fulfilment of the activity).

Activity is manifested at the macro-level, this is various kinds of activities; it is also perceived at the level of actions, at the level of operations, at the level of psychophysical functions of a person.

Performing an activity directed at satisfying the need of society in goods and services, people usually work not individually, but unite in organizations which are to be controlled. In essence, organization has become the constituent that determined the arising and existence of management. As an organization, one can consider a group of people that meets the following three requirements:

1. The presence of at least two people who consider themselves being part of this group.

2. The presence of at least one goal that is perceived as common by members of this group.

3. The presence of group members who work jointly to attain a significant for everyone goal.

Therefore, an organization is a group of people whose activity is purposefully coordinated for attaining a common goal. There exist formal and informal organizations or organization structures. A formal organization is established by the will of its management. And as soon as it is established, it becomes a social medium where people interact not only by being ordered, but also on the basis of their personal sympathies, antipathies, and wishes.

Because organization is made up of units that solve specific tasks, someone has to coordinate the work of these units, directing their actions to achieve common goals. The activity of coordinating other people's work makes the essence of management.

At the organizations' operation level, the location and differentiation of various units act as environment elements. Conflicts between the units may occur because of the difference or inconvenience of industrial buildings. Territorial isolation of the administration from the main body of employees causes disruption of the interaction between them. The correspondence of organizational and spatial office structure to that of production facilitates forms an image needed for an organization and influences overall activity efficiency.

A person status is revealed in a number of roles which he/she plays in the group. A role is a socio-psychologic phenomenon connected with a personality entering this or other activity according to their psychologic abilities. It is a connecting link between social phenomena and a person's psychological peculiarities.

Each social group has its social structure, which is based on the three "whales": status-and-role relationships, professional-and-qualifications characteristics, and gender and age composition.

The status-and-role relationships reflect the system of mutual ties that forms in a group. Each person occupies a certain position in his/her group: vertical – leadership

and submission (a manager or an employee), horizontal – cooperation (a colleague). This reflects on the status of every group member.

Everything starts with the need of performing a social role. The role is passed on to a person, and the component of his/her personality and individuality becomes very important. A person must understand what is expected of him/her, and what requirements are put forward to them. Without understanding one's role and main functions, it is very difficult to cope with the role. Often, people do not pay attention to this, and when a conflict arises, it turns out that a person had not even understood what was expected from him/her. Some people consciously accept this or other role, understanding that they will not be doing what is expected of them, but hope that "maybe it'll be OK". After a person has understood the role, they have either to accept or reject it as not suitable to their individual and psychological traits. Accepting a role is accompanied with the process of learning new functions, development of certain positions, behavior style, and communication. Understanding the accepted role is a difficult matter that requires the strain of mental and emotional strength, internal rebuilding, and realizing one's new state. The next stage in the role behavior system, the performance of the role, has two facets (sides): the behavior of the person who performs the role, and the evaluation of the surrounding people. The latter is made by both the person as self-evaluation and by other people who have different status relating to the evaluated person: the upper (the boss), the sideway (colleagues), and the lower (subordinated).

The second "whale" in the social structure of a group is profession-and-qualifications characteristics. They include education, profession, and qualifications of group members. This important component attests to intellectual and professional potential of the group.

The third "whale" is the gender and age composition of a group. For a manager, understanding of the peculiarities of this component is very important from psychological point of view, for every age period has its own psychologic peculiarities, which a manager cannot overlook. Besides, when forming a group, perspectives of its development by age composition and the period of professional activity (the begin-

ning or termination and maturity) should be considered. The peculiarities of male and female psychology are also reflected on the character of in-group relationships.

5.3. Psychologic peculiarities of distribution, delegating, and accepting authority

The work at organization is made by people, which is why an important aspect of the organization's operation is to determine who exactly will make the specific work. To this effect, the manager specially selects personnel, delegating them the tasks and authority to use the resources of the organization. People, the subjects of delegating, accept responsibility for successful fulfilment of the task. In this way, they recognize their subordination to the manager.

Delegating is one of the most important and complicated problems in management. In its general sense, delegating is understood as vesting a subordinate in rights, duties, and responsibilities from the management sphere. It is the very ability of having work done by others that makes the sense of management, and the ability to delegate turns an entrepreneur into a manager. A manager does not delegate all the management functions, but retains the responsibility for control, which cannot be delegated. It is necessary to delegate work, or functions only to a person who is capable of fulfilling them successfully. For this, it is necessary to form the personnel pool at an enterprise (organization) and train the reservists in this or other work as specialists for the period of corresponding employees' yearly holidays. If a manager delegates to one of employees the fulfilment of some tasks, he/she must provide the necessary resources, therefore, along with a task, a manager should also delegate the corresponding powers.

Powers is the right to control resources and determine the actions of the organization's employees. Delegating supposes passing the tasks and powers from higher management level to the lower ones. In the process of delegating tasks and powers in real life situations, difficulties occur connected with risk, unskillfulness, and unwillingness of a manager to pass and the employees to accept powers. The reasons for this are different (being afraid for one's position or of risk, uncertainty, lack in motivation, etc.) and they are connected with the peculiarities of the

individual psychology. But very often, the roots of the problem are in inconsistency between the tasks and the powers.

The present-day scientific concepts of delegating divide it into the delegating of responsibility, of power, and of rights.

5.4. Psychological aspects of forming flexible organizational structures

In the 1960s, more flexible organizational structures appeared which, unlike bureaucratic ones, are better adapted to rapid changes in economic life and to introduction of technic-and-technological innovations. They got the name of organic, or adaptive structures.

The organic type of organizational structures of management supposes:

- improvising managerial activity instead of planning;
- flexibility of structures instead of rigidity imposed by rules and normatives;
- group decision-making instead of authoritativeness;
- trust among the personnel instead of power.

Besides, the integrating goal of such organizations is the strategy of the organization's development; the rules of the management personnel's work are the principles; the distribution of work and duties among the staff is determined by the type of the problem to be solved and, finally, the organization is always ready for progressive changes. This type of organizational structure of management is efficient in conditions when the organization's activity is related to active work on improvement of the manufactured produce and services with taking into account the latest achievements of science and technology, because in this case, a new approach to organizational problems is needed. Indetermination of the outer environment, the diversity of components that modify the inner structure of an organization determine the occurrence of unique situations that cannot be solved within the limits of rigid (bureaucratic) management organization. The organic type organizational structures ensures at such approach a natural adaptive development for the organization, uniqueness of which is determined by the growing interaction with the outer environment and the need in solving new problems that arise. The main principle of building up such structures is the autonomous possibility of fulfilling tasks and

achieving goals, as well as their adaptation to rapid changes. One of possible forms of management structure organization in such circumstances is the formation of flexible temporary systems oriented at solving problems, which are united into a wholesome structure by managers and specialists that perform setting, evaluation, and solving the tasks that arise. Organic organizational management structures are simpler, less formalized and have a wide-spread information network. Control in organic structures is decentralized. It is characterized by a small number of management levels, higher independence in managerial decision-making at lower levels of management, and manages' partnership relations. Organic structures came into use in the periods when competition increased sharply. In these circumstances, of special importance was timely and adequate reaction to the changes in market situations, which was impossible with rigid traditional structures.

5.5. Forming and evolvement of a collective's informal structure

Due to the presence of a formal organization, the same people gather every day, and the character of the solved tasks make them communicate a lot, to interact. A natural consequence of this is the formation of friendly groups on the grounds of personal contacts and common interests. These groups start living their own life, sometimes completely detached from the work process on the grounds of which they had appeared. The informal structure of organizations is also called socio-psychologic one. An informal organization is a sporadically formed group of people who come into regular interaction for attaining some goals. The presence of goals is the reason for the existence of both formal and informal organizations, the main difference being that a formal organization is formed deliberately, by a pre-thought plan, while formation of informal organizations is a spontaneous process directed at satisfying personal needs.

5.6. Psychological aspects of organizations' evolvement, psychological mechanisms of innovations realization. Overcoming of psychologic barriers

Innovations are measures directed at transformation of any components within the structure or functioning of an organization. The need in innovations is determined by the combination of outer and inner factors. To the outer factors pertain:

1. Political (changes in the country's course (policies), legislation, changes of leaders at various levels of power, etc.).

2. Economic (depression or raise in economy, changes in the national currency exchange rates and credit interest rates, changes in the financing system, depletion of raw materials resources, etc.).

3. Demand in the market (refusal from or increase in demand for certain goods and services).

4. Technological (creating of new production technologies, information systems and communication channels, changes in the mode of access to new technologies, etc.).

5. Social (change in social values and tastes, appearing of new needs, a change in social structure, etc.).

6. Competitors (appearing of new, or decline of the current competitors, etc.).

7. Natural disasters or technogenic catastrophes.

Internal factors that cause the need in innovations are connected with realizing the need or desire to develop new directions in activity, to improve labor productivity, personnel motivation, to improve quality and servicing, to increase sales, to entice personnel, to strengthen positions on the market, etc.

People differently react to innovations. From the psychology point of view, this depends in many cases on personal attitude to changes determined by positive or negative evaluation of them. In the process of introduction of any justified innovation, at least five groups of people form, which react to changes in different ways: opposition, sceptics, neutrals, supporters, and enthusiasts.

Knowing the precise groups of people who are different in their attitude to changes, a manager can clearly determine the readiness of the situation for introduction of an innovation. It has been proved that the smaller resistance to an innovation, the better the situation is, and vice versa. The need in innovations is recognized not at once, and not by all organization's personnel simultaneously. The process of a person's (or a group's) "ripening" for readiness to accept a new idea occurs gradually.

Quite often, there may arise psychological barriers to innovations in an organization – motivation components that complicate activity related to innovations. Their socio-psychological mechanisms are extremely complicated, so a manager should certainly know about them to feel the situation better and use the means and methods of overcoming them. Perception of the new is also connected with psychological attitude, which is manifested through popularizing of the novelty.

In the process of justification, preparation and performing the changes, the following kinds of psychological barriers occur: the incompetency barrier; the barrier of skills, habits, traditions; the idyll barrier; the barrier of increased load; the compensation and reward barrier; the barrier of the change of workplace; the "boss barrier"; the "social comfort" barrier.

Innovations always bring in themselves a certain risk and unpredictability. This is why they can cause a stress reaction in employees who demonstrate different individual life strategies in problematic situations: some prefer active actions to overcome problems, while others deem it better to wait until the problem resolves by itself. Psychological barriers on the road to transformations are connected not only with the changes in people's lives circumstances, but also with unpredictability or changing of the future: prognosticated broadening of opportunities determines a positive attitude to innovations, while prognosticated narrowing of opportunities causes resistance to them. A psychological barrier is a result of inconsistency between outer influences (irritants) and the inner "I" (interests, needs, personality's directedness, etc.), due to which a negative attitude to the "irritants" is formed along with a desire to protect oneself from them. The peculiarities of reacting to innovations depends on a person's character and temperament. Therefore, the psychological state, which is manifested in the individual's inadequate passivity, prevents the person from doing certain actions concerning innovations.

The emotional mechanism of psychological barriers lays in strengthening of negative feelings and attitudes – shame, the feeling of blame, fear, anxiety, low self-evaluation. All this tells on the situation of innovation introduction. Innovations are connected with the problem of responsibility for their outcomes, especially if the in-

novation failed. The situation when a person, who was immediately responsible for innovations, resigns, and therefore evades responsibility, is considered to be unacceptable.

5.7. Group work efficiency

So, what are the main factors influencing the efficiency of group work? These are the following four types of factors:

1) organizing – status, group's size and composition;

2) the environment in which the group functions, the state of facilities and the specific place where the group works;

3) importance and character of tasks facing people;

4) freedom for people to organize their own work which enables them to work more harmoniously and with more interest.

And what are the main ways to ensure a collective's effective work?

1. First of all, both a formal, and a non-formal collective should have a strong leader interested in its successes. As a rule, every group has their own way of work and their own specific traditions which govern their everyday behavior. Influencing people community means that their settled behavioral patterns should be changed, which is easiest to achieve by interacting with those who wages power within such groups.

2. Collective's success is ensured by its normal moral-and-psychological climate. Its presence is testified by people's mutual support, open discussion of contradictions, unwillingness of being transferred to a new place. It is better that a collective be various, consist of unalike people, which promises greater work efficiency.

Psychologists have noticed that unity is contagious and can have a positive impact on others, so they advice to strengthen it purposefully, including by means of formal and informal events – from meetings and conferences to picnics and ceremonial dinners.

The science of managerial behavior attaches the utmost importance to contact establishing, consultations, and personal ties between an executive and employees.

Such emphasis on human relations serves as an antidote against exploitative and mechanistic views on everyday managerial activity.

A collective's manager takes personal responsibility for other members and does it directly and honestly. It is unlikely that any other profession in society apart from management discloses a personality's essence as completely. Executives who use their power to manipulate and degrade people are soon discovered and rewarded with scorn and mistrust. Trust is the key to establishing a healthy and productive collective. Trust is born when people say what they think, and in professional sphere or situations of uncertainty weaknesses are eliminated.

3. A workable collective must have the optimal size.

4. An important feature of a healthy collective is clarity of the goals. Everyone should visualize the results to strive for, to clearly understand and share the collective's aims. And then people will devote themselves to the cause more willingly and will search for the optimal compromise between personal and collective interests.

Human energy is the most important resource under control. People are capable of devoting their energy to their needs satisfaction or to being responsible for their work. For when a person is compelled to work against his/her will they lose the ability of expressing their hidden energy and animosity. The task of an intuitive manager is to release the employees' energy and direct it on organization's goals achievement. In the language of the science of management it shows a manager's care for employees' motivation.

5. Collective goals, as a rule, suppose achieving high results, and the latter demand corresponding norms and standards which show what behavior is expected from the collective's members. Only when these norms are observed can personality count on support and recognition from the others, as well as corresponding stimulation of their input in the common cause.

6. A good collective is characterized by constant being in the state of search for new knowledge, ideas, perspective methods of work. In such a collective the search becomes people's inner need, stimulating the development of every employ-

ee's individual creative abilities. Control efficiency depends on the extent to which the executive can create and maintain constructive atmosphere in the collective.

Therefore, the general regularities of a viable and efficient collective are the following:

- the collective is a product of the development of both a group as a whole and all its individual members in the context of common socialyy meaningful activity;

- the condition of collective's formation is the presence of normal interpersonal relations and harmony between the formal and the informal relations in the group;

- the latter should be manifested in successful interaction in the process of management by the executive and the group's informal leader;

It is necessary to correctly use social-and-psychological methods of a collective's control. The methods of direct management suppose immediate contact, they are not long-term, don't call for special conditions. They are persuasion, compulsion, suggestion, pointing out a behavior example. Indirect methods don't call for direct contact between a manager and an employee, they are more prolonged in time, and need creation of special conditions for influence. This is the method of orientative situation, the method of symbol regulation, the method of changing the elements of executive role, the method of forming stimulation. Creation of a collective's social-and-psychological climate is the most important goal of an executive.

Psychological climate is the prevailing psychological mood, the totality of group members' attitudes to the conditions and character of common activity (emotional and formal attitude); to colleagues, group-members (horizontal: formal, and interpersonal relations, attitudes of sympathy – antipathy, esteem – non-recognition); to the collective's executive (vertical relations: official and interpersonal relations that play the leading role in the extent of employee's satisfaction, in a person's mental state). Conflict relations with an executive often end up in an employee's leaving the collective. Employees' relations with the executive, the collective's psychological climate, its work results depend on the style of management realized by the executive.

Test questions:

1. Disclose the essence of the notion of planning in psychology, establish its connection with goal-setting.

2. Name the psychological preconditions for establishing of an organization.

3. Consider the process of activity organizing and indicate the available problems in coordinating people's interaction in an organization.

4. How are status positions and roles formed?

5. What are psychologic peculiarities of authority distributing, delegating, and accepting?

6. Name psychological aspects of forming flexible organizational structures.

7. How to overcome psychological barriers

TOPIC 6. THE PSYCHOLOGY OF MOTIVATING AND CONTROL

Motivation as a factor of controlling a personality. The main issues and notions in the psychology of motivating. The need as a universal attribute of living systems and as the basis for the motivation process. The general organization of the motivation sphere. Kinds of biological needs. Specifics of a human's motivational sphere. The main stages in a human's motivational sphere development. The hierarchical composition of a personality's motivation sphere. Achievement motivation. Claims level.

Psychologic requirements for stimulation organizing. The application of moral-and-psychological stimuli. Forming conditions for self-assertion in work and a personality abilities development.

Psychological principles of organizing control. Efficiency of decisions implementation depending on methods of control. Forming personal responsibility and self-control. The reflexing processes in self-control. Collective forms of control. Psychologic requirements for the evaluation criteria and the organization of the evaluation procedure.

6.1. Motivation as a factor of controlling a personality

Managers have always performed the function of motivating their employees. In the distant past, a whip and threat were used most often, and reward was applied quite seldom. As society was developing, the problem of motivation was addressed to ever more often. The formation of a positive motivation is the most important psychological challenge for a modern management.

There exists a number of needs and goals, achieving which, in most people's opinion, leads to satisfying them. Different means are used for attaining goals. A manager should be able to determine the needs and form conditions under which employees will be able to satisfy their needs on condition of working well.

The main problems and notions of motivation psychology. The term of motivation is much broader than that of motive. The word "motivation" is used in current psychology in two senses:

1) the system of factors that determine behavior (needs, motives, goals, intentions, aspirations);

2) a characteristic of the process that stimulates and supports behavioral activity at certain level.

Motivation is a sum total of internal and external motive forces that cause a person to act, set limits, forms, the extent of activity intensiveness, the level of stress and efforts, diligence, conscientiousness, persistence, and which gives him/her direction and orientation at achieving a certain goal.

The main problems of motivation psychology:

1. There are as many various motives as content-equivalent classes of the "individual – environment" relations.

2. Motives are formed in the process of individual development as comparatively persistent estimation dispositions.

3. People vary by individual manifestations (in character and intensity) of these or other motives. Different people can possess different hierarchies of motives.

4. A person's behavior at a certain time period is not motivated by any or all the possible motives of theirs, but by the topmost motive in their hierarchy (that is,

the most powerful one), which at given conditions is the most closely related to the perspective of attaining the correspondent target state or, on the contrary, attaining of which is dubious.

5. A motive remains active, that is, takes part in behavior motivation until:

- either the target state of the corresponding relation "individual – environment" is achieved;

- or an individual approaches it as close as the situation permits;

- or the target state does not stop distancing alarmingly;

- or if the situation that has changed makes another motive more significant, resulting in the actuation of the new motive, making it the dominant one.

6. Inducement to action by a certain motive is defined as motivation.

7. Motivation is not a consolidated process, a uniform behavioral act which can be prognosticated from beginning to end.

8. Any activity is motivated, that is aimed at achieving the goal of the motive, but it shouldn't be confused with motivation.

A need as the universal attribute of living systems and as the basis for the process of motivation. A need is the state of a want in a person or an animal for certain conditions they lack for normal existence and development. A need as a state of a personality is always connected with the feeling of dissatisfaction present in a person and related to the deficit of what the organism needs. All living creatures have needs. And this is what makes the living nature different from the inanimate one. Another its difference, also connected with needs, is arbitrary reacting of the living to precisely what the organism lacks at the moment. A need is activated by the organism, which also stimulates the behavior directed at the search for what is needed. It as if leads the organism, activates separate psychic processes, brings organs to a state of increased excitement, and supports the organism until the corresponding state of the need is satisfied. A conscious and formulated need not always causes a person to act to achieve it or to avoid an undesirable effect. Certain conditions are needed: the presence of a strong enough desire to change the situation, to satisfy the need (I want) at the level of feelings that it is impossible to go on living like before. This is the key condition

and determines the direction of efforts for resource-related securing of needs (material, financial, temporal), for committing actions and development of skills, knowledge, abilities for satisfying the needs (I can).

Organization of the motivation sphere. Any form of behavior can be explained by both internal and external causes. In the first case, psychological properties of behavior subjects can serve as initial and terminal points of the explanation, while in the second case these are outer conditions and circumstances of their activity. In the first case, it is possible to speak of motives, needs, goals, intentions, wishes, interests, etc., and in the second case – of stimuli departing from the situation that has formed. Sometimes all psychological components, which determine as if from inside of a person their behavior, are called personality dispositions. Consequently, it is possible to speak of dispositional and situational motivations as analogues of the inner and outer determination of behavior.

Motivation explains the purposefulness of action, organization and persistence of wholesome activity directed at achievement of a certain goal.

The kinds of biological needs. The number and quality of needs living creatures have, depend on the level of their organization, on the mode and conditions of life, as well as of the position the organism occupies on the evolutional ladder.

Table 6.1.

Kinds of biological needs

Impulse	Action	Satisfaction
Call to breath	Inhalation	Saturation with oxygen
Hunger	Eating	Filling in
Thirst	Intake of liquid	Satisfying of thirst
Sexual desire	Sexual act	Decrease in sexual desire
Tiredness	Rest	Restoring of muscle and neural energy
Unrest	Activity	Tiredness
Sleepiness	Sleep	Waking and restoring energy
Pressure in the bladder	Urinating	Removal of tension
Pressure in the rectum	Defecating	Removal of tension
Fear	Escaping danger	Relaxation
Pain	Avoiding pain	Return to the normal state by action

A person's motivation sphere. In essence, no efficient social interaction with a person is impossible without taking into account the peculiarities of their motivation. Behind the seemingly identical actions of a person, absolutely different reasons may stand, that is the causative sources of these actions, their motivation may be totally different. Therefore, motivation acts as complex mechanism of a person's interposing of outer and inner behavioral components which determines arising, direction, and the modes of performing of specific forms of activity. The notion of motivation in a person includes all kinds of causes: motives, needs, interests, aspirations, goals, drives, motivational attitudes or dispositions, ideals, and so on.

Hierarchical structure of motivation sphere. The principal law of the hierarchy of needs is that higher needs arise only in case when the lower needs have been sufficiently sated or satisfied, and, notably, this "sating" should be of sufficiently durable and intense character. This means that needs formation in both an individual person and social groups and even the whole society occurs in sequence and observing the regularity: a persistent need of a higher order arises only on the basis of persistent and sated need of the previous order.

Higher needs – needs of "growth":

The need in self-evaluation: in self-esteem, achievement, approval.

The need in self-actualization: in realization of one's abilities and skills, in understanding and insight.

The need in social contacts: in love, kindness, the feeling of belonging (identification with someone), the feeling of social status.

Lower needs:

The need in safety: in being protected from pain, fear, anger, bad living conditions, etc.

Physiological needs: hunger, thirst, sexual needs, etc., in the extent they are needed for sustaining normal activity.

6.2. Achievement motivations. The level of claims

Motivation of achievement can be defined as an attempt to improve or preserve to the greatest extent a person's skills in all kinds of activity, to which criteria of suc-

cess can be applied, and where performing a similar activity may lead to success or to failure. The idea of achievement concentrates around the two possibilities: of achieving success, or of avoiding failure. Accordingly, in achievement motivation there exist two tendencies: of achievement proper, and of avoidance: "hope for success" and "fear of failure".

D. McClelland, in analyzing the conditions of forming the achievement motivation, distributed the chief forming influences through the four groups:

1. Formation of achievement syndrome (aspiring for success greater than aspiring for avoiding failure).

2. Self-analyzing.

3. Forming a desire and skills in setting to oneself rather high, but adequate goals.

4. Interpersonal support.

Each of these groups was formed in its turn of a totality of more specific influences.

A personality's claims level is determined by the desire to achieve a goal to the extent, which a person considers themselves capable of. The difference between an individual's claims and their real possibilities leads to their incorrect self-evaluation: their behavior becomes inadequate, emotive breakdowns occur, the anxiety level grows, etc. Therefore, it is obvious that claims level is closely related to personality's self-evaluation and success achievement motivation in various kinds of activity.

People whose claims level can be characterized as having a realistic claims level are distinguished with certainty, persistence in attaining their goals, a greater productivity compared with those whose claims level is inadequate to their skills and abilities.

6.3. Psychologic requirements to stimulation organizing

The reasons that determine a person's participation in work are their wish, abilities, qualifications, and, especially, motivation (a stimulus). One of means, by which motivation is possible, is stimulating. Stimulating is the process of applying various stimuli to motivate people, where stimuli act as levers for actions that activate certain

motives. Stimuli can be individual objects, other people's actions, promises, and many other things that can be offered to a person as compensation for their actions or what they would like to obtain as a result of certain actions on their part. People react to many stimuli not necessarily in a conscious way. To some stimuli, their reaction can even be not subjéct to conscious control. The road to efficient controlling a person lies through efficient stimulating. Under the form of organizing stimulation is meant the mode of interrelation between the activity's outcomes and the stimuli. These forms can be distinguished by different traits, in particular,

- by the extent of the management object's awareness of interrelation between the activity results and the stimuli – the leading and the reinforcing forms of stimulating;

- by taking into account the activity result when establishing a stimulus – collective and individual stimulating;

- by taking into account the deviation of the activity result from the norm – the positive (only the achievement or exceeding of the normal rate is evaluated) and the negative (a negative deviation from the norm is evaluated) stimulating;

- by the discrepancy in time between the result and getting a stimulus – immediate, current, and perspective stimulating;

- by the extent and the character of specified conditions of getting a stimulus – the general, the reference, and the competitive stimulating.

The use of moral-and-psychological stimuli. Achievement. The need in achievement is defined as the need in success in competing measured in relation to one's personal work input of high quality. Stimulating through achievement can occur on account of giving people the possibility of performing their work for utilizing their skills and abilities.

Recognition is one of the strongest causative stimuli. People need to know not only how well they have achieved their goals or fulfilled their work, but also that their achievements have been duly appreciated.

For any worthy actions of the employees and even insignificant results there should be a praise. Certain requirements are set forth to it. A praise should be dosed,

consistent, and contrast (breaks are needed, for if applied too often, this method's efficiency decreases). Besides, it should have objective criteria, because insincere praise demotivates.

Criticism should stimulate a person's action directed at removing deficiencies and omissions in work. It is possible only on condition of total objectivity. The rules of applying criticism: confidentiality, well-meaning, which is achieved on account of lessening of accusative accent, introduction of elements of praise, respectful treatment of the person to be criticized, empathy, self-criticism, argumentation, absence of categorical demands to recognize one's mistakes and the rightfulness of the person who criticizes, accentuation on a possibility of correcting the deficiencies, and demonstration of readiness to come to help.

Responsibility. It is possible to create causative motives in people by vesting them in great responsibility for their work. This is mostly what constitutes the process of passing authority, which correlates with the concept of inner motivation based on keeping one's job.

Influence. Aspiring for power can also be a causative motive for people.

6.4. The principles of control organizing

In management, control is viewed in three aspects: 1) control as activity of the management apparatus, as one of its general functions; 2) control as a management principle; 3) control as the final process of making managerial decisions. Depending on the subject, there is the state, the branch, as well as public control, which in their turn can have subdivisions. They are referred to as general kinds because these kinds are applied in all spheres of public and state activities.

When organizing control, the following should be taken into account:

- the performing of control functions should be granted to persons who are sufficiently competent in issues to be controlled to be able to evaluate the reasons and consequences of possible deviations, as well as to consider proposals as to eliminating them;

- in order to ensure objectivity and impartiality of evaluation, employees that perform control should not be connected with common material interests with the reporting subunits.

Unfortunately, not all enterprises and organizations have a clear system of internal control. Nevertheless, they should ensure organizational, technical, and economic conditions that guarantee impartiality of control. At the same time, control should be systematic.

Efficiency of decisions implementation depending on methods of control. A correctly organized control aims the collective at quality work, motivates labor, enables finding reserves, improving the efficiency of the decision-making system, facilitates efficiency raising of an enterprise's operation and activity in general.

The process of control is the subjects' of control activity aimed at implementation of the taken decisions by means of accomplishing certain tasks, principles, methods, applying of technical means and control technology. The process of control is characterized by its three constituents: the contextual (what is fulfilled in the process of control); organizational (by whom and in which consequence control is performed); technological (how it is made).

The goal of control is ensuring the unity of a decision and implementing it, prevention of possible mistakes, defects, and miscalculations, timely detection of deviations from the set program, tasks, and time limits.

The preliminary control methods are applied prior the beginning of implementing a decision, which enables determining qualitative, amount-related, and structural characteristics of the optimum variant of its realization. The task of the preliminary control is to establish whether the aims have been formulated correctly, and if preconditions and the strategy have been determined.

Guiding control is applied from the beginning of practical implementation of a decision to the final stage. It includes: measuring, comparing, object estimation, determining and applying a corrective action aimed at achievement of final results.

The filtration control method is applied once in the course of a decision implementation. It supposes a pause in implementing a decision at any section should there be any serious deviations of factual results from the planned ones.

The method of control by results (further control) is applied following the completeion of decisions implementation and is useful for taking into account the nuances of the performed work for the future. The materials of further control should be viewed at meetings (assemblies) regardless of the extent of achieving the goal of the decision. In the course of considering them, all the stages in preparation, passing, and implementation of the decision should be analyzed, successes and failures of executives are evaluated, and targeting at solving the new problems is made considering the discussing of these materials.

At enterprises, continuous control can be maintained on implementation of taken decisions in conditions of applying the corresponding computing equipment   and software. An automated control system can ensure its suddenness, complexity, promptness in detecting deviations and brining up corrections without disrupting the rhythm of operation of the enterprise and its subunits.

Efficient control is founded on results prognostication; it should be targeted at perspective, otherwise control may become formal and even useless.

Personal responsibility formation and self-control.

Responsibility characterizes a personality from the position of their observing social or ethic requirements. In historic evolvement, several vectors exist: from collective to individual, from outer to internal, psychological one, from retrospective (responsibility for the past, a blame) to perspective (responsibility for the future, a duty). An employee's real behavior and their realizing of their responsibility for performing work duties depend considerably on the extent to which responsibility has become a trait of their personality.

Despite the fact that social responsibility is not a universal personality trait, its criteria and ways of its manifestation change depending on age, specific form of activity, and many other factors, it is closely connected with the individual style of activity. The general level of social responsibility depends, primarily, on its general col-

lectivistic or individualistic directedness: a collective-oriented person is prone to assuming a great responsibility for the common cause, to closer identifying themselves with group values, etc. But a person makes a choice and assumes (or doesn't assume) responsibility not only at work where there is more or less precise distribution of rights and duties, but also in other, less regulated and psychologically complex situations.

Reflexing processes at exercising self-control. <u>Reflexing</u> is thinking abound with doubts and contradictions, a special source of knowledge that relies on inner experience of a subject as opposed to the outer world of his/her sense; realization of need in self-evaluation following experienced states of consciousness and in self-analysis; understanding of how the person is perceived by other people. For a personality's self-organization, the most significant items of reflexing that need support are goal-formation of choice, I-concept formation, artistic self-development, conditions that influence life choices.

6.5. Requirements to evaluation criteria and evaluation procedure organization

Practically none of the directions in personnel work can do without personnel evaluation to a lesser or greater extent. The personnel evaluation procedures are basic for many specific aspects of work with personnel. There is a large number of various approaches to evaluation, and all of them have a common disadvantage – the decision's subjectivity depends greatly on who applies the method or who is engaged in evaluation as an expert. Evaluation technologies should be constructed in such a way that personnel be evaluated:

- impartially – regardless of anybody's private opinion or individual opinion;

- reliably – comparatively freely from being influenced by situational factors (mood, weather, previous success or failure…);

- objectively – the real level of mastering skills and competencies should be evaluated (how successfully a person copes with their work);

- with a possibility to prognosticate – an evaluation should provide data on what kinds of activity and on which level an employee is potentially capable of;

- in a complex – not only each member of an organization is evaluated, but also connections and relations inside it, and the possibilities of the organization in general;

- comprehensibly – the goals of the procedure and the evaluation criteria should be clear not only to a narrow circle of specialists, but also be understood by those to be evaluated.

6.6. Psychological compatibility in management structures

In the process of solving common professional tasks employees have to contact each other in order to coordinate their actions. On the level of such coordination their work efficiency depends. This coordination level, in its turn, is a derivative from the employees' compatibility degree. So, what is the essence of the notion of "psychological compatibility"?

Psychological compatibility is the group-members' ability to common activity based on their optimal matching. When forming any production group it is necessary to take into account not only each person's individual-and-psychological qualities, but also possible results of common activity which are determined by the process of their placing together. The level of psychological compatibility is determined by both similarity of some traits of collective members and the difference of others. As a result this leads to complementarity at common task-solving so that the particular production group makes a certain entity. As has been noted, no group is a simple sum total of individuals comprising it. The integrity principle (F.D. Gorbov, M.N. Novikov) supposes viewing a group as a single inseparably connected organism.

The beginning in studying the problems of psychological compatibility in domestic and foreign psychology in the 60ies was connected with experimental researches made on the groups that were comparatively isolated from other social organizations (cosmonauts, polar explorers, expeditions-members). But the role of groups' psychological compatibility is important in all without exception spheres of common human activity. The presence of high psychological compatibility of employees contributes to their harmonious work, and as a result – to high work efficiency. N.N. Obozov distinguishes the following evaluation criteria of harmony achievement:

- the results of mutual activity;
- emotional-and-energy consumption by activity participants;
- satisfaction of activity participants.

There are several levels of psychological compatibility determined by both employees' personality qualities and the content and difficulty level of the professional tasks being solved. Let's consider such three levels.

1st level is the psychophysiological compatibility which is manifested in the similarity of people's natural qualities: type of nerve system (temperament), physical endurance, capacity for work, emotional endurance, etc. In a number of professional activities these very qualities are needed. If, for instance, a brigade of workers fulfils an urgent building order which demands dexterity and endurance from every participant, the lagging of one of them decreases the wages of all and causes conflict (in this case the one who lags behind has to go). In mass line production on a conveyor belt, in sports games, in digesting information from control panels there is needed a certain speed and actions' coordination of people which makes their mutual work efficient.

2nd level is psychological level which is manifested in the coincidence of qualities which are result of training and education. To this level belongs the coincidence of character traits, people's professional interests, intellectual development level, moral qualities, etc. For example, work of cosmonauts, executives at various levels, a group of law-enforcement officers, etc. demands not so much of physical endurance as a high level of cognitive processes development: memory and attention, thinking, professional experience, acceptance of general moral norms, etc.

3rd level is socially-psychological level which is manifested in the coincidence of personality traits necessary for social interaction on the basis of common worldview: communicativeness, adherence to principles, social attitudes, political views, value orientations. The referred qualities are necessary for taking decisions on the upper levels of management in social management systems, in social-and-political organizations, and to some extent in common work-groups where people show interest to social problems and communicating.

In case of people matching in all the three levels, it is possible to say of their complete psychological compatibility. And at their complete incompatibility there appears psychological barrier when people don't wish to communicate, don't accept each other, don't wish to cooperate in any sphere. Nevertheless, both at complete co-incidence and at complete incompatibility the barrier arises comparatively seldom. More often, it is possible to observe prevailing compatibility on a number of individuals' psychological qualities when evaluating its level from the point of view of a specific activity's demands. Thus, the deeper employees' incompatibility, the higher the possibility of conflicts arising is, and as a result – work-groups' breakup.

Experiments conducted in order to study psychological compatibility testify to the necessity of distinguishing four types of employees' communicative behavior in the groups which solve common tasks:

1) individuals aspiring for leadership, and capable of problem-solving by only subduing other group-members;

2) individualists trying to solve the task alone;

3) individuals adjusting to the group (conformists) who easily submit to other group-members' orders;

4) collectivists trying to solve tasks by common efforts, that is why they not only accept other group-members' proposals, but also show initiative themselves.

Nevertheless, such types of communicative behavior depend not only on people's habits and abilities, but also on the character of the tasks solved. In experiments with operators digesting visual information and taking common decisions, the optimal groups appeared to be those whose members were active enough and exchanged information, acting collectively. The easier a task, the fewer demands for information exchange, and the task can be solved on behalf of one participant – the leader with submission of others.

Similar research conducted in real production groups have shown that the problem of labor efficiency cannot be solved by only manning brigades with workers with the same levels of psychophysiological qualities. It appeared that the presence of these abilities is not the paramount condition determining work-speed (on the example

of the work of female fitters). Some group-members possessing necessary professional qualities did not want to work faster. The decisive influence on the speed of performing production tasks by separate workers was made by socially-psychological directedness. On this characteristic the group members could be divided into two subgroups. The first one was comprised of those who orientated on permanent work in that collective and good wages. The second subgroup consisted of those who were more oriented on the possibility of raising their social status by improving their education level, while the wages were on the second place for them.

Thus, to gain the maximum work-efficiency and decrease conflictability in the collective it is necessary to form work-groups not only on the basis of professional abilities, but also with the same professional directedness, i.e. to consider compatibility of various levels.

Test questions:

1. Consider motivation as a factor of controlling a personality.

2. Why is a need a universal attribute of living systems and the basis of the motivation process? What is the outline of the general structure of the motivation sphere?

3. Name the kinds of biological needs.

4. Define psychologic requirements to stimulation organizing. How are moral-and-psychological stimuli used?

5. How does efficiency of decisions implementation depend on methods of control?

6. What enables to form personal responsibility and self-control?

7. The role of reflexing at exercising self-control.

TOPIC 7. PSYCHOLOGICAL ASPECTS OF MANAGEMENT INFORMATION SUPPORT. THE COMMUNICATIVE COMPETENCY

The notion of information in psychology. Communication networks and information flows. Psychologic peculiarities of information perceiving and processing, and the problems of optimizing its representation. Individual differences. Interaction between a human and a computer in management information support.

Differential-and-psychological aspects of the requirements for information models, visual and sound information encoding, regulating the rate, speed, amounts, the pace, and mode of supplying it to workplaces, the modes of information interaction, the structure and the algorithms of human activities.

The psychology of communication and its structure. Communication typologies. Elements of communication. Information-and-communicative, interactive, and perceptive functions of communication. The verbal and non-verbal components of communication. Positions in communication. The stages in communication. The content and specific effects of interpersonal perception. Interpersonal relationships in groups. Barriers in communication. Communication with "difficult" people. Psychological mechanisms of mutual understanding. Psychological mistakes that decrease the business communication efficiency and ways to avoid them. A business talk, conditions of efficient conducting of negotiations. Psychological contact with the interlocutor. Public speaking in the managerial activity. The ability to listen and to hear, the visual contact.

The goals and strategies of negotiating. The roles of negotiations participants. The stages of the negotiating process. The tasks at each of the stages in the negotiating process. The instruments of negotiating. Negotiating skills development. Group conduction of negotiations.

Communicative skills and developing them in the course of work activities.

Ways of regulation of social-and-psychological climate.

7.1. The notion of information in psychology

Information is one of the most complicated branches of present-day science. There are many definitions of information: information is communication and connection, in the process of which uncertainty is removed (Shannon); information is transmitting of diversity (Ashby); information is the extent of structures' complicatedness (Moll); information is a possibility of choice (Yaglom), and others. In the management theory, information is defined as sum total of knowledge on changes that occur in the system and the environment that decreases the extent of uncertainty of our knowledge on the given object, this is exchange in knowledge (data) between

humans, between a human and a machine, a machine and a machine. There are outside, incoming information, initial (outgoing) information that appears in the course of production, and secondary information resulting from processing of the incoming information.

Information is an object, means, and a product of managerial work. Of real value is only that information, which decreases uncertainty in a specific managerial situation.

The key components of efficient communications are data – unprocessed numbers and facts that reflect an individual aspect of reality along with data represented as or in a form that has sensory meaning. Information is of value if it is objective, complete, and relevant. Communicative process begins when one person (a sender) wants to pass a fact, an idea, a thought or other information to another person (a receiver). This information has significance for the sender regardless of its being simple and specific or complex and abstract. The following act is encoding of information in a form that correlates with the situation. Encoding may obtain the form of words, facial expression, or even artistic expression and physical acts. After the message has been encoded, it is transmitted through corresponding means of communication. Common means of communication in organizations are meetings, electronic mail, notes, letters, accounts, and telephone conversations. Following that, decoding takes place into a form which is meaningful for the receiver. The meaning of information may be different, and in many cases it is a reason for a reply, in which case a cycle is formed, because a new message is transmitted in the same sequence to the initial sender.

Psychologic peculiarities of perceiving and interpreting information and problems of optimizing its provision. Communications can be disrupted by obstacles – a noise, or a talk of other people nearby. Obstacles are also a letter lost at a post-office, a damaged telephone line, an incorrect address in an e-mail, etc. Currently, the following types of communication are widely used in organizations:

- interpersonal communications;
- communications in networks and teams;

- communications within organizations and electronic means of communications.

Oral communications take place during face-to-face talks, group discussions, telephone conversations, etc., wherein colloquial speech is used for transmitting the content. The advantage of oral communications is that they ensure immediate feedback and mutual exchange. A disadvantage of oral communications is that they may be distorted (incorrectly chosen words for expressing the essence; any obstacles disrupt the process; the listener forgets a part or the whole message; not enough time for weighted answers, etc.).

Written communications are accounts, notes, letters, entries, and so on. A disadvantage of these communications is that they delay feedback and mutual exchange; besides, they are more complicated than oral ones and require more time. The advantage of written communications is their accuracy. They are preferred when one or both parties need written records of what is taking place. Selecting a means of communication, managers should take into account all aspects.

Communicative schemes are modes by means of which group or team members communicate with each other. They differ in flows of information, the leader's position, and efficiency of different tasks. Managers may try to form a centralized scheme when the tasks of a group are simple and routine, and, on the contrary, to enhance group decentralizing if the tasks of the group are complicated (for instance, taking a major decision on the strategy of the enterprise), because open channels of communication ensure more interaction and more efficient spreading of information. Other forms are information flows between organization units or groups. Each of these forms includes both oral and written communications, but it correspondently applies to all the organization. There are vertical and horizontal communication links in organizations. Vertical communications take place upwards and downwards along the hierarchical structure of an organization. In these communications, managers, their superiors, and employees take part. Vertical communications can and should by double-sided (directed from top to bottom and vice versa) because in this case with an active feedback they are more efficient than one-sided ones. Horizontal communica-

tions take place among colleagues and co-workers at the same level. They enhance coordination between due sections and play the main role in work teams consisting of workers from different departments.

7.2. Interaction between a human and a computer in management information support

Computerizing of nearly all spheres of human activity has led to arrival of the software mass user (terminal user), that has caused new interest in the problems of optimizing the processes of human interaction with a computer. One of such problems is coordination of work-rate capacities of a computer and a human and construction of adaptive systems, adaptive interfaces.

In computer-information revolution, the human in the course of changing nature according to their laws, turns it into their workplace. A new self-evolving system appears: a human – equipment – environment. By influencing the environment, the human tries to adapt to it, to the fruits of their own activity. A permanent self-adaptation of the human takes place, which is the real essence of their being. That is, the culture of living in the human-created environment is formed. And for the human's good it is necessary that the environment be viable. In a self-developing culture, the most important item is the source of human development. Together with social institutes, machines, social technologies, and culture, the human creates a new entity which needs philosophic understanding from the point of wholesomeness and historicism. The main direction in management reconstruction and its radical improvement, adapting to current conditions has become mass application of the newest computer and telecommunications equipment, and forming on their basis highly efficient information-managerial technologies. The means and methods of applied information technologies are used in management. New technologies that are based on computing equipment need radical changes in organizational structures of management, personnel potential, documentation system, and information fixation and transmitting. Information technologies of the third level mean the highest stage in management computerizing and enable applying computers in creative process, combining the strength of human brain with the power of electronic equipment.

The total integrated management automation supposes involvement of the following information-managerial processes: connection, gathering, storing, and access to the needed information, text preparation, individual activity support, programming, and solving special tasks. The chief directions of information managerial activity automation are the following: automating of the information exchange process, including automatic phone stations and e-mail. The present-day technical means of information-managerial activity automating are:

- personal computers connected in networks;

- electronic typewriters;

- text interpretation systems (problem-oriented computer systems with ample functional opportunities);

- copying machines;

- means of communication;

- means for automation of archive documents input and search for information on non-traditional data carriers: magnetic discs, tapes, microfilms, optical disks, and so on;

- information exchange means: computer networks, e-mail;

- video-information systems;

- local computer networks;

- integrated networks of organizations.

Differential-and-psychologic aspects of requirements to information models, visual and audio- information encoding, regulation of speed, volume, rate, and means of delivering it to workplaces, information interaction modes, the structure and algorithms of human activity.

Due to a great variety of the existing forms and methods of management in economy (enterprises of various types, agencies, ministries, etc.), of great importance are the issues of unification of algorithms for economic management automated systems. Solving of this problem is conducted by performing work in the following three directions:

- developing mathematic software for various economic automatic management systems from unified modules;

- singling out more or less similar economic objects (enterprises, industries, administrations) and developing unified systems of mathematic software for them;

- reconstruction of the existing economic management systems in the direction typifying information processes and organization structures in order to apply typical algorithms in them.

Works on the mentioned three directions of mathematic software unification should be conducted in complex. This means that when developing specific automated management systems the designers should take into consideration the possibilities of both bringing them up to some determined type, and building these systems up of unified blocks. A typical set of problems can be divided into the following classes:

1. Accountancy interpretation. Here, attention should be focused on entries and control of outgoing data, formation of outgoing documents, and rational sorting organizing. For solving problems of this class, universal tabular-oriented means are widely used.

2. Estimations of the need in materials according to production plans and norms of materials expenditure. The essence of these problems comes down to sorting typified materials and products and calculating the sums of paired products (results of multiplication). Attention should be focused on rational organization of normative base, which would ensure complete and timely obtaining of normatives from enterprises. At machined implementation of thess tasks, it is important to ensure a rapid search for and simplicity of correcting the needed norms. For this purpose, associative programming methods are efficiently used.

3. The problems of optimal perspective planning and development and allocating production, which come down mostly to compilation of various kinds of production balances and production distributions (sectors, inter-sectoral, regional, and so on). From the programming point of view, the peculiarity of these problems is operating with matrices of larger dimensions and application of standard methods and linear programming tasks (the simplex method, and others).

4. The problems of optimal current production planning and tasks distribution among production units (ministries, factories, production shops, etc.). They are solved mostly be means of linear programming.

5. Gathering and processing of current information that comes through communications channels directly to a computer in real time simultaneously from many distant units. The peculiarity of this class problems is the need in control of information transmitting and ensuring two-way information exchange.

6. The problems on warehouse stocks management that include current control on levels, optimal distributing among consumers, and optimal planning of orders for stocks replenishment. When solving these problems, the linear programming methods and mass servicing theory are applied.

7. Information-and-logical documentary and factual (reference) problems. They are characterized by storing in machine memory large arrays of reference information on equipment, personnel, production areas, produced goods, materials and semi-finished products that are used, etc. Program realization of these problems is based on the use of information-characteristic tables, associated knot structures, and other methods.

8. Problems on production and material-and-technical supply modelling. The problems deal with production and material-and-technical supply modelling (deterministic, statistical modelling). They are characterized by use of special methods and means to obtain random numbers, applying typical procedures for synchronizing modelled events, constructing linked lists for controlling the sequence of events. These peculiarities require availability of special means of economic systems modelling.

9. The problems on sectoral planning and managing the processes of designing complex products. A characteristic moment is the use of methods of optimizing network time-graphs with taking into account the time and the cost of development and producing the goods. Typical blocks of algorithms and programs are created for calculating and updating network time-graphs and ensuring interaction between a computer and a human in the process of analyzing the graphs and decision-making.

To typical problems from the point of their machine realization, pertain:

- arrays and entries processing;

- amassing and search for data in hierarchical classification systems;

- bibliographic search;

- factual search.

According to the Law on Information (art. 28), information falls into open and the one with limited access. Information with limited access, in its turn, by its legal classification falls into confidential and secret.

Communications in organizations are considerably influenced by electronic means of communications. Information technologies relate to the resources that an organization uses for managing information needed for attaining its goals. Information technology can use computers, computer networks, telephones, and other equipment. There are six most widely used kinds of information systems:

- operation-executive management system – with its help routine and current operations are made;

- management information system – gathers data, organizes and systematizes them in a form convenient for managers and provides to them information necessary for their work;

- decisions support system – automatically finds, interprets, and summarizes information needed for specific decisions;

- administrative information system is designated for special needs of processing information by managers at higher levels;

- internet networks – communications networks that operate within an individual organization;

- expert systems – systems built up by the principle of determining all "if – then" possibilities that are related to a specific situation.

7.3. Ways of regulation of socio-psychological climate

Socio-psychological climate is formed under the influence of psychological mechanisms of collective activity regulation – adaptation, communication, and integration.

Socio-psychological adaptation supposes active acceptance and adoption of values and norms, and established traditions by new members of a work group. Lack of it makes it impossible for a person to be involved in the informal structure, to use the forms of individual qualities realization common for this group, to realize oneself.

Communication supposes an active information exchange and group members' mutual spiritual enrichment. Through communication not only production management is fulfilled, but also the formation of social-and-psychological climate. A manager should see to it that employees could communicate with each other within reasonable limits, and at the same time (s)he must suppress discussing people's private life in their absence, gossip, and reporting on others.

Successful implementation of the integration process leads to collective's turning into a unified, self-regulating social mechanism well-adapted to mutual and individual activity. Orderliness, harmony, and psychological compatibility enable a work group to independently choose the optimal forms of activity ensuring successful fulfilment of a task and the utmost disclosure of every individual's personality, creative potential.

One person, even vested in managerial authorities, will not create a favourable socio-psychological climate. This is a matter of the whole collective. That is why it is very important that not a single person in a collective should adamantly stand up for stable situation and creative, constructive beginning in all matters. Experienced, qualified employees can render a great assistance in eliminating calamities, pessimism, decadence, and even panic in collectives. So, a collective has to be brought up, or educated.

Education is a stable, wholesome, and unidirectional process of influencing people's social attitudes and expectations carried out in accordance with certain goals.

Educational influences may also be unconscious in character. Even when setting some goals, a manager often does not realize that (s)he uses inadequate educational means for these goals, or on the contrary, (s)he can intuitively select correct methods and means of influence.

The level of realizing and the behavioral skills of a person or a group of people should be considered as the main result of education.

What is it important for a person to realize oneself in a collective? First of all, the grade of involvement with an organization, social importance of the manufactured production, or rendered service and the personal profit from the activity performed.

What behavioral skills is it important to form? First of all, these are coordinated activity skills ensuring labor process. These skills are expressed in a concrete style of behavior, suppose certain group norms, status hierarchy, and social attitudes.

Group norms. A person in the sphere of self-evident notions and conventional norms feels oneself free from limitations as well.

Status, as well as a person's position in a group, is a rigid phenomenon. A well-tuned collective has a distinct hierarchical structure in which every employee knows his/her place. A manager caring for favourable social-and psychological climate in the collective must analyze the personality and activity peculiarities of work group and form the status structure in such a way that it maximally corresponded the organization's tasks on the one hand, and united the work group into a single complex with clearly fixed social roles and status positions.

Personality status should be maintained: a top executive's strict peremptory shout at a middle manager in the presence of employees reduces to nothing all the efforts to form a favourable social-and-psychological climate.

The attitude as readiness for action in a strictly defined way is acquired mainly through the following social-and-psychological mechanisms: imitating, contamination, convincing. In everyday life these mechanisms do not ever occur in their pure forms, but as a specific conglomerate supplemented and distorted with personality's perceptions, aims, values, and work conditions.

German psychologists G. Hibsch and M. Vorwerg point out that while imitating people learn the ways of behaving and reacting without the use of any methods and modes of influence. In other words, imitating is spontaneous formation of an attitude. An apprentice in a shop "behaves" by his master's example though (s)he does

not get from his master any direct orders concerning bad or good behavior towards bosses or other employees.

J. Lollard and N. Miller have established that there are four main groups of people causing an especially strong desire to imitate:

1) people who are older;

2) people exceeding one in social status;

3) people exceeding one on the intellect level;

4) people exceeding one in some practical skill.

So, the desire to imitate is caused especially by the people who have mastered the ways of behavior readily accepted by the imitating person or even causing his/her excitement. And the desire to imitate is also directed at such kinds of reaction (and readiness for it) which needn't necessarily be connected with the quality causing excitement. A duty of manager is to see to it if possible that identification should be positive, i.e. that newcomers should imitate professional and moral employees.

Identification is connected with forming the feeling of belonging to the group in the course of interpersonal communication. The process evolves on three levels: emotional – ability of empathy; on value-and world-viewing level – the ablity of sharing another person's point of view; on behavioral level – reproduction of behavior patterns.

Identification is facilitated:

1) in relation to all persons inducing the desire to imitate;

2) in unclear, ambiguous, and confusing situations for which there don't yet exist socially sanctioned behavior patterns;

3) for persons who are "trainees" and that is why have to initially adapt their behavior to new situations;

4) for persons who due to their character are not sure of themselves and (or) suffer from inferiority complex. Thanks to identification with an authoritative person they subjectively acquire the needed confidence.

In the identification mechanism an important role is played by an anti-ideal containing such behavioral patterns which a person doesn't want or mustn't demon-

strate. An anti-ideal represents everything that a person doesn't want to associate oneself with. An anti-ideal is usually expressed brighter than an ideal. For many people it is easier to think dichotomically, and that is why when defining notions they usually apply the "rule of contraries": "generous is not greedy", etc. A manager working with the identification mechanism needs to orientate the group on the both sides of behavior reality – on the ideal one, and the anti-ideal one as polar sides of labor activity and communication.

There may be spatial, time, and information coordination. In the case of spatial coordination of homogenous work operations one speaks mainly od simple adding of forces. It is known that bricks that are passed to the wall "by chain" will go faster if they are carried by separate workers even if the number of workers remains the same. So, five people can carry a heavier log than sum total of their individual forces would permit. Employees in organizations are usually well aware of this coordination effect, but they don't take inti account its opposite effect: in large groups every new member diminishes the efforts of the rest of the team, and due to this there happens the so-called "social discharge". The phenomenon of social discharge is not always negative: when a worker is lost, a group will work more effectively for a while.

In the case of coordination of homogenous work operations in time the adding of forces is more complicated. Here, there are summed up not as much as forces as such, but also their possible advantages and disadvantages, i.e., their quality. At the simultaneous action of homogenous forces their disadvantages are compensated, and their advantage increases. Thus, five people busy with looking for a lost thing will find it with a greater probability than one person who is given five times more time for it. The decisive additional productivity is gained not by means of this common directedness, but by means of simultaneous and combined use of production abilities of various qualities. While in the case of spatial coordination of single forces they necessarily have to be directed at an object in the same sense, in time coordination the total productivity increases thanks to independence of separate workers. Employees know in general whose role in the production output or service rendering is the biggest, but everyone tries to overestimate his/her own role, and accordingly to diminish

that of another person. Hence the appearance of resentments when it comes to material and moral stimulation, and satisfaction with labor decreases.

Information coordination is directed at overcoming of uncertainty in common actions. It is determined on the one hand by the preset aims and operations, and on the other hand by activity control. The collective must have information on labor conditions, its remuneration, perspectives, to be sure of stability in organization's development, stability in every employee's life. If such information is not provided by the management in time, there appear various rumors, some of which may be openly destructive in character (frightening rumors for instance).

Management of social-and-psychological climate is more effective when the objects, actions, and information in people cooperation are coordinated into one joint force.

Test questions:

1. Disclose the notion of information in psychology, as well as notions of "communication networks" and "information flows".

2. What are psychologic peculiarities of perceiving, processing of information and the problems of optimizing its provision?

3. How does interaction between a human and a computer in management information support take place?

4. Ways of regulation of social-and-psychological climate.

TOPIC 8. PSYCHOLOGICAL FOUNDATIONS OF DECISION-MAKING

Making decisions as a psychological process, the role of the subjective component. The structure and the inner dynamics of the cognitive process. Decision-making: individual differences. Types of thinking. Conditions of decisions-making: indetermination, danger, responsibility, intellectual strategies, free-will and volitional regulation, risk. The situational determinant in making a managerial decision. Awareness of responsibility. Motivational and emotive components of the decision-making process. The style and the strategy in decision-making. Tasks complexities

and typical mistakes. Psychological regularities of making erroneous decisions. Decision-making under conditions of lack of time and insufficient information. Evaluation of events' probability: euristics of accessibility, the visual effect, the effect of subjective evaluation of small, medium, and great possibilities; the "anchor" effect. The effect of excessive and insufficient certainty. Psychological methods of alternatives generating: the brainstorming method, the morphological analysis method, the synectics method. The principles of optimizing the collective decision-making processes.

Psychological methods of decision-making optimization. Psychological methods of assessing the consequences of a decision: the discount effect, the contribution effect. The professional thinking culture.

8.1. Psychology of communication and the structure of communication

The notion of communication. <u>Communication</u> is the basic form of human existence. Absence or lack in communication can deform a human's personality. Communication is in the basis of nearly everything we do, and it serves a vitally important goal: establishing relationships and cooperation between people. Ability to communicate has always pertained to the number of the most important human traits. Practice demonstrates that not all people can communicate efficiently, moreover, not all managers. The paradox is that managers, as their activity supposes, should spend 50% to 90% of their work time on communication, because holding meetings, sittings, talks, discussions, negotiations, accounts to superiors, etc. – all these are various forms of business communication. Communication, or intercourse, is the process of establishing and development of contacts between people that arises due to needs in social activity and includes:

- perception, cognizance and understanding of communication partners (the perspective side of communication);

- information exchange (the communicative side of intercourse);

- working out a common interaction strategy (the interactive side of communication).

In its most common form, communication acts as a means of people's uniting and development. It is difficult to find psychologic phenomena inherent in people which in this or other form would not be involved in the process of communication. Social content of communication is that it acts as a means of transmitting forms of culture and social experience.

Information-communicative, interactive, and perceptive functions of communication. There are three interdependent sides of communication:

- perceptive (that is, reciprocal acceptance by communication partners of one another);

- communicative (that is, mutual exchange of information);

- interactive (that is, interaction of communication partners).

Psychologic essence of communication is that in the course of this process, the subjective world of one person opens up for another person and their mutual spiritual enrichment occurs.

The verbal and the non-verbal components of communication.

According to sign system used in communication, they distinguish:

- verbal (language) communication, which in its turn falls into oral and written speech;

- non-verbal (wordless) communication, which plays extremely significant role in our lives. According to available data, we receive 60% to 80% of information from the interlocutor through non-verbal channels.

1. Positions in communication.

In communication, the following positions can be singled out:

1) well-meaning position of interlocutor acceptance;

2) neutral position;

3) hostile position of interlocutor unacceptance;

4) domination or "from above communication";

5) on-par communication;

6) subjugation or "lower position".

The efficiency of interaction in the course of managerial communication is connected with the positions that interlocutors assume. A successful attempt at rendering assistance in choosing rational positions in communication is the theory offered by American psychiatrist E. Burn (a transaction is a unit of communication, this is an action (act) directed at the other person). Burn has arrived to the idea of a complex personality structure and the presence within this structure of the three states of "I" ("a father", "an adult", and "a child"), which determines the character of communication between people. Each of these states, in its turn, is manifested in this or other position in communication and supposes certain algorithms, or models of behavior. The process of interaction in communication depends, to a great extent, on adequacy of the chosen states, positions, and transactions to the communication situation.

Communication as interaction can be viewed from the point of <u>orientation at control</u> and <u>orientation at understanding</u>. Orientation at control supposes a desire to rule, to control the situation and other people's behavior, which are usually combined with a wish to dominate in the interaction. Orientation at understanding switches on the desire to understand the situation and others' behavior. It is related to the desire for better interaction and avoiding conflicts, to the ideas of partners' equality in communication and the need to achieve interaction as opposed to one-sided satisfaction.

Stages in communication.

The communication process can be viewed as a local act: a talk with some interlocutor, discussion of specific issues by a group of people, etc. In a broad representation, it is possible to single out the following stages in communication:

1) establishing contact;

2) orienting in (getting acquainted with) the situation (people, circumstances, etc);

3) discussing the issue, the problem;

4) making a decision;

5) disengagement (going out) of the contact.

In business communication, this scheme can be both concise, short, and complete, extensive one. It is singling out these stages and their regulating that determines to a great extent the efficiency of business communication.

The content and specific effect of interpersonal communication. Interpersonal relationships in groups. The main goal of perception is to form first impression of a person. On the basis of numerous research, psychologists have come to the conclusion that the first impression is formed under the influence of three factors: the prevalence factor, the attractiveness factor, and the attitude to the observer factor.

The problem of perception reliability is incomplete without considering a number of effects in the process of the action of the stereotyping mechanism. The most typical of them are:

- the cloud-effect, that is, a rough generalization, a black-and-white estimation;

- the relief effect, that is, too positive an estimation of the observed events, actions;

- the focal tendency effect, that is, a desire to average the estimation of the observed processes and phenomena;

- the halo-effect, that is, a tendency to connecting a characteristic of one trait of the character with other traits of a person;

- the contrast effect, that is, predisposition to oppose one's positive traits to those of surrounding people;

- the projection method, that is, predisposition to assign negative traits of one's character, as well as motives of one's behavior to others. Thus, a person who often tells untruth in most cases mistrusts other people.

Stereotypes are a "roughly adjusted" instrument that enables a person "to economize" psychic resources and time. They have their "allowed" sphere of social application. Nevertheless, further on, in the process of a prolonged perceiving of the interlocutor, a stereotype has to step away and give the place for "fine-adjustment" mechanisms to act. There comes the stage of a deeper and objective understanding of the partner, their actual emotional state, the dynamic of their attitude to us, that is, a de-

sire to see behind the outer attributes their inner state, to "read" the inner world of the other person.

8.2. Barriers in communication

Language, information of any kind have always been and are means of instilling something, or suggesting (influencing a person's will and feelings). Nevertheless, we often witness the opposite psychic activity, the so-called counter-suggesting, that is, a person as if protects themselves from merciless impact of the other person's speech. The mechanism of counter-suggestion builds up numerous communication barriers on the way of language, information. Therefore, a communication barrier is a psychologic obstacle on the way of adequate information between interlocutors. In the process of business communication, appearing of three different modifications is possible: the "authority", the "avoidance", and the "not understanding" barriers. The first two ensure protection from the source of information; the latest barrier is protection from the notification itself.

Communication with "difficult" people. Each person possesses a unique manner of communication. Any interlocutor is special. Nevertheless, they can be united in groups by any common characteristic traits. The main criteria for classifying the types of business interlocutors are the following: competency, openness and sincerity, mastering of communication methods with other participants of the talk, being interested in the topic and success of the talk. Nine "abstract types" are represented in the classification: a silly "nihilistic" person, a positive person, a know-all, a chatterbox, a coward, a cold-blooded impregnable interlocutor, an uninterested interlocutor, a VIP, a why-person.

It is up to everyone to continue and to clarify the classification at will on the grounds of their own experience of organizing and conducting of business talks. It should be noted that the same person may vary depending on the significance of the topic, running of the talk, type of other participants, etc.

Psychological mechanisms of mutual understanding. The psychological mechanisms of perception in the course if interpersonal communication are identification, empathy, and reflexing.

The simplest way of understanding another person is offered by <u>identification</u> – assimilating oneself to another person. At identification, a person as if places oneself in another person's position and extrapolates how he/she would act in similar situations. Very close to identification is <u>empathy</u>, that is, understanding at the level of feelings, a desire to respond emotionally to another person's problems. From the point of communication characteristic, both identification and empathy require solving another question: how will the other one, that is the interlocutor, understand me.

The process of understanding one another is mediated by the process of reflexing. In social psychology, reflexing is understood as realizing by an individual of how he/she is perceived by the communication partner. This is not just knowing the other person, but the knowledge of how the person understands me, that is, a kind of duplicated process of mirror reflection of one another.

Psychologic mistakes that decrease the business communication efficiency and ways of preventing them. First, all participants in communication are its subjects, and therefore, all their attitudes, motives, goals, etc. have to be taken into account. Second, the character of information exchange between people is determined by the fact that with the help of signs people can influence one another. Third, the process of information transmission will be efficient only in case when both partners possess the same or similar system of encoding and decoding signs (communicate in the same language and understand in the same way all the signs and meanings that are used in communication).

A business talk, conditions for efficient conduct of negotiations.

By means of a business talk, it is possible to accomplish aspirations of one person or a group of people for an action that will change at least one aspect of a situation, or establish new relations between the participants of the talk. In the world of business or politics, business talks are oral contacts between interlocutors who have been duly authorized by their organizations or countries for conducting them and solving the concrete problems.

Initiative in business communication is taken by the party who has set the type of contact, determined the form of setting the goal, put forward the accepted idea of

the solution, summarized the outcomes of the discussion – that party bears a greater responsibility for solving the issue. There is the rule: "Hand over the initiative timely", which is of special importance regarding a chief talking to a subordinate; that is, it is important to give a subordinate an opportunity to express his/her thought; it is useful that a subordinate themselves formulates the decision, even when it is the chief who offers it, because this raises activity, removes alienation and formal attitude (you do this and this) of a subordinate to the problem.

Public speaking in managerial activity. A business person influences the audience by mere appearing, even without having said a single word. For an influence to be efficient:

- pretend that you are glad to see everyone;

- pronounce the words with a strength, convincingly, without changing the tone of the sound;

- everything has to be expressive and clear: the words, the movements, the gestures.

Special attention should be paid to hands gestures. Skillful gestures with hands are an additional, most often applied means of amplifying your speech.

Each speaker faces a number of consequent tasks:

- to draw the audience's attention;

- to ignite people with your energy and to deliver the main idea of your speech to them;

- to conquer the minds of the listeners with your idea;

- to develop and strengthen success, to bring it down to the prose of life.

Only that speech can be considered successful, following which the audience knows precisely what to do with the information they have obtained. In other words, there has to be the result of your speech. To achieve this,

- on completing the speech be sure to explain, what the listeners need the information for. Your speech might have been long, and the listeners might have lost your train of thought;

- explain in detail, how to use the obtained information;

- if your speech was informative, anyway remind briefly what was talked about.

More courage, more inventiveness, more originality, and the audience will be conquered.

Ability to listen and to hear, visual contact. Inability to listen is the main cause of inefficient communication, it is this which leads to misunderstandings, mistakes, and problems. Listening is a complex process that requires considerable psychic energy consumption, certain sills, and general communication culture. It is possible to single out the following kinds of listening: reflexing (active listening), non-reflexing (passive listening), and empathic listening.

Non-reflexing listening is the skill to keep attentive silence, without interrupting the interlocutor's speech with one's comments.

Reflexing listening is the process of decoding the meanings of the utterances. To establish the real meaning of information is helped by giving answers to reflections, among which are clarification, paraphrasing, reflecting of feelings, and summarizing.

One should avoid typical mistakes in listening, to which pertain the following:

Interrupting the interlocutor during their speech. Quick conclusions makes the interlocutor take a defensive position, which immediately creates an obstacle for constructive communication. Quick negations often appear when disagreeing with what the interlocutor says. Unasked for advice are usually given by people who are unable to render a real assistance.

Empathic listening enables to experience the same feelings that the interlocutor is experiencing, to reflect these feelings, to understand the interlocutor's emotional state and to share it. At empathic listening people do not give advice or try to evaluate what is being said, or moralize, criticize, or teach.

8.3. The tasks and strategies of negotiating. The role of participants in the talks

Business negotiations often suppose the presence of interests of the participant parties that do not coincide or are even opposite in character and require from the par-

ticipants an ability to reach a reasonable agreement. A reasonable agreement to the greatest extent corresponds to the interests of both parties, justly regulates conflicting interests, is long-term, takes into account public interests, and does not spoil the relations between the parties. It is difficult to achieve a reasonable agreement, it is necessary to promote cooperation between the parties wherein approximation of interests takes place along with the search for mutual benefit on the basis of mutually acceptable and mutually beneficial variant of solving the controversial issue. Different negotiating tactics can be applied, not all of which are efficient and useful.

In real practices, there are more often such inefficient behavior strategies in solving controversial issues as:

1) rigid domination (rigid approach) of one party and correspondently forced subordination, capitulation of the other party or the open confrontation of parties;

2) "soft compliance" (soft approach) which is directed at avoiding confrontation and leads to a compromise solution (an mutual compliance) or to the victory of the "rigid" participant.

Of maximum efficiency are principled negotiations (which are business, in fact) directed at cooperation and search for a reasonable principled agreement.

The stages of the negotiations process. The tasks at every stage of negotiations.

1. Rational, efficient, and specific preparation for the talks starts with a precise defining of the specific goal of negotiations.

2. The object of negotiations is the main issue that has to be discussed during negotiations. First, it is necessary to conduct a detailed analysis of the problem, that is, to determine the interests of both parties – yours, and your partner's, to think over which of your interests are of special importance and what can be an obstacle for their accomplishment.

3. Any talks take place in certain situation that can positively or negatively influence the negotiation progress. That is why it is important to try determining an expected and possible influence.

4. For many companies, it has become obligatory to coordinate the precise time limit of negotiations and business visits.

5. Choice of the place for the meeting can influence its outcome.

6. Of great significance is the choice of the time of negotiations.

7. During the greeting, the following moments should be taken into account:

a) every participant of the talks should know, esteem, and use the forms of greeting customary in the country represented by the partner. Nevertheless, the active party in the greeting is the receiving party, which determines the ceremony of the greeting, the extent of friendliness or restraint;

b) every participant in the talks should watch that the act of greeting correspond to the norms of good upbringing;

c) it is necessary to apply such forms of addressing the business partner which are customary in his/her country;

d) business cards are obligatory.

8. The stage of entering the contact. When partners have taken their places at the table, it is necessary to try forming a situation that will facilitate the contact. The talk preliminary to the negotiation should be unobtrusive, but not an empty one either.

9. Behavior at the face-to-face (business) stage of negotiations.

From the methodology point, the business or face-to-face stage is subdivided into the two phases: the orienting phase, and the persuasion phase.

The main task of the orienting phase is gathering detailed information as to the partner's interest in the object of negotiations, the need in it, information on the motives of buying (selling). During this phase, it is also necessary to inform the partner extensively on the object of negotiations, to demonstrate your knowledge concerning the object of negotiation.

The goal of the persuasion phase is to balance the participants' interests and to lead the partner to a positive solution concerning the object of negotiations. The minimum goal is formation of acceptable objective and subjective conditions for negotiations.

It should be born in mind that even an obviously beneficial proposition to a partner will not be automatically perceived by him/her as it is. That is why, it is necessary first to persuade the partner in this as a buyer (or a seller) and as a person.

10. Completion of negotiations. The situation at this stage of the talks is determined by the general progress of negotiations. In case of the negative outcome, subjective contact with the partner should be maintained at any case, as well as business contacts for the future.

11. Analyzing negotiations. An analysis of the outcomes of business negotiations usually includes three stages:

1) analysis on completion of the talks made by the negotiations participants helps to evaluate their progress and results, exchange the impressions and conclusions, to discuss and determine the first events connected with the outcomes of the talks (to appoint responsible persons and to set the time limits for executing the agreements);

2) the analysis of the account on the outcomes of negotiations on the top management level pursues various targets;

3) individual analysis of negotiations is an expression of responsible attitude of each employee to their task and their enterprise. This is a critical self-analysis in the sense of control and learning the lessons.

Negotiating skills development. Here are some advice by American scientists L. Coren and P. Goodman concerning negotiations conduction.

1. An opponent will agree to negotiate only when he/she is slightly afraid of something.

2. You will gain more from negotiations if your opponent likes you.

3. Establish trust.

4. Make negotiation a natural process – express your feelings openly and coerce your opponent to do the same.

5. If the opponent is a representative of a different culture, take into account possible differences from the very beginning.

6. Detect the hidden feelings of your opponent and play to them, but don't get caught by the same fishing rod.

7. Don't deprive yourself of respective attitude of the opponent, avoid numerous apologies and don't try to please everyone.

8. Never criticize and turn away your opponent's position at once.

9. If the opponent gets furious, don't hurry to react, let him speak out.

10. Put yourself in the opponent's position to understand his/her point of view.

11. Ask the opponent directly what he/she wants.

12. Ask more questions. Listen attentively to what is being answered and watch attentively how it is being answered.

13. Pretend that you know less than you do, maybe the opponent will tell more than you wanted to know.

14. Be an active listener, let the opponent feel that you understand him/her.

15. In your arguments, use the notions that are accessible and familiar to your opponent.

16. Stress on the positive, exclude the negative.

17. Give the opponent some time to get used to a new and unusual idea.

18. Act in the manner that predisposes your opponent to cooperation: ask questions, ask for advice.

19. Use the opponents' critical remarks for strengthening your positions.

20. Make silence a strategic weapon.

21. Involve your opponent in forming decisions to ensure his/her support for the future.

22. Never let the opponent know how you are pleased with the matter in question.

23. Destruction of the opponent may destroy the operation itself.

24. Help your opponent "to save his/her face" when he/she has to lose or to concede.

The group negotiating. When delegations participate in the talks, it is necessary to make a very thorough analysis of the list of the delegation, a number of events concerning one's own delegation, compile the list of participants with taking into account the competency and the number of people in the partners' delegation, as well as consider individual contacts (if they have already been) with their representatives.

The final phases of preparations for group negotiating are usually similar to that of two persons, with the delegation's uniting into a group. This means:

- collective discussion (concluded with taking decisions) of separate stages of the talks;

- appointment of the speakers (who speaks and on which problem);

- the decision on who and using which arguments will respond to expected objections;

- roles distribution (who and when asks questions, which questions, etc.).

On these and other issues that relate to the goal of negotiation, a total agreement should be reached prior the beginning of the talks. Strict discipline of the delegation participants plays an important role. Group negotiations are, for the most part, the talks between the delegations' leaders. The rest of their representatives consult the leaders (that is, if partners turn with a question or make a request to one of the delegation members, he/she speaks only when the leader asks him to). The delegation leader bears most of responsibility for the negotiation progress. He/she decides whether to answer the other party's questions, to postpone the answer, or to change the topic.

Depending on the object, the significance, and the goals of negotiation, it is desirable to conduct a rehearsal of the talks, to practice conducting them.

Communication is exchange of thoughts, experiences, moods, wishes, etc. In other words, from this perspective, communication is understood as an information exchange process. Information is not only transmitted, but is being formed, clarified, developed. Communication in intercourse is primarily an influence. In case of successful communication, a change in the idea of the addressee's world takes place. Communicative skills formation requires time and patience.

8.4. Self-education and education of managerial personnel

It is impossible to increase a manager's business activity without increase of professional knowledge. Besides, special knowledge gets morally outdated. Scientific and technological progress becomes systematic in character and changes in one area of knowledge cause considerable corrections in another one. While estimating the current state of education one can see that it needs deep and wide renovating.

A great role in increasing business activity is played by self-education, self-development, and self-improvement. Self-sufficiency and responsibility transform from conditions of personality's development into criteria of not only self-administration, but also into those of personnel management. Thus, speaking of American management of 1990ies, there was a fashionable concept of continuous self-education and self-development.

Experts also distinguish the following categories:
- Ability to see the final goal
- Ability to arrange priorities and to concentrate
- Flexibility
- Active consciousness
- Realistic optimism
- Thinking by the principle "I won – you won"
- Mastering oratorical skill
- Project management
- Problem solving and making complex decisions
- Client-orientation
- Business experience
- Technical expert
- High moral quality.

Test questions:

1. The structure, functions, stages, and positions in communication.

2. Disclose the content and specific effects of interpersonal perception and interpersonal relations in groups.

3. Name psychological mistakes and barriers that arise in communication.

4. Determine the necessary conditions for efficient negotiating, a business talk, etc. How to reach psychological contact with the interlocutor?

5. Substantiate the significance of public speaking in managerial activity.

6. How to develop communicative skills in the course of service activity?

7. Self-education and education of managerial personnel.

2. METHODOLOGY RECOMMENDATIONS FOR PRACTICAL CLASSES

2.1 The plan of practical classes

#	Topic	Hours			
		Day-time dept.		Extramural dept.	
		L	Pr	L	Pr
1	A human's personality activity. Behavior regulation.	2			
2	The personality of a manager in an organization.	2	2		
3	The management and leadership psychology.	2	2	2	
4	The methods of personality study. Compiling a characteristic of an employee's business and personality traits.	2	2		
5	Interpersonal relationships in management systems.	2	2		
6	The psychology of managerial influence.	2	2		
7	Psychological foundations of decision-making.	2			2
8	The psychology of planning and organizing.	2	2		

2.2. The practical classes' contents

Practical class 1. A human personality activity. Behavior regulation

Issues to be discussed in the practical class:

1. The personality and its role in the management system.

2. Activity, types of activity.

3. The role behavior, its essence.

4. Social norms and behavior regulation.

5. Personality traits and their meeting the requirements of an organization.

6. The influence by emotions on a personality's communication, activity, and feelings.

To prepare for the seminar the reports and abstracts titled:

1. Current tendencies in the psychology of management.

2. A woman-leader in the psychology of management.

3. The personality theories and their application in managerial activity.

4. Motives and motivation in management.

5. The role of crisis situations in forming a leader's personality.

Recommended information resources for doing the practical tasks:

1. Dzvinchuk, D.I. (2000). Psychological foundations of efficient management. Kyiv: ZAT "NICHLAVA".

2. Gren, L.M., Furmanets, B.I. (2020). *The model of an engineer personality's psychologic potential*. (a monograph). Kharkiv: I.S. Ivanchenko PH.

3. Melnyk, L.P. (2002). Psychology of management. *Lecture course. (2ⁿᵈ ed.)*. Kyiv: MAUP.

4. Myasoyid, P.A. (1998). General psychology. *Learning aid*. Kyiv.

5. Orban-Lembryk, L.E. (2003). Psychology of management. *Learning aid*. Kyiv: Akademvydav.

6. Romanovskij, O.G., Ponomaryov, O.S., Gura, T.V., et al. (2014). Preparing competitive managerial humanitarian-technical elite. *A monograph*. Kharkiv: NTU "KhPI"; Savchuk O.O.

7. Romanovskij, O.G. (ed.), Mikhailichenko, V.E., Gren, L.M., Knysh A.E. (2016). Psychology of a leader's managerial activity. *A science-methodological aid*. Kharkiv: TOV "V spravi".

8. Savelieva, V.S. (2005). Management psychology. *A learning aid*. Kyiv: "Professional" PH.

Practical class 2. Personality of a manager in an organization

Issues to be discussed in the practical class:

1. Psychologic peculiarities of the styles of management.

2. A manager's authority.

3. Peculiariyties of managerial activity in extreme situations.

4. Peculiarities in behavior at a personality's psychologic protection.

To prepare for the seminar the reports and abstracts titled:

1. Knowledge, skills, and abilities in administrative activity and interpersonal interaction.

2. Psychological issues of leadership.

3. Psychological heritage of the national "nomenclature" past.

Recommended information resources for doing the practical tasks:

1. Bandurka, A.M. (1998). *Psychology of management*. Kharkiv.

2. Dzvinchuk, D.I. (2000). Psychological foundations of efficient management. Kyiv: ZAT "NICHLAVA".

3. Furmanets, B.I., Gren, L.M. (2018). Thesauruses of leadership modernizing at a university. *A monograph*. Kharkiv: Ivanchenko I.S.

4. Gren, L.M., Furmanets, B.I. (2020). *The model of an engineer personality's psychologic potential*. (a monograph). Kharkiv: I.S. Ivanchenko PH.

5. Romanovskij, O.G., Ponomaryov, O.S., Gura, T.V., et al. (2014). Preparing competitive managerial humanitarian-technical elite. *A monograph*. Kharkiv: NTU "KhPI"; Savchuk O.O.

6. Romanovskij, O.G. (ed.), Mikhailichenko, V.E., Gren, L.M., Knysh A.E. (2016). Psychology of a leader's managerial activity. *A science-methodological aid*. Kharkiv: TOV "V spravi".

7. Romanovskij, O.G., Mikhailichenko, V.E., Gren, L.M. (2018). Pedagogy of leadership. *A monograph*. Kharkiv: FLP Brovin A.V.

8. Savelieva, V.S. (2005). Management psychology. *A learning aid*. Kyiv: "Professional" PH.

Practical class 3. Psychology of management and leadership

Issues to be discussed in the practical class:

1. Management and leadership as a psychological phenomenon.

2. A manager's leadership traits.

3. A manager's professionalism and competency.

4. A manager's authority as a psychological phenomenon.

To prepare for the seminar the reports and abstracts titled:

1. Current directions in leadership studies.

2. Management styles.

3. The criteria of evaluating the management efficiency.

4. A leader's emotional intellect.

Recommended information resources for doing the practical tasks:

1. Dzvinchuk, D.I. (2000). Psychological foundations of efficient management. Kyiv: ZAT "NICHLAVA".

2. Furmanets, B.I., Gren, L.M. (2018). Thesauruses of leadership modernizing at a university. *A monograph*. Kharkiv: Ivanchenko I.S.

3. Gren, L.M. The combination of a leader and a manager in one person as a token of success of any enterprise. *Information technologies: science, equipment, technology, education, health. Proceedings of the 18th International Conf.* (Part 4, p. 79). May 18-20, 2016, Kharkiv: NTU "KhPI".

4. Gren, L.N. Innovative leadership and social progress. The XXI century leaders. Forming of a charismatic leader's personality on the basis of humanity technologies. Proceedings of the II International science-practical conference. (p.129). September 27-28, 2018.

5. Romanovskij, O.G., Ponomaryov, O.S., Gura, T.V., et al. (2014). Preparing competitive managerial humanitarian-technical elite. *A monograph*. Kharkiv: NTU "KhPI"; Savchuk O.O.

6. Romanovskij, O.G. (ed.), Mikhailichenko, V.E., Gren, L.M., Knysh A.E. (2016). Psychology of a leader's managerial activity. *A science-methodological aid*. Kharkiv: TOV "V spravi".

7. Romanovskij, O.G., Mikhailichenko, V.E., Gren, L.M. (2018). Pedagogy of leadership. *A monograph*. Kharkiv: FLP Brovin A.V.

Practical class 4. The methods of personality study. Compiling a characteristic of an employee's business and personality traits

Issues to be discussed in the practical class:

1. The procedure for information gathering and preparing of the characteristic.

2. The expert evaluations methods.

3. The amount of data on personality traits in characteristics for various purposes.

To prepare for the seminar the reports and abstracts titled:

1. The notion of the process of activity organizing.

2. Psychological issues of people's interaction coordination in an organization.

3. Status positions formation. The roles and functions.

Recommended information resources for doing the practical tasks:

1. Batarin, A.V. (ed.), Lukianova, A.O. (2007). *Personnel management psychology*. Moscow: The Institute of Psychotherapy PH.

2. Krushelnytska, O.V. (2000). Motivation and evaluation of personnel's activity. *Learning aid*. Zhytomyr: ZhITI.

3. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). Psychology of a small group: Theoretical and applied aspects. Moscow.

4. Leontiev, D.A. (2000). The internal world of a personality. *Personality psychology in works by native psychologists. Anthology*. St. Petersburg: Peter.

5. Romanovskij, O.G., Mikhailichenko, V.E., Gren, L.M. (2018). Pedagogy of leadership. *A monograph*. Kharkiv: FLP Brovin A.V.

6. Herbert A. Simon, Donald W. Smithburg, Victor A.Tompson, Yemelyanov, A.M. & Petrov, V.V. (Eds.). (1995). *Management in organizations*. Moscow: «Economics”.

7. Yevtushenko, O.N. (2007). Psychology of management. Science-and-practical recommendations on psychological practice course in psychology of management. Mykolayiv: PP Shamrai.

Practical class 5. Interpersonal relationships in management systems

Issues to be discussed in the practical class:

1. The definition of the group. Kinds of groups, goals of their activity.

2. Informal groups.

3. Socio-psychological phenomena of an individual's behavior in a group.

4. Psychological unity in management systems.

5. Psychological compatibility in management structures.

6. Peculiarities of an efficient team.

To prepare for the seminar the reports and abstracts titled:

1. Specifics of the human's motivational sphere.

2. The main stages in the human's motivational sphere development.

3. Means of raising the cultural level of an organization's personnel.

4. Psychologic peculiarities of a manager's influencing the subordinates.

5. Volitional traits formation in a person.

Recommended information resources for doing the practical tasks:

1. Alder, G. (2001). *NLP, modern psycho-technologies*. St. Petersburg: Peter.

2. Batarin, A.V. (ed.), Lukianova, A.O. (2007). *Personnel management psychology*. Moscow: The Institute of Psychotherapy PH.

3. Kabachenko, T.S. (2003). Psychology of human resources management. *Learning aid*. St.Petersburg: Peter.

4. Krushelnytska, O.V. (2000). Motivation and evaluation of personnel's activity. *Learning aid*. Zhytomyr: ZhITI.

5. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). Psychology of a small group: Theoretical and applied aspects. Moscow.

6. Lukiyanykhin, V.O. (2004). Personnel management. *Learning aid*. Sumy: VTD "University book".

7. Matviyenko, V.Ya. (2000). Prognostics: forecasting social and economic processes: theory, methodology, practice. Monograph. Kyiv: Ukrayinski propilei.

8. Romanovskij, O.G., Mikhailichenko, V.E., Gren, L.M. (2018). Pedagogy of leadership. *A monograph*. Kharkiv: FLP Brovin A.V.

9. Tovazhnyanskyi, L.L, Romanovskij, O.O., Chervanyova, Z.O. (2003). Pedagogy of management. *Learning aid*. Kharkiv, NTU "KhPI".

Practical class 6. The managerial impcact psychology

Issues to be discussed in the practical class:

1. The essence of a manager's influence.

2. Characteristics of the chief means of managerial influence,

3. A superior's managerial impact on employees as a manifestation of his/her power and authority.

4. The typology of the objects of psychological influence.

5. Individual styles in decision-making.

6. A manager's orders (instructions) as a form of managerial influence.

To prepare for the seminar the reports and abstracts titled:

1. The main approaches to the issue of a superior's managerial influence.

2. The phenomenon of conformism.

3. The typology of objects of psychological influence.

4. Characteristics of different types of orders and resolutions as forms of psychological influence.

Recommended information resources for doing the practical tasks:

1. Aliushyna, N.O. (2013). *Psychological mechanisms of efficient managerial influence*. (Training and methodological materials). Kyiv: NADU.

2. Batarin, A.V. (ed.), Lukianova, A.O. (2007). *Personnel management psychology*. Moscow: The Institute of Psychotherapy PH.

3. Gren, L.M. Personnel adaptation in an organization. Professional management in current conditions of market development. Proceedings of the VI science-and-practical conference with international participants. (pp. 380-383). November 1, 2017. Kharkiv: Monograph.

4. Gren, L.M. (2018). Stress resistance of an organization's personnel as a means of attaining efficient activity. Information technologies: science, equipment, technology, education, health. Proceedings of the XXVI international science-and-practical conf. MICROCAD-2018. (Part 4, p. 129). Kharkiv: NTU "KhPI".

5. Kabachenko, T.S. (2003). Psychology of human resources management. *Learning aid*. St.Petersburg: Peter.

6. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). Psychology of a small group: Theoretical and applied aspects. Moscow.

7. Lukiyanykhin, V.O. (2004). Personnel management. *Learning aid*. Sumy: VTD "University book".

8. Tovazhnyanskyi, L.L, Romanovskij, O.O., Chervanyova, Z.O. (2003). Pedagogy of management. *Learning aid*. Kharkiv, NTU "KhPI".

Practical class 7. Psychologic foundations of decision-making

Issues to be discussed in the practical class:

1. Types of thinking.

2. Psychological aspects of taking managerial decisions.

3. The methods of managerial decisions making.

4. Levels and stages in making managerial decisions.

5. The essence and characteristic peculiarities of decisions.

To prepare for the seminar the reports and abstracts titled:

1. Hierarchical structure of a personality's motivational sphere.

2. Motivation of achievement.

3. Conditions of decision-making: indetermination, danger, responsibility, intellectual

strategies, voluntary and volitional regulation, risk.

Recommended information resources for doing the practical tasks:

1. Alder, G. (2001). *NLP, modern psycho-technologies*. St. Petersburg: Peter.

2. Batarin, A.V. (ed.), Lukianova, A.O. (2007). *Personnel management psychology*. Moscow: The Institute of Psychotherapy PH.

3. Dzvinchuk, D.I. (2000). Psychological foundations of efficient management. Kyiv: ZAT "NICHLAVA".

4. Karpilovska, S.Ya., Mitelman, R.Y., Syniavskyi, V.V., et al. (1997). The foundations of professiographics [job requirements]. *Learning aid*. Kyiv: MAUP.

5. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). Psychology of a small group: Theoretical and applied aspects. Moscow.

6. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2012). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

7. Tovazhnyanskyi, L.L, Romanovskij, O.O., Chervanyova, Z.O. (2003). Pedagogy of management. *Learning aid*. Kharkiv, NTU "KhPI".

Practical class 8. Psychological foundations of efficient managerial communication

Issues to be discussed in the practical class:

1. The components of business communication (interactive, perceptive, communicative).

2. The culture of listening as an active involvement.

3. The main groups of non-verbal means of communication.

4. General rules of behavior with superiors.

5. General rules of behavior with subordinates.

To prepare for the seminar the reports and abstracts titled:

1. Techniques of conducting individual business talks, talking on telephone.

2. Work-space organization in a manager's cabinet.

3. The tecniques of overcoming the barriers in a manager's communication with sub-ordinates.

Recommended information resources for doing the practical tasks:

1. Dzvinchuk, D.I. (2000). Psychological foundations of efficient management. Kyiv: ZAT "NICHLAVA".

2. Gren, L.M. The role of communicative competency in forming of a future specialist at a higher technical education establishment. *Moral foundations and a personality responsibility as a representative of the human civilization. Proceedings of the International Conf.* November 06, 2014. (pp. 86-90).

3. Gren, L.M. The main principles of public speaking for a future manager-leader. *Information technologies: science, equipment, technology, education, health. Proceedings of the 18th International Conf.* (Part 4, p. 109). May 18-20, 2016, Kharkiv: NTU "KhPI".

4. Logunova, M.M. (2006). *Socio-psychological aspects of managerial activity*. Kyiv: The Center for Facilitating State Service Institutional Development.

5. Orban, E., Grydzhuk, D.M. (Eds.). (1997). *Psychology of professional activity and communication*. Kyiv: "Presa Ukrainy".

6. Panfilov, Yu. I., Gren, L.M. (2016). The methodology of forming communicative competency in a future manager-leader. *The theory and practices of social systems management. A quarterly journal.* (2), 10-19. Kharkiv: NTU "KhPI".

7. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2012). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

8. Romanovskij, O.G., Ponomaryov, O.S., Gura, T.V., et al. (2014). Preparing competitive managerial humanitarian-technical elite. *A monograph*. Kharkiv: NTU "KhPI"; Savchuk O.O.

9. Yevtushenko, O.N. (2007). Psychology of management. Science-and-practical recommendations on psychological practice course in psychology of management. Mykolayiv: PP Shamrai.

3. METHODOLOGICAL RECOMMENDATIONS ON STUDENTS' INDIVIDUAL WORK ORGANIZING

3.1. General methodological recommendations as to students' individual work

Students' individual work (SIW) occupies a leading place in the present-day education system. Of all types of training activities, SIW ensures to a great extent the formation of independence as a chief trait of a student's personality.

Individual work completes the tasks of all other types of training activity. For the knowledge that did not become the object of one's own activity cannot be considered as actual acquisition of a person. That is why the SIW is of training, personal, and social significance.

The training activity is characterized through subjectiveness, activity, objectiveness, purposefulness, the structure, and the content. The special attributes of individual training activity are the following:

– changes in the subject themselves;

– dependency on the student's development level and relying on the achieved development level;

– acquisition of the general modes of actions and scientific notions;

– preceding of general modes of actions to solving the tasks;

– dependency of changes in psychic properties and behavior of the trainees on the outcomes of their own actions.

Fulfilling the individual work supposes:

1. Working on the learning literature to be found either at the department or in the university library, or on-line.

2. Studying the learning material offered for individual work.

3. Assimilation of knowledge, types, and modes of activities in a specified subject area.

4. Self-checking the acquired knowledge by answering the offered questions.

If necessary, an individual consultation concerning the fulfilment of individual work can be obtained from a teacher. To this effect, the department develops the teachers' consultations schedule for each semester.

3.2. Didactic support of students' individual work

Topic 1. A human personality activity. Behavior regulation.

1. Cognitive regulation of behavior.

2. Peculiarities of cognitive processes, reproductive and creative thinking.

3. Professional thinking development.

4. Economic thinking.

Literature:

1. Gren, L.M., Furmanets, B.I. (2020). *The model of an engineer personality's psychologic potential*. (a monograph). Kharkiv: I.S. Ivanchenko PH.

2. Leontiev, D.A. (2000). The internal world of a personality. *Personality psychology in works by native psychologists. Anthology*. St. Petersburg: Peter.

3. Orban-Lembryk, L.E. (2003). Psychology of management. *Learning aid*. Kyiv: Akademvydav.

4. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2014). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

Topic 2. A manager's personality in an organization.Psychology of management and leadership.

1. A manager's psychological power and possibilities of applying it.

2. Organizing skills.

3. Knowledge, abilities, and skills in administrative activity and interpersonal interaction.

4. Psychological issues of leadership.

Literature:

1. Drucker, P. (1992). *Management aimed at results*. Moscow: Technological school of business.

2. Furmanets, B.I., Gren, L.M. (2018). Thesauruses of leadership modernizing at a university. *A monograph*. Kharkiv: Ivanchenko I.S.

3. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). *Psychology of a small group: Theoretical and applied aspects*. Moscow.

4. Lytvynenko, T.A., Gapotiy, V.D., Gren, L.M. (2018). An education establishment management: legal aspects. *Learning aid*. Kharkiv: Leader PH.

5. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2014). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

6. Romanovskij, O.G., Mikhailichenko, V.E., Gren, L.M. (2018). Pedagogy of leadership. *A monograph*. Kharkiv: FLP Brovin A.V.

7. Schokin, G.V. (1999). Practical psychology of management: How to make a career. How to build up an organization. *A science-and-practical aid*. Kyiv: Ukraina.

Topic 3. The methods of personality study. Compiling a characteristic of an employee's business and personality traits.

1. Classification of the psychodiagnostics methods.

2. Peculiarities of the applied psychological testing in managerial practices.

3. Automated technologies in psychodiagnostics and personality evaluation.

Literature:

1. Kabachenko, T.S. (2003). Psychology of human resources management. *Learning aid*. St.Petersburg: Peter.

2. Krushelnytska, O.V. (2000). Motivation and evaluation of personnel's activity. *Learning aid*. Zhytomyr: ZhITI.

3. Matviyenko, V.Ya. (2000). Prognostics: forecasting social and economic processes: theory, methodology, practice. *A monograph*. Kyiv: Ukrayinski propilei.

4. Melnyk, L.P. (2002). Psychology of management. *Lecture course. (2nd ed.)*. Kyiv: MAUP.

5. Schokin, G.V. (1999). Practical psychology of management: How to make a career. How to build up an organization. *A science-and-practical aid*. Kyiv: Ukraina.

Topic 4. Interpersonal relationships in management systems. The manager's influence psychology

Self-check questions:

1.The foundations and the issues of the managerial influence psychology.

2. Establishing a psychological environment (climate) in a collective (a team).

3. The tactics of using rumors and efficient reacting to them.

Literature:

1. Drucker, P. (1992). *Management aimed at results*. Moscow: Technological school of business.

2. Dzvinchuk, D.I. (2000). *Psychological foundations of efficient management*. Kyiv: ZAT "NICHLAVA".

3. Furmanets, B.I., Gren, L.M. (2018). Thesauruses of leadership modernizing at a university. *A monograph*. Kharkiv: Ivanchenko I.S.

4. Gren, L.M. (2018). Stress resistance of an organization's personnel as a means of attaining efficient activity. *Information technologies: science, equipment, technology, education, health. Proceedings of the XXVI international science-and-practical conf. MICROCAD-2018*. (Part 4, p. 129). Kharkiv: NTU "KhPI".

5. Logunova, M.M. (2006). *Socio-psychological aspects of managerial activity*. Kyiv: The Center for Facilitating State Service Institutional Development.

6. Loznytsia, V.S. (2000). Psychology of management. *Learning aid*. Kyiv: TOV "UVGPS EksSb".

7. Romanovskij, O.G., Ponomaryov, O.S., Lapuzina, O.M. (2005). Business ethics. *A learning aid*. Kharkiv: NTU "KhPI".

Topic 5. Psychology of planning and organizing

1. Psychological preconditions for organizations formation.

2. The notion of the process of activity organizing.

3. Psychological problems of people's interaction coordination in an organization.

4. The hierarchy of goals.

5. Psychological aspects of individual planning strategies.

Literature:

1. Furmanets, B.I., Gren, L.M. (2018). Thesauruses of leadership modernizing at a university. *A monograph*. Kharkiv: Ivanchenko I.S.

2. Gren, L.M. The combination of a leader and a manager in the same person as a token of success of any enterprise. *Information technologies: science, equipment, technology, education, health. Proceedings of the 18th International Conf.* (Part 4, p. 79). May 18-20, 2016, Kharkiv: NTU "KhPI".

3. Krushelnytska, O.V. (2000). Motivation and evaluation of personnel's activity. *Learning aid*. Zhytomyr: ZhITI.

4. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). *Psychology of a small group: Theoretical and applied aspects.* Moscow.

5. Lukiyanykhin, V.O. (2004). Personnel management. *Learning aid*. Sumy: VTD "University book".

6. Romanovskij, O.G., Gren, L.M. (2015). Will formation as a necessary condition of leader`s personality self-education in the training process. *Quarterly science-and-practical lournal*. (1), 3-12. Kharkiv: "NTU" "KhPI".

7. Romanovskij, O.G. (ed.), Mikhailichenko, V.E., Gren, L.M., Knysh A.E. (2016). Psychology of a leader's managerial activity. *A science-methodological aid*. Kharkiv: TOV "V spravi".

Topic 6. The psychology of motivation and controlling

1. Psychologic requirements for stimulation organizing.

2. The use of moral-and-psychological stimuli.

3. Forming conditions for self-assertion in work and development of personality abilities.

4. Psychological principles of control organizing.

Literature:

1. Kabachenko, T.S. (2003). Psychology of human resources management. *Learning aid*. St.Petersburg: Peter.

2. Krychevskyi, R.L., Dubovskaya, Ye.M. (2004). *Psychology of a small group: Theoretical and applied aspects*. Moscow.

3. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2012). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

4. Romanovskij, O.G., Ponomaryov, L.M., Gren, L.M., Reznik S.M. (2014). Achievement motivation as a condition of competitive advantage of a future specialist. *Sicence-methodological aid*. Kharkiv: NTU "KhPI".

5. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2014). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

6. Yevtushenko, O.N. (2007). Psychology of management. *Science-and-practical recommendations on psychological practice course in psychology of management*. Mykolayiv: PP Shamrai.

Topic 7. Psychological aspects of management information support. Communicative competency

1. Interpersonal relationships in groups.

2. Barriers in communication.

3. Communication with "difficult" people.

4. Psychological mechanisms of mutual understanding.

Literature:

1. Gren, L.M. The role of communicative competency in forming of a future specialist at a higher technical education establishment. *Moral foundations and a personality responsibility as a representative of the human civilization. Proceedings of the International Conf.* November 06, 2014. (pp. 86-90).

2. Gren, L.M. Ability of decision making as one of the key traits in a manager-to-be. *Information technologies: science, equipment, technology, education, health. Pro-*

ceedings of the 18th International Conf. (Part 4, p. 70). May 18-20, 2016, Kharkiv: NTU "KhPI".

3. Gren, L.M. The main principles of public speaking for a future manager-leader. *Information technologies: science, equipment, technology, education, health. Proceedings of the 18th International Conf.* (Part 4, p. 109). May 18-20, 2016, Kharkiv: NTU "KhPI".

4. Orban, E., Grydzhuk, D.M. (Eds.). (1997). *Psychology of professional activity and communication*. Kyiv: "Presa Ukrainy".

5. Panfilov, Yu. I., Gren, L.M. (2016). The methodology of forming communicative competency in a future manager-leader. *The theory and practices of social systems management. A quarterly journal*. (2), 10-19. Kharkiv: NTU "KhPI".

6. Romanovskij, O.G., Mykhailychenko, V.Ye., Gren, L.M. (2014). Pedagogy of success. *Textbook for students of higher education establishments*. Kharkiv: NTU "KhPI".

7. Seryogin, S., Goncharuk N. (2003). Forming manager's traits in public management. *The Bulletin of UADU at the President of Ukraine*. (3), 137-146.

Topic 8. Psychological foundations of decision-making

1. The situational determinant in making a managerial decision.

2. Awareness of responsibility.

3. Motivation and emotive components of the decision-making process.

4. Decision-making as a psychological process; the role of the subjective component.

5. The structure and inner dynamics of the cognitive process.

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4. METHODOLOGICAL RECOMMENDATIONS FOR FULFILLING TEST WORKS BY EXTRAMURAL MASTER-DEGREE STUDENTS

4.1. General methodological recommendations

Fulfilling test works (test papers) is a part of the training process, a means of checking the individual work skills and the assimilation of theoretical issues of the subject.

A test paper can be submitted in the form of a manuscript or it can be printed. In the latter case, the test paper is to be printed on the A4 paper, in 14-font type, Times New Roman font, with the lines interval being 1.5, text alignment to page width. The volume of the test paper should be 15 – 20 pages.

The title page has to contain the following items: the name of the higher education institution; the name of the department, the name of the subject; task variant number; form of training (day-time or extramural); the year of learning, group number; the student's full surname, name, patronymic; the place and the year of of submitting the paper, and the surname, name and patronymic of the teacher who will check the paper.

Out of the offered list of tasks, the extramural training student chooses their topic of the test paper by the last number in their student's-book.

The structure of the test paper includes:

– the title page;

– the table of contents;

– the main section;

– the reference sources list.

4.2. Methodological recommendation as to fulfilling the test works by extramural bachelor's-degree students

THEORETICAL SECTION
TEST TASKS
Variant I

INSTRUCTION: indicate the number of the correct answer in your paper (or press the key if working on-line).
Variant 1

1 A complex management system consists of:

1 – the controlling subsystem and the controlled subsystem;

2 – the controlling subsystem and the controlled subsystem, as well as means of control that provide direct communication between them;

3 – the controlling subsystem and the controlled subsystem, as well as means of control that provide direct communication between them, and means of control that provide feedback;

4 – the answers 1,2,3.

2 In management systems, the following types of interpersonal relationships prevail:

1 – formal and informal;

2 – subordination and coordination relationships;

3 – the discipline and iniative relationships;

4 – the answers 1,2,3.

3 Structurally organized groups of people or the individuals who possess the administrative authority and perform managerial activities are:

1 – an object of control;

2 – a subject of control;

3 – a control system;

4 – a control subsystem.

4 The "brain-storming" method as one of the methods applied at the prepapatory stage of decision-making, embodies a:

1 – description of the sequence of managerial decisions implementation;

2 – programming of various situations and modelling of possible variants of events;

3 – development of a collective decision as a result of discussions;

4 – collective activity of a group of specialists capable of analyzing daring proposals and projects as well as choosing one of them.

5 The creative aspect of the managerial activity means:

1 – simultaneous management of technical and socio-producting systems;

2 – a great variety of activity types on different levels of management hierarchies;

3 – abilities in solving managerial tasks in the situation that changes quite often;

4 – amplifying (strengthening) the communicative skills.

6 The work activity efficiency depends on both objective factors and such a subjective factor as:

1 – conditions and activity organizing;

2 – the professional training level;

3 – information flow;

4 – control of activity.

7 As a result of a detailed study and description of work activities and work conditions, what is compiled:

1 – a psychogram;

2 – a professiographics;

3 – a characteristic;

4 – a professiongram (profession description)..

8 To which class of professions is it possible to relate the work of a nurse, a shop-assistant, and a manager of any level:

     1 – to the gnostic (class);

     2 – to transforming;

     3 – to creative;

     4 – not to any.

9 The main personality trait necessary for a creative professions worker is:

     1 – interest in the qualities of the selected objects;

     2 – inclination to practical influencing the environment;

     3 – the ability to easily reject the common ways of thinking;

     4 – a pronounced cognitive activity.

10 To which professions type does that of an accountant pertain:

     1 – a "person – to person";

     2 – a "human – to a machine";

     3 – a "human – to an art image";

     4 – a "human – to a sign system".

11 The total of people (2 – 3 to 30 – 40 people) that jointly perform a certain purposeful activity and are in immediate contact comprise a:

     1 – small group;

     2 – large group;

     3 – conventional group;

     4 – real group.

12 In case when in the course of work activity all group members are connected with each other, its functional structure represents a:

     1 – "chain";

     2 – "star"

     3 – "circle";

     4 – "net".

13 A students' group can be characterized as a:

     1 – small group;

2 – real group;

3 – contact group;

4 – primary group.

14 To a high development level group pertains a(n):

1 – collective;

2 – association;

3 – corporation;

4 – diffused group.

15 A group which is characterized by a dependency, the authoritative management, the one that opposes oneself to other social communities on the grounds of narrow personal, selfish interests is called a(n):

1 – collective;

2 – association;

3 – corporation;

4 – diffused group.

16 The totality of people with no unity on the grounds of mutual value orientations and joint productive activity is called a(n):

1 – association;

2 – corporation;

3 – collective;

4 – diffused group.

17 A real or conventional group which an individual considers as an exemplary group and orients on its norms and values in his/her behavior is called a(n):

1 – inclusion group;

2 – reference group;

3 – formal group;

4 – informal group.

18 One of the attributes of an informal group is the:

1 – legally fixed statute;

2 – normatively fixed structre and a prescribed activity algorithm;

3 – presence of a leader chosen by the group itself on the grounds of his/her professional competency and personal attractiveness for all group members;

4 – prevailing of business relationships between the employees and the management.

19 Not any organization… :

1 – is a group of people (at least 2 persons);

2 – performs a purposefully coordinated activity;

3 – is formed for attaining a certain goal;

4 – is formed by will of management.

20 The optimum number of group members for its utmost efficience is:

1 – 3-9 people;

2 – 5-11;

3 – 2-3;

4 – 8-15.

21 A factor that decreases group efficiency is:

1 – the number of group members 5 to 11 people;

2 – a high degree of likelihood among the personalities comprising the group;

3 – a high unity ratio of the group;

4 – the unity of the goal for all group members.

22 It is known that managerial communication, like any other communicaton, has three functions. Choose the one, which is out of place in your opinion:

1 – communicative;

2 – prognosticative;

3 – perceptive;

4 – interacting.

23 To individual kinds of managerial communication pertain:

1 – meetings;

2 – negotiations;

3 – public speaking;

4 – interviews when accepting someone for a position, when dismissing from office, when delegating authority.

24 The processess of forwarding information to ensure connection of all the links in a social system are called:

1 – information flows;

2 – horizontal information flows;

3 – downward information flows;

4 – upward information flows.

25 Under conditions of human communication there may appear specific communicative barriers which may be caused by:

1 – lack of a common language and of general understanding of the situation;

2 – different world views and notions;

3 – individually-psychological peculiarities of the partners;

4 – the answers 1,2,3.

26 By their place in the group, the following statuses of group members are distinguished: the leaders, the prevailing members, the non-prevailing members, and the outsiders. What percentage of choices have the non-prevailing group members? :

1 – 50-100%;

2 – 10-50%;

3 – not more than 10%;

4 – up to 5%.

27 A personality's peculiarity and uniqueness are reflected by the notion of a:

1 – «person»;

2 – «individual»;

3 – «individuality»;

4 – «personality».

28 A personality, apart from general psychological manifestations, has also individual-and-psychological traits, to which do not pertain:

1 – temperament;

2 – thinking;

3 – character;

4 – abilities.

29 From the positions of present-day systematic approach, a pesonality's activity is composed of the three main sub-systems, to which does not pertain the:

1 – cognitive;

2 – regulatory;

3 – communicative;

4 – individual (sub-system).

30 The cognitive, or thinking processes are the system of psychological functions that ensure the subject's knowledge of the objective world's phenomena. To this system do not pertain:

1 – sensory processes;

2 – memory, thinking, language;

3 – attention, imagination;

4 – temperament, character.

Variant II

INSTRUCTION: indicate the number of the correct answer in your paper (or press the key if working on-line).

1 Which of the four types of temperament is little suitable for performing managerial functions:

1 – sanguinic;

2 – phlegmatic;

3 – melancholic;

4 – choleric.

2 Personality directedness is a manifestation of business and life aspirations of a person and his/her motivation. To the structure of directedness do not pertain:

1 – needs;

2 – motives;

3 – interests;

4 – ideals.

3 The form of one person's non-purposeful, not argumented influencing another or a group is called:

    1 – convincing;

    2 – suggesting;

    3 – following;

    4 – contamination.

4 Of the four forms of influencing a person or a group, only one needs logical argumentation:

    1 – convincing;

    2 – suggesting;

    3 – following;

    4 – contamintion.

5 The means of suggesting are manifested especially distinctly in such spheres of social influence as:

    1 – fashion;

    2 – propaganda;

    3 – advertizing;

    4 – image.

6 Psychologists distinguish the following types of the attitude for perceiving another person, to which does not pertain a(n):

    1 – positive attitude;

    2 – negative attitude;

    3 – adequate attitude;

    4 – inadequate attitude.

7 One of typical distortions of perception is ascribing of non-existent positive traits to a person followed by disappointment at their not being manifested. This distortion is called the:

    1 – nimbus effect;

    2 – consequence effect;

3 – advance effect;

4 – effect of projecting special traits on people.

8 A personality's conscious or unconscious supplication to the influence of the group to which he/she pertains, is reflected by the notion of:

1 – attraction;

2 – conformity;

3 – negativism;

4 – rigidity.

9 A behavior where a subject agrees with the group (the majority) even though he/she thinks differently, corresponds to:

1 – spontaneous conformity;

2 – protective conformity;

3 – convention conformity;

4 – negativism.

10 The state when a person feels the enmity of the group, its counteraction to his/her goals, futility of his/her being in the group can be described as:

1 – frustration;

2 – rigidity;

3 – negativism;

4 – collectivism.

11 Psychologic compatibility is the ability of group members for joint activity based on their optimum connection. Which of the factors inadequately reflects the group compatibility level:

1 – the results of joint activity;

2 – the participants' emotive and energy input;

3 – the participants' time input;

4 – the participants' satisfaction.

12 To psychological compatibility levels does not pertain:

1 – psychophysiological compatibility;

2 – psychological compatibility;

3 – physiological compatibility;

4 – socio-psychological compatibility.

13 One of the types of employees' communicative behavior in groups is an inclination of individuals to solve tsks through joint efforts. Such individuals are called:

1 – leaders;

2 – individualists;

3 – conformists;

4 – collectivists.

14 Which factor, in your opinion, causes the greatest impact on the formation of moral-and-psychologic environment (climate) in a group:

1 – the macroenvironment factors;

2 – the microenvironment factors;

3 – the factor of group members' individual peculiarities influence;

4 – the character of leadership in the group.

15 The process of legal organization and management of a collective's activity maintained by the chief as a representative of social control and power is called:

1 – leadership;

2 – management;

3 – control;

4 – managerial activity.

16 The style of management founded on total trust to employees is called:

1 – authoritarian;

2 – democratic;

3 – collegiate;

4 – liberal.

17 The most efficient means of argumentation applied when pursuading, with information acquisition being 80-90%, is:

1 – reference to authoritative sources;

2 – proof with facts;

3 – illustration;

4 – dispute.

18 A conflict arises on the grounds of contradictions between employees because of their incompatible:

    1 – needs, motives, and goals of activity;

    2 – relations and views;

    3 – psychologic constitution;

    4 – answers 1,2,3.

19 Adaptive-and-protective reactions of an organism to various irritants are called:

    1 – frustration;

    2 – stress;

    3 – crisis;

    4 – conflict.

20 When undergoing stress, a human's organism demonstrates:

    1 – physiological changes;

    2 – emotional distress;

    3 – decline in organism's operative abilities;

    4 – answers 1,2,3.

21 A kind of stress wherein a positive effect appears (increasing an organism's resistance) is:

    1 – eustress;

    2 – distress;

    3 – stress;

    4 – immunity.

22 There is a type of conflict which arises at the opposition of good and evil, duty and consciosness, justice and injustice. This is:

    1 – intellectual conflict;

    2 – moral;

    3 – social;

    4 – interpersonal.

23 A conflict arising because of the struggle of large groups of people for the community's goals, interests is called a:

    1 – social conflict;

    2 – moral;

    3 – inter-group;

    4 – intellectual.

24 Which of the following stages of a conflict may be absent in the process of its evolvement:

    1 – initiation;

    2 – the latent stage;

    3 – solving the conflict;

    4 – the post-conflict syndrom.

25 A separate science-research and practical subunit that renders science-methodological and practical assistance in solving socio-psychologic problems at enterprises, offices, and in organiztions is:

    1 – controlling subsystem;

    2 – information department;

    3 – socio-psychological service;

    4 – statistics department.

26 Which of the following activity aspects is not performed by the socio-psychological service:

    1 – science;

    2 – sociology;

    3 – applied;

    4 – practical.

27 Attestation is not conducted in order to:

    1 – determine an employee's qualification, or level of knowledge;

    2 – determine his/her abilities and business qualities;

    3 – determine his/her personality traits;

    4 – determine the level of his/her performing the functional duties.

28 One of the various aspects of a manager's work is activity directed at duties distribution for the best solving of production tasks, which is called:

1 – communication;

2 – productivity;

3 – organization;

4 – initiation.

29 A peculiarity of the Japanese management model is:

1 – short-term hiring;

2 – hiring for life;

3 – individual responsibility;

4 – formal, quantitative mechanisms of control.

30 A peculiarity of the American management model is not:

1 – short-term hiring;

2 – individual responsibility;

3 – rapid evaluation and promotion;

4 – informal mechanisms of control.

PRACTICE SECTION
Variant 1

Enumerate psychologic requirements for personality of a manager that performs the controlling function as a stage in management.

Variant 2

Enumerate the disadvantages and advantsges of the authoritative style of management, as well as the situations wherein the use of the mentioned style is expedient.

Variant 3

The company's leader K is distinguished by his great irascibility (quick temper), intemperance; he remembers insults for a long time, does not like routine work, an extrovert. On these data, determine his temperament. What activity sphere is

recommended for him on the grounds of his nervous system type? Justify your answer.

Variant 4

Your employee is a young specialist who has just graduated from a university. Determine the methods that will stimulate his/her activity and form persistent motives for raising his/her creative work efficiency.

Variant 5

Substantiate the interdependency between a collective's activity success and the psychologic environment (climate) within.

Variant 6

In accordance with your observations, characterize the situation in a collective if:

a) the leader and the manager are different people and do not find common points of contact;

b) the leader and the manager on the grounds of mutual respect and compromises find common points of contact;

c) the leader and the manager is the same person.

Variant 7

Characterize the extents of antagonism and complexity of going out of the conflict depending on:

a) the temperament and the character of the conflicting parties;

b) "criss-crossing" of material interests;

c) the presence of polar (utterly different) psychological attitudes;

d) the age and gender of the employees;

e) the employees' intellectual level;

f) aspiring for power of the employees in question.

Variant 8

You have employed for a position at a private company with your salary being 850 UAH a month. A few months later, the chief decides to decrease your salary. What will you do? Justify your answer.

Variant 9

Your employee is 57 years old. After retiring, he does not wish to go on working. Determine the stimulation methods that will raise the efficiency of his input (contribution) in work.

Variant 10

Your employee is a single woman who raises a child. In your opinion, her main problems are material survival, giving a good education to her child, maintaining her status, and seeing a perspective in life. Determine the methods that will raise this employee's interest in working efficiently.

Variant 11

The use of the democratic method of management has many advantages and disadvantages from the point of view of production management. Characterize the disadvantages of the democratic style of management.

Variant 12

Determine the main aspects of a psychologist's activities whom you, as a manager, are going to hire.

Variant 13

It is planned to bring new machines to the enterprise where you perform managerial fuctions. You have gathered the people in charge of the production sector and are discussing, the machines of which company to buy. In the course of discussion, two opposite opinions have formed. Because there is reason in both opinions, it is dif-

ficult to make a decision. You know, that you are in power to make the final decision. Substantiate your course of action.

Variant 14

You did not receive any clear instructions from your head office. It is possible: to ask for the necessary instructions from the head office; to wait for them without taking hasty decisions; or to analyze the situation and start doing something, but risking to make an erroneous decision. Justify your position on this issue.

Variant 15

One of your employees has told you that he does not feel satisfaction from his work, that he does not enjoy it and asks you to give him a more interesting task. Substantiate your position on this problem.

Variant 16

Employee B has committed a misdemeanor and practically at the same time has made a commendable thing (a merit) – achieved considerable success in work, although not in the area where he worked badly. What should the manager do? To punish, to reward, or anything else? Justify your answer.

Variant 17

Employee B complains of inadequate decision concerning him by his immediate superior C.

The senior manager realizes the incorrectness of C regarding the employee B and faces the choice:

a) whether to recognize the incorrectness of C's action regarding B and to cancel his decision;

b) or to take sides with C about B and display his solidarity.

Substantiate your answer if you are the senior manager.

Variant 18

Employee B. systematically disrupts discipline or fails to fulfil his professional duties with his immediate superior's C condoning (turning a blind eye, ignoring) this. The senior manager knows not only about B's bad work, but also of the fact that C due to his weak character or friendly relations with B virtually promotes B's attitude or silences it, despite sufficient reasons for punishing him. Which of them is to be punished to a greater extent? Substantiate your answer.

Variant 19

Employee B. facilitates work disruption and is under threat of sanctions on the part of manager. Due to the fact that B. made this disruption because of his incompetency, being uninformed, or in unstable psychic state (personal, family circumstances, etc.), and because the manager is unaware of these circumstances, the expected punishment of B. is undesirable and may cause a conflict situation. B.'s immediate superior C., who knows him well, understands the undesirability of sanctions, but does not know how to avoid them. Determine the course of C.'s actions to solve this situation.

Variant 20

A valuable and perspective employee of your company is often late for work. On the one hand, this is a bad example for other employees, but on the other hand, you are afraid of losing him and that is why do not criticize him for being late.

Determine "the golden middle" for the manager in this situation.

Variant 21

An employee generally knows his business and fulfils his work quite well. At the same time, he constantly makes minor mistakes which can be easily avoided. The manager invites him for the explanations, the employee is reprimanded and works attentively for a while, but then the situation recurs (repeats).

Determine the most efficient measures, from your point of view, to influence such an employee.

Variant 22

The new female employee, who previously dealt with purchases, has got a new position and copes with the job very well. But she keeps asking her boss the questions which she can easily answer herself. Realizing this, the boss reacts to such questions irritably, which leads to deterioration of not only the relations with the employee, but also the of climate (environment) in the collective.

Determine the reasons for this employee's behavior and the course of the boss' action about her.

Variant 23

"The open doors" policy supposes readiness of a manager at any level to listen to propositions of common employees. But in this case, the immediate activity of the manager themselves may suffer – there simply will be no time for it.

Determine the system of measures to regulate the situation that has formed.

Variant 24

Due to your professional activity, you have to deal with a "difficult" person. Determine the main principles of your behavior that will facilitate avoiding a conflict situation.

Variant 25

Efficient work of any collective is possible only on condition of high unity, which is what makes it possible to consider a specific group as collective subject of an activity. Determine the system of measures to facilitate a raise in the unity level of your group.

Variant 26

Sometimes in the course of communication with your partner, you may come across such a phenomenon as the use of rumors in a business talk. The goal of using rumors is known – to obtain additional information.

Determine the principles of behavior when meeting such a partner.

Variant 27

You are aware that you are being in the state of stress. At this stage, you are still able to go out of the situation with minimum losses for your organism. Which means of removing tension will you use? Substantiate your answer.

Variant 28

The dependency of a person's image on efficiency of his/her activity is well known. Characterize the outer and inner image of a manager.

Variant 29

Innovations introduction is accompanied in most cases with arising of a psychological barrier that can develop in several stages. Characterize these stages (phases) and determine the reasons for arising of a psychological barrier.

Variant 30

Any extreme situation, in which a group will work, from the psychological point of view can be represented in the form of three stages: the preparatory stage, the fulfilment of the task, and the concluding (final) stage. Characterise the actions of a manager at each stage to be directed at preventing panic and psychic exhaustion among the empl.

4.3. Questions for the final teston the course of "Psychology of Management"

1. The notion of social management.
2. A manager and a leader. What is in common and what is diffenent.
3. Peculiarities in a personality's role behavior.
4. Types of communicative behavior in a work collective (team).

5. The problem of managerial activity optimization.

6. The criteria to estimate compatibility and team coherence.

7. Approaches in the psychology of management.

8. The development history of the psychology of management

9. The main components of the psychology of management.

10. The main managerial cultures.

11. The main functions of the managerial activity.

12. The main branches and tasks of the psychology of management.

13. The main tasks of the psychology of management in the production sphere.

14. The material reward issues.

15. The issue of moral interest.

16. Work motivation. General outlines of management in the production sphere.

17. The definition and types of abilities.

18. The definition of a social organization.

19. The principles of forming a social organization.

20. The structure of a social organization.

21. The essence of group dynamics. The processes and phenomena.

22. The stages in a collective's (a team's) development.

23. Business roles in a social organization and their distribution.

24. The definition of the term of socio-psychologic environment (climate).

25. An assessment center. The designation and the structure.

26. The notion of a conflict. Its structure. Positive and negative traits of a conflict.

27. Conflict situations management in a joint activity. The Tomas' net.

28. "The code of behavior" in a conflict.

29. Communication as a social phenomenon.

30. Peculiarities in managerial communication.

31. The problems of interpersonal perception in managerial communication.

32. Communication barriers in the "subordinate – superior" communication.

33. Peculiarities of conducting a business talk.

34. Business telephone conversations.

35. The peculiarities of public speaking.

36. The peculiarities of a business meeting.

37. Psychological peculiarities of handling business documentation.

38. The methods applied in the psychology of management.

39. Professional deformation in organizations employees: the causes and ways of preventing them.

40. Psychologic conditions and ways to ensure humanizing of management.

41. The main requirements for managerial decision-making.

42. The methods of stress prevention.

43. Urgent tasks of managers selecting and training in Ukraine.

44. Life crises and a manager's activity.

45. A manager's individual styles of management and their parameters.

46. The subject, the object, and tasks of the psychology of management.

47. Types of managerial decisions.

48. The role of psychological service in management optimization.

49. Communicative competency of a manager.

50. Managerial principles.

51. Limitations of a current manager and the reasons for them.

52. The main stages in business negotiations.

53. The notion of managerial ethics.

54. Personality adapting to work conditions.

55. Optimizing of the socio-economic environment (climate) in a work collective.

56. Psychological expertise in an organization.

57. Psychologic-and-managerial consulting in an organization.

58. Specifics of management in various spheres Psychological foundations of the style of individual management.

59. The role of outer and inner communications in image making.

60. The functions of information systems.

61. The notion of information in psychology.

62. Communications networks and flows of information.

63. Psychologic peculiarities in perceiving and processing of information, and the problems of optimizing its provision.

64. The principles of coordination of the human and the computer in decision-making.

65. Mutual adaptation of the human and the computer in management systems.

66. Psychological aspects of the process of making managerial decisions.

67. Psycho-hygienic requirements for work organizing and its safety.

68. Psychic state and work capacity.

69. Autosuggestion management as a process of a manager's controlling his/her behavior.

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