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LEADERSHIP AS A FACTOR FOR BUILDING A PROJECT TEAM

The **subject** matter of the article is to determine the role of leadership for building a project team as the team quality and the professionalism of the team participants play a key role in ensuring the proper work performance that is specified by the tasks of the project. The **goal** of the article is to reveal the significance of the capability of a leader to build a project team and to develop in it a favorable psychological climate, common values and ideals and show the place of this capability in the general system of the leader's behavioural competences, that is to justify the importance of this skill and its application to increase the effectiveness of the impact of leadership on the project team. The **objectives** of the study involve - identifying a project team as a complex social organism where highly qualified people perform a specific set of functions; - emphasizing the fact that different individual features and qualities of participants greatly complicate the process of building a project team as well as coordinating the goals, aspirations and interests of team participants. Besides, the students who study Project Management should be familiarized with the methods of acquiring the knowledge and developing skills necessary for building a team. The **methods** of the study involve the analysis of the role of motivation in the process of team building since while building a team the leader has to solve many problems and the issues of motivation are among them. Second, the character of relations among the participants and the rational organization of their efficient teamwork should be analyzed. Third, the analysis of the leader's capability to foster the professional and personal development of the participants in the teamwork is of great importance. Fourth, the effective method of cultivating in leaders the skills of building a team is increasing the level of teaching behavioural competences using innovative pedagogical techniques. **Results.** The clear goal setting and system use of efficient methods of building a project team are critical for professional training specialists in the sphere of project management. The development of relevant skills should be combined with the intentional development of students' leadership potential. The adequate organization of teaching behavioural competences plays a special part and the clear practical orientation of conducting lectures and seminars using active teaching methods are of primary importance. **Conclusions.** First, the prevalence of command methods and forms of activity in project management significantly enhances the importance of the membership of the project team and the nature of the relations among the participants. Secondly, the effective formation of the team requires that the leader have the relevant knowledge and skills, strategic thinking, psychological culture and the ability to assess the professional competence of candidates and their significant professional and social personal qualities. Third, the leader should use a clear system of motivation and incentives to build a project team and organize the teamwork.

Keywords: project team, leader, leadership, team building, teamwork, relations, the system of professional training, behavioural competences, pedagogic techniques.

Introduction

The world practice of applying project management technology convincingly demonstrates the essential role of the project team in ensuring the possibility of a successful implementation of the project of any complexity. Therefore, building the team is one of the most important and responsible stages of the activities of the project manager. A.D. Orr states that "to perform a project, a strong project team capable to do necessary work is needed" [1, p. 87]. Only a strong leader, a real authority can build a strong team. To do this, he needs a clear psychological focus on unconditional achievement of the goals specified by the project tasks, self-confidence and confidence in the team as well as a highly developed sense of self-responsibility.

Therefore, leadership as a complex social and psychological phenomenon is an important behavioural competence of a project management specialist as S. D. Bushuev considers [2] but the essential attribute of the project management itself. Leadership plays a decisive role both in building the project team and in developing and maintaining the special team spirit, it becomes an extremely important factor that encourages the members of the team to do work and fulfil functions specified by the project tasks.

The processes of team building, the development of common goals and values, norms, relations and teamwork are challenging as they are aimed at coordinating and harmonizing different and sometimes directly opposite

aspirations and interests of participants in joint activities within the project. Therefore, the study of their features is an important and urgent problem.

The target problem is connected with important theoretical and applied issues as the results of its comprehensive studies will enable making a significant contribution to the theoretical foundations of project management in general and considering leadership as one of the important behavioural competences of a specialist and the processes of building a project team. At the same time, a clear general practical focus of the technology of project management creates the prerequisites for the immediate direct application of the results obtained while solving applied tasks that are specified by the objectives of the project.

Leadership, team spirit, common values and the nature of the relations among the members of the project team has a decisive role in implementing the project objectives successfully and are a powerful stimulus for studying the processes of team building and purposeful actions of leaders in this direction since they urgently need a project team as a cohesive, efficient and competitive team of highly professional specialists with creative abilities and innovative thinking.

The analysis of studies of the stated problem indicates that this problem is important and topical and emphasizes its theoretical and practical significance, which is proved by numerous scientific works dealing with general issues of leadership as well as with specific

aspects of leadership and particular spheres of its application. The first group of studies involves the detailed analysis of the phenomenon of leadership conducted by W. Bennis and B. Nanus [3]. The laws of leadership are considered in the works written by J. Maxwell, V.P. Sheinov studies the psychology of leadership.

The second group of works involves interesting studies of political leadership conducted by J. Blondel, V. I. Karasiov, I. G. Shablinsky and others. V. A. Rozanova considers the peculiarities of leadership in the context of anti-crisis management. The nature of relations and interactions between the organizational culture and leadership is studied by E. Shein. V. Sheklton analyzes the features of the psychology of leadership in business. J. P. Kotter studies important issues of leadership from the point of view of theory and practice considering the life and actions of a fabulously successful Japanese entrepreneur and business leader Konosuke Matsushita.

Most researchers do not just consider the nature and essence of leadership and its role in building a team but also analyze qualities a leader should have to improve the effectiveness of impact on people. Thus, D. Carnegie emphasized such important feature of a leader as the ability to persuade people. He states that "if you are making a speech having the aim to persuade listeners in something, you should be confident in it or you will fail to be convincing enough. Before persuading others, assure yourself" [4, p. 176]. Some results of studying the phenomenon of leadership are presented in the previous work [5, p. 81-87].

The attempts to analyze publications that deal with the role of leaders in building project teams seem rather difficult. Except for the work written by A.D. Orr mentioned above and the special chapter devoted to the issues of building a team for a project written by G.M. Tarasiuk [6]. Most authors consider the relations between a leader and their team without regard to project management, among them the book written by J. Maxwell is worth mentioning [7]. In their book [8], H. Mintzberg, B. Ahlstrand and J. Lampel pay a great attention to the issues of interrelations between a leader and a team. S. O. Zavetny, O. S. Ponomaryov and S. M. Pazylich also study these relations. They analyze the mutual influence on a leader and their subordinated and believe that "the nature of the managerial impact of a leader on subordinates plays an important role in ensuring proper operating and developing the organization and achieving certain goals". However, the scientists emphasize that "its real success is possible only if a manager has a well-organized cooperation with the staff if both the interests and aspirations of people and their practical suggestions on the technology and organization of production and its management are taken into account" [9, p. 152].

The works by R. Acoff, E. Babosov, V. Beloshapka, D. Bossidi, P. Vlasov, V. Knorring and many others [10] contain a lot of interesting and useful information concerning team building and interaction of a leader with the team. Even the title of the book "The Soul of an Organization" written by R. Gallagher draws great

attention; this book considers the peculiarities of a leader's influence on the team; these peculiarities are conditioned by the leader's so-called emotional intelligence. O. M. Mitin quite reasonably reveals the meaning and role of the culture of personnel management, while E. Singer considers the essence and importance of the management ethics.

A. Orr analyzes the process of building a project team most fully and consistently. He determines the appropriate composition of a team, details the ways and means of motivating the participants of a project team, points the role of clarifying the opinions of team participants and shows how to win the respect of the participants of a project team. In particular, the author emphasizes that "winning the respect of the members of your team is a difficult task, this can only be achieved when you are consistent and fulfil your promises. It does not matter to what extent you are fed up with all this – you should always have a positive attitude and act from the position of the leader" [1, p. 99-100]. These qualities of a leader ensure the success of their actions both in building a project team and in organizing its fruitful activity.

The aspects of the problem that are not sufficiently studied

The project team acts as a complex social organism, in which people of a high level of professional competence usually have to perform a certain set of interrelated functions. Each of them has their own psychological characteristics, their own interests, goals and aspirations, their values and ideals. This difference significantly complicates both the formation of a project team and the coordination of the goals, aspirations and interests of its participants. And the ways, methods and means of its efficient coordination are not fully studied in the available literature on the problems of project management.

Psychological difficulties that arise in the process of building a project team, the ethical and value aspects of these processes and their impact on the dynamics of team building, on the mechanisms for coordinating the goals, aspirations and interests of team members are considered first and foremost. In other words, the works on the issues of the formation of teams and work collectives do not pay much attention to the specifics connected with the peculiarities of these processes in the system of project management techniques.

Such aspects of the problem as the methods of imparting the knowledge and skills concerning teambuilding to students who study Project Management are insufficiently solved. Although the curriculum for the discipline "Behavioural Competences in Project Management" involves studying the issues of participation and motivation, the resolution of conflicts and crises, values and ethics, the task of building a project team, developing certain norms, principles and standards of teamwork as well as the role of a leader in solving these tasks are not clearly defined.

The role of a leader in building a team

It seems quite obvious that the success of a project depends on the quality of the project team and the nature of its management. Therefore, the processes of team building and its purposeful development acquire special importance and responsibility. These processes are complex, demanding from the leader considerable efforts, time and resources. They involve clear planning and selecting necessary professional personnel. But this is not enough. To create a real team, all its participants should have common goals and values, people's energy should not be directed only to the proper performance of individual tasks and functions but also to team results, project interests. To achieve this, the leader should develop a team spirit and make sure that each participant follows it; the leader should establish interpersonal relations on the principles of comradeship and mutual assistance. These purposeful efforts of the leader will necessarily contribute to developing the expected synergetic effect and its manifestation in the activities of the team.

However, the successful formation of a project team requires that the leader should not only have developed leadership features and qualities, should not only have a clear vision of the system of project objectives but the leader should be able to select the professionals needed for their successful achievement. It is extremely important for the leader to have all behavioural competencies.

Thus, G. M. Tarasiuk states that "the power of a leader is based on good knowledge of subordinates, the ability to put themselves in their place, to analyze the situation, to determine the immediate and long-term consequences of their actions, on the need in self-actualization, the ability to instill confidence in subordinates and the awareness of the need to perform certain actions. The real source of leadership lies in the leader's independence, readiness to vacant the place he occupies at any moment since following the interests of the collective does not mean obeying them" [6, p. 102]. This quality testifies to the dignity of the leader and self-confidence but it can also indicate capriciousness, so it should be used cautiously.

G. M. Tarasiuk believes that "building a team, the project manager brings together a group of people, trying to unite them with a common goal and common tasks. Novelty, uniqueness, risk and short duration are the integral features of a new project, they also determine the difficulties in building a team. Building a team for a new project is also complicated by the fact that these people have not worked together, they do not have common values and norms but they should work efficiently and synchronously" [6, p. 91]. It should be noted that this situation requires that behavioural competencies should be added by psychological and pedagogical competencies that will help the leader teach and train the members of a team properly.

The general orientation of the course

A significant part of the aspects of the leadership role in building a project team which are insufficiently studied should be considered as extremely important for professional training of project management specialists. Therefore, they are not only closely related to the goals and nature of the organization and implementation of the educational process but should be considered as one of the main components of the professional and social competence of future specialists. This connection is conditioned by the fact that a leader acts as the subject of team building, he selects performers who are able not only to solve production tasks specified by the project successfully but who can also learn, constantly increasing their professional competence and readiness for changes.

Moreover, the leader as a real manager cares for the psychological compatibility of the members of a project team, for the development of the system of ethical standards and unfailing respect for them, the creation of the favorable psychological climate in a team. The technology of project management is considerably enhancing, which upgrades both professional training of specialists and the social and psychological climate in the team and raise the standards of a leader as a person who creates this climate and ensures it as well as the purposeful use of its advantages for cooperation and mutual relations among participants.

According to the requirements of the IPMA standards (International Project Management Association), the basic components of the discipline "Behavioural competences in project management" related to the processes of building a project team are leadership, participation and motivation, openness, focus on results, values and ethics. A general characteristic of this course is its clear focus on ensuring the high professional competence of specialists and on their ability to work successfully as part of the team while fulfilling the tasks of the project. The effectiveness of teamwork depends on such conditions.

First, a manager should be a real leader in strategic vision and advanced creative abilities, which are evident both at the stage of team building and in the process of fulfilling the project tasks. Therefore, the content of the educational material on behavioural competences, the nature of the presentation and the general orientation should be aimed at the effective consistent development of the students' leadership potential and teamwork skills. This requires special attention to preparing and conducting lessons and using the active methods of teaching.

Second, while building a project team, a leader should pay attention not only to the level of professional but also the social competence of candidates and their psychological features and characteristics. At the same time, the leader should immediately create a favourable psychological atmosphere in the team and the principles of interpersonal relations. Therefore, in the process of teaching behavioural competencies, students should be taught the essence and significance of such components of this course as self-control, confidence and openness, common values and ethics of business relations. The

leader should show their pedagogical abilities in cultivating in the team members the devotion to the team and to common goals.

Third, teaching the material of the course should be based on the triple nature of the phenomenon of managing in general and project management in particular. Management is a kind of science which has a certain conceptual and categorical apparatus, certain laws and theoretical principles as well as a range of problems that should be further investigated. At the same time, management is a kind of art since no management situation is repeated with absolute precision and the leader should creatively apply their theoretical knowledge and practical skills. In addition, management is a professional activity. And students should acquire this triad of meanings as an important premise of the ability to build a project team effectively and ensure its fruitful activity.

Fourth, while teaching the behavioural competencies, future specialists should be taught how to understand the advantages of team methods of organizing joint activities and the need for constant professional and personal development. This will contribute to creating and developing the leadership qualities and selection skills in the process of team building. At the same time, common professional and psychological culture should be developed, which is necessary for providing the team spirit and the sense of pride in the team. After all, the favourable psychological climate in the team, an atmosphere of goodwill, sociability and willingness to lend a hand to those who need it are the basic prerequisites for the successful teamwork of the team.

These conditions determine not only the overall orientation of the teaching and training the behavioural competencies but also contribute to making students acquire the knowledge and skills necessary for building an effective project team, for mastering the methodology of teamwork. At the same time, these conditions help identify and develop the managerial competence of potential leaders. It is extremely important to cultivate in them a deep understanding that the team may have several leaders and managers should not jockey for influence over other participants but cooperate with them, delegating certain functions for managing the fulfilment of the project tasks.

Building a project team is one of the really important aspects of any project as the success of the project depends on its composition, on the nature of the relationship between the leader and the team and among the participants. Therefore, in the system of professional training of project management specialists, especially in the process of studying behavioural competencies, the issues of team building should take a significant place alongside the acquisition of professional competence and the development of leadership potential. A manager as a real leader should be able to determine the rational composition of the team as well as to have the means for motivating and encouraging team members, the ability to combine moral and material forms of personnel encouragement efficiently.

Thus, the general orientation of the course on behavioural competencies should sensitize future

specialists, especially leaders, to developing effective teamwork skills. These skills should cover the range of processes from the preliminary selection of candidates and the final determination of the personal composition of the project team to the distribution among the executors of production tasks and the functions provided by the project and the organization of their proper execution. At the same time, students should understand that the successful implementation of the project also involves the motivation of project team members and quality control of their activities as well as meeting the project requirements.

An extremely important task of the leader in the process of teambuilding is also their personal purposeful development. First of all, their professional managerial competence and leadership potential should be developed to win the respect, business and personal prestige. The team recognize the leader due to their constant personal development and encouragement of the development of each team member. That is why the development of professional competence and leadership potential of a future project management specialist should be considered as another manifestation of the general orientation of teaching behavioural competencies.

The course is aimed at developing leadership potential and its proper use while carrying out project tasks. Therefore, it is taught along with the disciplines on technical competencies and the practical experience of students is taken into account. Thus, a manager should constantly remember that the process of team building is not over when the project team is staffed, the team should be built as an integral highly professional unit.

Thus, behavioural competencies are taught to project management specialists in the general context of proper social and psychological support, which involves developing certain skills of effective teamwork. It involves increasing the level of professional and social competence of future specialists significantly, cultivating in them the desire for self-actualization and self-realization and the capability to use the knowledge of humanities that create reliable preconditions for the efficient fulfilment of the project tasks.

The problems of identifying and developing the leadership potential of students as conditions for successful building a project team. In the process of training, a future specialist should clearly understand that project management is joint activities of people which is organized primarily in the form of teamwork and building and managing a team require that a manager or a leader should have both technical and human competences. Every member of the project team should not only fulfil its tasks but also participate actively in the implementation of tasks, which is possible only due to the collective interaction of team members. Understanding this as well as distributing individual tasks is a serious problem that requires awareness of not only the capabilities of each team member but also the nature of the relationship among the people in the team.

In general, the problems of identifying and developing the student's leadership potential are related both to the complexity and multidimensionality of

leadership itself and to its contradictory individual and social nature. In addition, this potential and individual characteristics should be identified and revealed in the context of multiple teaching and training tasks and the predominance of group activities. However, a significant public need for leaders, for their capability to build effective teams and ensure efficient joint activities of participants require that the education system should solve this important, relevant and socially significant problem efficiently.

The lack of the student's psychological knowledge is another problem in cultivating in a student the skills of building a project team directly within the teaching and training process. An extremely negative trend in modern engineering education is a constant reduction of the academic time for studying the disciplines of the social and humanitarian cycle. At the same time, the complication of public life, the increase in the level of educational and professional training of people and their self-actualization only increase the need for this knowledge and skills to use them properly.

An essential problem in cultivating in a potential leader the skills necessary for building an effective project team successfully arises from the conventional nature of duties, tasks and functions, whose implementation requires that a leader should select specialists. The distribution of duties, tasks and functions among the performers and their groups should complete the process of teambuilding. However, when active teaching methods, particularly role-playing and business games, are used systematically in the teaching process of, the desired skills can be developed. These methods help a student develop their leadership qualities and direct them to the ability to build a team and work with it successfully, organize joint activities of people and manage the proper execution. It is understandable that the knowledge, skills and abilities acquired in this case will be helpful for professional activities on project management in future.

While developing these skills, there arises such a problem as the stratification of students according to their material and social status which results in weakening of collectivism and friendly relations among students, the increase in the tendencies of individualism and some uncertainty with employment after graduating from a higher educational institution. Under these conditions, a rather wide divergence of the life goals and values of students as representatives of various social strata of the population hinder successful teambuilding.

However, even under these conditions, student's leadership qualities usually manifest themselves in the strong influence of their personality on other students and in the authority that they have with the representatives of different groups. Depending on the strength of this impact, the ability to build a project team is determined as well as the ability to coordinate the goals, aspirations and interests of the team participants and to organize efficient fulfilment of tasks and functions specified by the goals of the project. Leadership qualities allow such a student to involve teamwork participants in the active search for better ways to organize its implementation and rational ways of using available resources. Such a student will be a

real and effective leader in future professional activity and have an indisputable authority with the team.

The pedagogical technologies to be used are determined by the complexity and responsibility of the task of building a project team that cause the necessity of the search and systematic use of effective ways and techniques, methods and pedagogical technologies aimed at developing the skills and abilities of such activities while teaching. First of all, business and role games mentioned above should be kept in mind. Case studies are also rather efficient as well as the analysis of problem situations and so on. These technologies should form the basis of practical classes on behavioural competencies. At the same time, they should contain tasks on the selection of specialists for building a project team, the distribution of roles, tasks and functions and an assessment of their implementation.

Lectures should be carried out on the basis of the systemic application of the dialogue method. If possible, the previous conditional division of roles in the group as the simulation of the relationship and interaction in the project team can also be useful. The experience of attracting students with the developed leadership potential to the discussion of the system of team members' motivation and the stimulation of their activity is also positive. The synergetic effect that arises in this case helps develop skills not only for building a project team but also for systemic work with it. At the same time, the leadership potential of future specialists in the sphere of project management is further developed.

It is important that students - potential leaders obtain developed skills and abilities in developing a project team and its effective management; this requires that a teacher as a professional, leader and personality should have appropriate skills. Therefore, the teaching process should be successfully implemented and students should be also involved in active participation in the scientific research. This allows the teacher to build a team in which students master both new knowledge and methodology of the scientific work and the ethics of a researcher, the nature of the relationship and interaction in a scientific team.

In general, while using innovative pedagogical technologies, an interesting relationship arises between the development of the student's leadership potential and the acquisition of skills in the formation of the project team. This relationship is a completely natural result of the teacher's purposeful use of active teaching methods. But this application should be also of an active nature, it should encourage the initiative of students, offer them to suggest alternative ideas, options for the solutions of certain problem situations. This is what the modern paradigm of the binary educational process involves.

An important feature of the pedagogical technologies used for teaching the rules for building a project team to students should be a regular change in the roles that a student performs in game situations. This is due to the fact that for the skilful management, a person should be able to obey. In addition, playing the role of a subordinate and performing corresponding tasks and functions helps a future leader understand the psychology

of his subordinates better and use the gained knowledge in the relationship with them. Finally, another feature of pedagogical technologies aimed at developing potential skills for building an effective project team is cultivating in potential leaders the sense of responsibility and the aspiration to analyze the shortcomings of their actions, record them and identify possible ways and means to overcome them successfully.

The ways and means to develop the abilities of a leader to build a project team. The analysis of pedagogical technologies used for this purpose mentioned above involves considering the reasonable ways and methods of developing the skills of building a project team. It should be emphasized that this skill is an important part of the general structure of the leadership potential of a future project management specialist. It should be noted that the corresponding ways and methods were detailed in [5]. But to develop these skills is rather difficult. Life practice shows that even experienced managers sometimes make mistakes while selecting the necessary staff and building a capable project team; to teach this to a student who does not have the proper knowledge and experience is even more difficult.

An important way to develop the leader's skills to build an efficient project team is to suggest the leader the ideology of the system analysis, which enables identifying the needs for personnel, the capabilities to meet these needs, the methods of motivating employees to expand the range of tasks and functions performed by them through their self-training and mastering new knowledge and skills. The purposeful organization of the system of advanced training of the project team members can also become appropriate.

In addition, the process of teaching the academic discipline of behavioural competencies almost is affected by various, often undesirable factors of the objective and subjective nature, either random or regular. At the same time, this circumstance can be used to teach potential leaders to analyze complex situations, to identify disadvantages and to find ways and means to overcome them effectively. At the same time, this circumstance contributes to the development of the leader's self- and trust in the team.

The involvement of each teacher engaged in the training of project management specialists in the general system of teaching activities can be considered as an effective method of developing leadership skills to build a project team. Due to this the possibility to diversify the ways and methods, abilities and forms of pedagogical impact on students. The integral result of these impacts will be the intensification of the processes of developing the students' leadership potential, including their ability to build a project team and work with it effectively. Student see and understand how different teachers use different methods to make the influence of different intensity and this is an additional educational impact; the result is developing students' professional and social competence and personal development. In other words, the team of teachers who want to achieve this goal works coherently and purposefully.

The proper organization of the educational process of their professional training is a method of mastering the skills of productive use of their leadership potential for building a project team. It should involve using the group interaction technologies actively, the game design is an acting one. For increasing the effectiveness of these technologies and their use to develop students' skills in building a project team and organizing efficient teamwork, students should change the roles, functions and responsibilities that they perform. This facilitates the identification of potential leaders and the development of their potential as well as of those who can perform the roles of doers or experts, managers or advisers.

The efficient method of developing the skills of using the students' leadership potential for building a skilful project team is the integral combination of their professional and social competence and responsibility. It helps unify the participants in teamwork rapidly and develop common goals and values among them. And the sincere concern of a leader about them, the desire to take into account their interests and promote their personal development become a reliable prerequisite for the successful achievement of the project goals.

The control of acquired skills. One of the important conditions for the development of the professional competence of project management specialists is the effective control over the acquired teaching material. This fully applies to the development of their leadership potential and its use in building the project team and organizing the efficient teamwork to fulfil the tasks and works specified by the project. The main place in the control system should be occupied by the analysis of the dynamics of leadership potential development and its manifestations in building the team and the nature of its relationships with team members. The importance, public importance and high level of responsibility of project activities require constant monitoring and diagnosis of students' educational and cognitive activities.

The technology of control involves taking into account the level of knowledge and skills of a student and their activity during practical and seminar classes, especially their performance of role functions and tasks of business games and the analysis of problem situations. The diagnosis is primarily aimed at identifying gaps in knowledge and skills as well as their causes and at selecting efficient ways and means to eliminate them. However, the student's mistakes that happen while building a project team should not be underestimated. After all, they are often inevitable in real practice. It is important to teach a student to identify these mistakes timely and to select efficient ways and means to correct them.

The control of the level of mastering skills in building a project team should be combined with the analysis of the assessment of the leader's actions conducted by the team members. This develops the activity of all participants in the educational process and makes them understand the importance of such activity for effective teamwork in the context of their professional activity.

Conclusions

The results of theoretical researching and the practical pedagogical activity in the field of preparation of experts in project management enable making the following the conclusions.

First, the dominance of team methods and forms of activity in project management significantly enhances the importance of the composition of a project team and the nature of the relationship among its participants. Therefore, the ability of a leader to build a highly professional team efficiently and to establish norms and rules of relationships that actively contributed to the cohesion of the team, the development of common life goals and values and the professional and personal development of participants play an extremely important role in the system of behavioural competencies of leaders.

Second, the complexity and the responsible nature of building the project team requires that a manager as a true leader should have general strategic thinking, deep psychological culture and the ability to assess properly not only the level of highly professional competence of candidates but also their professional and socially relevant personal features and qualities. Particular attention should be paid to assessing the employees' proneness to conflict and identifying so-called conflict personalities among them as their impact on the psychological climate in the team and on the nature of the relationship among team

members can undermine the employees' attitude to their functions and responsibilities and, therefore, on the general quality of the project.

Third, for building a project team successfully and organizing the subsequent efficient teamwork, a manager as a true leader should know and skilfully use a well-thought-out system of motivation and incentives for employees. It should be based on the combination of the general objectives of the project and the interests of all stakeholders, primarily the goals, aspirations and interests of the project team members. To achieve this, the system should involve developing a range of material and moral incentives. Among them, an important place belongs to the extensive use of the technology of the authority delegation, which raises the self-esteem of employees and encourages their efficient activity in implementing the tasks and functions specified by the project.

Fourth, the requirements for high professional skills and the development of professionally and socially significant personal features and qualities of a leader lead to the high mobility of the leader and the project team and their preparedness to carry out the tasks of various projects, portfolios and programs in various areas of social production. The condition for successful execution is a cohesive, highly professional, efficient team and the constant concern of a manager or a leader about the constant professional and personal development of team members.

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ЛІДЕРСТВО ЯК ЧИННИК ФОРМУВАННЯ ПРОЕКТНОЇ КОМАНДИ

Предмет статті полягає у визначенні ролі лідерства в процесі формування проектної команди, оскільки саме якісний склад цієї команди та професіоналізм її учасників відіграють визначальну роль у забезпеченні належного виконання робіт, передбачених завданнями проекту. **Мета** статті – розкрити значення і місце в загальній системі поведінкових компетенцій лідера його вміння формувати проектну команду й затверджувати в ній сприятливий психологічний клімат, спільні цінності та ідеали. Мається на увазі обґрунтувати важливе значення цього вміння та його використання для підвищення ефективності лідерського впливу на проектну команду. **Завдання** дослідження передбачають, по-перше, показати, що проектна команда є складним соціальним організмом, у якому певну сукупність функцій мають виконувати люди високої професійної компетентності. По-друге, передбачається показати, що відмінність їхніх індивідуальних рис і якостей істотно ускладнює як формування проектної команди, так і узгодження цілей, прагнень та інтересів її учасників. По-третє, вважається за необхідне показати методи прищеплення знань і умінь з формування команди студентам, які навчаються за спеціальністю «Управління проектами». **Методи** дослідження включають, по-перше, аналіз ролі мотивації в процесі командоутворення, оскільки серед проблем, які доводиться розв'язувати лідерам при формуванні команди, істотне місце посідають питання мотивації її учасників. По-друге, слід проаналізувати характер взаємовідносин між цими учасниками та раціональну організацію їхньої ефективної командної діяльності. По-третє, важливим методом виступає також аналіз здатності лідера сприяти професійному й особистісному розвитку учасників командної діяльності. По-четверте, ефективним методом прищеплення лідерам навичок формування команди постає підвищення рівня викладання курсу поведінкових компетенцій із застосуванням інноваційних педагогічних технологій. **Результати.** Чітка постановка цілей і системне застосування ефективних методів формування проектної команди є вкрай необхідними ще в процесі професійної підготовки фахівців з управління проектами. Як свідчить досвід такої підготовки, розвиток відповідних умінь і навичок має поєднуватися з цілеспрямованим розвитком лідерського потенціалу студентів. Особливу роль відіграє правильна постановка викладання навчального курсу з поведінкових компетенцій, в першу чергу чітка практична спрямованість проведення лекцій і семінарських занять із застосуванням активних методів навчання. **Висновки.** По-перше, переважання командних методів і форм діяльності в управлінні проектами істотно посилює значення складу проектної команди й характеру взаємовідносин між її учасниками. По-друге, ефективне формування команди вимагає від лідера відповідних знань та умінь, стратегічного мислення, психологічної культури й вміння оцінювати рівень професійної компетентності кандидатів та їхніх професійно і соціально значущих особистісних якостей. По-третє, для формування проектної команди та організації командної діяльності лідер має застосовувати чітку систему мотивації і стимулювання.

Ключові слова: проектна команда, лідер, лідерські якості, формування команди, командна діяльність, взаємовідносини, система підготовки фахівців, поведінкові компетенції, педагогічні технології.

ЛИДЕРСТВО КАК ФАКТОР ФОРМИРОВАНИЯ ПРОЕКТНОЙ КОМАНДЫ

Предмет статьи состоит в определении роли лидерства в процессе формирования проектной команды, поскольку именно качественный состав этой команды и профессионализм ее участников играют определяющую роль в обеспечении надлежащего выполнения работ, предусмотренных задачами проекта. **Цель** статьи – раскрыть значение и место в общей системе поведенческих компетенций лидера его умение формировать проектную команду и утверждать в ней благоприятный психологический климат, общие ценности и идеалы. Имеется в виду, обосновать важное значение этого умения и его применение для повышения эффективности лидерского влияния на проектную команду. **Задача** исследования предполагают, во-первых, показать, что проектная команда является сложным социальным организмом, в котором определенную совокупность функций должны выполнять люди высокой профессиональной компетентности. Во-вторых, предполагается показать, что отличие их индивидуальных черт и качеств существенно усложняет как формирование проектной команды, так и согласования целей, стремлений и интересов ее участников. В-третьих, представляется

необходимым показать методы привития знаний и умений по формированию команды студентам, обучающимся по специальности «Управление проектами». **Методы** исследования содержат, во-первых, анализ роли мотивации в процессе командообразования, поскольку среди проблем, которые приходится решать лидеру при формировании команды, существенное место занимают вопросы мотивации ее участников. Во-вторых, следует проанализировать характер взаимоотношений между этими участниками и рациональную организацию их эффективной командной деятельности. В-третьих, важным методом выступает также анализ способности лидера способствовать профессиональному и личностному развитию участников командной деятельности. В-четвертых, эффективным методом привития лидерам навыков формирования команды становится повышение уровня преподавания курса поведенческих компетенций с применением инновационных педагогических технологий. **Результаты.** Четкая постановка целей и системное применение эффективных методов формирования проектной команды являются крайне необходимыми еще в процессе профессиональной подготовки специалистов по управлению проектами. Как показывает опыт такой подготовки, развитие соответствующих умений и навыков должно сочетаться с целенаправленным развитием лидерского потенциала студентов. Особую роль в этом играет правильная постановка преподавания учебного курса по поведенческим компетенциям, в первую очередь четкая практическая направленность проведения лекций и семинарских занятий с применением активных методов обучения. **Выводы.** Во-первых, преобладание командных методов и форм деятельности в управлении проектами существенно усиливает значение состава проектной команды и характера взаимоотношений между ее участниками. Во-вторых, эффективное формирование команды требует от лидера соответствующих знаний и умений, стратегического мышления, психологической культуры и умение оценивать уровень профессиональной компетентности кандидатов и их профессионально и социально значимых личностных качеств. В-третьих, для формирования проектной команды и организации командной деятельности лидер должен применять четкую систему мотивации и стимулирования.

Ключевые слова: проектная команда, лидер, лидерские качества, формирование команды, командная деятельность, взаимоотношения, система подготовки специалистов, поведенческие компетенции, педагогические технологии.
