

## Expression Features of Team Work in the Organisations Providing Special Education

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### Abstract

The article provides the results of a particular diagnostic research of education management. In the research the main source of empiric information was the opinion of the heads, teachers and specialists of the organisations of special education in Šiauliai city (238 respondents) about expression features of team work. The meaning of team work in the context of organisations, preconditions of effectiveness of team work, influence of the leader and micro-climate over the effectiveness of team work are analysed in a theoretical level. Performed analysis of the research has showed that the opportunities of team work are mainly limited by: competition among colleagues, distribution of works and tasks, applied control system, character features of community members, lack of motivation.

**Key words:** organisations of special education, team work, effectiveness.

### Introduction

**Problem and relevance of the research.** Theoretical aspect of the problem is related to a specific sphere – team work in education organisations providing special education.

Solving a scientific problem we tried to find out application possibilities of the theory of classical management for analysis of team work in special education institutions as well as to determine what practical issues reveal the specificity of activities of education organisations.

In the course of the research the following problematic issues have been formulated: what psychological climate prevails in the organisation, whether it is favourable for the development of team work? What is the situation of management and what influence does it make over the activities of team work. Are there any interferences of team work in the education organisation? What are possible ways of development and improvement of team work? Thus, generalizing the problematic issues in this article we tried to determine the expression features of team work in

the education organisations providing special education and identify the factors that stimulate and limit the development of team work.

When organisations are working under conditions of social uncertainty, solve complicated tasks of wide extent that demand creative access and multiple competences of specialists, the role of team work increases (Merkys, Krupavičius, 2002). Continuous development is important to the organisations providing special education as well as to any other organisations. Hence, organisations trying to readjust to dynamic and complicated changes of the surroundings, change hierarchical systems of a vertical model into a horizontal model of management. Namely, the main element of functioning in the organisations working according to such model – team work, partnership, constant learning of employees and organisation.

For a long time individual work was promoted in the education institutions. This did not provide favourable conditions for penetration of team work because the institutions' employees were oriented towards achieving personal results.

With regard to team work it is possible to notice even the elements of resistance. B. Janiūnaitė (2004) has revealed such situation in Lithuanian schools. According to her, “changes descended at schools often cause stressful situations for the teachers. Modern times dictate new requirements to the schools, heads and teachers, among which there are conservative ones. Teachers, especially the senior ones, sometimes difficultly react to changes (computers, internet, projects, programmes, modules, etc.) – it is more and more difficult for the heads and teachers to control the environment because sometimes they feel incapable against this wave of innovations”. In addition, with the help of empirical research the author determined that teachers especially resist to the changes that require from them new roles and creative, innovative activities. Therefore, implementation and development of the principles of team work in education organisations may be reasonably considered as a challenge.

**The object of the research:** expression features of team work.

**The aim of the research:** to analyse the expression features and the level of effectiveness of team work in organisations providing special education of Šiauliai city.

**The tasks of the research:** to investigate the microclimate of organisations of the selected segment describing the level of meeting the needs of communities' members of organisations; to determine the management style prevailing in the organisations of special education; to evaluate the situation of team work in the institutions of the selected segment; to identify the factors that make influence on the effectiveness of team work; to foresee and justify opportunities of development and improvement of team work in the organisations providing special education.

### Theoretical bases of the research

Team work in the modern world is one of the main factors determining an organisation's success. Communication, cooperation, confidence, leadership, responsibility solving problematic situations, presentation of suggestions, team thinking are the features that are irreplaceable in a modern organisation. The activities of modern organisations are greatly influenced by external surroundings, economic, political, legal, social, technical, socio-cultural, ethical, ecological and other factors that organisations cannot change themselves but must react to them. Accordingly, this determines an increasing significance of work groups and teams.

The effectiveness of the team shows the productivity, efficiency of team work, correspondence of team tasks towards the determined aims, the quality of their performance.

In modern researches of organisations' teams general understanding about what makes the teams work is presented. They emphasize that the first and the most important is challenge of activities, and the main components of the team are considered skills of team members, accountability of the team and liabilities of the team members (Vijeikienė, Vijeikis, 2000).

A. Savanevičienė, V. Šilingienė (2005) indicate conditions that have to be present while achieving team work: aims and tasks, openness, periodic reviews, confidence, clear procedures, activities' standards, development of an individual, group relations, salary system, and central management.

S. P. Robbins (2003) groups the main components determining creation of an effective team into four categories. The first category is work design. The second is related to the composition of the team. The third is resources and influence of the context. And finally the process describes phenomena existing in the

team that make it effective. In this model effectiveness of the team means that objective indexes of team efficiency, its work results that are evaluated by the heads, and joint indexes of satisfaction with work of the team members are taken into consideration. They are like particular guidelines that each team should apply since the main principle is that team work has to be more effective than individual and the result achieved in team work has to be more productive than the result of the specialists working alone.

Quality of decisions made by the team and work are determined by the quality of team communication (Baršauskienė, Janulevičiūtė-Ivaškevičienė, 2005).

According to J. Kasiulis, V. Barvydienė (2001), norms make influence on effectiveness of team work. The system of norms develops together with the formation of the group's structure. In the course of time the members of the group determine certain norms how they and the other members should behave. Some norms are common to whole society whereas others – only to a particular group. The authors also indicate that competition among groups, hierarchy, and conformism play an important role on effectiveness of team work.

Another factor determining effectiveness of team work is internal conflicts. Conflicts arise not only among the groups, but also inside the groups. Many people think that conflicts must be managed and solved; however, J. A. F. Stoner, R. E. Freeman and D. R. Gilbert (2001) state that conflicts are characteristic to the conception of group's life and if the group cannot make conflicts on its own account, it cannot develop.

J. Kasiulis and V. Barvydienė (2001) also indicate psychological climate as a factor that influences team work. Climate shows relationships among the employees, their orientations in values, interests and moral norms.

The team's concentration can be described as a force that determines effective team work. In concentrated teams tension and hostility are very unusual phenomena, fewer misunderstandings arise. Researches have proved that concentrated teams work more evenly and their work results are more stable and even.

The researches have proved that the more it is invested into cooperation and consolidation of relationships the more effectively the employees' abilities assert. In addition, if high level of confidence prevails in the team it is believable that the employees will be independent, will not be afraid to experiment and risk.

According to G. Dessler (2001), at the moment the "idea of fairness" is very important in a team

work. The author states that it is a “powerful tool of management” which radically changes the employees’ attitude and behaviour that have a decisive significance while achieving high results of activities.

J. A. F. Stoner, R. E. Freeman, D. R. Gilbert (2001) consider that to manage a team successfully means: to realise the aim (needs of a task), to pursue that every member of the team would be active, happy, and satisfied (needs of an individual), to try to organise the team and maintain its spirit of communication (needs of a group).

Team work’s preconditions of beginning and development opportunities in an organisation depend greatly upon an important aspect of heads’ communication with the employees, a management style which determines peculiarities of communication and cooperation opportunities.

R. Vaitiekienė (2005) notices that concentration of the organisation’s members, an ability to discover each other, wish and need to share the discoveries, attitudes and opinions depend upon the style of management.

Universally known that different styles of management are characteristic to the heads and this makes influence on the teams and organisation’s success. The main factors determining the choice of a management style are the personal features of the head, system of values, competence and experience and subordinates’ identification with the institution’s aims, their experience in the sphere of cooperation, abilities (Vaitiekienė, 2005). R. Želvys (2003) also emphasizes that one or another management style should be applied with regard to the level of preparation of the group members, referring to motivation of the employees, their knowledge and skills.

It is possible to state that the heads have to have a particular world-view, specific personal and character features, certain competence and experience what determine the choice of a certain management style.

The choice of management methods is influenced by different needs. B. Martinkus, A. Sakalas, A. Savanevičienė (2000) and S. Stoškus (2002) divide needs into: material (economic), social psychological (spiritual), organizational administrative.

According to E. Bagdonas, L. Bagdonienė (2000) and I. Baranauskienė (2002), the most important are economic management methods because namely they are oriented towards meeting a person’s needs.

However, many authors who analyse management methods state that administrative management methods cannot be effective anymore. Modern organisations do not have the heads and subordinates. In a modern organisation there has to be a team.

There is no unanimous classification of management style, there are many of them and they are different. A. Seilius (2003) stresses that a situational attitude towards management is necessary. It means that a choice of a management style is determined by correspondence of several essential factors that transform potential power of people and groups into real actions and reinforce concentration of the team.

Communication among the head and subordinates plays a rather big role. While delegating instructions and tasks to the subordinates it is very important that the instructions of the head would not treat the subordinate with hostility, on the contrary, would stimulate initiative and motivate to perform the task well.

Employees’ motivation system is the means that can arrange the relationships in both, the organisation and team. The head should pay greatest attention to motivation of the team members; however, according to A. Sakalas and V. Šilingienė (2000), if he wants to do this, he has to know the needs of the employees.

As R. Jucevičius (1998) states, in effective teams the aims and tasks are clear and understandable for all, psychological comfort is felt, many discussions are held, all tend to cooperate, there is no discomfort because of the different opinions, the abilities of listening and asking are well developed, psychological feelings are not hidden, leadership is distributed, people are trying to develop relations with the outside world, employees are able to evaluate the efficiency of own activities.

According to J. Kasiulis and V. Barvydienė (2001), an effective team offers and presents aims and tasks, determines problems, collects information, encourages to express opinions, generalizes suggestions, determines how much they agree upon the made decision.

At present the heads of organisations pay more attention to the creation of positive psychological climate at work, since the employees’ motivation, satisfaction with work and the period how long he keeps working in the organisation depend upon it.

L. Rimkutė (2008) describes psychological climate as an atmosphere in the organisation felt and perceived by the employees upon which their behaviour and work depend. The author states that when a positive psychological climate prevails the employees are more satisfied with their colleagues and management, make less truancy. Psychological climate is also closely related to the employees’ satisfaction with work and even the effectiveness of the organisation.

While analyzing psychological climate in a team or organisation usually the following characteristics are observed: attitude towards communication

and cooperation, attitude towards the salary and motivation system, knowledge about the aims and tasks of the organisation, attitude towards organisation of work, relationships with the authorities, attitude towards workload, obligations in the organisation, attitude towards changes, attitude towards the quality of services, attitude towards the conflict management (Rimkutė, 2008).

A Positive psychological climate is conditioned by many various factors and if the head of the organisation or team succeeds in determining and destroying or eliminating negative factors, there is a great probability that a pleasant psychological climate will settle in the organisation. This makes the employees feel well and make progress.

### Methods of the research

Using the method of a questionnaire we tried to find out working teams in the organisations providing special education in Šiauliai city, evaluate application of team work, determine its characteristic fea-

tures and the level of effectiveness.

Methods: analysis of scientific literature and documents, questionnaire, statistical data analysis.

An anonymous questionnaire was used for the research. Its questions were selected from various literary sources about team work.

Eight organisations of special education participated in the research where 260 questionnaires were distributed. 238 questionnaires were returned. The rate of questionnaire return made 91.5%. They were completed by the heads, teachers and specialists of the organisations of special education.

### Research results

Since satisfaction with work is of great importance to motivation and quality of work, the research tried to investigate the level of meeting the employees' needs in a chosen segment of organisations.

During the research collected data helped to determine how the needs of employees of organisations of special education are met (Table 1).

Table 1

#### Respondents' opinions about meeting the needs

Needs	Very well (%)	Well (%)	On an average (%)	Badly (%)	Very badly (%)
Salary	0	6.7	47.9	38.7	6.7
Bonuses bounty for additional work	0	11.8	26.9	51.3	10.0
Social security	4.2	40.3	47.9	6.7	0.9
Feeling of safety	3.4	48.7	41.2	5	1.7
Psychological comfort	5.9	49.6	38.7	5.8	0
Communication atmosphere	5.9	61.3	29.4	2.5	0.9
Carrier perspectives	2.5	33.6	40.3	16	7.6
Recognition by the colleagues	2.5	67.2	28.6	0.8	0.9
Creative work	5	61.3	31.9	0.9	0.9
Independence at work	2.5	53.8	42.9	0.8	0
Professional self-expression	5.9	71.4	21.8	0.9	0

Referring to Maslow's universally accepted theory of needs it was determined that the employees' physiological needs related to payment for work are met worst. 47.9% of respondents evaluated "Salary" *average*, a little less part of respondents (38.7%) evaluated salary *badly*. More than half of respondent (51.3%) evaluated "Bonuses bounty for additional work" *badly*. Such data allows a presumption for doubts about quality and effectiveness of work, especially regarding effectiveness of team work which is usually like additional work.

It is universally known that in order to strive for higher needs first of all the lowest needs have to be satisfied. However, there is an interesting fact that after performing the research it was noticed that all

other needs of a higher level (safety, social, security respect and self-expression) were evaluated *well*.

However, meeting the needs of a higher level in organisations of the selected segment despite that physiological needs were not met enough, is conditioned by the employees' similar educational level, similar life values, the same social layer. Therefore the employees feel safe in the organisation (48.7%), evaluated (67.2%), they cooperate (61.3%), have conditions for self-expression (71.4%).

Evaluation of the level of meeting social needs was high ("cooperation atmosphere" – 61.3%, "recognition by the colleagues" 67.2%, "independence at work" 53.8%). Such high evaluations allow to make an assumption that a rather positive psychological cli-

mate prevails in the organisation, also it is possible to make a conclusion that meeting social needs is one of the means of motivating the employees that can positively influence effectiveness of team work.

Correspondence of the employees needs to the needs of the organisation, their relations with the team, have great influence to success and effectiveness of team work. A Person's efforts and wish to pursue the aims of the team depend upon his voluntary participation in that team.

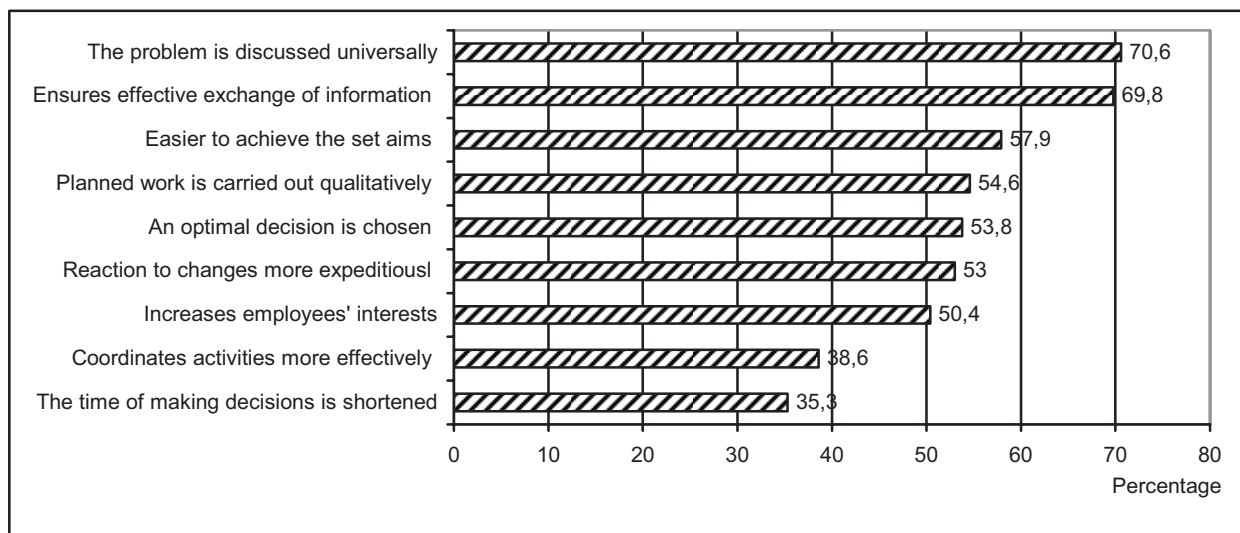
The research showed that 41.2% of respondents participated in the teams of education organisations "on their free will", 52.9% indicated "partly" and 5.9% of respondents pointed out that they participated in the teams "not on their free will".

Generalizing the obtained results we would like to notice that a person who has been involved in

a team not at his free will can become more unmotivated and disturb effective work of the team. Involvement of unmotivated employees in a team may result in more frequent conflicts, deliberate mischief, passiveness, intrigues.

The research tried to investigate influence of team work on the organisations' activities (Fig. 1).

Obtained data is a fact that confirms influence of team work while achieving the main aims of management: 1) solving a problem one has to find at least three alternatives of solution, 2) to determine a solution in the following sequence: "choice – opportunities – choice" (Yates, 2004). As obtained results show, these aims are easier achieved working in a team, not individually.



**Fig. 1.** Rating of factors that influence efficiency of activities

Moreover, through the research we tried to identify features of team work in organisations of the selected segment (Table 2).

Obtained data first of all allows evaluation of organisations' heads positively while forming teams they understand importance of proper competences and selective team members consider the knowledge and abilities of the future members. Only having proper competences the team members will achieve the set aim, feel satisfaction and motivate themselves for further work activities (Kasiulis, Barvydienė, 2001).

It is also possible to state that organisations are quite open, therefore problems are discussed more critically what leads to their optimal solutions.

Obtained data showed that teams and groups consisting of 5–12 members prevail in the organisations providing special education. According to the authors, this is the most optimal size of a team. There-

fore, referring to results, we can make a presumption that "social idleness" should be a rare phenomenon in selected education organisations.

Results presented in Table 2 show that the employees also communicate in an informal environment (2.5% "always", 12.6% "often", 45.4% "sometimes"), however, quite a few respondents (39.5%) indicated that they do not participate in informal meetings. Such data implies that the employees in the organisations lack familiarity with each other, openness, understanding. Harmony will settle more quickly in a team where its members know and understand each other. S. P. Robbins (2003) states that there is a great relation between team harmony and team efficiency. A Concentrated team has less communication problems, less misunderstandings, tension, hostility and distrust, and its work productivity is higher (Vaitkienė, 2005).

### Respondents' opinions about the situations in organisations' activities

Situations	Always (%)	Often (%)	Sometimes (%)	Never (%)
To perform a particular task only the employees able to perform it are invited	16.0	62.2	21.0	0.8
All members of organisation are informed about the existing problem	26.1	28.6	33.6	11.8
Teams or groups working in the organisation consist of 5–12 members	2.5	52.9	43.7	0.8
Freedom and autonomy are provided to perform a task	15.1	33.6	50.4	0.8
Information and support performing a task is received from the organisation	0.8	21.0	70.6	7.6
Employees attitudes to the solution of problems, information collection are irresponsible, and the process itself causes dissatisfaction	15.1	0	59.7	25.2
Members of organisation participate in informal activities (organisation's parties, festivals, trips, etc.)	2.5	12.6	45.4	39.5
Opinions of all the members are considered while solving or discussing a problem	27.7	35.3	35.3	1.7
Innovations, variety of ways and methods of working are tolerated and promoted	1.7	55.5	19.3	23.5

S. P. Robbins (2003) maintains that one of the ways promoting harmony among the team members “try to make group members spend more time together”.

Obtained data implies that democratic atmosphere when each member can freely express his opinion and present suggestions of prevails in organisations of the selected segment. Abilities several people are used to collect more basic data necessary for decision making. Group decisions are more versatile. Greater variety of attitudes prevails in groups, therefore, it is possible to analyse more suggestions and alternatives. Team members participating in decision making will be more enthusiastic to support it and motivate others to agree with the made decision (Robbins, 2003).

Analysis of the results of the statement “Innovations, variety of ways and work methods are tolerated and promoted” show that innovations are not promoted and tolerated enough in educational organisations (57.2% of respondents answered “often and always”, however, it was surprising that quite a number of respondents, even 23.5%, answered “never” and 19.3% declared that innovations are tolerated only „sometimes“). Evaluating this statement respondents split almost half-and-half. Respondents' opinions regarding this issue are diverse and do not coincide. It is possible to make an assumption that scarcity of unanimous opinion may partly show insincerity or subjectivity of the people what sometimes may be interpreted as an opposite answer to the statement. Such fact causes doubts if the organisation has enough energy and mo-

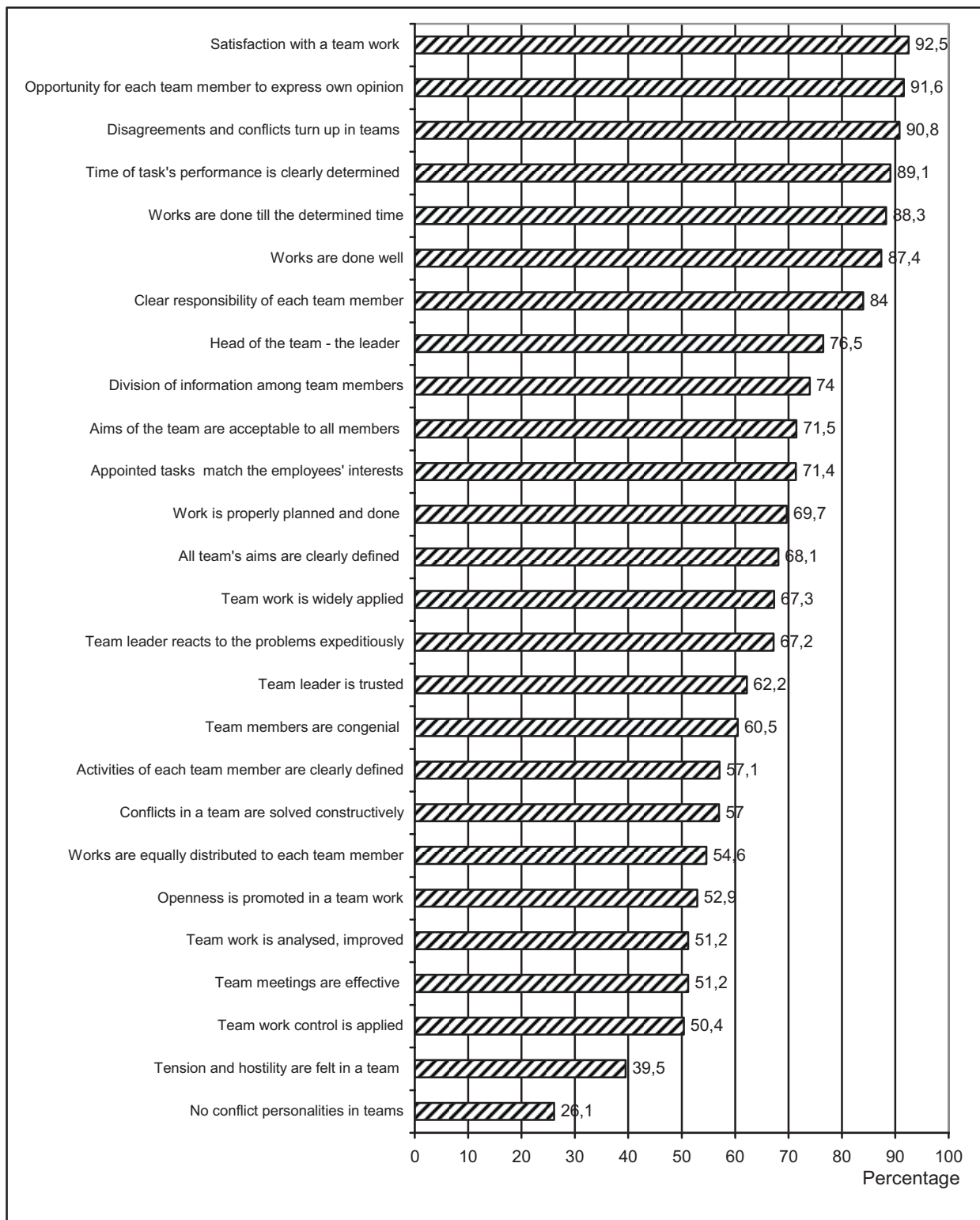
tivation to adopt innovations in the education system and if this does not cause threat to education quality.

In order to analyse the effectiveness of team work in organisations of the selected segment in more detail, factors that make influence on the mentioned concept were analysed (Fig. 2).

Analysis of obtained data implies that working teams in education institutions of the selected segment are effective enough, but in order to make them really effective teams, more attention has to be paid to improvement of team work, search for ways that would ensure more effective meetings of the teams, particularize activities and responsibility of each team member, promote openness of team members.

Though the research we tried to determine whether any limitation of resources is felt in the organisations which limits development of team work and reduces quality of team work.

The biggest part of respondents (87.4%) indicated “financial resources”, much less respondents (65.5%) indicated “time resources”. Referring to the results it is possible to state that technical resources, according to the majority of respondents (57.1%), do not have influence on team work, though 42.9% of respondents indicated that shortage of resources disturbs team work. The fact that 64.7% of respondents indicated that limitation of human resources does not have influence on effectiveness of team work shows that the employees of education institutions evaluate their own and colleagues' competence and contribution to team work rather positively.



**Fig. 2.** Rating of factors influencing effectiveness of team work

Another stage of the research enabled to search for factors that promote and limit development of team work and effectiveness of activities (Fig. 3).

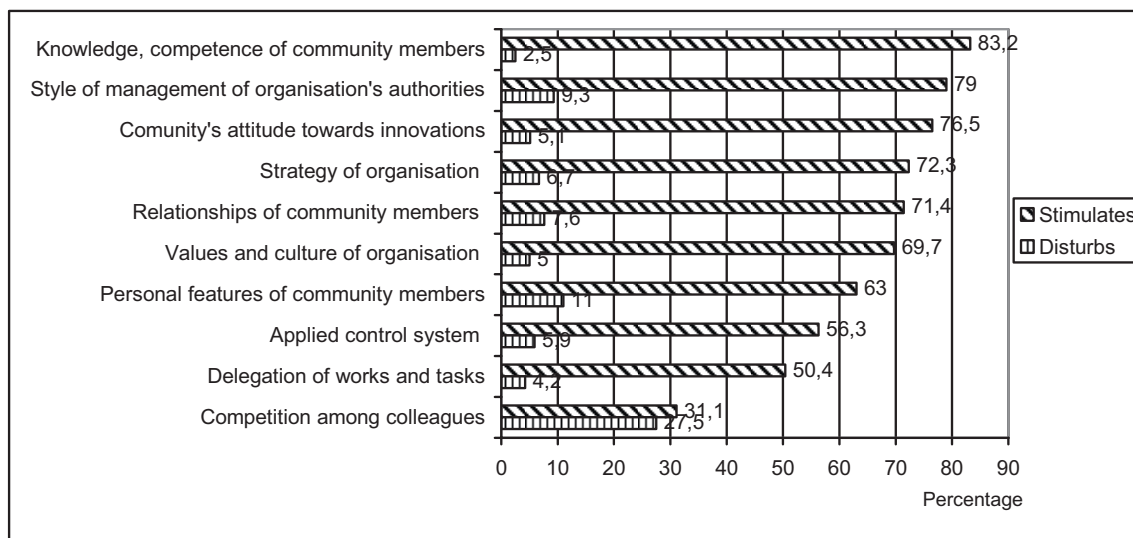
An interesting fact was noticed: respondents indicated factors “level of knowledge and professional competence of team members” (83.2%) and “community members’ attitude towards innovations” (75.5%) as the factors that make the biggest influence on effectiveness of a team although data discussed above

showed that the same respondents look at professional development and acquisition of new competences rather passively.

Rather big influence on effectiveness of team work (79% indicated as “stimulates”) according to respondents is made by a management style. Incompatibility of facts again is well noticeable because previous data indicate that management competence

for the majority of education employees did not seem very important. Such divergence of opinions may only indicate that respondents are satisfied with the

present situation of management in the organisation and do not think that such management position is influenced by management competence of the head.



**Fig. 3.** Respondents' opinions about factors stimulating and limiting development of team work in the organisations of special education

72.3% of respondents stated that “organisation’s strategy” has influence on effectiveness of team work and 71.4% of the employees in education organisations indicated “relationships of community members”. Respondents considered “personal features of community members” (63%) as an important factor that promotes development of team work.

It is interesting that while evaluating the factor that indicates that development of team work is promoted by “competition among colleagues” respondents opinions split distributed very unequally (31.1% of respondents stated “stimulates”, 41.2% were not completely sure and 27.5% indicated “disturbs”). However, referring to J. Kasiulis and V. Barvydienė (2001), namely competition stimulates creativity and activity of the employees and this has a positive impact on work development.

Through the research we tried to find out the level of motivation of team work in organisations of the selected segment.

Opinions of respondents distributed very unequally. 33.2% of respondents stated that motivation system in organisations was developed, 38.2% indicated that they do not know about employees’ motivation and 28.6% stated that motivation of team work was not developed. This implies that there is a shortage of motivation of team work in the organisations of special education.

The research helped to determine that in the selected organisations the heads of the teams or groups are usually elected (66.5%), not appointed. Therefore, a democratic style of management prevails in education organisations, the employees are involved in

decision making, and this also increases employees’ interests.

Respondents’ quite critical opinion was revealed having found out the level of knowledge of team work of the heads of organisations of the selected segment. Obtained data allows making a conclusion that the heads of special education institutions lack knowledge or insufficiently disclose it.

The research enabled to determine respondents’ opinion regarding significance of of team work skills in education organisations, and the fact that a bigger part of respondents (79.8%) thought that team work skills have to be developed in the organisation, shows respondents’ perception of importance of team work in organisations.

Generalizing data of the performed research we may state that although certain problems of activities of team work have been set during the research, and the factors limiting quality of activities of team work have been identified, conditions for development and effectiveness of team work are created in organisations providing special education in Šiauliai city.

## Conclusions

1. Referring to survey results, we may state that the needs of the employees of education organisations in Šiauliai (social security, safety, recognition, self-expression), evaluating them as the main factors of motivation of working activities that make influence on psychological climate in



the organisation and effectiveness of team work, are met well.

2. It has been set that team work in special education institutions is widely applied, various types of teams function in the organisations, and the employees of education organisations usually belong to more than one team; besides, team work makes a great impact on the activities of special education organisations in Šiauliai city.
3. It has been found out that effectiveness of team work in the organisations of special education in Šiauliai city is mainly limited by shortage of material and time resources. In addition, according to the employees who participated in the survey, development of team work is mostly limited by: competition among colleagues, problems of work and task distribution, applied control system, character features of community members, lack of motivation.
4. According to research results, the most problematic aspects of team work in organisations of the selected segment are the following: personal relations among team members, presence of conflict personalities in the teams, lack of experience in team work.
5. Generalizing research results, we may state that positive influence of team work on activities is recognized in the special education institutions, the members of the organisations agree that team work has quite a number of advantages and the enables employees manage the processes more effectively, also ensures work quality.

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## Komandinio darbo raiškos bruožai specialųjį ugdymą teikiančiose organizacijose

### Santrauka

Pokyčių, novacijų banga pastaraisiais metais užgriuvo specialųjį ugdymą teikiančias švietimo organizacijas, o tai lemia organizacijų aplinkos pasikeitimus. Didėjantis švietimo uždavinių sudėtingumas, pasikeitimai švietimo įstaigų organizavimo procese įtraukia visą bendruomenės komandą į sprendimų priėmimą. Augantys visuomenės poreikiai ir reikalavimai skatina specialiųjų švietimo įstaigų

personalą kartu ieškoti ir atrasti naujų efektyvių bendradarbiavimo būdų, kurie prisidėtų prie švietimo organizacijų veiklos tobulinimo. Todėl labai svarbi vieta tenka švietimo organizacijų bendruomenių narių tarpusavio santykiams, gerosios patirties dalijimuisi, bendravimui, bendradarbiavimui ir, žinoma, komandiniam darbui.

Straipsnyje pateikiami konkretaus švietimo vadybos diagnostinio tyrimo rezultatai. Pagrindinis empirinės informacijos šaltinis tyrime buvo Šiaulių miesto specialiojo ugdymo organizacijų vadovų, pedagogų ir specialistų (238 respondentai) nuomonė apie komandinio darbo raiškos bruožus.

Tyrimo metu buvo suformuluoti šie probleminiai klausimai: koks psichologinis klimatas vyrauja organizacijose, ar jis palankus komandinio darbo plėtrai; kokia yra valdymo situacija ir kokią įtaką ji turi komandinio darbo veiklai; ar yra švietimo organizacijose komandinio darbo trukdžių; kokie galimi komandinio darbo plėtros ir efektyvinimo būdai? Taigi, apibendrinant probleminius klausimus, siekiama nustatyti komandinio darbo raiškos bruožus specialųjį ugdymą teikiančiose švietimo organizacijose, identifikuoti veiksnius, skatinančius ir ribojančius komandinio darbo plėtrą.

Teoriškai analizuojama komandinio darbo reikšmė organizacijų kontekste, komandinio darbo efektyvumo prielaidos, vadovo ir mikroklimate įtaka komandinio darbo veiksmingumui. Atlikta tyrimo analizė parodė, jog labiausiai komandinio darbo galimybes riboja konkurencija tarp kolegų, darbų ir užduočių paskirstymo problemos, taikoma kontrolės sistema, bendruomenės narių charakterio savybės, motyvavimo stoka.

Apibendrinant atlikto tyrimo ir gautų rezultatų duomenis galima teigti, kad nors tyrimo metu buvo nustatytos tam tikros komandinio darbo veiklos problemos, identifikuoti veiksniai, ribojantys komandinio darbo veiklos kokybę, iš esmės Šiaulių specialųjį ugdymą teikiančiose organizacijose yra sudarytos sąlygos komandinio darbo plėtrai ir jo efektyvinimui.