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EMOTIONAL MANAGEMENT AS A COMPONENT OF EFFECTIVE TEAM MANAGEMENT

Svitlana A. Kolot¹⁾

ORCID: <https://doi.org/0000-0001-9145-9017>, skolot27@gmail.com

Anna L. Khristich²⁾

ORCID: <https://doi.org/0000-0002-6578-6732>, khristich@ilo.org

Viktor Polic²⁾

ORCID: <https://doi.org/0000-0001-8636-5639>, polic@webster.ch

¹⁾Odessa National Polytechnic University, 1, Shevchenko Avenue. Odessa, 65044, Ukraine

²⁾International Labor Origination, Geneva, Switzerland, 4 route des Morillons, CH-1211, Genève 22, Switzerland

ABSTRACT

The article considers the theoretical aspects of team management on the basis of emotional management. It is shown that the modeling team emotional work explains the features of the manifestations of its important parameters and forms the approaches to improve the social and emotional team environment. Conceptual foundations of command and emotional control are disclosed in line with theoretical developments in the field of emotional work and modeling its processes. It is shown that the success of team formation is determined by the interaction of individual and group (social) expectations, which reflect the willingness of team members to cooperation and effective interpersonal interaction based on common understanding of the roles and abilities of each other. Individual emotional experience is highlighted as a fundamental characteristic, which mediates all other input parameters and is the basis for the formation of a team indicators of emotional experience and emotional intelligence. The idea of the interdependence of these parameters became the basis for the formation of team norms and explains their effects on leadership and role behavior. The modeling team emotional labor has identified as criteria of the effectiveness of the team psychological safety and interpersonal interaction as the basis for improving social and emotional team environment. The ability to obtain high levels of job satisfaction and effectiveness of the result is analyzed as the result of the transition from emotional dissonance to the consonance that supported individual emotional experience, and role expectations, the probability of a correction which increases as the formation of team psychological safety and interpersonal interaction. It is shown that the management of emotions at the command level contributes to the achievement of job satisfaction and the results that are important to each individual, team and organization.

Keywords: Emotional Management; Team Psychological Safety; Interpersonal Cooperation; Team Emotional Intelligence; Role Behavior

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INTRODUCTION

Numerous studies of teamwork in organizations focus on the goals, structure and composition of the team, leadership and role positions of its members, professionalism and work efficiency. We study such internal factors as, for example, trust and mutual responsibility of team members, teamwork and problem-solving skills, psychological climate. Among external factors, attention is drawn to compatibility with the leader and support from the organization. The focus of research on identifying common, most typical teamwork skills is shifting towards competencies: knowledge, skills and interpersonal relationships related to teamwork, which are essential for effective teamwork based on mutual cooperation. Teamwork itself acts as a collective competence that provides participants with everything necessary to solve a problem [23], [31], [34]. The process of exchanging ideas and making decisions as important components of the overall creativity of teams is acquiring significant importance, however, at the same time, there is increasingly noted a lack of cognitive orientation of

studies examining the logical processes of perception, memory, thinking, cognition, understanding and explanation [42]. In this direction, it seems productive to complement the emotional managing of a team with cognitive approaches, which studies the features of the influence of emotions on work processes in organizations. Emotional management can be represented as a subsystem of the complex impact of the organizational management system, which is aimed at creating a productive social and emotional environment in the process of implementing the organization's development strategy. The components of emotional organizational management are emotional work (a term that the authors find more suitable to the modern view of the subject than "emotional labor" by origin thesaurus) and emotional intelligence. Emotional work provides the management of emotions and emotional states in accordance with specific input parameters and expected results. It is a complex emotional process, which is characterized by the presence of objective content and considers the management of emotions as one of the ways employees achieve organizational goals. Emotional intelligence characterizes an individual's ability to

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perceive, express, understand, explain and regulate emotions and acts as a necessary factor of effective management.

The purpose of the article is to determine indicators of improving the effectiveness of team management based on emotional management. The problem of increasing the effectiveness of team management is considered on the basis of a generalization and critical analysis of theoretical and experimental studies on emotional team management. To simulate the processes of emotional team management in the work, we will use the main provisions of emotional work, emotional intelligence and approaches to modelling emotions management.

For this, the following tasks were set:

- to analyze the scientific and literary sources on the problems of emotional management of the team;
- analyze the indicators that determine the characteristics of emotional teamwork based on the provisions of emotional work and indicators of emotional intelligence as the main factors of emotional management;
- develop a conceptual model of team emotional work as the basis of emotional management.

LITERATURE REVIEW

The centuries-old dominance of the rationality cult has led to the formation of a stable negative attitude towards emotions in organizational culture. The norms and rules of the organizations' activities have traditionally been aimed at strengthening standardized and formalized behavior and the associated tight control over the manifestation of emotions. The beginning of research on the features of organizational emotional life was laid by the work of A.R. Hochschild, focused on the study of signs and results of activities, which termed as “emotional work” and associated with the need for active variations of emotions experienced by employees, in accordance with organizational rules (the display rules for the organization or job) [16], [19]. And if earlier emotions were not even considered as a possible explanation for the behavior of employees, now more and more researchers are trying to explain the influence of emotions on individual and organizational results and the management of emotions in the workplace [3]. Modelling of emotional work made it possible to identify antecedents that are significant for its functioning [16], their relationship with the results of activities, and especially the processes of emotional regulation [17]. Given the significant influence of emotions on behavior and judgment [6], [37], [40], effective management of emotions has become increasingly considered as an important key element in the management system. Using the model of regula-

tion of emotions allowed to expand the research area and highlight general and specific characteristics for various types of activities. In particular, the features of the emotional processes influence on individual and group behavior in organizations, on the cognitive processing of information and decision-making [31], on the establishment of social connections and relationships [16] were specified.

The implementing of teamwork has expanded the area of experimental study of group processes that occur during the cooperation of team members. Issues related to team survival strategies in the organization [17; 27] and the influence of emotions on motivation and team effectiveness [3; 33] are becoming relevant. The studies are being conducted of the interaction and cooperation of team members on the basis of individual and joint activities and the effect of emotional contagion during teamwork, which showed an increase in both unproductive feedback loops of poor collaboration and lower effectiveness, as well as productive feedback loops of pro-team collaboration, and higher team effectiveness [10; 22]. The questions of developing the norms of the team (interpersonal) understanding on the basis of building networks of external relationships with the organization [11; 21], motivation to perform [22], risk-taking [9] and control over the situation [35] are also examined by the various authors.

The appeal to emotional intelligence as a component of emotional management made it possible to identify the importance of emotional components in the formation of team culture and the activities of a leader in a team. A significant factor for understanding the characteristics of the emotional behavior regulation of a leader was a model of the emotions regulation process, which describes specific behavioral and cognitive strategies for managing various aspects of emotional experience [8], [17], [31], including interpersonal conflicts and organizational crises [22], and allows to present emotions as important competencies that contribute to the effectiveness of a leader [6]. Optimization of the leader's role behavior is one of the key factors in increasing the effectiveness of teamwork [39].

Thus, emotional management begins to be considered as a factor in improving the quality of social interaction and becomes an essential component of the management system in the organization. Emotion management in a team involves the influence of the team on the emotions experienced by members [11], and the effectiveness of team management leads to increase in the quality of interaction and processes in the team [10]. As observed in studies of I. D. Steiner, “teams that do not manage their emotion suffer... irrational bends in direction, which create less collaboration and process losses” [11, p. 434]. Obviously, for the

effective management of emotions in a team, a favourable social and emotional environment is needed that can provide productive cooperation to combine multi-functional role-playing behavior of team members.

STATEMENT OF MATERIAL

Teamwork is traditionally described in terms of classical systems theory, which assumes that team input data; processes and results are distributed in the course of time. The input data include the characteristics of the task to be performed, elements of the context in which the work occurs and the attitude of the team members to the situation in it. A team process is an activity that is aimed at achieving goals and is based on the interaction and coordination of the efforts of team members. The results of the team consist of products that are the result of its work [7]. The teamwork process depends to a large extent on two factors: team composition and a general set of teamwork skills. An important factor in successful teamwork is the building of a team structure in an organization with the optimal combination of professional roles of participants based on a competency-based approach [23]. Such indicators of teamwork as the readiness of team members for cooperation and effective interpersonal interaction based on a common understanding of each other's roles and abilities are gaining increasing weight [34]. As a basis for considering interpersonal interaction as one of the essential processes of teamwork, we used the results of a study, in particular, the conclusion of A.E. Kolesnikov, that "...states... of the Product Manager form a specific structure of communications and interaction of project processes, which take into account the system topology and contextual features of project processes" [23, p. 225].

FORMATION OF A TEAM EMOTIONAL RESOURCE

For further disclosure of the features of teamwork indicators formation and manifestation, we will take into account its emotional component, since any human interaction causes emotions [22], and this interaction is the main building block of teamwork [13]. Active teamwork takes place between team members, as well as between the leader of team and its members. The interaction is mediated by the external environment – the norms and requirements of the organization to the results of the team. The interaction is accompanied by the manifestation of emotions and the building of emotional relationships that determine the organizational/team emotional environment and provide information about events (or expectation of events based on the experience of the team members). The emotional environment provides the functions of evaluating and inducing action affects the settings, cognition

and behavior of participants and activates the management function [12].

This allows us to consider emotional management "as a process of managing the organization's emotional resources in order to increase the effectiveness of its activities. It involves recognizing the fact that in the process of work people develop emotions and emotional relationships which form energy, value, information and motivating resources of the emotional organizational environment and determines this environment as an integral component of organizational activity" [24]. Hence, emotional team management can be represented as a process by which the team influences the emotional resources of its participants in order to increase the effectiveness of team activities. To identify significant factors that determine the formation of team emotional resources, we consider the features of the team influence process in more detail.

Emotions usually have predictable and recognizable antecedents (pre-existing causes), which allows us to analyze and adjust both the process of emotional teamwork and the results obtained. From the perspective of emotional work, one of the main antecedents in teams is expectations – the unconscious social needs that arise when people enter groups [10], [11], [22], [38]. According to the research results, three basic social needs of the team members were identified: belonging, shared understanding and control [6], [11], [27]. The need for belonging is understood as the desire for a secure interpersonal relationship that ensures the acceptance of a person as a unique member of a team, which is not so easy to replace. The need for a shared (interpersonal) understanding is defined as the desire of each team member to form an accurate comprehension of the social situation by comparing the current reality of the team with the comprehension of other team members. This improves the ability of team members to predict and control their continued stay in the team. The need for control is defined as the desire to influence one's own future [41] and is considered the main cause of emotions in teams [11].

Social needs (expectations) reflect the desire of team members to team psychological safety, which ensures the high efficiency of its functioning. The psychological safety of an individual/group is displayed in experiences of security or insecurity in certain situations and manifests itself in the ability to maintain stability and resistance in difficult conditions [26]. The psychological safety of the environment in the social aspect is considered as a state of the environment, which is free from any kind of psychological violence on the part of individuals, contributes to the satisfaction of their basic needs for

confidential communication, creates the referential significance of the environment and provides psychological protection for all its members [4].

The complexity of team psychological safety formation is determined by the fact that it is the result of combining the psychological safety of group members who are exposed to the environment. It is assumed that the vector of team psychological safety should be aimed at effective activity; however, the psychological safety vectors of each of the group members are subjective in nature and are aimed, first of all, at individual survival. Their essence is revealed on the basis of the provisions of the crowding theory, which explains the occurrence of stress and the accompanying negative emotions with the subjective feeling of discomfort created by the environment. In particular, the occurrence of stress is explained by an overload due to excess information or the need to make many decisions in a short period of time; by a decrease in freedom of choice and freedom of action (for example, in the form of restrictions that impose cultural norms and requirements on the behavior of group members). Using the attribution theory allows us to explain whether an individual considers the cause of his own irritation of other people or other circumstances, and why an individual has a feeling that one is losing control of the environment and is not able to change the situation. In accordance with R. Barker's ecological approach, when there are fewer group roles than people, there is overpopulation, which is characterized by the appearance of tension and negative perception of other people. Finally, in accordance with theories of territorial behavior, a human, like any other biological creature, reacts to trespass of the boundaries of his territory and living standards. Thus, the situational perception of stress reflects the individual subjective expectations of each group member and is realized in the emergence of fear about their existence within the group and the accompanying negative emotions.

We will imagine the success of team building as a result of the interaction of individual and group (social) expectations. Expectations, or social needs, play the role of a significant determining factor in the dynamics of the cultural environment within a group, denoting its value system: norms and rules, especially communication and transmission of information, mutual influence of group members. This is consistent with the explanation of the psychological safety of an individual within the framework of an existentially humanistic trend and is understood as a person's desire to meet the basic need for safety through social self-realization when a person is able to independently determine the trajectory of his life, get an active life experience, build a conscious mod-

el of behavior in difficult situations and resist them. The function of the link between individual and group expectations is performed by organizational expectations, which regulate the organization's requirements system for teamwork. The expectation itself is a probabilistic characteristic; therefore the predictability and stability of the result of team activity are determined, first of all, by the level of conformity of the command and organizational systems of expectations. On the other hand, the desire for psychological safety becomes for the team such a backbone factor which brings individual and team expectations in line with meeting the social needs of team members. The coherence of systems of the organizational, team and individual expectations about socially determined needs and their satisfaction (or dissatisfaction) evokes emotions that establish required behavior and help team members succeed in a team environment.

Thus, being purely individual manifestations, emotions in a team become the product of a social, organizational and team environment. Emotions that arise as a result of the interaction of a person and a situation characterize that emotional work that provides the ability to manage emotions in teams, which in turn increases the motivation and level of satisfaction of the social needs of team members. As a significant team resource, the team members social needs for belonging, share understanding and control based on psychological safety, provided by the team environment, were identified.

To understand the features of the functioning of team emotional work, consider the essence of emotional work and its main characteristics.

CONCEPTUALIZATION OF TEAM EMOTIONAL WORK

Emotions encode the dependencies of the situation and reaction, which had proved to be a valuable for thousands of years. They represent the very competence that works towards the completeness and effectiveness of human life. Like any cognitive processes (for example, memory, thinking), they require control. Emotion regulation is “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” [16, p.3].

The concept of “emotional work” was first introduced by A.R. Hochschild regarding to “the management of feeling to create a publicly observable facial and bodily display” [19, p.7, f/n] in the workplace. In which case the role-based behavior of employees in the process of emotional work is carried out in accordance with the regulatory display rules (rules of feelings) and can be built on the basis of surface action (surface acting) or deep action (deep

acting). In the first case, a person regulates only the external expression of emotions, in the second one – the person consciously changes his feelings in order to express the desired emotion. Emotional work connects the employee’s observed behavior with the effectiveness of the task and focuses on “the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions” [35, p.987].

As significant characteristics, there were highlighted the frequency of interactions, the intensity and duration of the interaction, the variety of necessary emotions and emotional dissonance (a state of internal tension associated with the need to express emotions that contradict the true feelings of the employee). The basis of the process of emotional work is the regulation of emotions.

EMOTION REGULATION MODEL

Gross J. J reveals the features of the functioning of emotional work based on input antecedents, output emotional reactions and strategies used to regulate emotions [16]. The main strategies of the process of generating emotions: situation modification, attentional deployment, cognitive appraisal of what is happening and suppression. Antecedent-oriented strategies (causes of emotion) address aspects of emotional response that arise before emotional experiences become fully active. They are realized with the help of certain types of emotions regulation. The choice of a situation involves actions (approach or leaving, attack or flee) that increase the chances for a person being in a situation that causes the desired emotions. The deployment of attention involves its reorientation to other aspects of the situation, which causes a change in emotional reactions. Cognitive

appraisal of the situation involves a change in the emotional significance of the situation. Response-oriented strategies are implemented when emotionally charged behavior is activated. There is a change of reaction - the suppression of the physiological or behavioral aspects of the reaction to really experienced emotions after the emotional reaction has occurred (for example, masking the external manifestations of irritation or anger during a working conflict changes the form of behavior) [17].

The choice of strategy for the process of generating emotions corresponds to the characteristics of controlling the emotional behavior of team members depending on the effectiveness of team interaction and the required role behavior.

THE PSYCHOLOGICAL READINESS OF THE LEADER

Emotional teamwork is determined, first of all, by the position of a leader, who is required to influence the team and reach an effective result. Challenges that leaders face up often arise in an emotionally imbued context. Emotional regulation in “leader – team members” system is focused toward the building of interpersonal relationships that allow leaders to manage conflicts, intensify employee motivation, help to risks-taking and establish feedback.

Consider the leadership function in accordance with the proposed leadership functioning model in the system of emotional team management (Fig. 1).

The leader must solve the problems of internal and external regulation of emotions. The first task is the formation of emotional patterns that influence the expected behavior of team members, and the team member’s management, based on ones.

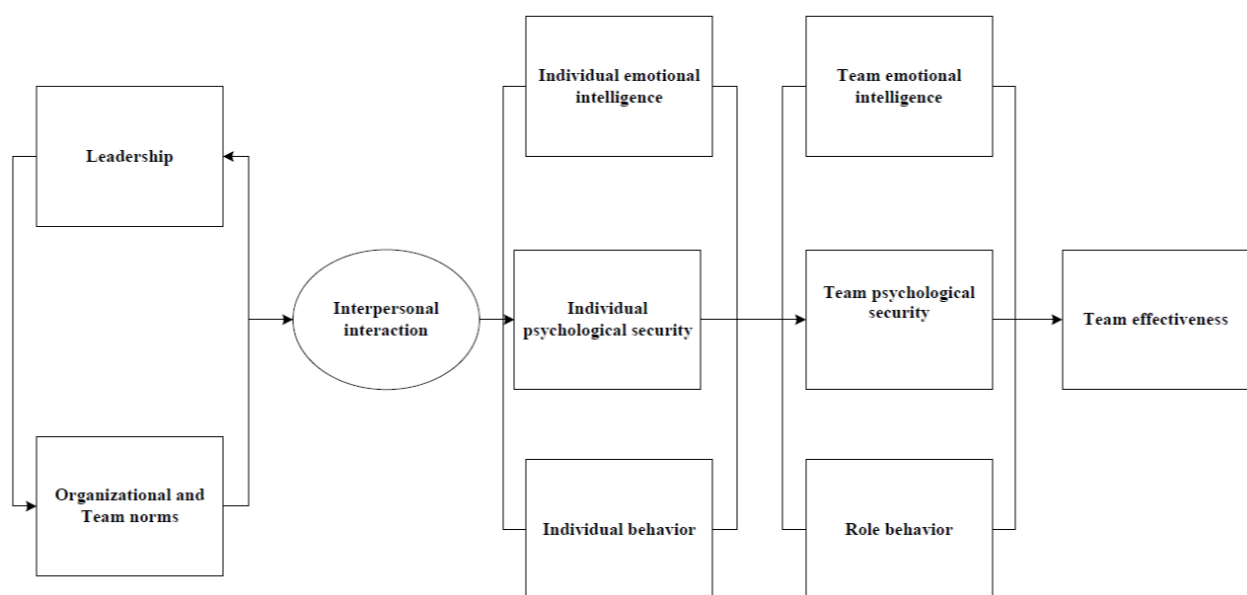


Fig. 1. Leadership in emotional team management

Source: compiled by the author

The second task determines the need to manage the leader's own emotions, which affect the fundamental components of leadership – the drafting and decision-making processes [13], [25]. These decisions, in turn, affect the organization's problems and define the leader in the role of a link between team members and the organization. Such situations are often characterized as weakly defined or uncertain [37], they depend on the level of psychological readiness of the leader [25] and determine his emotional behavior. Emotional teamwork, in this case, is associated with the efforts that leaders make to manage their emotions.

The control of emotional manifestations, both own and team members is based on surface and deep action. The latter ones stimulate the building of trusting relationships and gives more effective results [20]. At the same time, the effectiveness of the results is probabilistic in nature and is determined by the chosen strategy for regulating emotions and the level of effort required to deploy this strategy. For example, it is believed that the most effective strategy for leaders is a cognitive appraisal, which reduces the level of negative emotions in the group and increases the level of positive emotions, demonstrates higher productivity in solving problems, allows the leader to increase situational awareness and link the task with interpersonal priorities [17].

Thus, managing emotions is essential to effective leadership. However, the successful application of the strategy is determined not only by the leader's willingness to use it; an important factor is the level of development of the team.

PSYCHOLOGICAL READINESS OF TEAM MEMBERS

This readiness is directly related to the level of development of the team. At the initial level, team members are dominated by individual psychological safety and the need for control as an expectation of a favorable team environment. Team management is aimed at eliminating negative internal factors and creating team psychological safety, stimulating determination, cohesion and responsibility [26]. The process of emotions regulation is largely determined by emotional dissonance, which characterizes the mismatch between expressed and genuine emotions of team members. Dissonance can occur in two cases: when the individual displays emotions in accordance with the established norms of the team, but experiences other feelings; when the individual reflects the feelings that he experiences, but ones do not meet the norms of the team. At the same time, working and role expectations of team members become a prerequisite for the occurrence of internal conflict and intensify the state of emotional dissonance. The

emotional work of team members is carried out mainly with the help of a surface action, which is used to mask conflict. In the process of emotional interaction, role expectations are converted based on feedback. The emotional work of the leader, in this case, is aimed at analyzing feedback to remove dissonance and conflict tension [28].

For the purpose to create cohesion and readiness of team members for role-based behavior, the leader uses deep action to regulate the emotions of employees. Broadcasting one's own feelings through deep action allows the leader to form the intussusception of team members of the required norms of team interaction and contributes to the sincere expression of feelings by team members as the basis for building trust and cohesion. The choice and use of a regulatory strategy is determined by the team leader in reliance on the situation and depends entirely on his competence.

As the team develops, team members assume more and more responsibility, the leadership function of coordinating the work of the group increases, and the control function decreases. At the level of an experienced team, the leader mainly performs the function of a coordinator, attracts external sources, and does not directly monitor their activities. If at the stage of team formation the leader function was aimed at solving a wide range of problems: professional, administrative, interpersonal interaction and decision making, then, as the team develops, functions are redistributed between the leader and team members. The development of role-based behavior motivates team members to participate in the selection and implementation of management strategies and increases their psychological readiness. Team roles are balanced according to work functions (for example, models by R. M. Belbin and Margerison-McKenna).

Thus, the processes of regulating the emotional team member's behavior influence the creation of conditions for optimizing role and interpersonal interaction. As significant factors for effective emotional management, we have identified processes of surface and deep action, strategies for the process of generating emotions, developed role-playing behavior and psychological readiness of the team based on emotional competence.

TEAM EMOTIONAL INTELLIGENCE

The emotional competence of the team in the structure of emotional management is determined by the level of maturity of emotional intelligence [25]. By emotional intelligence (EI) is meant the ability to perceive and express emotions, assimilate emotions and thoughts, understand and explain emotions, regulate other people's and own emotions [2]. EI reflects a cer-

tain aspect of the human inner world and produces forms of intelligent behavior. According to D. Goleman and J. Meyer, people with a high level of EI demonstrate the ability to integrate into the system of human relationships, to show tolerance and social adaptability [15].

Most studies look at the impact of a leader's EI on teamwork. However, it is quite obvious that the more participants in the team with a distinguished indicator of EI, the more successful team emotional management would be expected. Emotional management based on the EI of team members contributes to the creation of a productive social and emotional team environment, which is determined by team psychological safety and team efficiency [26].

Team psychological safety is the result of combining the psychological safety of team members who are exposed to the environment. The effectiveness of the team is considered as a result of the interaction of team members, supports the development of team motivation, decisions and behavior, and depends on team psychological safety. The interdependence of indicators determines the actuality of relationships between the emotional intelligence of a team, the interaction of team members and the effectiveness of its work.

TEAM NORMS

Emotional management based on the EI of team members is carried out in accordance with team norms – informal rules that teams accept to regulate members' behavior and make it predictable [6], [16], [20]. Team norms are consistent with organizational norms, determine the team's expectations regarding the nature of individual and team interactions, and complement the social expectations of team members in team safety and the effectiveness of the result. Hence, the main functional purpose of team norms is to promote the formation of personal resources of team members, an atmosphere of trust and cohesion, predictive behavior, and the team's openness to relations with the external environment.

Team norm “Interpersonal Understanding”. The basis for the formation of team psychological safety, the effectiveness of the result and the manifestation of the emotions of team members are social needs. Their implementation is carried out using interpersonal relationships, as long as interpersonal understanding is established between team members. Interpersonal understanding contributes to the satisfaction of the social need for belonging and understanding of each other's unique characteristics. We believe that interpersonal understanding can act as a norm of team relations, which forms and enhances the perception by team members of team psychological

safety as a higher level of safety compared to a personal one.

The functional purpose of the norm “interpersonal understanding” is consistent with such components of EI as social consciousness (formation of team consciousness), relationship management (influence on the behavior and development of other people) and conscious management of emotions for personal growth and improvement of interpersonal relationships [15], [32].

Team norm “Self-Esteem” (“Self-Evaluation”). The resulting effectiveness is determined by the focus of the team on continuous team improvement. Team behavior should ensure that the team is aware of the abilities and needs of the members, their personal and professional qualities, and the implementation of role-based behavior in the team. These characteristics correspond to team self-esteem, which leads to control and optimization of teamwork based on existing personal resources. Acting as a norm, team self-esteem works on the development and effectiveness of the team. The functional purpose of the “self-esteem” norm is supported by such components of EI as self-awareness (accurate self-esteem, self-confidence), self-regulation (the ability to control one's emotions), and relationship management (influence on the behavior and development of other people) [32].

Team norm “Proactive Problem Solving”. The use of the “self-esteem” (“self-evaluation”) norm facilitates an open discussion of the problems, strengths and weaknesses of participants. Such active planning is associated with team effectiveness [1] and, accordingly, the effectiveness of the result and can be considered as a team norm “proactive problem solving” [11]. This norm satisfies the team's need for control over their future. Its functional purpose is consistent with such components of EI as self-awareness (the ability to correctly evaluate your emotions, motivation, and goals), emotional self-control, social consciousness, relationship management (influence on the behavior and development of other people, inspiring others).

Team norm “Organizational Understanding”. The study of M. L. Tushman and T. J. Scanlan notes the relationship of organizational understanding with team effectiveness [10]. This relationship gives the fundamental principles of organizational understanding as norm that is aimed at satisfying the requirements of social groups. The team norm “organizational understanding” defines the features of information exchange and the influence of the external environment, the prospects for the development of the team. It helps to understand the requirements of the organization, builds external relations and develops a sense of effectiveness and control over the fu-

ture in the team. Its functional purpose is consistent with such components as corporate consciousness, the use of emotions to improve thinking and activity, relationship management [11].

Team norm “Building Relations”. According to the research results of L. Yan, the building of external relations is considered as the norm, which determines the effectiveness and results of the team. This norm is aimed at ensuring the social need for control over the team and work results. It contributes to enhancing the achievement of goals based on information, resources and support [1; eleven]. In our opinion, in conjunction with the norm of organizational understanding, this norm ensures the effectiveness of the team. Its functional purpose is consistent with such components of EI as self-awareness (the ability to evaluate emotions, motivation, goals), relationship management (influence on the behavior and development of other people, inspiring others).

The specified norms of team EI participate in the regulation of team interactions, thereby supporting team psychological safety and effectiveness, and determine the development of the social and emotional environment of the team.

THE MODEL OF TEAM EMOTIONAL WORK

The model of team emotional work can be represented by three blocks of characteristics that determine the input and output parameters and features of the process of managing emotions (Fig. 2). The

input block (antecedents) contains characteristics that are important for team emotional work: individual emotional experience, expectations about team psychological safety and effectiveness of the result, indicators of situational interaction (team development level, negative or positive events), organizational and team norms and requirements, role behavior of participants.

Individual emotional experience is a fundamental characteristic that intermediates all other input parameters. It determines the diversity, modality and expressiveness of the emotions presented, which are regulated and adjusted by organizational and team norms for the formation of a productive social (external) and team (internal) environment. The positive experience provides the establishment of interpersonal relationships through coordination and exchange of emotional resources, as well as their replenishment in accordance with situational changes.

Interpersonal relations are aimed at creating mutual understanding and team cohesion as the basis for effective role-based behavior and transition to a higher level of functioning. Negative experience prevents interaction and becomes the basis for the correction of indicators of emotional resources and EI of team members at the level of management processes.

The functioning of the control unit of the team emotional work is determined by the processes of deep and surface acting and management strategies.

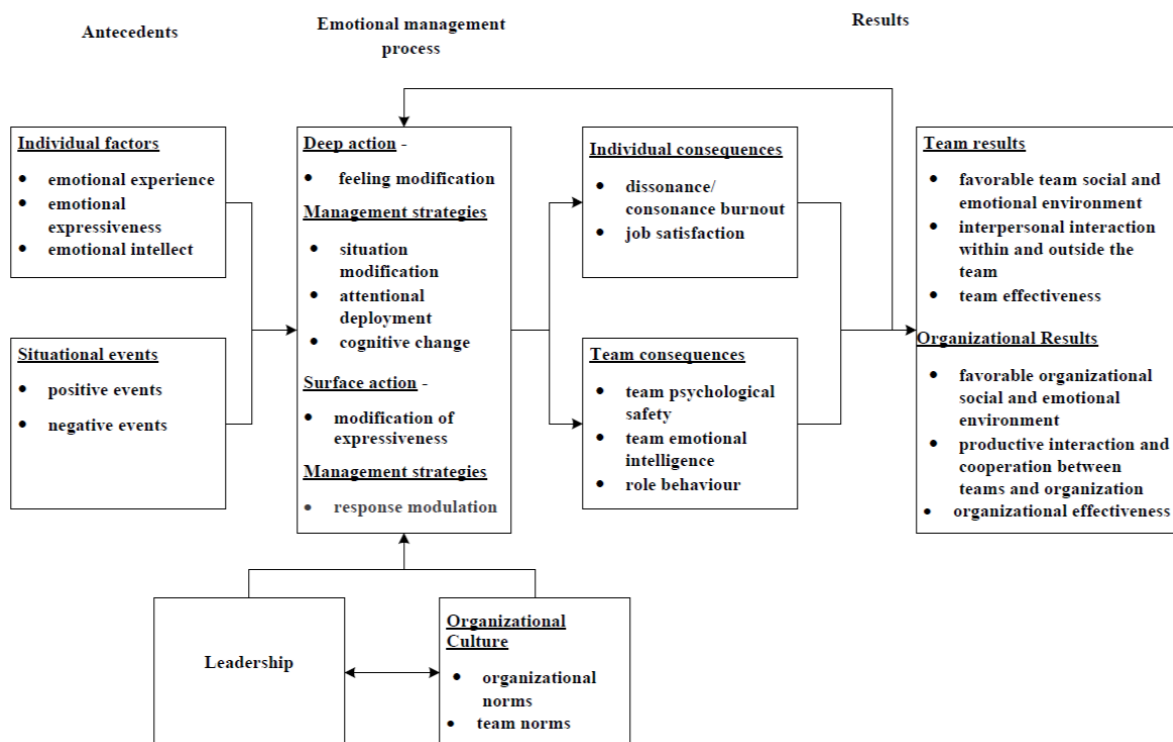


Fig. 2. Model of emotional teamwork based on the process of emotional management

Source: compiled by the author

Their usage helps to optimize interpersonal relationships and allows adjusting the emotional climate in the team. On their basis, the thesaurus of team emotional experience is formed as a condition for effective teamwork. Feedback from deep processes is expressed in a positive change in the input characteristics of team emotional work and reflects the dynamics of teamwork.

Leadership management function based on deep acting contributes to the implementation of organizational and team norms and is aimed at achieving the goals of the team and organization. The process of managing teamwork ensures the development of the EI of the leader and team members, which, in turn, helps to increase management efficiency.

The usage of surface acting processes by team members characterizes the discrepancy between team norms and individual emotional experience, team expectations regarding the role and individual behavior, and may also reflect the state of coarse adjustment to solve a problem. In the case of emotional dissonance growth, the main task of the leader becomes the formation of a positive emotional environment based on processes of deep action. The probability of a transition from dissonance to consonance, (the consistency of the displayed and actually experienced emotions) is determined by the possibility of obtaining high rates of job satisfaction and the effectiveness of the result. The transition to consonance is supported by individual emotional experience and role expectations, the likelihood of adjustment of which increases with the formation of team psychological safety and interpersonal understanding and interaction [29].

The output block of the model contains individual, team and organizational consequences and results of emotional work that characterize the corresponding levels of management. Individual results: negative – burnout, dissonance; positive - consonance and congruent emotional experience, personal psychological safety, job satisfaction, effectiveness of personal results. Team results: a favorable team social and emotional environment that contributes to the development of team psychological safety and effective interpersonal interaction within and outside the team, the formation of team EI and role behavior of the leader and team members, the effectiveness of the team result. Organizational results: favorable organizational social and emotional environment, productive interac-

tion and cooperation between teams and organization, the effectiveness of the results.

The coincidence of factors that indicate the achievement of significant results in the implementation of emotional management is noted for all three levels of management: individual, team and organizational. Emotion management at the command level serves as a catalyst for the entire organizational system of emotional management in view of the special conditions in which the formation and functioning of the team take place. It contributes to the achievement of job satisfaction and results that are significant for each individual, the team as a whole and the organization. The effectiveness of team emotional management leads to increased cooperation and the quality of interaction, the formation of a favorable social and emotional environment. It is obvious that the combination of cognitive and emotional approaches to optimizing team management is a promising direction for increasing the effectiveness of its functioning.

CONCLUSIONS

The paper discusses theoretical aspects of team management in the tideway of the provisions of emotional work as the basis of emotional management. Existing concepts, strategies and methods of emotional management are analyzed. The novelty of the study lies in the determination of significant indicators of emotional work and the disclosure of the features of their manifestation at the stages of development and functioning of the team. Teamwork psychological safety and interpersonal interaction are designated as criteria for teamwork efficiency. The concept of team emotional experience and emotional intelligence is used as the basis for the formation of team norms and an explanation of their impact on leadership and role behavior.

Modeling team emotional work reveals the interdependence of parameters and approaches to improving the social and emotional environment. Promising in the study of team emotional work may, in our opinion, be the consideration of the system of managing emotions at different levels - individual and team. This will allow more accurately determine the forms and methods of training team members based on the emotional control of their behavior and interaction.

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ЕМОЦІЙНИЙ МЕНЕДЖМЕНТ ЯК СКЛАДОВА ЕФЕКТИВНОГО УПРАВЛІННЯ КОМАНДОЮ

Світлана Олександрівна Колот¹⁾

ORCID: <https://orcid.org/0000-0001-9145-9017>, skolot27@gmail.com

Анна Христинч²⁾

ORCID: <https://orcid.org/0000-0002-6578-6732>, khristich@ilo.org

Віктор Полік²⁾

ORCID: <https://orcid.org/0000-0001-8636-5639>, polic@webster.ch

¹⁾ Одеський національний політехнічний університет, проспект Шевченка, 1. Одеса, 65044, Україна

²⁾ Міжнародна організація праці, 4 маршрут де Морільйоні, СН-1211. 22, Женева, Швейцарія

АНОТАЦІЯ

У статті розглядаються теоретичні аспекти управління командою на основі емоційного менеджменту. Показано, що моделювання командної емоційної роботи пояснює особливості прояву її значущих параметрів і формує підходи до удосконалення командного соціального та емоційного середовища. Концептуальні основи командного емоційного управління розкрито у руслі теоретичних розробок в області емоційної роботи і моделювання її процесів. Показано, що успішність формування команди визначається взаємодією індивідуальних і групових (соціальних) очікувань, які відображають прагнення членів команди до співробітництва й ефективної міжособистісної взаємодії на основі загального розуміння ролей і здібностей один одного. Індивідуальний емоційний досвід виділений як основна характеристика, яка опосередковує всі інші вхідні параметри і є основою для формування командних показників емоційного досвіду та емоційного інтелекту. Уявлення про взаємозумовленість зазначених параметрів стало основою для формування командних норм і пояснення їх впливу на лідерську і рольову поведінку. Моделювання командної емоційної роботи виявило в якості критеріїв її ефективності командну психологічну безпеку і міжособистісну взаємодію як основу для удосконалення соціального та емоційного командного середовища. Можливість отримання високих показників задоволеності працею і ефективності результату проаналізовано як результат переходу від емоційного дисонансу до консонансу, що підтримується індивідуальним емоційним досвідом і рольовими очікуваннями, ймовірність коригування яких підвищується по мірі формування командної психологічної безпеки та міжособистісної взаємодії. Показано, що управління емоціями на командному рівні сприяє досягненню задоволеності працею і результатів, значущих для кожного окремо, команди і організації.

Ключові слова: емоційний менеджмент; емоційна робота; психологічна безпека; міжособистісна взаємодія; емоційний інтелект; рольова поведінка

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ЭМОЦИОНАЛЬНЫЙ МЕНЕДЖМЕНТ КАК СОСТАВЛЯЮЩАЯ ЭФФЕКТИВНОГО УПРАВЛЕНИЯ КОМАНДОЙ

Светлана Александровна Колот¹⁾ORCID: <https://orcid.org/0000-0001-9145-9017>, skolot27@gmail.com**Анна Христич²⁾**ORCID: <https://orcid.org/0000-0002-6578-6732>, khristich@ilo.org**Виктор Полик²⁾**ORCID: <https://orcid.org/0000-0001-8636-5639>, polic@webster.ch¹⁾ Одесский национальный политехнический университет, проспект Шевченко, 1. Одесса, 65044, Украина²⁾ Международная организация труда, 4 трасса де Морион, CH-1211. Женева 22. Швейцария

АННОТАЦИЯ

В статье рассматриваются теоретические аспекты управления командой на основе эмоционального менеджмента. Показано, что моделирование командной эмоциональной работы объясняет особенности проявления ее значимых параметров и формирует подходы к усовершенствованию командной социальной и эмоциональной среды. Концептуальные основы командного эмоционального управления раскрыты в русле теоретических разработок в области эмоциональной работы и моделирования ее процессов. Показано, что успешность формирования команды определяется взаимодействием индивидуальных и групповых (социальных) ожиданий, которые отражают стремление членов команды к сотрудничеству и эффективному межличностному взаимодействию на основе общего понимания ролей и способностей друг друга. Индивидуальный эмоциональный опыт выделен как основополагающая характеристика, которая опосредствует все остальные входные параметры и является основой для формирования командных показателей эмоционального опыта и эмоционального интеллекта. Представление о взаимообусловленности указанных параметров стало основой для формирования командных норм и объяснения их влияния на лидерское и ролевое поведение. Моделирование командной эмоциональной работы выявило в качестве критериев ее эффективности командную психологическую безопасность и межличностное взаимодействие как основу для усовершенствования социальной и эмоциональной командной среды. Возможность получения высоких показателей удовлетворенности трудом и эффективности результата проанализирована как результат перехода от эмоционального диссонанса к консонансу, что поддерживается индивидуальным эмоциональным опытом и ролевыми ожиданиями, вероятность корректировки которых повышается по мере формирования командной психологической безопасности и межличностного взаимодействия. Показано, что управление эмоциями на командном уровне способствует достижению удовлетворенности трудом и результатов, значимых для каждого отдельно, команды и организации.

Ключевые слова: эмоциональный менеджмент; эмоциональная работа; психологическая безопасность; межличностное взаимодействие; эмоциональный интеллект; ролевое поведение

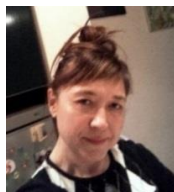
ABOUT THE AUTHORS



Svitlana A. Kolot, Candidate of Psychological Sciences, Associate Professor, Faculty of Humanities, Odessa National Polytechnic University, 1, Shevchenko Avenue, Odessa, 65044, Ukraine
skolot27@gmail.com. ORCID: <https://orcid.org/0000-0001-9145-9017>

Research field: Organizational Psychology, Emotional Management

Світлана Олександрівна Колот, канд. психол. наук, доцент, гуманітарний факультет. Одеський національний політехнічний університет, проспект Шевченка, 1. Одеса, 65044, Україна



Anna L. Khristich, Doctor in Public Administration, Senior Project Manager in the IT Project Management Office, 6732 International Labor Origination, Geneva, Switzerland, 4 route des Morillons, CH-1211. 22, Genève, Switzerland
khristich@ilo.org. ORCID: <https://orcid.org/0000-0002-6578-6732>

Research field: IT Project Management

Анна Христич, доктор державного адміністрування, головний проектний менеджер офісу ІТ проект-менеджменту. Міжнародна організація праці, 4 маршрут де Морільйоні, CH-1211. Женева 22, Швейцарія



Viktor Polic, PhD in Cryptography and Advanced Protection Systems, Chief of Information Security and Assurance Services, International Labor Origination, Geneva, Switzerland, 4 route des Morillons, CH-1211. 22, Genève, Switzerland
polic@webster.ch. ORCID: <https://orcid.org/0000-0001-8636-5639>

Research field: Information Security and Assurance

Віктор Полік, PhD в галузі криптографії та сучасних систем захисту, керівник служби інформаційної безпеки і забезпечення. Міжнародна організація праці, 4 маршрут де Морільйоні, CH-1211. Женева 22, Швейцарія