

INNOVATIVE APPROACHES TO THE FORMATION OF A SOCIAL ATMOSPHERE IN THE CONTEXT OF WORK TEAM MANAGEMENT

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ABSTRACT

The article deals with innovative approaches to shaping the social atmosphere in work teams in selected children's and family centres which are also directly influenced by the manager's personality, leadership styles, and by the application of managerial functions. The aim of the paper is to present survey results about the social atmosphere in work teams in selected children's and family centres, and to make recommendations for the effective formation of work teams with stakeholders' benefits. The survey's institutional objects are children's and family centres, and the survey's personnel subjects are employees in individual work teams. The processes of the analysis and evaluation of the selected social facility's social atmosphere in the work team were chosen as the survey's subject. The methodology came from a practical survey, by applying the 'Kollárik social atmosphere scale', using a guided interview and the analysis of internal documents. It used mainly methods of analysis, synthesis, comparison, deduction, application and mathematical recalculation. The sources of information were primary survey results from the selected social facility. The research results were achieved in accordance with the aim of the contribution. The level of social atmosphere and teamwork is excellent.

KEY WORDS: *family centres, leadership styles, managerial functions, social atmosphere, work team.*

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Introduction

People are the core of an organisation; their work and their skills help to achieve its goals, so it is essential that they have a suitable work environment. The work environment is not only the material and spatial solution, but also the social and psychological conditions in the workplace, in particular, the mutual relations between co-workers and the approach of superiors, and the managerial style.

The term 'social atmosphere' refers to everything relating to the effort to capture the internal character of a team, which demonstrates the quality of the social environment of the organisation, the quality of the relationship between work and people. The social atmosphere is unique in each organisation, and is influenced by two basic factors. The first is the activity-moral factor, which points to the relationship with the work. The second is the emotional-social factor, which is related to team psychology.

The article deals with the issue of the social atmosphere in the work team at the Centre for Children and the Family in Spišská Belá (Slovak Republic). It is also based on the experience of an external supervisor, who is the co-author of the article.

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The survey was a qualitative, applied, practical and scientific search made by the authors of the article at the turn of 2020 and 2021, carried out through the long-term and extensive observation of management and employees' performance on site, with an emphasis on teamwork traits. The main research techniques were a guided interview with the centre's director, and interviewing employees. The results were recorded as detailed records, and the results of the survey were compared with each other. A scoring method was used in processing the results by applying the methodology and scoring scale according to Kollárik. A maximum of close to 10 points meant the best results. The order of results, with the highest number of points as the best, was then determined and evaluated.

The aim of the research was to analyse, evaluate and define the social atmosphere and management of the chosen family centre with regard to activity-moral and emotional-social factors. The intention was to get answers to the questions: 'What is the overall social atmosphere prevailing in the organisation?' and 'Are there differences in the social atmosphere, its dimensions and factors in the work teams?'

The survey sample represents 44 employees in seven work teams, whereas the number of respondents in each team was different, so for assessment the average according to the number of members was used. The overall score allows us to diagnose the level of the overall social atmosphere, its two factors and ten dimensions.

It was assumed that teamwork is considered an innovative element in centres for families with children of this format, as it is no longer seen as an individual's job, but as a joint effort to improve all processes. It can be said that it is an element in re-engineering social work processes by gradually adapting to the interests and goals of several stakeholders. This also changes the management and social atmosphere in a centre.

1. Current state of knowledge

Relationships are formed in the work environment within the work team. A work team is a group of people from one workplace, it has a common activity, an internal structure of social roles, and a unified management (Bedrnová *et al.*, 2012).

Pilařová (2016: 83) perceives the work team as a specific type of working group with a small number of members who provide a joint performance and are responsible for fulfilling the assigned tasks. According to her, the basic features of the team include joint responsibility, joint performance, and the absence of an internal formal structure. Daigeler (2008: 82) adds leadership to the team's characteristics (but power within the team is exercised participatorily), working principles, cooperation, trust, goal orientation and motivation. The internal motivation of individuals in the team arises from involvement, the delegation of responsibility, and great personal freedom in the organisation of the work. Motivation comes from the scope of the work and cooperation.

According to Krüger (2004), team members pursue their own interests and goals, the organisation is relaxed, motivation comes from outside, members are competitors, communication is not completely open, and mutual trust is weak. Team members pursue common interests and goals, the organisation is clear and binding, motivation comes from within, competes with other teams, communication is open and mutual trust is strong.

The authors strongly support the idea that teams and performance are an unbeatable combination (Katzenbach, Smith, 1993). According to Levi (2015), team members can learn from each other through their interaction, and broaden new perspectives in problem analysis and solution development.

Bahboub (2011) states that teams should consist of a minimum of three, and a maximum of 20 or 30 members, in line with the definition of the upper limit of a small social group. The ability to differentiate between small and large social groups lies in the ability of team members to communicate with each other.

The characteristics of each small social group, including the work team, are group dynamics. Oravcová (2014: 221) perceives it as everything happening in the group. It is formed together with the origin and beginning of the group's existence. Knowledge is an effective tool for working with the group, a tool for leading and guiding groups.

The study by Breugst *et al.* (2020) draws on belongingness theory to develop a model on important boundary conditions to social motivation theory in the management team context in business. This is for inspiration only, the model predicts that managers' effort levers are primarily higher when they are confronted with a threat, but that effort is less when managers face little threat.

Stavreva-Kostadinova (2018), in the main findings of the study, refers to the extended functions of the social worker in early intervention, individual mobile assistance, community-based social services, home-based counselling and mobile social activities of social work during the education programme. The main purpose of the research was to describe elements of the development of specialists' personality by incorporating it into the social innovation team. The main assumption is that the encouragement of self-inclusion, volunteering and active implementation in educational group sessions are significant factors in the professional progress of the specialist.

The atmosphere is the elusive and almost indefinable 'air' that imbues and envelops a given situation, the global awareness of that situation. In clinics for mental disorders, the concept of 'atmosphere' also applies to what is felt by the person (Musalek, 2015).

Kollárik (2011: 257) defines 'the structure of the social atmosphere' by saying that a simple gathering of people is enough to create an atmosphere, and with time the atmosphere is more favourable when members like the social atmosphere's 'maturity and development of the group'. The position of the social atmosphere is not one-sided, and includes a causal factor, contextual factor and consequence. Credible social groups have good internal relations and cohesion, the group formation process is about social integration, and contains group and individual elements: environment, behaviour, affective and cognitive characteristics of the group members.

The dimensions of the emotional-social factor include the psychological atmosphere, interpersonal relationships, social inclusion, satisfaction and team development.

Kollárik (2011: 230) considers the psychological atmosphere as a basic indicator of team relations, norms and values of the team in the interpersonal area, mutual trust, the mood in the team, understanding, and mutual support.

The dimensions of the activity-moral factor include the relationship with the work, leadership style, cooperation, communication, and focus on success.

The overall atmosphere in the organisation, its culture and strategy, also affect the employee's relationship with the company, firm or organisation (Kollárik, 2011: 238).

Leadership style is the way that is typical of a leader's behaviour towards a team. Classic leadership styles include: autocratic (power approach), democratic (consultative approach), liberal (free approach) (Hayes, 2005).

In 2011, a new concept of social atmosphere was redefined, which is based on the concept of social atmosphere by T. Kollárik. This concept assumes that a positive social atmosphere will determine the effectiveness of a team's socio-psychological components, thus ensuring its development and maturity. The socio-psychological components of the social atmosphere are the performance component (cooperation, communication, success), the relationship component (relationship to work, leadership style, satisfaction), and the interaction component (relationships, social inclusion, psychological atmosphere).

2. Methodology and survey methods

The survey was conducted at the Centre for Children and Families in Spišská Belá, which currently has three independently organised groups (SUS). Two independently organised groups are located in family houses in Spišská Belá, and one independently organised group is in Stará Ľubovňa. They have created a separate group for voluntary stays for children in the premises of the main building. The centre is a facility established for the purpose of implementing a court residence measure, a form of residence for the child on the basis of an agreement and outpatient measures pursuant to the Act on the Social Legal Protection of Children and on Social Guardians.

The survey sample of 44 employees in seven work teams included:

- individually organised groups (SUS) 1, 2 and 3, each with six employees (three educators, two auxiliary educators, and one auxiliary educator with an economic agenda);
- a children's volunteer team (SS) (two educators, three assistant educators, one auxiliary educator with an economic agenda);
- a professional team (OT) (director, head of department, three social workers, two psychologists, one special pedagogue);
- staff in a national project in Stará Ľubovňa (SL) (two psychologists, four social workers)
- employees in a national project in Kežmarok (KK) (two psychologists, four social workers).

Data collection took place in the last two months of 2020 and in January 2021. The team atmosphere scale according to Teodor Kollarik was used to evaluate the social atmosphere. The scale consisted of ten items, each represented by individual dimensions of the social atmosphere: psychological atmosphere, interpersonal relationships, team development, social inclusion, satisfaction, cooperation, communication, leadership style, relationship with work, and focus on success.

The respondents rated these dimensions on a scale of 1 to 10, with 10 being the most favourable, and 1 the most unfavourable. Values 5 and 6 represented the transition from favourable to unfavourable. The overall atmosphere score is an indicator of the team atmosphere, and the higher the value the better the team atmosphere. The number of respondents in each team was different; the average according to the number of members was used. The overall score will allow the diagnosis of the level of the overall social atmosphere, its two factors and ten dimensions.

The main method of the social atmosphere was supplemented by auxiliary techniques: observation, study of internal documents, guided interview, experience of supervision. Methods of analysis, synthesis and comparison, as well as basic statistical methods, were also used.

3. Results

The results are arranged by factors: first the emotional-social factor and its dimensions, then the activity-moral factor and its dimensions. Then the results from the work team in Stará Ľubovňa and Kežmarok are presented.

The emotional-social factor and its dimensions

In next table, the first five of ten dimensions form the emotional-social factor of the social atmosphere according to Kollarik's scale. The teams are dominated by the high satisfaction of team members and the entire work team, coping positively with the situation in the team, and good opportunities and conditions for the satisfaction of team members. Respondents work in suitable work conditions, each team (except for employees working through the project) operates in its own building, which is well equipped materially and technically. Employees-educators are comfortable working shifts, 12 hours of work time, the leadership style, and identification with the goals of the organisation.

The activity-moral factor and its dimensions

In the next table are other dimensions that form the emotional-social factor of the social atmosphere according to Kollarik's scale. The results show the great ability and willingness of team members to cooperate, the good conditions, and the interest of employees in cooperation and interpersonal relationships. There is active cooperation in the team, and the different abilities and strengths of individual members are clearly perceived. There is a willingness to support each other. Team members trust each other and accept their interdependence.

Cooperation is linked to joint activity and a common goal, which has a priority position in the work team. The employees at the centre for children and the family identify with the goal of the organisation: the focus of their interest is the child, and caring for him in every way. They depend on each other for their work. If

they want to achieve a goal, they must, but they also want to work together. In the vast majority of cases, job performance exceeds the capacity of individuals, and is linked to the mutual cooperation of its team members.

There are six employees in a separate team, who are in charge of ten to 12 children. If two workers work on one shift, one must take care of the children so that the other can clean, wash and cook dinner. There is cooperation between a psychologist, a special pedagogue and individual educators in a professional team where it is necessary to develop a comprehensive diagnosis of a child. It can be said that families and children, the employees and director, are all partners, they are all mainly stakeholders with the same aim: to have the best social services, to improve processes in social work, and to create a good social atmosphere. It is a fundamental change in this branch and in this region.

The table contains an evaluation of the selected dimensions in seven work teams. The teams are indicated in the columns by their abbreviations.

In the psychological atmosphere dimension, the evaluation ranges from 8.6 to 9.8. The SUS1 and SUS3 teams have the highest rating, the worst rating is given to the SS team. The average rating of the psychological atmosphere dimension is 9.4.

Table 1. Values of social atmosphere dimensions in individual teams

Teams	SUS1	SUS2	SUS3	SS	OT	SL	KK	Ø
Dimensions								
Psychological atmosphere	9.8	9.2	9.8	8.6	9.6	9.0	9.5	9.40
Interpersonal relationships	9.8	9.8	9.6	8.5	9.1	8.8	9.3	9.30
Group development	9.5	9.0	9.0	7.8	9.5	8.7	9.0	8.90
Social inclusion	9.7	9.4	8.8	8.5	9.4	8.5	9.3	9.10
Satisfaction	9.8	9.4	9.4	8.3	9.5	7.2	9.0	8.90
Cooperation	9.7	9.8	9.8	8.8	9.4	8.2	9.0	9.20
Communication	9.5	9.2	9.6	8.5	9.4	8.0	9.3	9.10
Management style	10.0	9.2	10.0	9.2	9.6	7.0	9.5	9.20
Relationship to work	9.8	9.6	9.0	9.2	9.6	7.3	9.8	9.20
Focus on success	9.8	9.2	9.0	9.0	9.6	7.2	9.8	9.10
Average rating	9.8	9.4	9.4	8.6	9.5	8.0	9.8	9.13

Source: Primary survey.

The second dimension, interpersonal relationships, has a rating in the range of 8.5 to 9.8, with the highest rating in the SUS1 and SUS2 teams, and the lowest in SS and SL, which is one whole point lower than the average rating in this dimension, which is 9.3.

The respondents evaluate the development of the group in a range from 7.8 to 9.5. The average value is less than 9, and SS and SL are again below this value. The highest ratings were achieved by the SUS1 and OT teams.

Social inclusion as another dimension was evaluated highest in the SUS1 team (9.7), and the worst was evaluated in the SS and SL teams. The average value of the social inclusion dimension was 9.1.

Another dimension, satisfaction, received ratings from 7.2 in the SL team to 9.8 in the SUS1 team. The difference of up to 2.6 points is significant. The average value of the dimension evaluation in all assessed teams was 8.9, which, together with the group development dimension, is the lowest point evaluation of the dimensions.

Cooperation is a dimension in which respondents rated their team 8.0 in the SL team and 9.8 in the SUS3 team. The average rating of the cooperation dimension was 9.2.

In the communication dimension, we found average values in individual teams from 8.0 to 9.6. The average for the entire communication dimension was 9.1.

The management style dimension is specific. Only in this dimension was there an average rating of 10.0 in two teams (SUS1 and SUS2). In contrast, in the SL team, the average rating was 7.0, which was the lowest rating awarded in all the dimensions in the survey. The average rating of the management style dimension was 9.2.

The relationship to work dimension was valued from 7.3 to 9.8. The lowest average rating was again in the SL team, and the highest in the SUS1 and KK teams. The average for all teams in this dimension is 9.2.

Focus on success was a dimension with values from 7.2 in team SL to 9.8 in the SUS1 and KK teams. The average rating was 9.1.

If we examine the average evaluation within individual teams, the SUS1 and KK teams have the best evaluations. The worst average rating concerns the SL team, which rated management style (7.0), satisfaction and focus on success (both 7.2), and relationship to work (7.3) the lowest. These are the lowest values compared with all other teams.

Fig. 1 is a representation of the average total values in individual research teams as indicated and evaluated by the respondents.

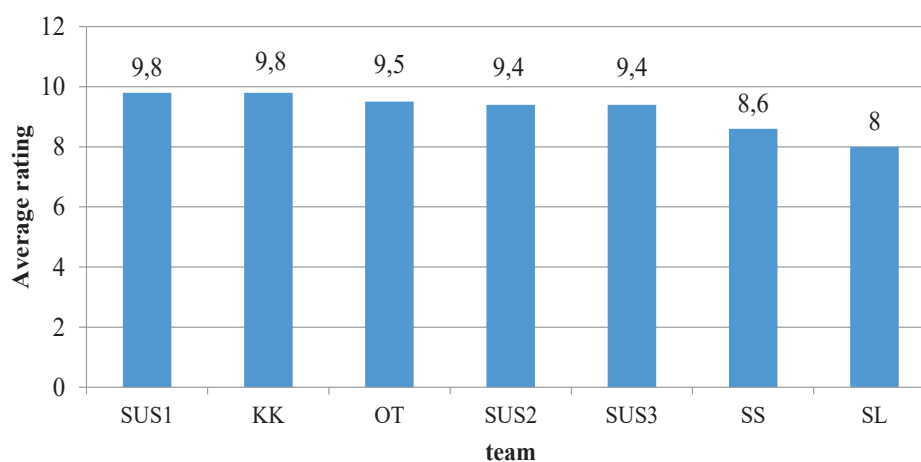


Figure 1. Average ratings of all dimensions in individual teams

Source: Primary survey.

The teams are ranked according to the overall averages, from the best-rated team to the worst rated. The highest ratings were found in the SUS1 and KK teams, with a rating of 9.8, followed by the OT, SUS2, SUS3 and SS teams, and with the lowest rating for the SL team (8.0).

We also arranged the dimensions in descending order, from the highest available average value to the lowest rating (Table 2).

In the table, the psychological atmosphere dimension is in first place, with an average rating of 9.4. The lowest rating (8.9) is the group development and satisfaction dimensions in the last two places.

Teams are dominated by a suitable, open and stable system of communication, an openness to providing and receiving information, and the involvement of all the team members in communication. Formal communication takes place in accordance with established standards and regulations. A weekly plan of educational activities is prepared for each child, which is based on the annual plan of educational work with the child, and is supplemented every week with current information. Each individual team also keeps a diary, in which educators record information about children (homework, penalties and rewards, health problems). Of course, informal communication also prevails in the teams: friendly relations have already been established between

the members, many of whom have known each other for more than 15 years. The superior's leadership style is democratic, it expresses a vertical working relationship. The director focuses on team members, uses two-way communication with acceptance of feedback, advises on problem-solving procedures, and trusts her subordinates.

Table 2. Dimensions according to the average evaluation obtained

Dimensions	Average (\bar{O})
Psychological atmosphere	9.40
Interpersonal relationships	9.30
Cooperation	9.20
Management style	9.20
Relationship to work	9.20
Social inclusion	9.10
Communication	9.10
Focus on success	9.10
Group development	8.90
Satisfaction	8.90
Average rating	9.13

Source: Primary survey.

There is currently a great need for success in the work teams researched. However, the centre's children's and family teams focus on the content of the activity, rather than success itself.

Results: the work teams in Stará Ľubovňa and Kežmarok

The work team in Stará Ľubovňa is a project team, provides measures and care in the field and in out-patient form, and cares for dysfunctional families and families in social care.

Differences from previous results were found in the activity-moral factor. It is not the director of the Centre for Children and the Family who assigns work to subordinate employees in the work team, but the Office of Social Affairs and the Family, specifically an employee from the Department for the Social Protection of Children, anti-social curators. They solve complex cases and situations, and help long-term dysfunctional families. According to the results of a guided interview during supervision meetings, working with such families is very demanding, results are unattainable, the workers are frustrated, and some consider their work to be in vain. Their attitude was also reflected in the evaluation of the dimensions of satisfaction and the relationship to work and focus on success in Stará Ľubovňa, with a result that oscillated at an average of around 8 points, and in comparison with the other results it achieved the worst results. The work team at Kežmarok was also created as a project team composed of young people; the employees evaluate their work managed by a social guardianship.

Summary of the results

To evaluate the overall atmosphere at the Centre for Children and Families in Spišská Belá, we used a model of a combination of two factors of the social atmosphere, namely the emotional-social factor and the activity-moral factor. The combination of these factors is reflected in the type of groups from 1 to 5, while in the first team there is a low level of both factors, and in terms of social atmosphere there are no positive relationships, nor is the focus of the team members sufficient. Team 2 is characterised by a high level of interpersonal relationships, but the activity-moral factor is not sufficiently desirable. On the contrary, in the

third team, there is a high activity-moral orientation, but mutual relations are not sufficiently developed in it. The fourth team is typical of the overall social atmosphere in the organisation we were researching. The fifth team can be described as neutral, where there is an average orientation towards the goal and the relations between the members. The organisation shows both factors positively, it has balanced work and interpersonal elements. On the positive side, both factors indicate that good interpersonal relationships predominate among the centre's staff, and that there is a high degree of psychological cohesion. Social acceptance and the integration of employees into the teams is at a good level. The relationship to the work of individual members, the communication between them, cooperation and focus on success, show that employees want to be a successful team, and are together focused on achieving a common goal. The perception of the superior's relationship is a positive indicator of his symbiosis with subordinates in the organisation.

The director performs all basal and intrabasal managerial functions to varying degrees. It was found that he is a person who knows the legal regulation of the issue very well, which is a condition for the effective performance of managerial functions in the Centre for Children and Families. It was found that the internal stakeholders of the Centre for Children and Families in Spišská Belá are: children and families in need of social assistance, and employees. External stakeholders are: counselling centres, the professions of psychologists, doctors, etc, public authorities, local governments, hospitals, etc. The director determines long-term goals, organises the work of work teams and individual employees, uses mainly hygienic motivation factors, communicates intensively and without interruption with stakeholders, and controls the work of work teams and individual employees. It was found that the director's many years of experience are the source of her decisions, in which she delegates powers to her employees on the basis of trust. It was also found that the director is not yet preparing a successor who would be able to lead seven work teams just as effectively. Preparing a successor will take time.

A positive social atmosphere prevails in the Center for Children and Families at Spišská Belá. There were only slight differences in the dimensions of the social atmosphere in the individual work teams. The team of employees in Stará Ľubovňa working across the national project differed the most from the other teams.

Reccomendations

By generalising the results, we came to conclusions divided into two units, a unit with good practice and a unit with recommendations to use the potential for improvement.

Good results, examples of good practice:

1. The director has many years of experience in the children's home in which she worked as a nurse. She knows how the organisation works, she works every day with clients. The employees respect her, they know she understands her job.
2. Management and individual employees have a common, clear and acceptable work goal: a healthy and satisfied child. They are interested in and responsible for achieving this team goal.
3. Employee substitutability: a benefit is the additional competence of individual members from different teams.
4. The director creates and strengthens informal relationships: team building, group trips, sports afternoons, lunches, etc. It supports work efficiency, but employees also perceive it as the care and interest of a superior in them. It also has a positive effect on the quality of interpersonal relationships, which is reflected in the degree of mutual cooperation and the quality of performance.
5. The employer supports the improvement of employees' qualifications, and provides them with lectures from a psychologist or supervision meetings.
6. The director uses the roles of employees correctly.
7. Work teams consist of six to eight employees, which is the optimal number.
8. The centre has a low staff turnover, which is the result of the right management style, suitable working conditions, good interpersonal relationships, and identification with the goals and vision of the organisation.

Adverse results include:

1. Nepotism: work by married couples, family members in leading positions, a perception of injustice.
2. Composition of teams by gender to the detriment of three men (handyman, two educators), and by age to the detriment of young employees.
3. Routine work, absent work team dynamics.
4. Low turnover: the arrival of new members of the work team can mobilise others and increase its dynamics.
5. Absence of the director's successor.
6. The project staff, whose superior is the director of the centre, is determined by the Department for the Social and Legal Protection of Children and Families and Social Guardianship.

The unit recommended to use the potential for improvement was also presented to the centre director in Spišská Belá. It was verified that the director knew these opportunities for her managerial work. The conclusions of the survey were discussed with the director. The director accepted the results, and prepared her own management plan for their implementation. She had to make organisational changes, which are just the beginning of the changes she made the following year.

An innovative element creating a process for social atmosphere is the teamwork specifics in social services in this format of the Centre for Families and Children. This format for the provision of social services is new, and has proven its worth in the centre in Spišská Belá. It can be considered an example of good practice in the Slovak Republic and in the region, and it can be benchmarked with other similar social services facilities. The staff and the director confirmed that according to their experience, this format for the provision of social services had not been developed in the past. In the past, they were mainly subordinate and not interested in achieving common goals. Nowadays, stakeholders have set up an effective working team, developing cooperation and setting common goals, and the director has been applying a democratic and liberal style of governance. In the future, based on Kollárik, the evaluation methodology can be further applied and adapted to the needs of the practice.

Conclusions

The social atmosphere in the Centre for the Family at Spišská Belá is a real integral, relatively stable, multi-dimensional feature of teams, groups and organisations, which can be captured, diagnosed and subsequently defined.

The aim of the paper was to present the results of research into the social atmosphere in work teams in selected centres for children and families, and to propose recommendations for the effective formation of work teams with benefits for stakeholders.

We were looking for answers to the questions 'What is the overall social atmosphere prevailing in the organisation?' and 'Are there differences in the social atmosphere, its dimensions and factors in work teams?'

The methodology came from a practical survey by applying the 'Kollárik social atmosphere scale', using a guided interview and analysis of internal documents from seven work teams. Two survey questions were answered. The main dimensions examined were: psychological atmosphere, relations between members, the maturity of the team, social inclusion, satisfaction in the team, cooperation, communication, leadership style, relationship with work, and focus on success. These were reflected in the emotional-social and activity-moral factor, and the overall social atmosphere.

All the results oscillated at an average of around 9 points on a scale of 1 to 10, which are by all dimensions very good and successful results.

The survey's institutional object were children's and family centres; the survey's personnel body were their employees in individual work teams.

A positive social atmosphere prevails in the Centre for Children and Families at Spišská Belá. There were only slight differences in the dimensions of the social atmosphere in the individual work teams. The team of project employees at Stará Ľubovňa differed the most from other teams.

The director performs all basal and intrabasal managerial functions, and develops a participatory leadership style.

The researched teams have a friendly and open atmosphere, mutual cohesion, social acceptance and inclusion of team members. They are mature, socially and emotionally developed teams, in which cooperation prevails over competition, there is a positive attitude towards the work, and a willingness and interest in investing time and effort in it. The superior is psychologically integrated into the team, creating a good atmosphere and satisfaction among team members. The teams are characterised by an open and stable communication system. Members take responsibility for carrying out tasks in order to achieve the set common goal. It was confirmed that a suitable social and working environment, and a positive social atmosphere, are important prerequisites for the effective functioning of the organisation.

Answers to the two basic questions regarding the two factors were obtained according to the results of the survey. All the results were favourable, the average value for each dimension oscillating around 9, with the maximum possible number of points being 10. A group of good results and a group of bad results were created. The group of bad results has potential for change. Bad results suggest improving the director's management of the centre, and an incentive to improve teamwork and the social atmosphere. The main contribution of the article is the presentation of the features of teamwork and social atmosphere in the Centre for Families in Spišská Belá, which can be an example of good practice in the Slovak Republic and in the region. Another benefit is the presentation of the research results according to the Kollárik scale, which expresses individual attributes and the level of the social atmosphere. The results of the research are beneficial to the director and to the employees of the centre in Spišská Belá too. The results are feedback to her managerial work, which has already been used in formulating goals for the next period.

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NAUJAS POŽIŪRIS Į SOCIALINĖS ATMOSFEROS KŪRIMĄ DARBO KOLEKTYVO VALDYMO KONTEKSTE

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Santrauka

Socialinė atmosfera yra tikra, gana stabili, daugiamatė komandų, grupių, organizacijų savybė, kurią galima užfiksuoti, diagnozuoti ir vėliau apibrėžti.

Darbo tikslas – aptarti socialinės atmosferos darbo kolektyvuose tyrimų rezultatus pasirinktuose vaikų ir šeimų centruose bei pasiūlyti rekomendacijų, kaip veiksmingai formuoti darbo kolektyvus, kurie galėtų būti naudingi suinteresuotosiems šalims. Apklausos institucinis objektas – vaikų ir šeimų centrai, apklausos personalas – jų darbuotojai individualioje darbo grupėje. Kaip apklausos dalykas pasirinktas socialinės įstaigos socialinės atmosferos darbo komandoje analizės ir vertinimo procesas. Metodika parengta atlikus praktinę apklausą pagal „Kollárik“o socialinės atmosferos skalę“, taikant interviu ir vidinių dokumentų analizę, kurią atliko septynios darbo grupės. Atsakyta į du apklausos klausimus. Pagrindinės nagrinėtos dimensijos buvo: psichologinė atmosfera, narių tarpusavio santykiai, kolektyvo branda, socialinė įtrauktis, pasitenkinimas kolektyvu, bendradarbiavimas, bendravimas, vadovavimo stilius, santykis su darbu, orientavimasis į sėkmę. Tai atskleidė emocinis-socialinis ir veiklos moralinis veiksniai bei bendra socialinė atmosfera.

Daugiausia taikyti analizės, sintezės, palyginimo, dedukcijos ir matematinio skaičiavimo metodai. Ieškota atsakymų į klausimus, kokia bendra socialinė atmosfera vyrauja organizacijoje? Ar skiriasi socialinė atmosfera, jos matmenys ir veiksniai darbo kolektyvuose?

Rezultatai svyravo vidutiniškai apie 9 balus skalėje nuo 10 iki 1. Visais aspektais tai puikus rezultatas ir tikra sėkmė. Atsakymai į du pagrindinius klausimus dėl dviejų gamyklų gauti remiantis apklausos rezultatais. Visi rezultatai buvo palankūs, kiekvienos dimensijos vidutinė vertė svyravo apie 9, o didžiausias galimas taškų skaičius buvo 10. Sukurta gerų ir blogų rezultatų grupė. Pastaroji gali pasikeisti. Blogi rezultatai – tai direktoriaus pasiūlymas tobulinti centro valdymą ir skatinti gerinti komandinį darbą bei socialinę atmosferą. Spišská Bela vaikų ir šeimų centre vyrauja teigiama socialinė atmosfera. Atskirose darbo grupėse socialinės atmosferos matmenys skyrėsi tik šiek tiek. Labiausiai nuo kitų skyrėsi projekto darbuotojų komanda Stará Ľubovňoje. Direktorius ne tik atlieka pedagogines ir vadovavimo funkcijas, bet ir vadovauja taikydamas dalyvaujimąjį vadovavimo stilių, kas padeda siekti organizacijos tikslų. Tirtose komandose vyravo draugiška

ir nuoširdi atmosfera, tarpusavio sanglauda, kolektyvo narių socialinis priėmimas ir įtraukimas. Tai socialiai ir emociškai brandžios komandos, kur vyrauja bendradarbiavimas, o ne konkurencija, teigiamas požiūris į darbą, siekis investuoti laiką ir pastangas į darbą. Viršininkas psichologiškai integruojamas į kolektyvą, sukuria puikią atmosferą ir užtikrina komandos narių pasitenkinimą. Komandos pasižymi atvira ir stabilia komunikacijos sistema. Nariai prisiima atsakomybę už užduočių vykdymą, siekdami užsibrėžto bendro tikslo. Patvirtinta, kad tinkama socialinė ir darbo aplinka bei teigiama socialinė atmosfera yra svarbios veiksmingo organizacijos funkcionavimo prielaidos.

Pagrindinis straipsnio indėlis – komandinio darbo ir socialinės atmosferos ypatybių pristatymas šeimų centre Spišská Belá mieste, kuris gali būti gerosios praktikos pavyzdys Slovakijos Respublikoje ir šiame regione. Kitas privalumas – tyrimo rezultatų pateikimas pagal Kollárik'o skalę, išreiškiančią individualius požymius ir socialinės atmosferos lygį. Tyrimo rezultatai naudingi ir Spišská Bela centro direktoriui bei darbuotojams.

PAGRINDINIAI ŽODŽIAI: šeimos centrai, vadovavimo stiliai, vadovavimo funkcijos, socialinė atmosfera, darbo komanda.

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