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## Some aspects of project team building and selection of the leadership style taking into account personality types and development levels of team members



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The implementation of the project approach in the course of managing investment and construction projects is accompanied by a relevant problem, that is, project team building, selection of the leadership style depending on the team members. Numerous approaches are applied to resolve this issue. This article aims to consider such an aspect of project team building as the types of personality of the team members. The article addresses the identification of behavioural motives governing the interpersonal communication of individuals in the course of work. The article considers the main characteristics of emotional drivers in the behaviour of an individual; volitional aspects of personality formation are provided. The classification of personality types is based on the Enneagram, which allows classifying personality types by their emotional-volitional and business structure to correctly conduct personnel policy in the course of the project team building. The article also discusses an algorithm for selecting a project team management style depending on the level of development of its participants. The main task of a manager, selecting an effective team management style, is to correctly assess potential capabilities and needs of employees, their involvement and responsibility for the results of their work. Appropriate motivation of team members leads to job satisfaction and ensures its effectiveness.

**Keywords:** *motive, communication, will, personnel policy, personality types, leadership style, personality type*

A project team is a group of specialists who jointly work on common goals and tasks, such as the implementation of an investment and construction project. The project team is headed by the project manager. Each member of the team performs his or her function. Each team member is motivated to work on the project together with the others and achieve results. A notable example of teamwork is the fairy tale about the turnip tree.

The organization of processes in a team depends on the management style, skill level, personality types of its team members, etc.

One of the project manager's tasks when making a team is to build a relationship with its members, find the "keys" to the subordinates' minds to influence them to achieve the project team goals.

To properly influence people, it is necessary to understand, first of all, what goals motivate a person and how you can competently manage people by managing these goals.

D. Carnegie believed that the only way to manage a person and get him to do something was to offer him what he wanted [1].

Studies have shown that almost all normal adults have the same needs: health and safety, food, sleep, money and other material goods, sexual satisfaction, confidence in their future, the well-being of their children, and a sense of their worth [2].

What is characteristic is that almost all desires are satisfactory, all except one. Freud called it "the desire to be great", and Dewey called it "the desire to be significant". William James said: "The deepest property of human nature is the passionate desire of men to be appreciated". Many psychologists believe that it is this feeling that determines the development of an individual personality [3].

Being faced with the problem of misunderstanding the behaviour of the people around us,

one has to understand that at its core lies, above all, a different goal-setting. When building relationships with the people around us, we should remember that each of us pursues certain goals, which he is more or less clearly aware of [1].

Achieving a goal is associated with overcoming difficulties and obstacles. They are of two kinds: external and internal.

External obstacles are objective obstacles that do not depend on a person. Internal ones depend on the person himself, and, first of all, it is the unwillingness to do what is to be done.

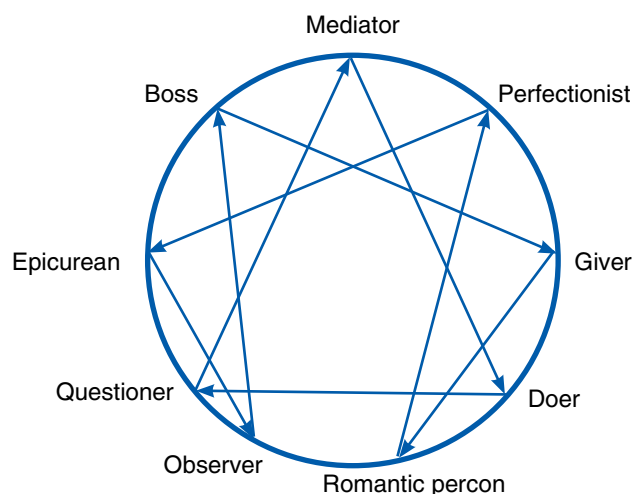
A person's ability to overcome obstacles and difficulties on the way to the goal, the ability to control his or her behaviour, to subordinate activity to certain tasks, is expressed in his or her will. According to psychologists, this ability determines the position and nature of human behaviour in the work process and teamwork [3].

Will (from Latin "voluntas") is a mental process of conscious control over one's thoughts, feelings, desires, behaviour, activities, communication, expressed in the ability to overcome external and internal difficulties, to make decisions and stick to a certain course in purposeful actions. Will is one of the most important conditions of labour activity [3].

Consequently, we can make an assumption that volitional regulation is the highest level of regulation of human actions, needed to overcome external and internal difficulties, obstacles to achieve the goal.

As volitional qualities are mental properties, reflecting features of volitional regulation of a person and formed in the course of gaining life experience, then, being relatively stable properties (characteristics) of a person, they nevertheless can change and develop during life [3].

When building a project team, it is certainly important to pay attention to work experience and



*Enneagram of personality types*

skills, but it is also important to understand who works in your team and what kind of people are missing in it to successfully achieve project goals.

In an effort to classify and define the personality types we encounter in the work process, let's turn to the Enneagram below (the figure).

The Enneagram (from the Greek ennea, nine, and gramma, the outline) is a psychological model that describes the 9 underlying motives that drive us. Each of the 9 motives generates a very specific character with inherent thinking strategies, emotional and volitional reactions, as well as life attitudes [4–6].

The Enneagram model is a synthesis of ancient spiritual sources and modern psychoanalytic psychology. For a long time this knowledge remained unavailable and was passed down as part of the oral tradition. The Enneagram was first discovered to the Western world by the famous philosopher and mystic G.I. Gurdjieff. It is believed that he became acquainted with this knowledge in Central Asia [4–9].

The Enneagram of Personality, as we study it today, was developed in the 1970s by Bolivian Oscar Ichazo [4–6].

Starting from the 1970s of the 20th century, knowledge of the Enneagram began to spread rapidly, first in America and then around the world. This classification was adopted by the CIA, where it was used to evaluate the behaviour of foreign leaders.

**The general rule of the Enneagram:** When you are in a peaceful state of mind, you combine the features of the types that are indicated by the vectors coming from you; when you are distressed, you get the features of those people from whom the arrows point at you [4–9].

Let's consider the characteristics of personality types presented on the Enneagram [4–9].

1. The perfectionist strives for perfection, he is conscientious, diligent, a rational and strict critical thinker.
2. The giver is exalted, eager to be in the limelight, at times pushy, eager to impose his will on others.
3. The doer has a competitive spirit with high work efficiency, concerned about his image.
4. The romantic person has creative personality, prone to melancholy, drawn to the unattainable.

5. The observer is emotionally withdrawn, aloof from people, holding back feelings, turned inward, intelligent.
6. The questioner is eaten up by doubts, faithful, fearful, always fearful of signs of trouble to come.
7. The epicurean is sensual, cheerful, falling into childishness, unwilling to take responsibility.
8. The boss is a dictator, a fighter, a protector, taking responsibility, adoring a good fight.
9. The mediator is patient, constant, able to comfort, but sometimes running away from reality and finding oblivion in alcohol, gluttony, or television (spectacle).

The Enneagram describes nine personality types arranged on a circle at equal distances from each other. It symbolizes the equal contribution of each personality type to the creation of a holistic world. The types are connected not only by the circle, but also by the so-called "connections", a complex internal figure inscribed in the circle.

Unlike other typologies, the Enneagram is a dynamic model. Not only does it describe static personality traits, but it also reflects very precisely what happens to a person when he or she is stressed or comfortable. When we are in a familiar, calm environment, with people close enough to us, we behave differently than when we find ourselves in an unfamiliar tense or stressful situation. The Enneagram model describes these changes by means of connections.

Many authors of the Enneagram find it particularly valuable because it allows us to determine a person's current level of functioning, zone of closest development and destabilizing factors.

Using the knowledge of a team's personality types allows for the competent selection of the leadership style of that team as well. The most interesting model of leadership style for use in project team management is the Hersey-Blanchard situational leadership model, which appeared in 1960 and was called the "Hersey-Blanchard Lifecycle Theory".

As a criterion for selecting a style, it proposes the life cycle "maturity" of subordinates. The maturity of personnel is determined by their desire to achieve the set goal, the ability to be responsible for their own and collective actions, education and experience in solving problems of the appropriate type. In their theory, the authors distinguish four levels of maturity: low, moderately low, moderately high, and high. Depending on the maturity of the managed team, the manager should apply appropriate management styles [10–14].

The situational leadership model suggests four basic leadership styles.

#### **S1. Directing**

The directing leadership style is associated with authoritarian leadership.

When applying this style, the leader will make all decisions without consulting his subordinates. He will inform the team of his decision and expect the team to follow his instructions. The opinion of the team is not considered, the leader decides for himself who, what, how, why and where.

#### **S2. Coaching**

In a coaching style of management, the leader still defines functions and tasks. However, unlike the directing one, he is more receptive to the participation and opinions of his subordinates. Such leaders "sell" their ideas and plans to subordinates.

This management style is closely related to the democratic leadership style. Sports coaches are often associated with this style of leadership. They put players in positions and then train and coach the team to achieve the best results.

**S3. Supporting**

A supporting leader will be involved in creating ideas and making decisions, but most decisions will be made by the team.

This type of leadership may seem “quiet” because the leader is positioned as an equal member of the team, not a leader.

**S4. Delegating**

This style of leadership is based on non-interference and is similar to the liberal management style, where the group makes almost all decisions itself.

This type of leadership tends to be more focused on shaping the picture of the future than on day-to-day management. The leader works on strategy and vision, but the decision of how to achieve it is left to the subordinates.

According to the situational model of leadership, the choice of one of the four styles depends on the level of professionalism of your subordinates and their level of motivation.

The model defines four levels of employee development.

**D1: Rookie Enthusiast (can't do it, but wants to)**

Level of professionalism: low.

Level of motivation: high.

Your subordinate has low competence but high commitment. He is inexperienced but enthusiastic. In this case, your subordinate may show a desire to work, but he will lack the specific skills needed to complete the task. For example, a university graduate. Figuratively speaking, this is a “rookie enthusiast”.

**D2: A frustrated student (can't and won't)**

Level of professionalism: slightly higher than low.

Motivation level: low.

Your subordinate has been on the team for some time and now has some competence, but the enthusiasm has faded and with it the motivation. This can happen if the newcomer was abandoned at the beginning and no one dealt with him. For example, the expectations of the work were not met, the ideas did not meet the response from the leader, and he stopped believing in the company.

**D3: Capable, but cautious performer (can, but won't)**

Level of professionalism: high.

Level of motivation: changeable.

Your subordinate is highly competent but volatile in motivation. Your subordinate has the ability to perform better and achieve more, but for some reason he is unwilling to do so. Perhaps he lacks confidence. For example, the employee needs to be made to understand that he is trusted; the employee needs to realize that he is allowed to be independent.

**D4: An independent professional (wants to and can)**

Level of professionalism: high.

Motivation level: high.

*Management styles in the Hersey and Blanchard model*

Subordinates	Management styles
Can't – don't want to	Directives and supervision
Can't – but want to	Support and mentoring
Can – but don't want to	Engagement and support
Can – want to	Delegation

Your subordinate is highly competent and motivated. Your subordinate is confident in his abilities to complete the task and willingly accepts responsibility for completing it.

According to the situational model, a manager should change his management style depending on the type of subordinate (the table) [10–14].

Each level of development of an employee in relation to the task corresponds to a different management style.

P1–S1: motivated but unprofessional — need directives.

For an employee at the P1 level (“Incapable, but willing”) we set the task clearly and give instructions. The employee needs supervision.

P2–C2: Not motivated and non-professional — needs coaching.

A P2-level employee (“Incapable and not willing”) needs both directives and support from the leader, so a coaching style (C2) is optimal. You coach the employee, increasing his professionalism.

P3–C3: Professional, but not motivated and, thus in need of support.

A P3 employee is capable of solving the task, but not motivated. He has enough knowledge and skills; the only problem is motivation and self-confidence. Accordingly, the leader chooses a supportive style (C3) so that the employee realizes that he is allowed to be independent — his ideas find the response and are converted into work successes.

P4–C4: Motivated and Professional — Need Delegation.

A motivated, skilled and capable P4 (“Capable and Willing”) employee can lead and apply developmental leadership styles to less experienced employees.

When selecting an effective team management style, the main task of the manager is to competently assess the potential capabilities and needs of employees, their involvement and responsibility for the results of their work. Proper motivation of team members entails job satisfaction and ensures its effectiveness.

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## Некоторые аспекты формирования команды проекта и выбор стиля руководства с учетом типов личности и уровня развития ее участников

Актуальной проблемой при реализации проектного подхода в управлении инвестиционно-строительными проектами является формирование команды проекта, выбор стиля руководства в зависимости от состава ее участников. Существует множество подходов к решению этого вопроса. Данная статья нацелена на рассмотрение такого аспекта при формировании команды проекта, как тип личности ее участников. Статья посвящена выявлению поведенческих мотивов при построении межличностного общения индивидов в рабочем процессе. В статье рассмотрены основные характеристики побудительных мотивов в поведении индивида, приведены волевые аспекты формирования личности. В основу классификации типов личности положена Эннеаграмма, дающая возможность классифицировать типы личности по их эмоционально-волевому и деловому складу, позволяющая грамотно проводить кадровую политику при формировании команды проекта. Также в статье рассматривается алгоритм выбора стиля управления командой проекта в зависимости от уровня развития ее участников. Поскольку при выборе эффективного стиля управления командой основной задачей руководителя является грамотная оценка потенциальных возможностей и потребностей работников, их вовлеченности и ответственности за результаты труда. Правильная мотивация участников команды влечет за собой удовлетворенность работой и обеспечивает ее эффективность.

**Ключевые слова:** мотив, общение, воля, кадровая политика, типы личности, стиль руководства, тип личности

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**ДЛЯ ЗАМЕТОК**

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