Knowledge Management Based on the Dynamism of the Character of Students who are Members of Teams Implementing Social Projects

Izabela Ziebacz
Department of Social Policy, Social Work and Tourism, Faculty of Social Science, Jan Dlugosz University, Czestochowa, Poland

i.ziebacz@ujd.edu.pl

Abstract: Education for social work requires students to perform many tasks, ensuring interdisciplinary preparation for this profession. The usefulness of social design and its didactic value should be seen in this context. Didactic projects, thanks to multi-tasking, stimulate students' activity, teach responsibility, moreover, they enable combining knowledge with action, and develop reflectiveness. The implementation of social projects requires cooperation of students in project teams. However, the efficiency of team cooperation is determined by the proper configuration of the individual characteristics of team members, in accordance with the assumptions of M. Mazur's (1999) psychocybernetic theory of character. In terms of this theory, a man with a specific dynamism of character has a better chance of effective cooperation when he cooperates with people of the same dynamism. These chances are greater because allied people have a greater sum of their powers (synergy effect), it is easier for them to take challenges together. The aim of that paper is to present the results of the conducted diagnostic research - questionnaire research, in the field of the character of students in psychocybernetic terms. In total, 19 students, who were registered for the implementation of didactic social projects, took part in the study. Based on the estimations of character parameters, the most favorable configuration of members of 3-person project teams was indicated. This procedure is part of the knowledge management process - as improving the education process in the field of dynamic, time-limited, temporary and team-implemented didactic projects, where the problem is sharing knowledge in order to achieve team effects (through a group), resulting in low effectiveness undertaken projects, low quality of results, etc. Research objective: researching the usefulness of knowledge in the field of individual, autonomous character traits of students for designing effective teams implementing didactic social projects.

Keywords: Project management, Social work, Psychocybernetics, Knowledge management, Entropy

1. Introduction

The world in which we operate is subject to dynamic changes. They also concern the problems that social workers have to face (Kromolicka and Kosc, 2021; Kantowicz, 2018). It seems, however, that in this confrontation with the turbulently changing multi-problem reality, it is not possible to develop ready-made, schematic algorithms of action. This contemporary reality of permanent change requires constant crossing of patterns in thinking and acting, causing the constant expansion of the scope of tasks for various social services, especially social workers. These social, economic and cultural conditions, as well as the variability of the environment of social welfare institutions, have determined scientific discussions on professional preparation and proper education for the profession of a social worker (DuBois and Miley, 1999; Kromolicka and Kosc, 2021; Urbaniak-Zajac, 2016). These discussions raise the issue of the essence of professionalism and fostering the professionalization process in both education and practice (Kantowicz, 2018, Urbaniak-Zajas, 2016). The professionalization of the profession is also perceived as a process in which experience and its internalization play an important role, as well as the development of contacts as part of cooperation between other professionals and institutions (Kantowicz, 2015; Kantowicz, 2014). In addition, apart from the formal requirements that social workers must meet, it is emphasized that they should be people who are able to assume new roles, eg the role of initiator of projects focused on solving socially severe problems; the role of coordinator of social activities; the role of originator and designer of prevention programs (Marynowicz-Hetka, 2018; Wolska-Prylinska, 2010). Referring to the above statements - a social worker needs extensive knowledge and practical skills related to social design.

Social design as an issue of education has its origins in educational work with children with developmental deficits. With regard to social professions, this approach developed rapidly in Western Europe, in social schools from the 1980s. At that time, other, more effective forms of educating practitioners were sought, who, in the course of developing the experience acquired during practice, would be able to participate in creating knowledge about in this field (Barbier 2016; Baines, 2007; Chojecka, 2020). And therefore, training for the field of practice through social design has been recognized as one of such ways of educating practitioners (Dąbrowska, 2019). Education through design is an opportunity for the student to build a theoretical, methodological and methodological workshop (Leśniak-Berek, 2018; Marynowicz-Hetka, 2018). The project

can integrate all educational content and, moreover, emphasizes the links between theoretical teaching and the practice of social action (Hennessey, 2014; Kienhuis and, Świtek, 2007). In addition, the need to take on a number of roles in the process of project preparation and implementation, on the one hand, gives the opportunity to test oneself in new activities, and on the other hand, allows to verify the degree of individual readiness to perform the profession (Barbier 2016; Jong and Berg, 2007; Kaczynski, 2019). Thus, a social project, as a type of methodical activity in the field of social work, is a response to the challenges faced by a social worker, "preparing more for comprehensive thinking and action than for fragmentary and receptive thinking" (Marynowicz-Hetka, 2018).

Social design has a team character and assumes shaping the individual through their own effort together with other participants. Therefore, the ability to cooperate and collaborate among project team members is of particular importance. This skill, in a way, determines the possibility of using the potential of the project method in social work education. However, the level of cooperation, its efficiency and effectiveness is determined by the proper selection of project team members (configuration of personnel), taking into account the characteristics of individuals in terms of psychocybernetics. Character traits (e.g. dynamism, tolerance, susceptibility) determine the likes, goals and preferences of individuals, which determines the quality of cooperation. Therefore, it is an important aspect of knowledge management, conditioning the efficiency of knowledge sharing and achieving results through the group.

2. Methods of Selecting Students for Training Project Teams

The methods of selecting members for effective teams are varied. Methods commonly used in commercial (also non-commercial) organizations include: analysis of biographical data; job interviews; competency tests, psychological tests, knowledge and skills tests; psychological tests; intelligence tests; knowledge and skills tests; medical research and physiological tests; integrated assessment (assessment center). In the case of adaptation to the team and organization, the assessment refers only to the theory of fit (person-environment fit model) - however, poorly embedded in diagnostic tools. The fact is that there are no tools to accurately describe and measure the factors that should be taken into account during the selection process of team members (Wozniak, 2013).

When creating a project team, the principle of maximum usefulness of its individual members in the context of a given project should be followed. In a situation where the task is complex, complicated and characterized by a high degree of uncertainty, members with the appropriate knowledge and skills to perform it should be included in the team (Hoegl, 2005; Wróblewski, 2005; Chow and Cao, 2008). In addition, weak points of teamwork should be controlled by taking measures to: reduce the scale of social loafing, stimulate constructive interactions, efficient coordination of activities, as well as greater satisfaction of team members (Kozusznik, 2005; Melo et al., 2013).

In general, the science of effective teams is fairly well documented. However, it does not take into account character traits that would predispose or limit the usefulness of individuals to specific teams. Thus, little is known about how specific team configurations can affect team performance (Hysong et al., 2019). Configuration has a significant impact on how team members interact. Team members do not typically interact as independent individuals; rather, they interact with the subgroup identities to which members belong based on their demographic characteristics (Lau and Murnighan, 1998; Cramton and Hinds, 2004; Li and Hambrick, 2005).

It is the interaction between subgroups that actually determines team performance, and it is only by identifying the patterns of subgroup interaction that we can fully understand how team structure affects team performance (Xie et al. 2015). A properly selected team will use the advantages of teamwork, while an incorrectly configured team will waste the potential of its members (Chau and Maurer, 2004; Nijssen and Pauwe, 2010). Consequently - even the best-planned tasks will not be performed if the team does not consist of properly selected people.

Undoubtedly, the procedure of configuring the composition of project teams should be implemented in order to determine the most appropriate composition of teams (Belbin, 2009), in particular for the purposes of effective education. The use of stochastic methods in supporting the process of selecting employees into project teams can contribute to improving the efficiency of human resource allocation through the appropriate allocation of roles and responsibilities, e.g. avoiding the situation of wasting the individual potential of individuals (Ariely, 2011; Twardochleb, 2014). Of course, methods in this area, dedicated to

selection processes, personal configuration, should be supported by verified and possibly simple to use diagnostic tools.

This paper presents a tool for configuring student project teams using the theory: cybernetics of character by M. Mazur (1999), which he related to the theory of autonomous systems, i.e. those that have the ability to control and resist the loss of this ability). Mazur proved that character is a set of rigid human control parameters and therefore it is impossible to change. In connection with the above, this work takes into account the often neglected factor responsible for the effectiveness of the team, the so-called rigid character traits of its individual members, understood as the energetic properties of the human body. Currently, interviews or tests to diagnose soft skills are commonly used. However, their use does not give a full opportunity to learn the basics of human functioning. Increasing the number of measurement methods used only causes fatigue of the tested person and giving random answers that distort the measurement. On the other hand, the sense of measuring rigid characters results from the fact that they are "impossible to change" - which cannot be changed, for example, by training. And this is the essence of the selection of personnel in terms of psychocybernetics (Jedrecki, 2003-2017).

3. Selection of Project Team Members in Terms of M. Mazur's Cybernetic Theory of Character

The selection of project team members based on the character of its members in cybernetic terms is an important parameter that determines the success of teamwork and the achievement of goals. Character is defined as "a set of rigid human steering properties. Rigid steering properties, on the other hand, are defined as character parameters" (Mazur, 1999), the source of which are the energetic properties of the human body. Character, in the colloquial sense, is explained as the cause of one's conduct. Character, therefore, determines the success of teamwork in a fundamental way.

In psychology, "character" is rarely used, and in addition, in different meanings - "some understand by "character" innate mental characteristics, others main features, and still others identify it with "personality" (Mazur, 1999). What's more, psychologists use the term "personality" in various meanings (PWN Encyclopaedia; Institute of Health Psychology of the Polish Psychological Society; Horzyk, 2012). This multitude of definitions is sometimes put forward as an argument for how difficult the concept of "personality" is, since no one has managed to define it unambiguously so far. Meanwhile, it is just sticking to the word "personality" and making assumptions. "The authors of these definitions, however, do not notice that instead of science they practice lexicography" (Mazur, 1999), because it is not the word "character" that is important, but the control properties of a human being (Mazur, 1999; Wilsz, 2005; Pawlak, 2020).

As it has already been stated: character in cybernetic terms is a set of rigid control features. One of such rigid control properties is dynamism, defined as an algorithm of behaviors that a person strives for, because when they freely manifest, he feels best, he is most fully self-realized. The dynamism of character determines the way information and energy are processed by individual classes of character. M. Mazur defined 5 classes of character, which are presented in Table 1.

Table 1: Manifestations of Character Dynamism in the Cybernetic Approach

No.	the domain of character	Characteristics
1	endodynamism	very pronounced negative dynamism
2	endostatism	quite pronounced negative dynamism
3	statism	dynamism close to zero
4	exostatism	quite clear positive dynamism
5	exodynamism	Very clear positive dynamism

Source: Mazur 1999.

For the diagnosis of character dynamism, one test is enough, which additionally allows you to determine other parameters, which include:

- tolerance - a range of naturally accepted situations,
- susceptibility - the range of situations accepted only under the influence of external pressure.

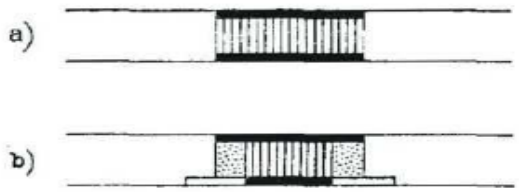
The above-mentioned parameters indicate the range of situation variability that is acceptable to a human being.

Referring dynamism to the problem of character configurations of project team members, it is known that a person with a specific dynamism has a better chance of creating a situation consistent with his character when he cooperates with people of the same dynamism, and thus striving for the same situation. The chances are greater because allied people striving for the same goal have the sum of their powers, so it is easier for them to overcome common obstacles than if they wanted to do it individually (Mazur, 1999).

The selection of team members will therefore consist in selecting the class, tolerance, susceptibility of character. On this basis, we can talk about selection and matching, which should be understood as:

- the selection of characters, i.e. the configuration of characters in which there is an appropriateness of partners' tolerance,
- character matching, i.e. a character configuration in which deficiencies in the selection of characters are filled by vulnerabilities of partners.

Selection and matching of characters can be complete or only partial, or even none (mismatch, mismatch). This is illustrated in Figure 1., where the range of character matching is highlighted by hatching and the range of character matching by dotting.



Source: Mazur (1999).

Figure 1: The Range of Selection and Matching of Characters

Fig. 1a shows a character configuration in which the full range of tolerance of one partner corresponds to the full range of tolerance of the other partner. It's a complete match of characters. The vulnerabilities of the partners do not play a role here, because everything that one partner does meets with the other's approval without exerting any pressure. In other words, neither partner has to give in to the other partner's likes and dislikes, because those likes correspond to his own.

Fig. 1b shows a character configuration in which part of the tolerance of one partner corresponds to the tolerance of the other partner, and the remaining part corresponds to his vulnerability. So it's a partial matching of characters with a complete match. In other words, it is a case when one partner likes certain preferences of the other partner, and is compliant towards the others (Mazur,1999).

4. Research Metodology

The study of character dynamism was carried out on a group of 19 students implementing social projects. The study was based on a questionnaire containing 35 detailed manifestations of character dynamism, referring to Mazur's theory. These theories result in detailed statements about the relationship of individual characters to various situations and phenomena. Their knowledge allows for proper management of representatives of each character. Examples of character manifestations are presented in Table 2.

Table 2: Detailed Manifestations of Character Dynamism (Selected Examples)

	Type of dynamism	**Exdynamism**	**Exostatism**	**Statism**	**Endostatism**	**Endodynamism**
No.	**Class of character**	**C**	**BC**	**B**	**AB**	**A**
1	Orientation life (a way of processing information	Dissipating information and energy, not accumulating anything	Advantage dissipation of information and energy over their	Maintaining balance in all manifestations of life, balance of accumulation	Advantage dissipation of information and energy over their	Advantage gathering information and energy over dissipation Gathering information and energy (gathers

	and energy)		collection	and dissipation of information and energy.	accumulation	everything, dissipates nothing)
	Intensity life	Spontaneity, seeking pleasure in life regardless of the possible consequences of such an attitude	Versatility, seeking pleasure in life, but not at any price	Regularity (for pleasure, he is ready for moderate pain))	Comfort (for pleasure, he is willing to expose himself to only minor pain , likes to live comfortably)	Calmness (I don't want to expose myself to any pleasures annoyances, wants to live peacefully, safely)
3	ratio to rules	Capriciousness (lack of adherence to rules, does not bend his behavior to nobody's requirements)	Individualism (follows general rules but rejects those that don't suit it)	Principle (adheres to specific rules)	Flexibility (recognizes general rules with deviations depending on needs)	Arbitrary (makes rules for its own benefit, but makes them itself) does not hold)
…		…				…
35		…	…	….	…	…

Source: Author own's elaborations upon Mazur, 1999.

Table 3: A Summary Table of the Results of Character Dynamism Research in Numerical Form

	Character class				
Student code	**C**	**BC**	**B**	**AB**	**A**
7	8	5	15	5	2
8	8	17	6	3	1
18	1	8	11	15	0
1	8	7	5	9	6
13	8	8	9	6	4
14	6	12	6	5	6
0	1	10	17	7	0
19	7	10	7	6	5
5	7	11	10	5	2
6	7	8	12	6	2
20	5	10	15	4	1
21	5	11	13	4	2
12	5	12	11	5	2
2	3	7	18	5	2
0	0	14	14	6	1
15	1	8	14	10	2
4	1	2	23	8	1
3	1	6	18	10	1
10	5	11	12	4	3

Source: Author own's elaborations

The concept of entropy adopted in the study makes it possible to examine the information gap in the research data and to rank the dynamism of character according to the priority of the studied quantities. On this basis, the assessment of autonomous features such as breadth of character, dynamism, susceptibility and tolerance was carried out. These listed features are the basis for the selection of members of the task forces. This is an innovative approach, because in today's organizational practice, rigid character traits are not taken into account as an important element in the selection of team members. Next, the characterological characteristics of the examined group of students were determined and the entropy distribution for all character traits was determined (Table 4). Below is C.Shannon's information entropy formula:

$$H = -\sum_{i=1}^{n} p_i log(p_i)$$

where: :

$P_i = \frac{p_i}{\sum}$ *- the probability of the intensities of all traits that make up a given class character*

At this stage of considerations, only the mathematical distribution of assigned numerical values for individual character parameters is analyzed. From now on, we do not compare the numerical values assigned to individual character classes, but the probability of their occurrence. This will allow them to be assessed in terms of the likelihood of their occurrence.

Table 4 shows the entropy calculations for the reduced number of character classes from 5 to 3.

Table 4: Reduced Entropy Calculations

	Character Class		
Student code	**C**	**B**	**A**
7	0,207	0,278	0,131
8	0,223	0,253	0,090
18	0,117	0,310	0,079
1	0,216	0,266	0,207
13	0,220	0,291	0,173
14	0,211	0,271	0,192
0	0,122	0,300	0,070
19	0,218	0,283	0,186
5	0,219	0,295	0,131
6	0,213	0,298	0,137
20	0,198	0,289	0,098
21	0,200	0,293	0,125
12	0,200	0,298	0,131
2	0,161	0,279	0,131
0	0,080	0,304	0,110
15	0,117	0,310	0,149
4	0,080	0,229	0,117
3	0,110	0,292	0,122
10	0,200	0,292	0,145

Source: Author own's elaborations

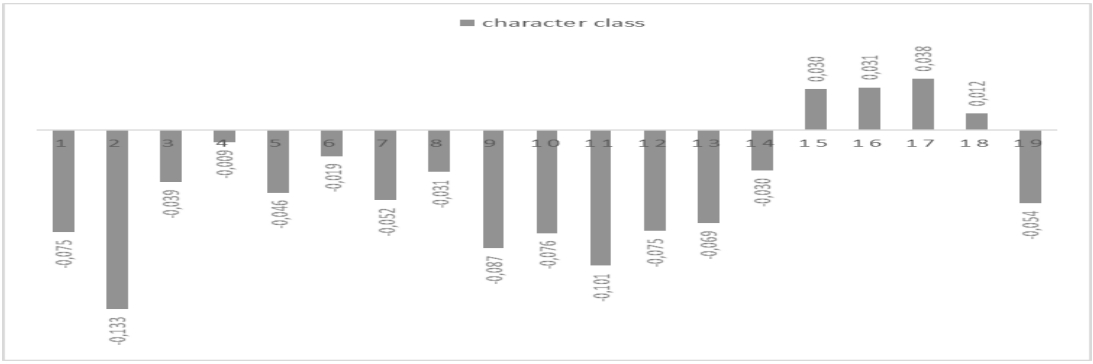
Based on the character dynamism determined on the basis of the study, character width (L) and tolerance (T) were determined, and then compliance (M), according to the formula: L=T+M, as independent variables. The calculation results are presented in Table 5.

Table 5: Character Parameters in the Form of Calculated Entropy

Student code	character parameters				Character class	Description
	Susceptibility (M)	Dynamism [log C/A)	width (L)	Tolerance (T)		
1	0,279	-0,075	0,617	0,338	endodynamism	tolerant character, not susceptible
2	0,253	-0,133	0,566	0,313	endodynamism	tolerant character, not susceptible
3	0,31	-0,039	0,506	0,196	endodynamism	tolerant character, not susceptible
4	0,266	-0,009	0,690	0,424	endodynamism	tolerant character, not susceptible
5	0,291	-0,046	0,684	0,393	endodynamism	tolerant character, not susceptible
6	0,271	-0,019	0,674	0,403	endodynamism	tolerant character, not susceptible
7	0,3	-0,052	0,492	0,192	endodynamism	tolerant character, not susceptible
8	0,283	-0,031	0,687	0,404	endodynamism	tolerant character, not susceptible
9	0,295	-0,087	0,645	0,350	endodynamism	tolerant character, not susceptible
10	0,298	-0,076	0,648	0,350	endodynamism	tolerant character, not susceptible
11	0,29	-0,101	0,586	0,296	endodynamism	tolerant character, not susceptible
12	0,292	-0,075	0,617	0,325	endodynamism	tolerant character, not susceptible
13	0,298	-0,069	0,630	0,332	endodynamism	tolerant character, not susceptible

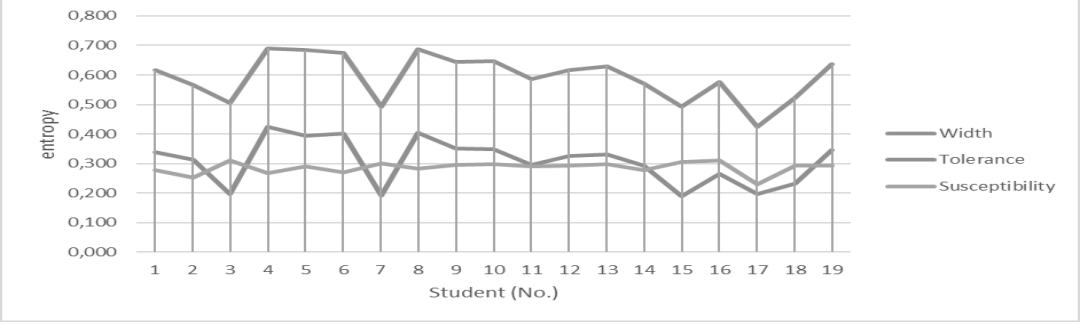
Student code		character parameters			Character class	Description
	Susceptibility (M)	Dynamism [log C/A)	width (L)	Tolerance (T)		
14	0,279	-0,030	0,572	0,293	endodynamism	tolerant character, not susceptible
15	0,305	0,030	0,494	0,189	exodynamism	susceptible, intolerant character
16	0,31	0,031	0,576	0,266	exodynamism	susceptible, intolerant character
17	0,229	0,038	0,426	0,197	exodynamism	susceptible, intolerant character
18	0,292	0,012	0,524	0,232	exodynamism	susceptible, intolerant character
19	0,292	-0,054	0,637	0,345	endodynamism	tolerant character, not susceptible

Source: Author own's elaborations



Source: Author own's elaborations

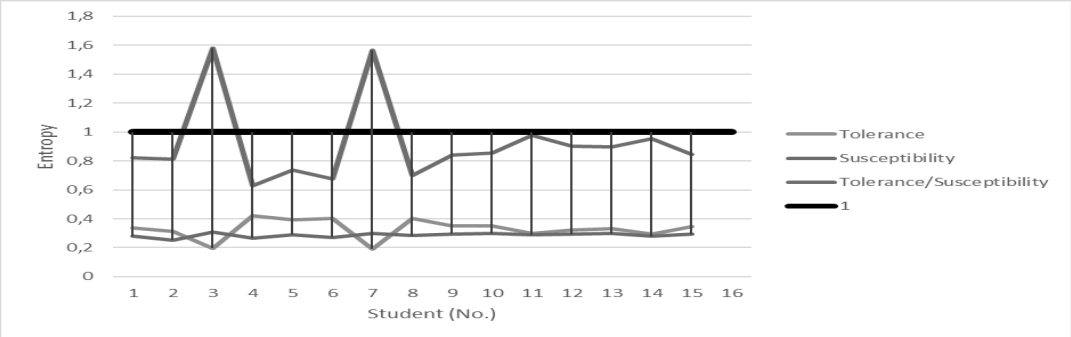
Figure 1: Distribution of the Dynamism of the Character of the Examined Group of Students (19 People)



Source: Author own's elaborations

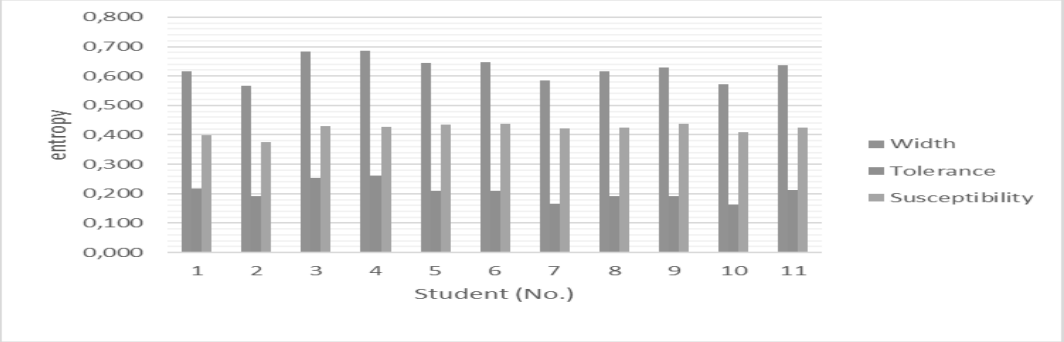
Figure 2: Width, Tolerance, Susceptibility and Dynamism of Character

Further research was carried out on the most numerous group - the group of endodynamics - resources of 15 people. The distribution of parameters for these character classes is presented in Figure 3.



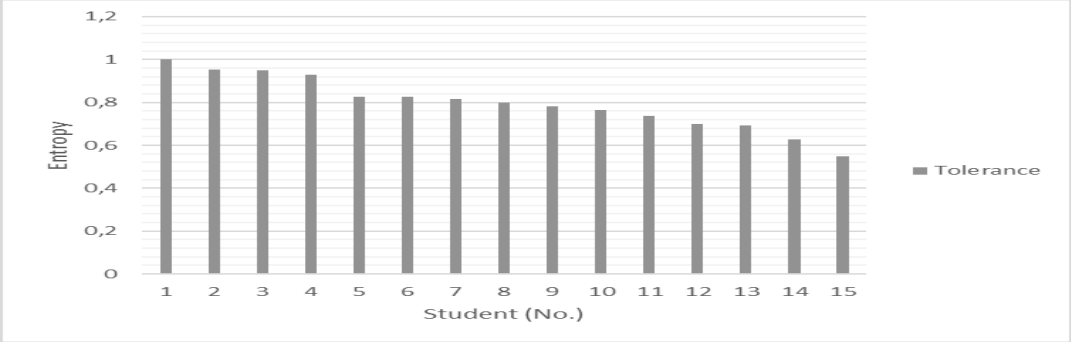
Source: Author own's elaborations

Figure 3: Distribution of Parameters for These Classes of Character - Endodynamism



Source: Author own's elaborations

Figure 4: Endodynamism - Valuable Personalized



Source: Author own's elaborations

Figure 5: Ranking of Tolerances

Based on the presented analysis of students' characters in cybernetic terms, we can indicate the most suitable team configurations according to the most important character parameter, which is tolerance, within a given class (character). Matching consists in selecting people for the project team who have the most similar character tolerance fields. Based on the conducted and presented study (Table 6), the greatest correspondence of the configuration of team members will apply to students with codes: 7,8,18–etc. for a team of 3 people, and for a team of 2 people: 7, etc. The selection is based on the size of the tolerance with the same character.

Table 6: Study

Student No.	1	2	3	4	5	6	7	8	9	10	11
student code corresponding to the number	7	8	18	1	13	14	0	19	5	6	10

5. Discussion

Ignorance of the concept of the breadth of character, and especially the failure to distinguish between tolerance and compliance, and selection from matching, is a source of conflicts arising from the belief that man is made of rubber, which can be freely stretched and shaped, striving to force positive tendencies.

The lower the correspondence of the dynamisms and the lower the tolerance of one partner to the tolerance of the other partner, the smaller the matching of partners. The lower the vulnerabilities of the partners, the lower the possibility of character matching. Unlike character matching that always pleases partners, character matching is tolerable the greater the proportion of compliance needed to ensure character matching. The character mismatch is unbearable. The matching of characters, therefore, consists in the selection of characters, which consists in the appropriateness of the partners' tolerance and the matching of their characters, i.e. a character configuration in which the deficiencies in the selection of characters are filled by the vulnerability of the partners. In this context, a character configuration is a set of character classes of individuals between which there is a coupling.

6. Conclusion

Studying the nature of individuals in terms of psychocybernetics is particularly important in relation to members of project teams. Knowledge of the rules governing human behavior based on the study of his character allows you to predict his potential behavior in various situations of a project organization. This is all the more important in the light of the problems of improper knowledge management between project team members, manifested by low efficiency of its use and, above all, poor ability to accumulate it. The currently used methods of selecting team members do not take into account individual personal characteristics. Team members selected without this characteristic cannot work efficiently due to internal friction, short circuits, different preferences, etc. For this reason, it is important to select project team members based on the characterological characteristics of individuals in cybernetic terms. Knowledge management in didactic projects should absolutely refer to the individual team member, not the team as a whole, and be individualized and related to the character of the individual in cybernetic terms. This approach fits in with the concept of team work knowledge management, in which everyone shares their knowledge and are determined to achieve results through the group. As a consequence, the process of knowledge sharing and its transfer to the entire task force is improved.

The proposed research method should be tested in real conditions, and the results of the teams' work should be verified on a control group for various organizational groups. It is important to explore the relationship between behavior and character in the cybernetic sense and to improve the method of selecting members for various task teams or for assigning individual tasks.

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