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SOCIO-PSYCHOLOGICAL DETERMINANTS OF MANAGERIAL DECISION-MAKING IN LEADERSHIP ACTIVITY



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The monograph “*Socio-Psychological Determinants of Managerial Decision-Making in Leadership Activity*” is prepared for publication on the basis of a broad research program focused on identifying the psychological conditions and influences that shape management practice. It examines how leaders’ decisions affect not only the efficiency of collective work and the functioning of groups, but also the personal well-being, engagement, and life satisfaction of those participating in organizational processes. By analyzing socio-psychological determinants of decision-making, the monograph substantiates approaches to strengthening a supportive psychological climate and promoting healthier interactions—both within institutions and across society more generally.

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INTRODUCTION

Enhancing the effectiveness of management in a rapidly changing world remains a central challenge for both public administration and organizational leadership. Among the many competencies expected of modern leaders, the capacity to make timely, well-grounded, and socially legitimate decisions occupies a decisive place. In professional discourse, decision-making is often described as the core function of management: regardless of sector or hierarchy, managers continuously diagnose situations, select alternatives, allocate resources, and assume responsibility for outcomes. Therefore, the study of managerial decisions requires not only administrative or economic analysis, but also a deeper socio-psychological and pedagogical understanding of how decisions are formed, justified, communicated, and implemented.

In contemporary leadership practice, decisions are rarely made under ideal conditions. Managers act within constraints of incomplete information, time pressure, competing stakeholder interests, and value conflicts. Research in psychology has long demonstrated that decision-making is bounded by human cognitive limits (Simon's concept of bounded rationality), shaped by heuristics and systematic biases (Kahneman & Tversky), and influenced by group dynamics such as conformity and groupthink (Janis). At the same time, organizational research shows that decision quality is strongly connected to interpersonal trust, legitimacy, psychological safety, and the climate of constructive dialogue (Edmondson), as well as to the leader's ability to regulate emotions and manage stress in high-stakes contexts. These findings justify the need to analyze decision-making not merely as a rational-technical procedure, but as a socio-psychological phenomenon embedded in relationships, norms, and institutional culture.

The relevance of this monograph is further strengthened by the strategic priorities of Uzbekistan's national development agenda. In particular, the Decree of the President of the Republic of Uzbekistan dated September 11, 2023, No. PF-158, approving the *"Uzbekistan — 2030" Strategy*, sets ambitious goals aimed at improving the effectiveness of public governance, strengthening accountability, and aligning national development with modern standards of institutional performance and sustainable development. The Strategy emphasizes results-oriented governance and the modernization of management mechanisms—objectives that cannot be achieved without leaders who possess advanced decision-making competencies, ethical responsibility, and the ability to mobilize collective potential under conditions of uncertainty.

In recent years, Uzbekistan has also expanded the legal and organizational foundations for developing professional managerial, including systems of selection, training, retraining, and performance evaluation within leadership structures. In this context, the socio-psychological determinants of managerial decision-making become particularly important: they help explain why formally "correct" decisions may fail in implementation, why employees may resist even beneficial reforms, and how leadership communication can either strengthen or

undermine trust. The present monograph argues that sustainable improvements in governance and organizational effectiveness require not only procedural reforms, but also the development of leadership culture—where decisions are transparent, evidence-informed, ethically grounded, and socially accepted.

Globally, leading educational and research centers increasingly focus on: (a) decision-making under uncertainty and risk; (b) collective decision processes and team effectiveness; (c) competency-based leadership development; and (d) evidence-based interventions to reduce cognitive bias and strengthen implementation discipline. Approaches such as naturalistic decision-making (Klein), negotiation and judgment frameworks (Bazerman & Moore), and structured decision protocols used in high-reliability organizations demonstrate that decision-making competencies can be trained and institutionalized. Drawing on these international perspectives, this monograph positions managerial decision-making as a developable competence that integrates cognitive skills, social influence awareness, ethical reasoning, and implementation monitoring.

Accordingly, the purpose of the monograph is to substantiate the socio-psychological determinants of managerial decision-making in leadership activity and to demonstrate how these determinants can be transformed into practical tools for improving decision competence. The work highlights the importance of “leader–employee” relations, organizational climate, and social expectations as key conditions for decision legitimacy and successful execution. By combining theoretical analysis with an applied orientation, the monograph contributes to strengthening a healthy psychological environment—within organizations and in society—through more competent, fair, and responsible leadership decisions.

CHAPTER I. EXAMINING THE DECISION-MAKING PROCESS AS AN OBJECT OF PSYCHOLOGICAL INQUIRY

1.1. Socio-psychological content of the decision-making process

Making precise decisions involves adopting proactive measures based on changing circumstances, ensuring the efficiency and effectiveness of leading initiatives and actions. In addition, the decision-making process is directly related to an individual's purposeful activities, encompassing aspects such as career choices, managing family relationships, personal development, budget allocation, leadership, and acceptance of managerial decisions. So far, extensive research has been conducted in various disciplines such as psychology, sociology, philosophy, and management on this interdisciplinary topic.

The study of these subjects is not only important for the field of psychology but also for the governance of our society, bringing about various changes and innovations. According to O.D. Volkogonov, the decision-making process is a significant event that is considered crucial in any direction of human activity. This process serves as the subject of interdisciplinary research, facilitating the integration of various sciences. Decision-making involves aspects such as informational, economic, psychological, logical, organizational, mathematical, and legal dimensions¹. Therefore, decision-making depends not only on human ability, but also on factors of the external environment.

A.G. Evlanov defines decision-making as follows: "a person makes various decisions within the framework of his work or comes to a conclusion on an issue. The effectiveness of decision-making is determined by the subject's good awareness of his activities, which includes the level of motivation of the person, the ability to take risks, life experience and mental capacity"². From the author's comments, it can be seen that decision-making is not only life experience, but also

¹ Волкогонова О.Д. Управленческая психология: учебник - М.: ИД ФОРУМ: НИЦ ИНФРА-М, 2015. – С.98.

² Евланов А. Г. Теория и практика принятия решений / А.Г. Евланов. - М.: Экономика, 2005. – С.66.

inextricably linked to the acquired knowledge, skills and competences related to the field.

According to A. V. Karpov, the problem of human decision-making in various activities and conditions in the science of psychology was widely studied by many psychological researchers in the second half of the last century, and the group of these studies included L. S. Vygotsky, S. L. Rubinstein, O.K. Tikhomirov, T.V. Kornilova, P.K. Anokhin, Yu.M. Zabrodin, D.N. Zavalishina, V.P. An example is the research of scientists like Zinchenko³. Based on the authors, efforts have been made to examine the correlation between human abilities and personality traits with the direction of decision-making. Unlike others, researchers such as D.D. Kahneman, A.G. Tversky, and G.A. Simon have developed unique approaches to the phenomenon of decision-making and its expansion. They have successfully created mathematical and economic models that help in understanding the consequences of decision-making. Through these models, the psychological factors, determinants, and distinctive aspects of decision-making have been identified. In other words, the decision-making process has been described as a complex interplay between internal determinants and the inherent nature of an individual to perceive the objective environment.

According to D.M. Ramendik, the mutual relationship between individual personality traits and the decision-making process has been explored by scholars such as B.F. Lomov, E.P. Ilyin, A.V. Karpov, V.I. Morosanova, O.I. Larichev, and I.E. Zadorozhnyuk⁴. In these works, the main attention is focused on human types, volitional qualities, individual-psychological characteristics in decision-making. Yu.T. Kozeletsky is mentioned in some sources as a researcher who clarified the first psychological approaches to the issue of decision-making. The author divided the decision-making process into the following stages⁵:

- Creating the subjective essence of the task;

³ Карпов А. В. Психология принятия решений : Монография / А. В. Карпов; Институт психологии РАН; ЯрГУ. – Ярославль, 2003. – С.103.

⁴ Рамендик Д.М. Управленческая психология. – М.: Форум, 2006. – С.82.

⁵ Козелецкий Ю. Психологическая теория решений. - Москва.: ПРИНТ, вт. изд. 2012. – С.207.

- Accepting alternative decisions and evaluating the consequences of situations;
- Establishing conditions that determine the effectiveness when accepting alternative options;
- Analyzing the results of choosing from evaluated alternative options, decision-making, and outcomes.

From the content of this observation, it is evident that initiating the decision-making process is contingent upon a crucial condition – the perceived significance and interest of the task by the individual. In other words, if the task is engaging and important to the person, the decision made by them is more likely to be effective. Psychologist O.A. Kulagin, among other scholars, highlights the role of personal autonomy in the decision-making process and suggests combining various theoretical approaches to address this issue. According to the author, the decision-making process is considered a psychological phenomenon, characterized by the readiness to accept rationality and the ability to accept both hope and risk.

Furthermore, the process involves the description of the individual's unique qualities and adaptability, such as distinctive characteristics and variability in this context⁶. In accordance with the mentioned scientific goal, the most significant psychological aspects explaining the readiness of individuals to face risks and dangers, as well as the ability to assess situations in a rational manner, are highlighted. Researcher O.K. Tikhomirov, in his investigations, pays broad attention to the issue of intellectual decision-making, primarily analyzing the cognitive process in the dialogical interaction between humans and computers. According to the author, the cognitive mechanisms in the thought process, the individual's ability to organize oneself, and the cognitive structures in the thinking process play an extremely important role in intellectual decisions made in dialogue between humans and computers⁷. In other words, cognitive processes not only

⁶ Кулагин О. А. Принятие решений в организациях: Учеб. пос. - СПб.: Изд. дом «Сентябрь», 2009. – С.42.

⁷Тихомиров О. К., Корнилова Т. В., Психология риска и принятия решений: Учебное пособие для вузов. – М.: Аспект-Пресс, 2003. – С.63.

characterize the decision-making process but also define the content of a unique set of personality traits. S.V. Abramov's scientific research can be cited as an example. According to the author, there are two groups of factors influencing decision-making:

1. Subjective factors - internal mental and emotional processes associated with reflection.
2. Situational factors - unanticipated tasks, demands in complex conditions, quick socially significant decisions, and outcomes. Situational factors involve the state of decision-making, considering the conditions, relying on the internal capabilities of the organism. It encompasses issues such as alertness, the sense of urgency, and motivation for task completion.

The most influential qualities for effective decision-making are considered to be an individual's temperament, character, and personality traits⁸. So, all the mentioned factors influence human needs and determine their actions in decision-making. The process of perceiving and accepting information and making decisions is closely related to the decision-making process. In this regard, L.V. Ivanova states: "The ability of individuals to understand laws, perceive them well, empathize, improve based on the experiences of others, and through these abilities, determine their decision-making capabilities."

In essence, the understanding and acceptance of information by individuals are integral to the decision-making process. It is through these capabilities that people can determine how to achieve their goals, manage others, and navigate through various situations⁹.

It should be emphasized that the decision-making process has a social character and can have a wide impact on the interests of others. In other words, errors in decision-making can lead to significant positive or negative consequences. Therefore, in the improvement of the quality of decisions made by

⁸Абрамова С.В. Социально-психологическое обоснование организации исполнения управленческих решений. Автореф. дис. на соискание ученой степени канд. психол. наук. - М., 2001. – С.13.

⁹Иванова Л.В. Моделирование функциональной структуры личности в ситуации принятия решений. Автореф. дис. на соискание ученой степени канд. психол. наук. М., 2005. – С.12.

leaders in management, it is considered one of the most crucial measures. According to K.V. Korostelina, it is possible to interpret the phenomenon of decision-making in a narrow and broad sense. In a narrow sense, it is the final action aimed at choosing and confirming the best solution. In this case, the decision is seen as an individual or group choice made in the form of an active selection. In a broad sense, decision-making is a process that takes place over time and involves several stages. In this stage, all methods and alternatives for preparing decisions play a significant role¹⁰. From this perspective, decision-making is the culmination of various intellectual activities that an individual undertakes regarding a particular issue. T.V. Novoselova emphasizes the need to consider the role of multiple disciplines in understanding the decision-making process. Each field represents the unique characteristics of the decisions it produces and the capabilities of individuals involved. For instance, mathematicians analyze the decision-making process from a mathematical perspective, focusing on methods and algorithms they recommend. Sociologists, on the other hand, interpret the process through the lens of social and economic phenomena occurring in society. Psychologists pay special attention to the motivational, cognitive, and emotional aspects of an individual's decision-making, seeking to understand its complex foundations through these factors¹¹. In essence, according to this perspective, the decision-making process is a multidisciplinary phenomenon, integrating various scientific fields. Decision-making is viewed as the stage where an individual or group selects one option from multiple available alternatives. If there are no alternatives, there is no decision or choice relative to the task.

The evolution of the theory of decision-making in management can be categorized into four major stages, with each stage highlighting different aspects:

1. ****Formation of basic concepts and theories:**** The period from the late 1940s to the 1960s saw the development of fundamental ideas and theories in

¹⁰Коростелина К.В. Стилевые особенности принятия решения. Стиль человека: психологический анализ. М.: Изд. Образования. 2012. – С.61.

¹¹Новоселова Т.В. Соотношение структуры целостной индивидуальности и принятия решения. Автореф. дис. на соискание ученой степени канд. психол. наук. М., 2003. – С.15.

political and management sciences. G. Lasswell significantly contributed to the establishment of political and managerial sciences as distinct fields of social knowledge during this period.

2. ****Institutionalization within the framework of university science and knowledge:**** In the late 1960s and throughout the 1970s, decision-making theory was institutionalized as part of university science. The focus was on developing methodologies and approaches within the framework of established sciences.

3. ****Expansion and deepening of theoretical and empirical directions:**** The 1980s and 1990s witnessed the expansion and deepening of theoretical and empirical aspects of decision-making theory. This period was characterized by a further division into subfields and specialization.

4. ****Analysis of the decision-making process in the context of establishing operational conditions:**** From the 1990s onwards, there has been a trend towards analyzing the decision-making process in the context of establishing operational conditions, taking into account economic, technical, and other social laws.

In summary, decision-making theory is a multidisciplinary approach that has evolved over time, integrating insights from political science, management science, economics, sociology, psychology, and other relevant fields. It considers decision-making as a complex process influenced by various factors, including individual and group dynamics, contextual conditions, and the integration of scientific methodologies and technologies.

The integration of decision-making theory with cybernetics and computer technology in the 1960s-1970s marked a significant shift, introducing new methods for analyzing information and enhancing the decision-making process. Researchers in the subsequent decades explored the static nature of decision-making processes, focusing on understanding decision-making in different contexts and operational conditions.

Overall, the evolution of decision-making theory reflects its continuous adaptation to the changing demands of various fields and the incorporation of advancements in technology and methodology. Charles Lindblom paid special

attention to understanding the mutual influence between *formal* and *informal* agents in the process of decision-making. Other scholars, (I.Gordon, J.Louis and KiYng¹²) on the other hand, consider the investigation of the systematization and organizational direction of the decision-making process to be more pragmatic.

In this second approach, the focus is on examining the structure of the mechanism for adopting managerial decisions. A decision is seen as a directive document designed to coordinate and facilitate joint activity, achieve goals, and specify tasks, deadlines, and responsibilities. It allocates resources (human, material, financial), identifies responsible parties, and defines accountability.

In the field of psychology, decision-making is viewed as an evolutionary phenomenon based on changing information in unique situations. It is described as the process of shaping the complexity of behaviors through the modification of initial information in extraordinary circumstances.

In essence, decision-making is considered a directive document in the realm of management and leadership. It not only outlines the goal but also specifies tasks, allocates resources, designates responsibility, and sets a timeframe for execution. The psychology perspective emphasizes the dynamic nature of decision-making, where adaptation to changing information is crucial in unique and complex situations¹³. To visualize this concept, it is necessary to clarify the basic concepts.

A. Kunberger, one of the foreign researchers, said that cognitive processes of a person are considered important in decision-making, and mental processes such as intuition, perception, memory, thinking, imagination and attention are actively involved in choosing one of the options from situations. That is, with their help, a person receives information, analyzes, compares the situation with previous

¹² Yang C.K. Introduction to Max Weber// Max Weber. The Religion of China. -New York, 1964.

¹³ Психология. Словарь / Под. общ. ред. А.В.Петровского, М.Г.Ярошевского.-2-е изд., испр. и доп. -М.: Политиздат, 1990.-С.62-63.

experience, guesses, etc¹⁴. Charles Lindblom paid special attention to understanding the mutual influence between formal and informal agents in the process of decision-making. Other scholars, In addition, when the phenomenon of decision-making is analyzed from a psychological perspective, it is first understood through motivational factors. This involves the individual's knowledge and beliefs relative to the tasks, the ability to cope in challenging situations, and the overall adaptability in the field of initiative.

These considerations differ from the observations of researcher M.K. Eddous, who states, "Subjective locus of control is crucial in decision-making, and individuals are divided into two types. The first type believes that their life events and outcomes are determined by their capabilities, efforts, experiences, and skills. The second type, however, attributes their successes or failures in decision-making to external factors or others."

In essence, the motivational aspects of decision-making involve the individual's internal perception of control, skills, and adaptability in dealing with challenges. The two types mentioned by M.K. Eddous highlight the contrasting views individuals may have about the extent of control they possess in their decision-making processes¹⁵. Furthermore, the author's insights have recently led to the emergence of a new trend in understanding the psychological mechanisms of decision-making, particularly focusing on the subjective perception mechanisms embedded in individuals and their manifestation in human behavior.

Diverging from other scholars, M.A. Kholodnaya, in her monograph "Individual Mind and Cognitive Style," pays special attention to the unique psychological components of decision-making. She approaches the understanding of these components through the following dimensions:

1. Subject's dependence on the opinions of others in resolving situations: This implies that when an individual makes a decision, they pay more attention to

¹⁴ Kuhberger A. The influence Of Framing on Risky Decisions: A Metaanalysis I I Organizational Behavior and Human Decision Processes. 2008. — Vol. 74. -№ 1.-P. 51-55.

¹⁵ Eddowus M.K. Decision making methods. M .: Audit. JUN 2005. – PP.23.

the opinions of others based on their experiences and knowledge. In this context, all actions are based on the accumulated experience and collaboration with others.

2. Reflective-Impulsive Tendencies: Decision-making is influenced by one's impulsive or reflective tendencies in unique situations. Those with impulsive tendencies tend to act quickly and easily, while reflective types carefully consider their decisions, think critically about the situation, and often worry about the consequences.

3. Tolerance for Ambiguity or Intolerance: Some individuals find it challenging to make decisions in new situations, react negatively to new decisions, and are more prone to anxiety. Others are more adaptable and less anxious, relying on their past experiences to make decisions and adapting well to new situations.

4. Resilience to Uniqueness: This characteristic evaluates an individual's ability to act in unique and challenging situations. People with this trait believe in their independence, are adaptable, think independently, and react less to external opinions or situational factors.

In conclusion, the author's perspective highlights the significance of psychological components in the decision-making process, emphasizing the subject's perception of control, skills, and adaptability. The four dimensions mentioned provide a comprehensive understanding of how decision-making is influenced by the individual's internal and external factors¹⁶. In the "Management Psychology" textbooks published in a modern interpretation, the following are included in the personality qualities that determine the aspects of successful decision-making and the effectiveness of management decisions¹⁷:

The mentioned qualities below are considered characteristic features contributing to the effectiveness of the decision-making process:

- Practical intelligence
- Psychological balance
- Initiative (high energy)

¹⁶ Адорно Т. В. Исследование авторитарной личности. - М.: Серебряные нити, 2001. – С.134.

¹⁷ Сысоев В. В. Теоретические основы психологии управления. — М.: Юрайт. 2019. – С.122.

- Precision
- Critical thinking
- Entrepreneurship
- Independence
- Sociability
- Determination
- Resilience
- Ability to understand people
- Initiative
- Adaptability
- Competence
- Creativity and innovativeness.

These traits, when integrated, form a sociopsychological profile essential for leaders and employees actively involved in decision-making processes. The challenges of decision-making have been philosophically addressed, with early thoughts on the subject found in the reflections of the Dutch philosopher B. Spinoza during the Renaissance period.

According to Spinoza, the decision-making process involves the interplay of motives, encompassing a person's emotions, intellect, and inherent characteristics. The individual's tendency towards either a straight or crooked path is crucial in understanding the nature of decision-making actions.

The qualities mentioned above, which contribute to the effectiveness of the decision-making process, can be seen as a socio-psychological profile necessary for leaders and employees actively engaged in decision-making. The process of decision-making has been philosophically contemplated, and the initial ideas on this matter can be found in the reflections of the Dutch philosopher Baruch Spinoza during the Renaissance period.

According to Spinoza, the decision-making process is comprised of motives, indicating a person's emotions, intellect, and inherent characteristics. Each

individual's tendencies, whether towards a straight or crooked path, play a crucial role in understanding the nature of decision-making actions.

In the philosopher's perspective, the process of decision-making is a construct of motives arising from the interplay of an individual's emotions, intellect, and intrinsic qualities. Thus, the tendencies, emotions, intellectual capacities, and personal characteristics of individuals play a significant role in the decision-making process. Therefore, the nature of an individual's decision-making is closely related to their inherent inclinations and intellect¹⁸. In Schopenhauer's view, a right action results in a successful decision, while a wrong action characterizes failure or error in decision-making. Unlike Spinoza, they differ in their interpretation of the consequences of actions, with Schopenhauer emphasizing the connection between decision-making and the commencement of an individual's active life. Additionally, Schopenhauer considers decision-making as a source of freedom for humans, and it serves as the sole path to escape the trials and tribulations of existential sufferings in life¹⁹. Liberation from trials and tribulations occurs through understanding reality, prioritizing life goals, empowering new aspirations, and cultivating qualities such as responsibility. According to this perspective, the process of decision-making not only involves recognizing the truth but also understanding it through characterological traits such as a sense of responsibility.

In general, in the past century, foreign psychologists like J. Kelly and A. Adler have made distinctive contributions to the psychology of decision-making. According to J. Kelly, the decision-making process is understood through the uniqueness of situations and various capacities in individuals, such as impulsiveness, creativity, and the degree of freedom²⁰. This means that through impulsiveness and creativity, a person thinks and adapts about a certain issue,

¹⁸Спиноза Б. Этика. Избр. произв.: Вт. изд. Вт. том. – Москва. Образования, 2012. – С.276.

¹⁹ Шопенгауэр А. Две основные проблемы этики / А. Шопенгауэр // Свобода воли и нравственность. – М. : Изд-во «Республика», вт. изд. 2009. – С.124.

²⁰Фрейджер Роберт Психология личностных конструктов и когнитивная психология. Дж. Келли и А. Бек / Роберт Фрейджер , Джон Фейдимен. - М.: Прайм-Еврознак, 2013. – С.53.

demonstrating problem-solving abilities. A. Adler, within his "Concept of Life Tasks and Lifestyle," extensively explores the decision-making process by defining it through individual experiences, character traits, the level of inclination towards a particular activity, the degree of courage, and the orientation of priorities. In other words, life goals and accepted decisions contribute to the development of an individual, altering their lifestyle and defining the directions of their life journey²¹. Similarly, successful decision-making and life goals protect individuals from the sense of powerlessness. According to this concept, the presence of decisions and life goals is evaluated as a subjective activity outcome, through which future events, achievements, and anticipated results are assessed. Among Russian scholars, K.A. Abulkhanova has given considerable attention to understanding the issue of decision-making in human life. According to her research, the path of an individual's life is comprised of various challenges, and these challenges are unique to each individual. Therefore, each person selects their own path and goals for life. With the chosen life path, decisions are made. G.A. Ball, I.G. Ermakova, V.G. Panok, L.V. Sokhan, T.M. Titarenko, and V.M. Yamnitsky have conducted close studies on this topic. According to the conclusions of these authors, the decision-making process is closely related to life strategies, and through it, an individual determines their life path and direction. According to S.L. Rubinstein, the decision-making process consists of four stages.

Regarding impulsiveness and creativity, a person develops thinking and adaptability towards a particular issue, demonstrating problem-solving and adaptability skills. A. Adler, within his "Concept of Life Tasks and Lifestyle," extensively explores the decision-making process by defining it through individual experiences, character traits, the level of inclination towards a particular activity, the degree of courage, and the orientation of priorities. In other words, life goals

²¹Адлер А. Практика и теория индивидуальной психологии. Лекции по введению в психотерапию для врачей, психологов и учителей / А. Адлер. – М. :404Изд-во Ин-та Психотерапии, 2002. – С.108.

and accepted decisions contribute to the development of an individual, altering their lifestyle and defining the directions of their life journey²²:

- The emergence of motivation and setting goals in advance stage;
- Motivation analysis or exploration stage;
- Decision-making stage;
- Execution of the decision stage.

In accordance with this classification, the basis for the emergence of decisions is motivation. Strong motivation enables successful decision-making in challenging tasks, choosing one option from different situations, and achieving success in competitive environments.

Researcher G.M. Schwarz, based on studies on the process of decision-making in humans, describes the stages as follows: decision-making is about defining the problem, organizing complex situations, dividing issues into categories, creating a hierarchy of goals, exploring alternative options, choosing the optimal solution, and evaluating and accepting the decision. These stages are executed to achieve successful decision-making²³. Therefore, the management of people in the production process is described in a psychological quality.

1.2. The current state of decision-making research in socio-psychological studies

The organized nature of the decision-making process has been primarily studied in psychological research, focusing on how individuals go about making choices. Second, the phenomenon of decision-making is a universal occurrence in all types of human activities. For instance, making a decision involves reaching a conclusion through analysis, choosing, deciding, issuing a verdict, deep contemplation, or implementing a specific plan of action. According to L.M. Korolev's "Management Psychology," the decision-making process is a directive

²² Рубинштейн С. Л. Человек и мир / С. Л. Рубинштейн. – М. : Наука, вт. изд. 2007. – С.133.

²³ Шварц Г. М. Психология индивидуальных решений / Г. М. Шварц. – М. : Фирма «Промысел»; Изд-во АО «Диалог-МГУ», 1997. – С.76.

document that involves collaborative activities aimed at achieving a goal, coordinating a certain situation, and intensifying efforts²⁴. Contrary to this definition, V.A. Konovalenko says that decisions are a document of a governing body or a leader, which not only sets a goal, but also formulates a number of tasks related to the problem, specifies the deadline for the fulfillment of the goals, and also provides for the executors and allocates resources for its implementation. and responsibility will be determined²⁵. In fact, strategic decisions reflect the goals and objectives of the entire management activity, as well as its future plans.

In some studies, decision-making phenomenon is also defined as a voluntary phenomenon of formation of a sequence of actions leading to a goal, based on the change of initial information in uncertain situations. L. N. Kardanskaya said that the decision-making process is a purposeful process that requires will power, deliberates, and sometimes takes risks. Therefore, it is equated with will power.²⁶ The state of organization in the psychological research on the decision-making process has been primarily explored to understand how individuals go about making choices. Additionally, the phenomenon of decision-making is a universal occurrence in all types of human activities. For instance, making a decision involves reaching a conclusion through analysis, choosing, deciding, issuing a verdict, deep contemplation, or implementing a specific plan of action. According to L.M. Korolev's "Management Psychology," the decision-making process is a directive document that involves collaborative activities aimed at achieving a goal, coordinating a certain situation, and intensifying efforts²⁷. According to the given definition, the decision-making process is, on one hand, a result of human cognitive actions, while on the other hand, it is influenced by life situations or natural processes. However, in analyzing the decision-making process, it is suggested to utilize social-philosophical perspectives to the extent possible.

²⁴ Королев Л.М. Психология управления: Учебное пособие / Л.М. Королев. - М.: Дашков и К, 2016. – С.66.

²⁵ Коноваленко В.А. Психология управления персоналом: Учебник для академического бакалавриата / В.А. Коноваленко, М.Ю. Коноваленко, А.А. Соломатин. - Люберцы: Юрайт, 2016. – С.114.

²⁶Карданская Н.Л. Принятие управленческого решения. М.: ЮНИТИ, 1999. – С.68.

²⁷Фалсафа комусий луғат. Қ.Назаров тахрири остида -Т.: Шарқ, 2004. – Б.174.

K.M. Zakkarin's research suggests that the decision-making process is the outcome of an individual's approach to performing a specific task. Moreover, the decision-making process is recognized as the source of creative activity, where an individual or a leader's practical activities are aimed at changing the objective world. It is not merely a feeling of "I want to," but rather an action based on the understanding of "I need to do this." Nevertheless, successful decision-making is not guaranteed for all individuals and leaders. This situation is evaluated based on the psychological characteristics related to abilities, experience, skills, and managerial competence.

Furthermore, G.V. Gutman's research indicates that decisions made by successful leaders should meet certain requirements²⁸:

The decision-making process needs to be purposeful, meaning that the decision should be clearly formulated, avoiding ambiguity among subordinates and employees. It requires a complete match with internal and external situations, as well as coherence with previous and future decisions.

The following characteristics are crucial for the decision-making process according to the provided text:

- Clarity of Purpose - The decision should be clearly formulated to avoid confusion among subordinates and employees, ensuring a clear understanding of the content of the decision.
- Consistency- The decision should be in full compliance with internal and external conditions. It must align with previous and subsequent decisions to maintain coherence in the decision-making process.
- Responsibility - Decision-makers should adhere to the requirements of laws, regulations, and directives. They should consider and account for the duties and rights of leaders and subordinates.

²⁸ Гутман Г.В. Управление процессом. – М.: Финансы и статистика, 2008. – С.248.

- Informativeness - Decision-makers should be able to provide answers to questions about the duration, purpose, recipients, methods, timing, and location of the decision-making process.
- Timeliness and Effectiveness - Decisions should be made in a timely manner, considering the expected results and being as effective as possible relative to potential risks.

In summary, the decision-making process involves a complex socio-psychological mechanism with three main components according to K.V. Baldin's research.²⁹

- Intuitive Approach: - This approach involves accepting decisions without a thorough analysis of their positive and negative aspects. Instead, decisions are accepted based on an intuitive sense of their correctness. It emphasizes trusting one's instincts rather than conducting a detailed analysis.

- Experience-Based Approach: - This approach relies on knowledge or life and professional experiences. Decisions are made considering alternative options and the outcomes of past experiences. The limitations of this approach include its ineffectiveness in situations where there is no direct relevance between the current circumstances and past experiences.

- Analytic Approach: - Decisions made using the analytic approach are distinct from the previous two. This method is not primarily based on previous experiences but instead relies on analytical thinking. Leaders who use this approach may engage in creative thinking and critical reflection. According to external researchers M. Woodcock and D. Francis, decision-making has four levels, and each level requires unique leadership qualities³⁰:

- First Level: In constantly accepting decisions, the leader aligns themselves with a specific plan, meaning they are proactive in identifying and addressing situations. The primary responsibility at this level is to "sense" and

²⁹ Балдин К. В. Управленческие решения : учебник / К. В. Балдин, С. Н. Воробьев, В. Б. Уткин. – Изд. 7-е. – Москва : Дашков и К, 2012. – С.112.

³⁰Вудкок М., Фрэнсис Д. Раскрепощенный менеджер. Вт. Изд. М. 2007. – С.65.

clarify situations. Subsequently, the leader takes responsibility for initiating specific actions.

- Second Level: At this level, the leader evaluates the advantages of possible solutions and selects one based on the effectiveness of well-executed responses to accumulated situations. The focus is on recognizing the merits of various available options and choosing the one that best fits the overall context of well-executed responsive actions³¹;

- Third Level: It is the adaptation process, where the leader identifies new solutions to a known problem. Success in this stage depends on the leader's personal initiative and the ability to resolve unforeseen situations. Additionally, at this stage, the leader's professional resources, financial capabilities, and professional competence are also crucial³²;

- Fourth Level: This stage involves innovating the process, where the leader identifies new ways to solve a problem. In this phase, the leader needs to explore ways to understand and tackle challenges that are not anticipated or explicitly stated. The leader's problem-solving ability is closely related to their overall intelligence level and their innovative approach to addressing issues. Thus, the stages of decision-making, in their essence, are tied to the leader's capabilities, qualifications, professional competencies, new experiences, and intellectual indicators.

According to A.V. Mendel, a crucial factor in decision-making is decisiveness. This refers to an individual's ability to independently make responsible decisions and effectively implement them in their activities. Such actions become particularly evident in challenging situations that require the selection of optimal solutions amid perceived risks. Therefore, the determination of decisiveness is characterized by the leader taking responsibility for the accepted

³¹.Карданская Н. Л. Управленческие решения : учебник для студентов вузов, обучающихся по экономическим специальностям и направлениям / Н. Л. Карданская. – Изд. 3-е, перераб. и доп. – Москва : ЮНИТИ-ДАНА, 2012. – С.68.

³²Кузнецов В. А. Системный анализ, оптимизация и принятие решений : учебник для студентов высших учебных заведений / В. А. Кузнецов, А. А. Черепашин. – Москва : КУРС : ИНФРА-М, 2017. – С.41.

decisions. It is emphasized that every successful leader desires the decisions made to be acceptable and fruitful. However, the decisiveness of leaders in accepting decisions should be associated with taking responsibility for them. It is essential for a leader to recognize the challenging factors influencing the decision-making process, even when these factors are not explicitly present. V.L. Senderov categorizes the influential factors on the decision-making process into four groups³³:

- Information Factors: - This involves the quantity of information characterizing the object of the action, including conditions under which performers and actions occur.

- Motivational Factors: - This includes the subject's motives for decision-making, their interests, attitudes, and positions. Additionally, this category accounts for the relationships within the decision-making structure, involving the subject's interactions with others.

- Character Traits or Subject's Interpersonal Characteristics: - This pertains to the nature of relationships within the group where decision-making occurs, describing the character of interactions between the leader and team members.

- Technological Factors: - These are the leader's technological skills, referring to their adherence to specific principles, rules, and procedural technologies in decision-making. Technological factors involve the leader's use of the arsenal of methods and techniques available to make decisions. Thus, these factors directly shape the nature of the decision-making process.

The examination of social-psychological issues in decision-making is also highlighted in the research of A.R. Urubkov. According to the author, the rational content comprises the first five stages of the decision-making process ³⁴:

³³Сендеров В. Л. Методы принятия управленческих решений : учеб. пособие / В. Л. Сендеров, Т. И. Юрченко, Ю. В. Воронцова, Е. Ю. Бровцина. – Москва : ИНФРА-М, 2016. – С.58.

³⁴Урубков А. Р. Методы и модели оптимизации управленческих решений : учебное пособие / А. Р. Урубков, И. В. Федотов. – Москва :ИД Дело РАНХиГС, 2015. – С.77.

- Indicative Stage: - In this stage, the leader identifies problematic situations and analyzes their solutions. The leader must accept the decision without determining whether it is correct or incorrect.

- Information Stage: - This involves collecting, processing, and analyzing information related to the emerging issue, as well as identifying factors specific to the leader's unique circumstances.

- Goal Setting and Decision-Making Stage: - This stage emphasizes the importance of aligning strategic goals and objectives in the decision-making process. It underscores the necessity for leaders to articulate their own perspectives within the framework of skills for decision-making.

The categorization provided by the researcher indicates that the decision-making process requires not only addressing immediate concerns but also aligning with broader strategic goals and objectives. This underscores the importance of goal-oriented skills in decision-making for all leaders. Additionally, it emphasizes that the decision-making process within the realm of management encompasses not only social-psychological issues but also broader societal, economic, and cultural considerations.

As an example, sociologist G. Spencer, in his work "Sociology of Induction," outlines specific principles related to decision-making processes in management, highlighting the interplay of social, economic, and psychological factors³⁵:

- Decision-making is possible with sufficient information.
- If a leader is not good, he/she makes inappropriate decisions.
- Ideal decisions may not exist; sometimes decisions made in practice may also work, and others.

The issue of the psychological foundations of management problems and decision-making in management, along with the study of psychological aspects of

³⁵ Спенсер Г. Индукция социологии // Философия и общество. Philosophy a. society . М., 1997. - N 4. – С.200.

the leader's development and the methods of implementing management decisions, has been researched by scholars from various fields, including sociologists, economists, and psychologists. Local researchers and scholars in our country have also paid attention to these issues. For instance, the research conducted by V.M. Karimova, O.E. Khayitov, and N.Sh. Umarov delves into the theoretical foundations of management, managerial methods, leadership and leadership issues in groups, leadership qualities, evaluation criteria for leadership, models contributing to leadership, and competencies specific to managers in economic, socio-psychological aspects³⁶. Because management decisions are considered a comprehensive concept, it is appropriate to study it interdisciplinary and clarify its content.

Unlike other scientists, according to I.I. Mahmudov, the issue of management psychology and decisions is considered a phenomenon of historical importance, and scientific efforts to study it include the following chronological periods³⁷:

- Scientific Management School or the Scientific Organization of Labor School (1885-1920);
- Administrative or Managerial School (1920-1950);
- Human Relations School (1930-1950);
- Capital-oriented Approach to Management;
- Quantitative Approach to Management;
- Contingency Approach to Management;
- Systematic and Situational Approach to Management;
- The theory of improving human resources and Hawthorne. In other words, the essence of management decisions is reflected in a chronological sequence based on both historical and modern concepts.

³⁶Каримова В.М., Хайитов О.Э., Умарова Н.Ш. Бошқарув соҳасидаги профессионал компетенция асослари. Монография. / Проф. В.М.Каримова тахрири остида. - Т.: ТДИУ «Талаба», 2007. - Б. 25-27.

³⁷Махмудов И.И. Бошқарув психологияси. Ўқув қўлланма / Масъул муҳаррир: А.Холбеков. - Т.: ДЖКА «Раҳбар» маркази; «УЎЛЖАКБ-РКЯЧТ» МЧЖ, 2006. - Б.10-13.

N.Boymurodov emphasizes that a successful leader must also be a participant in the benefits of the decisions made by the team of co-participants. A successful leader frequently appeals to the team, putting himself in the position of others. In other words, it is necessary to act in accordance with the wise saying "see your work and task from the perspective of others, see what you have not seen yourself, and let others see what you have not seen." Similarly, the effectiveness of management activities is often one-sided or benefits are achieved unilaterally³⁸. The mentioned observation indicates that leadership activities and management decisions are closely related to the individual's capabilities system, and it highlights that the multifaceted positive character traits of individuals are essential.

According to G.D. Shermatov, to achieve the goal and effectively make decisions, a leader needs to perform the following social-psychological roles: harmonizer, preserver of the team from conflicts, facilitator of discussions, teaching and improving the skills of employees, directing economic forces, motivating, monitoring the results and progress of employees, awaiting commissions, reporting to superiors, and others³⁹. Meaning, the accepted decisions not only contribute to management and execution but also require collaboration in tasks, interpersonal relationships, strategic plans, and capabilities for social and collective support.

According to I. Khudoiberdiev, the primary task of every organization's leader is to create a positive socio-psychological environment within the company, which involves organizing seamless socio-psychological and pedagogical activities, particularly preventive measures. For this purpose, each organization should establish a unit of professional psychologists. These management decisions are considered one of the factors ensuring the effectiveness of their implementation⁴⁰. According to S.S. Gulomov, one of the leading scientists in the field of management, if different situations require different organizational

³⁸ Боймуродов Н. Раҳбар психологияси. «Янги аср авлоди», 2007. – Б.71.

³⁹ Ғ.Шерматов «Менежмент социологияси ва психологиясининг долзарб масалалариН.: НМПИ, 2006 – Б.38

⁴⁰ Худойбердиев И. Раҳбар ва бошқарув. - Қарши: «Насаф» нашриёти, 2005. – Б.15.

management structures and management decisions, it is important to develop strategic plans and decisions based on specific situations⁴¹.

According to O.E.Hayitovga, the positive qualities characteristic of leaders and the ability to make innovative decisions are inextricably linked with the following types of complex competencies⁴²:

- Professional competence;
- Socio-psychological competence;
- Social and information competence;
- Cognitive competence;
- Special competence;
- Communicative competence;
- Self-psychological competence;
- Methodological competence;
- Cultural competence and others⁴³.

Researcher K.Kh. Abdurakhmanov says that effective and successful plans and management decisions not only bring prestige to the leader, but also provide the opportunity to achieve the following results⁴⁴:

- Increasing competitive tolerance;
- Encouragement of market openness;
- Improving the standard of living;
- Protection of the environment;
- Ensuring transparency and rule of law in management, etc.

In contrast to the above views and approaches, management decisions require a specific analysis, in which the socio-psychological criteria and conditions of decision-making should be taken into account. BG Litvak said that when

⁴¹ Ғуломов С.С. Менежмент: бошқарув санъати, назарияси ва амалиёти. Тошкент, 2003. – 124 б.

⁴² Хайитов О.Э. Давлат солиқ инспекцияси раҳбари шахсининг объектив ижтимоий-психологик хусусиятлари / Иктисодиёт ва таълим. - 2008. - № 3.Б.17.

⁴³ Хайитов О.Э. Давлат солиқ инспекцияси раҳбари шахсининг объектив ижтимоий-психологик хусусиятлари / Иктисодиёт ва таълим. - 2008. - № 3.Б.17.

⁴⁴ Абдурахмонов Қ.Х. ва бошқ. Замонавий менежмент: назария ва амалиёти. Ўзбекистон Республикаси Президенти ҳузуридаги Давлат ва жамият қурилиши академияси. –Т.: Ғафур Ғулом номидаги нашриёт-матбаа ижодий уйи. 2009. –Б.66.

analyzing management decisions, first of all, it is necessary to pay more attention to aspects such as its effectiveness, reliability, perspective, strength, and shortcomings⁴⁵. This means that the stronger the quality and accuracy of the implementation of certain management decisions, the more participants participate in decision-making. In contrast to these approaches, in the socio-psychological study of management decisions, the self-confidence of the leader is also taken into account. That is, it is inextricably linked with the experience of controlling the decision-making process carried out by the leader. According to O.I. Larichev, there are the following stages in controlling management decisions:⁴⁶

- Organizational stage: In this stage, decisions and their timelines are communicated to the executors, responsible individuals are appointed, briefings are conducted, collaboration and external communications are established. Additionally, diplomatic relations and strategic partnerships are managed during this stage.

- Supervision stage: In this stage, the implementation of decisions is evaluated and monitored, and a specialized team is assigned to supervise and report on the decision's execution. Moreover, group work is assessed, examined, and enhanced to ensure the effectiveness of the implementation process.

Generally, human existence requires not only the mandatory but also the independent and free execution of decisions. Japanese companies, in particular, pay significant attention to this aspect. Therefore, management decisions serve not only the interests of society and the state but also contribute to the social and economic life of the citizens. Furthermore, the execution of decisions is crucial for everyone, and taking an active part in their implementation adds value. According to F. Kh. Azizov, each moment of decision implementation has its significance; if this moment is missed, the advantages of carrying out the decision decrease or are

⁴⁵ Литвак Б.Г. Разработка управленческого решения. М.: Дело, 2000. – С.112.

⁴⁶ Ларичев О.И. Теория и методы принятия решений, а также Хроника событий в Волшебных Странах: Учебник. М.: Логос, 2000. – С.94.

completely lost.⁴⁷ In economics, such reasoning is likened to the image of a bald man running. That is, it is very difficult to catch a bald person while running.

According to some sources, the decision-making process is considered time-consuming. According to V.V. Glushchenko, making management decisions is a complex phenomenon, and its adoption and development can take from several days to months or even years⁴⁸. Because decisions are made not only for the importance of society, decisions about social conditions, decisions about social doctrines are also included. However, in very urgent and extraordinary situations, the decision-making process can take place in a matter of seconds, but decisions about the concept of social development may take several years.

Making management decisions is one of the most crucial tasks for a leadership role. According to researchers D. Kahneman and P. Slovic, a decision is the active part of management or leadership, where not only the purpose is identified, tasks are defined but also those responsible for its implementation are appointed. Additionally, resources are allocated for the decision, and accountability is determined⁴⁹. Daily changes pose a wide range of challenges and directly impact the content of decisions, clearly indicating their types.

Firstly, the effectiveness in making any decision is significantly linked to the socio-psychological characteristics of leaders and decision-makers. Since the choice of decisions is made by the leader, negotiated with other goals, and the most acceptable options are selected among them. In our view, decisions are always social and, on the other hand, can lead to positive economic consequences. Therefore, in the process of making any decision, attention is paid to its type and the reasons for which it is made.

⁴⁷Азизов Ф.Х., Мальцев В.Н. Поддержка управленческих решений / Предисл. Федоренко Н.П. -М., 1994. – С.44.

⁴⁸ Глущенко В.В., Глущенко И.И. Разработка управленческого решения. Прогнозирование-планирование. Теория проектирования экспериментов. г. Железнодорожный, Моск. обл.: ООО НПЦ «Крылья», 2 изд. 2000. – С.115.

⁴⁹Канеман Д., Словик П., Тверски А. Принятие решений в неопределенности: Правила и предубеждения / Пер.с англ. Х.: Изд-во Институт прикладной психологии «Гуманитарный центр», 2005. – С.321.

According to E. Kirchler, decisions can be classified based on the content of the decision-making process as follows⁵⁰:

- Depending on the subject's condition when making the decision;
- Depending on the difficulty of solving the existing problem;
- Depending on the number of available alternative solutions;
- Arising from the professional and personal qualities of the leader.

According to the above classification, technologies that expedite the decision-making process are available, and leaders can use them even in challenging situations. The primary and essential task of a leader is to make decisions, ensuring their prompt and clear communication to the executors. The effective functioning of any organization or company is significantly related to the correct and timely acceptance of management decisions. Additionally, the direction of any activity, the perception, the achievements of individuals in teamwork, and the successful achievement of common goals depend on the thoughtful adoption of decisions made collaboratively. Therefore, the result of consciously adopted decisions is the key to the successful development of any activity⁵¹. In some sociological and socio-psychological research, certain distinctions have been made in the content of managerial decisions. According to M. Eddous, managerial decisions differ with their distinctive stages from other types of decisions. In the managerial activity, the leader constantly thinks about how to lead. The leader makes decisions that are consistent with his nature. Such decision-making process includes considerations on the leader's own perspective, the actions of subordinates, and their attitudes towards the decision. In other words, the process of decision-making is not only aimed at benefiting the organization and the leader but also involves considerations of opportunities and demands of others, aligning with their capabilities.

⁵⁰Кирхлер Э., Шротт А. Принятие решений в организациях // Психология труда и организационная психология; т.4 / Пер.с нем. Х.: Изд-во Гуманитарный центр, 2004. – С.91.

⁵¹Герчикова И.Н. Процесс принятия и реализации управленческих решений. //Менеджмент в России и за рубежом, 2003. № 12. – С. 39 - 42.

In general, decisions always have social significance, contributing to the cultivation of positive or negative qualities in employees and workers. Therefore, when making certain decisions, leaders need to take into account both economic and socio-psychological conditions.

1.3. Socio-psychological characteristics of decision-making in managerial activity

It is known that managerial decisions are considered relevant to all functions of the management process and are regarded as significant structural components that have a perceptible impact on its nature. Managerial decisions are primarily accepted throughout the management cycle, and they are crucially considered for the individual style of the leader's activities. The process of decision-making in management is evaluated from both cognitive, order-generating, communicative perspectives, and, on the other hand, it is perceived as a socio-psychological phenomenon that forms the basis for the leader's subsequent actions in management. According to the definition provided by the researcher L. H. Ivanova, the nature of managerial decisions is a systematic process of developing and implementing decisions in the course of managerial activities. In other words, the managerial decision-making process is considered within the framework of addressing a specific complex problem and selecting one of multiple action alternatives⁵².

Decision-making is an intentional process. The issue of human freedom is one of the most fundamental philosophical and ethical issues in the moral-philosophical aspect of human life. In studying this issue, two philosophical approaches have been developed: determinism (Latin: *determinare* - to determine) - analyzing based on causation related to the will, and indeterminism - the natural movement of phenomena in the world is not subject to laws and causes, and human behavior is solely related to his will.

⁵² Иванов Л.Н. Анализ стратегических решений (эвристика) - М.: ИЦ РИОР: НИЦ ИНФРА-М, 2013 – С.92.

In the "Philosophy: General Dictionary"⁵³ "Freedom of will is considered as the individual's inclination towards achieving a certain goal. It is defined as the subjective activity aimed at changing the objective world and subjecting it to the objective laws of nature. The main condition in the phenomenon of free will is the qualitative classifications of the goals of volitional actions. For the subject of will, expressions like 'I want, I wish' are not sufficient; instead, indications like 'necessary,' 'I must do it' play a crucial role. Human volitional structure includes the process of making decisions and implementing them.

The term 'free will' in psychology refers to the person's ability to set goals for oneself, control one's emotions, and manage personal behavior and character"⁵⁴. Human volitional behavior is influenced by the dominance of purposeful (rational) actions over non-rational (impulsive) actions, which are dictated by urgent (momentary and temporal) needs. If the purpose of volitional actions and urgent needs are not mutually aligned, the decision-making process is accompanied by the competition of motives. In this context, the importance lies in establishing a system of motives that is equal in significance based on competing motives and goals.

Purpose: The existence of a purpose is an essential and necessary condition for the performance of the task of making rational decisions and achieving it. "Purpose is considered a philosophical category in its nature, understanding its content, creating it, and implementing it. In philosophy and psychology, when referring to a purpose, it is understood as one of the elements of human activity and character, and it is realized through certain means. The purpose has real and non-real, short-term and long-term, primary, and secondary types. Real purposes take into account the subject's capabilities, the state of the surrounding

⁵³ Фалсафа: қомусий луғат (Тузувчи ва масъул муҳарир Қ.Назаров). -Т.: "Шарқ" нашриёт-матба акциядорлик компанияси Бош таҳририяти, 2004. 174-бет.

⁵⁴ ? Холжигитова Н. Умумий психология. -Т.: ТМИ, 2009. 126-бет.

environment, and objective laws. Non-real purposes only express the subject's desires and aspirations, not taking into account the surrounding conditions."⁵⁵

Behavior. Achieving the goal is ensured by performing certain actions. Behavior (action) in psychology means a unit of activity aimed at achieving a perceived goal. Choosing a specific behavior that leads to achieving a goal also depends on the situation in which this behavior is performed.

Situation. Situation (Situation - French. "situation", "conditions", "situation") means a set of external conditions, situation, circumstances in relation to the subject. The situation affects the result of the subject's behavior, it is also independent of the subject, it exists before the subject's behavior, it exists outside the subject⁵⁶.

Analyzing the above concepts, we propose the following description: The function of decision-making is the achievement of the activity's intended goal in accordance with the selection rules and criteria specified in the evaluation criteria. In this way, the formal description of decision-making encompasses three elements: requirement - goal; condition (known) - situation; intended goal (to be clarified but not precisely defined) - volitional action, the path to achieving the goal.

The essential condition for the success of the decision-making process is the clear definition of the activity's purpose in a given situation resulting from the revision of existing conditions. In this regard, the official description of decision-making incorporates three elements: requirement - goal; condition (known) - situation; intended goal (to be clarified but not precisely defined) - volitional action, the path to achieving the goal.

Based on the formulation of the goal, a specific motive (Latin: to move, to turn, to spur) is identified - associated with meeting needs, the act of selecting involves a person's volitional actions and achievements related to perceived reasons, and adapting activity to the motive. In the human behavioral context,

⁵⁵ Ўзбекистон Миллий энциклопедияси. 5-жилд. – Т.: 200, 546 бет.

⁵⁶ Росс Л., Нисбетт Р. Человек и ситуация. Уроки социальной психологии, - С. 429. 1999. Издательство: «Аспект-Пресс».

psychology dictates the creation of new goals and aligning motives with purpose-motives, thereby implementing the goal-setting function.

In non-standard situations, leaders need to carefully analyze and adapt their analytical abilities and practical experience to make informed decisions. To plan and assess decisions, a leader needs to have personal life experience. In other words, making leadership decisions requires the convergence of knowledge (science), skills (professional competence), and creativity (art).

According to I.N. Gerchikov, leadership decisions play the following roles⁵⁷:

- Directional, meaning leadership decisions define the goals and objectives of the activity;
- Organizing and coordinating, determining the order of interpersonal relationships of decision participants;
- Providing, meaning specifying the types and quantities of necessary resources for implementing decisions.
- Stimulating, indicating the methods of rewarding decision participants.

It is essential to emphasize that in many cases, leadership decisions are made with a certain degree of anxiety. For example, in leaders with a low tolerance for uncertainty, decision-making can be delayed, and the time required to make decisions may be longer. According to the norm, in accepting leadership decisions, experienced leaders gather additional information, discuss anticipated situations, and make decisions in a relevant manner based on their experience. Additionally, in some cases, leaders may make errors in accepting leadership decisions.

A.I. Orlov, in his monograph "Methods and Theory of Reviewing Leadership Decisions," describes the mistakes made by leaders in accepting decisions as follows⁵⁸:

- Limited time in decision-making;

⁵⁷ Герчикова И.Н. Процесс принятия и реализации управленческих решений. М.: ЮНИТ-ДАНА, 2011. – С.80.

⁵⁸ Орлов А.И. Принятие решений. Теория и методы разработки управленческих решений. - М.: ИКЦ «МарТ»; Ростов н/Д : Издательский центр «МарТ», 2005. – С.131.

- Lack of information about the task;
- Lack of experience in identifying the problem, etc.

From the above classification, it can be understood that making effective decisions in management depends not only on prior preparation, but also on the knowledge and skills, personal experience, and competencies of the manager in the field of management. Only then, any decisions made will have their force and have a wide impact on the effectiveness of management.

Researcher I.N. Gerchikova, while researching management decisions, distinguishes them according to their socio-psychological nature into the following types:⁵⁹

- Political decisions;
- Organizational decisions;
- Technical decisions;
- Environmental decisions;
- Long-term decisions;
- Short-term decisions;
- Mid-term decisions;
- Tactical decisions ⁶⁰;
- General decisions ⁶¹;
- Decisions in conditions of certainty;
- Decisions under conditions of uncertainty, etc.

These decisions, noted by the author, are considered different in content and have different goals. These decision types are important decision types for all areas of management. Unlike other authors, according to N. L. Kardanskaya, the criteria for making management decisions and their rational implementation are based on ⁶²:

- Quickly adapting to changes and updates in the external environment;

⁵⁹ Герчикова И.Н.. Менеджмент: М.: Банки и биржи, ЮНИТИ, 2012.– С.237.

⁶⁰ Бирман Л. А. Управленческие решения: Учеб. пособие. – М.: Дело, 2004. – С.85.

⁶¹ Фатхутдинов Р. А. Управленческие решения. – М.: ИНФРА-М, 2001. – С.58.

⁶² Карданская Н.Л. Принятие управленческих решений: Учеб. для вузов. М.: ЮНИТИ, 1999. – С.179.

- Flexibly adjusting accepted decisions and timely using them;
- Being informed about the socio-economic and scientific-technical development trends;
- Understanding the significance of decisions made in various aspects of social life and being aware of relevant areas of interest, taking into account the consequences of decision implementation;
- Assessing the results of decision implementation, understanding the level of importance, and predicting management trends in advance. Thus, for a successful leader, not only decision-making skills are essential but also the ability to assess assigned tasks, anticipate organizational trends, and differentiate the capabilities of team members are crucial.

E.A. Smirnov emphasizes the following characteristics for a successful leader in making effective decisions⁶³:

- Having comprehensive knowledge about the activities and qualities of leaders and employees;
 - Possessing leadership qualities and high motivation;
 - Fearlessness in the face of new challenges and unexpected situations;
 - Being able to make decisions confidently, especially in critical situations based on previous experience;
 - Competence in influencing others or skillfully bringing everyone together.
- Additionally, the leader's actions reflect their cognitive abilities and life experience. However, it is challenging for a leader to align the content and nature of the decisions made with societal and socio-economic relationships, laws, regulations, standards, and traditions. Nevertheless, the process of making management decisions is not always straightforward. In conditions of unexpected socio-psychological situations and stressful circumstances, the decision-making process becomes considerably more challenging. According to researchers V.I. Varfolomeev and S.N. Vorobyov, if the management system works well in

⁶³ Смирнов Э.А. Управленческие решения.- М.: ИНФРА-М, 2001. – С.106.

unforeseen difficult situations, decision-making becomes easier. In such cases, the leader focuses only on supervisory responsibilities. Conversely, if the system is malfunctioning, decision-making becomes more difficult, and the leader takes on a more proactive role⁶⁴. Therefore, for effective decision-making in leadership, leaders need specific professional tools or high discernment qualities. Emphasizing that even in the era of globalization, a leader must make decisions quickly, even if they do not contribute to the individual's personal development, it is necessary. In accepted decisions, the leader's professional skills, intellectual qualities, level of intuition, life experiences, system of abilities, and behavioral actions are considered as significant indicators. According to J.T. Stearn, the understanding of the qualities of successful leadership has a wide range, and analyzing these qualities contributes to a comprehensive understanding of the socio-psychological conditions for effective decision-making in leadership. The following aspects are considered:

- Competitive approach: This involves a leader distinguishing themselves from others based on their unique, personal, or general characteristics. The clarification of these personal characteristics helps identify and differentiate successful and unsuccessful leaders from individuals and groups who do not fall into this category;

- Engineering-psychological approach: This approach involves analyzing the leader's essential characteristics to understand the process of analyzing management activities and decision-making. It focuses on the attention given by the leader to information provided by the engineering side, and the degree of their use of this information for the analysis of management decisions;

⁶⁴ Варфоломеев В.И., Воробьев С.Н. Принятие управленческих решений: Учеб. Пособие для вузов. М.-КУДИЦ-ОБРАЗ, 2001. – С.43.

- Reflexive approach: This approach involves understanding the leader's characteristics based on their ability to manage themselves, evaluate themselves, and independently make strategic decisions that are specific to the modern leader⁶⁵;

- Socio-psychological approach - according to this approach, the definition of a modern leader is characterized by the qualities of organization, excellence in communication, the ability to manage subordinates, leadership and social activity.⁶⁶

- Situation-integration approach: According to this approach, the leader's unique qualities and successful decisions accepted are defined through various management situations and life circumstances. It examines how leadership can be implemented in different situations or evaluates the leader's capabilities to carry out assigned tasks in various conditions. In this case, the assessment of leadership activity is not one-sided but suggests a comprehensive evaluation from all sides.

- Functional approach: According to this approach, the evaluation of leadership and personal performance is considered from three important perspectives.

According to J. Shermerhorn and J. Hunt, the decision-making process is considered as a multifaceted activity of the leader, and it is more associated with the social position of many leaders. The future of accepted strategic decisions and their implementation, as well as the leader's professional tools and critical socio-psychological competencies related to leadership, are evaluated. Therefore, in assessing the leader's own aspects and their effectiveness in implementing decisions, the content of the functional approach is of great importance. It pays more attention to the leader's personal and political characteristics, preferences in decision-making, and organizational and innovative abilities.

According to G. Kh. Bakirov, the definition of leadership decisions not only reveals the leader's capabilities but also has a wide impact on the development of

⁶⁵Ефимова Н.С. Социальная психология: Учебное пособие / Н.С. Ефимова. - М.: ИД ФОРУМ, НИЦ ИНФРА-М, 2013. – С.170.

⁶⁶ Самыгин С.И. Социология и психология управления: Учебное пособие / С.И. Самыгин, Г.И. Колесникова, С.Н. Епифанцев. - М.: КноРус, 2012. – С.104.

the conditions in the management process. Moreover, it provides information about the objective opportunities and subjective conditions of others.⁶⁷

One of today's mature scientists on this problem, T. Yu. Bazarov, says that decision-making is a complex social-psychological process, in which all the achievements and shortcomings of the leader are clearly shown. In addition, the leader is the person responsible for the selection process of each opportunity. In the process of making management decisions, the leader's behavior, his efforts in conditions of uncertainty, his professional characteristics, his attitude to his work, and the level of professional motivation are reflected⁶⁸. According to this idea, it is emphasized that the leader is more responsible for the management process, that is, the decisions made by him lead to either success or failure.

A.L. Juravlev stated that most researchers try to approach the analysis of management decisions from the point of view of the hierarchical structure of activities. That is, they pay more attention to issues such as the psychophysiological functions of the leader manifested in his management activities, the level of support for his activities, the goals and plans of the management subject⁶⁹. Therefore, the constant struggle or conflict of motives in the activity has a great impact on the development of the specific characteristics of the leader's management activity. In some studies, in the case of making management decisions and evaluating the decision-making capabilities of a leader, the issue of the impact of stressful situations on human behavior is more important. According to A. T. Zub, the leader is a resilient person who makes management decisions under any conditions. His qualities such as social perception, ability to predict situations, social cooperation ability, social intelligence, innovative experience, creative and critical thinking style are also important in making

⁶⁷Бакирова Г.Х. Психология эффективного стратегического управления персоналом: Учебное пособие / Г.Х. Бакирова. - М.: Юнити, 2012. – С.81.

⁶⁸Базаров Т.Ю. Психология управления персоналом: Учебник и практикум для академического бакалавриата / Т.Ю. Базаров. - Люберцы: Юрайт, 2016. – С.123.

⁶⁹ Журавлев А.Л. Психология управления совместной деятельностью: Новые направления исследований / А.Л. Журавлев, Т.А. Нестик. - М.: Институт психологии РАН, 2010. – С.105.

effective decisions⁷⁰. Ensuring the implementation of accepted decisions in the socio-psychological context, as well as the ability of individuals to influence others and the strength of supervision, can be illustrated. According to V.V. Kozlov, the decision-making process in leadership is characterized by four main features:

- The availability of choice options, meaning that the leader making the decision must have several alternatives;
- The complexity of factors or various similar aspects in decisions;
- Awareness of the decision-making process or information about a new decision in advance;
- Alignment and direction of decisions with goals;
- The existence of actions based on the decision and the ability to choose.

According to V.I. Shuvanov, the decision-making process in leadership involves several stages. That is⁷¹:

- Diagnostic stage;
- Problem formulation stage;
- Evaluation and analysis stage;
- Decision implementation or execution stage.

In the prompt and precise acceptance of leadership decisions, specific socio-psychological characteristics are required, and it is considered unlikely that each leader or entrepreneur will make purpose-oriented decisions without these qualities. Additionally, in the efficient acceptance and implementation of leadership decisions, the following individual characteristics are crucial for a leader:

- Cognitive characteristics, including creativity, logical thinking, quick thinking, phased thinking, and creativity;
- Motivational components, with a preference for curiosity in making specific decisions;

⁷⁰Зуб А.Т. Психология управления: Учебник и практикум для академического бакалавриата / А.Т. Зуб. - Люберцы: Юрайт, 2015. – С.64.

⁷¹ Шуванов В.И. Социальная психология управления: Учебник / В.И. Шуванов. - М.: Юнити, 2014. – С.98.

- Personal qualities such as creativity, adaptability, social sensitivity, and others;
- Work harmonization traits such as responsibility, precision, independence, sociability, and cooperation;
- Flexibility in values, attitudes, and precise actions;
- Fairness, integrity, attentiveness to others and environmental factors.

From the above classification, it can be understood that making effective decisions in leadership activities is not solely dependent on life experience or professional competencies but is also significantly associated with a leader's multifaceted socio-psychological qualities.

According to V. A. Smirnov, the value system of a leader and the uniqueness of individual psychological characteristics are also important in the implementation of management decisions⁷². That is, the moral qualities, emotional experiences, sense of responsibility, professional skills, way of thinking formed in the leader are among the important factors for the decision-making process.

In the matter of decision-making, eastern approaches are also of particular importance, in which valuable opinions can be seen about the management of social life and the conduct of effective management activities. For example, in Abu Nasr Farabi's work "The City of Virtuous People", it is emphasized that the country should be classified according to the stratometric qualities of citizens in the city of virtuous people in the management of citizens from the moral and socio-psychological side. All this can be obtained in two ways. First of all, if the above phenomena are established in the human heart and mind as they actually exist, then in the minds of others, this knowledge is created on the basis of comparison or imitation. It is stated that some people have this knowledge in their hearts because they feel those things themselves⁷³. From these views, it is clear that management

⁷²Кремень М.А. Практическая психология управления: пособие для студентов вузов. / М.А. Кремень. - Минск: ТетраСистемс, 2011. – С.89.

⁷³Форобий Абу Наср. Фозил одамлар шахри. – Т.: А.Қодирий номидаги халқ мероси нашриёти, 1993. – Б.167.

decisions and tasks must first of all be felt by the leader from the heart, as well as considering aspects that are in the interests of others.

In addition, Abu Rayhan Beruni, who is one of the great sages of Central Asia, expressed a number of his views on management and management. Alloma emphasizes that in order to evaluate each person, it is possible to observe his work, that is: "Each person's evaluation is in the excellent performance of his work."⁷⁴ Therefore, effective performance of tasks and reasonable approach to it is one of the conditions of successful management.

The management decision-making process consists of the sum of the efforts of the leading personnel to achieve the goals related to the state power. "The state is the initiator of reforms, takes an active part in the selection of priorities, ensures the implementation of reforms and control over the implementation of the adopted decisions."

The final result of management activity is decision-making, and it is necessary to understand the one who developed it in such a way that it reflects the content of the leader's activity and the goal-directed action process of team members.

First of all, it is necessary to take into account the national-historical life and way of thinking of your people, national traditions and customs.

The reason is that Amir Temur paid special attention to justice, rule of law, and politics in the interests of citizens. He consulted and worked with special people, people of religion and science, knowledgeable representatives of every field in every big and small issue of the life of the country. At this point, it is appropriate to recall the thoughts of the head of our state: "Only the conclusions that are the fruit of debate, discussion, and analysis can show us the right way."⁷⁵

In the work "Temur's Laws", a separate chapter is dedicated to the issue of decision-making, and this chapter is called "The law I followed to keep the kingdom under my will". That is, decision-making, ensuring its execution is considered by Amir Temur in direct connection with the exercise of power. "In the

⁷⁴Каримов И.А. Янгича фикрлаш ва ишлаш - давр талаби. 5-жилд. -Т.: Ўзбекистон, 1997. 129-бет.

⁷⁵Каримов И.А. Адолатлижамиятсари. -Т.: Ўзбекистон, 1998. 35-бет.

whole country," it says, "orders and decrees should be at the discretion of the king." Let the kings make judgments in their affairs, so that no one can interfere and change their judgment.... Let the king be firm in his decision, that is, when he intends to do any work, he does not give up until it is finished.... The king's judgment must be introduced, i.e. it must be carried out, regardless of what judgment it makes...⁷⁶".

The well-known foreign scientist D. Logafet commented on the statehood of the Amur Temur period, saying that "when Europe did not even have a simple understanding of the constitution, its state had a set of constitutional laws - "Tuzuk"⁷⁷.

The great leader and entrepreneur Amir Temur, as the founder and leader of a great empire, created strong principles of management and leadership. Amir Temur, referring to the tools of state management, writes: "Four things should be followed in the affairs of the kingdom: (1) the council; (2) counseling; (3) determination, entrepreneurship, vigilance; (4) prudence'. In his opinion: "One businessman, possessor of courage and enthusiasm, determined, entrepreneur and alert person is better than thousands of inactive and indifferent people."⁷⁸ In addition, it is necessary not only to try it when choosing middle managers, to effectively use them in the management of the government, but also to take into account the character, ability, temperament, personal orientation, needs, beliefs, motives of the leader, to encourage, promote or punish these management subjects. It is also stated in Amir Temur's books that it is appropriate to use these methods.

Contrary to the opinions of the above scholars, Abdulla Avloni's work "Turkish Gulistan or Ethics" states: "Any relatively large-scale direct social or collective work needs a manager to a certain extent, who coordinates individual work and organizes the production organism. fulfills the tasks arising from the

⁷⁶Темуртузуклари.// Форсчадан А.Соғуний ва Ҳ,Кароматов таржимаси. - Т.: Ф.Фулом номидаги нашриёт-матбаа бирлашмаси.1991. 68-бет.

⁷⁷Темур тузуклари.// Форсчадан А.Соруний ва Ҳ,Кароматов таржимаси. - Т.: Ф.Фулом номидаги нашриёт-матбаа бирлашмаси. 1991. 68-бет.

⁷⁸Амир Темур ўғитлари: Тўплам. Тузувчилар: Б.Ахмедов, А.Аминов. – Т.: Наврўз, 1992. – Б. 75.

actions of independent bodies", which, in turn, indicates the importance of having a "sole leader". Without it, management will not be correct and complete. To properly organize the management process, it is necessary to forecast in advance, anticipate and take into account possible difficulties and changes. Each control tool must have a certain system in its operation⁷⁹. This means that this work does not consist of a collection of randomly unrelated activities, but is strictly organized, interconnected and deeply thought of the specific circumstances, the nature of the situation, and the characteristics of the tasks before the team, as well as its individual links. It was noted that it should consist of a set of plans and activities. From these views, it can be understood that any tasks in management activities should be carried out on the basis of strict order and discipline.

In today's modern studies, more and more, the life positions of the leader are taken into account when making management decisions. In the monograph "Management Psychology" created by S.I. Samygin, it is noted that in order to make clear and strategic decisions in management activities, the leader must first of all be an optimist. An optimistic leader is a useful person for all organizations. They have the ability to make positive decisions in any difficult conditions and hopeless situations. At the same time, leaders with this characteristic are considered leaders who are always devoted to their work, inclined to create new projects⁸⁰.

While the phenomenon of acceptance of a leader in management is shown as a social-psychological process, its aspects as a general psychological phenomenon are widely analyzed in some literature. N.G. Miloradova said that the thinking of a leader who makes management decisions should have the following qualities. That is, depth in thinking, breadth in data analysis, quickness in solving problems and adaptability to any situations, etc. Broad thinking is considered a synthetic feature of thinking, which reflects the general scheme of human activity and the ability to

⁷⁹Авлоний А. Туркий гулистон ёхуд Ахлоқ. – Т.: 1997. – Б.105.

⁸⁰Самыгин С.И. Психология управления / С.И. Самыгин. - РнД: Феникс, 2016. – С.76.

evaluate roles⁸¹. Researcher I.A. Meijis says that the model of the leader, which provides the maximum opportunity for the successful development of management decisions and its implementation, includes the following features⁸²:

- Public;
- Persistence;
- Professionalism;
- Openness;
- Curiosity;
- Orientation to the result;
- Self-confidence;
- Altruism (sacrifice).

These qualities are socio-psychological characteristics that ensure the success of management decisions, and they are one of the main parts of the model of an exemplary leader. In contrast to these considerations, there is also a modern approach to managerial decision-making, which is now referred to by most researchers as the 'normative approach'. According to K. O. Magomedov, who conducted research on this approach, the process of making management decisions is divided into the following stages⁸³:

- Identifying the problem situation and setting a recommended solution for its elimination;
- Determining the purpose of decision-making;
- Analysis of the content of the problematic situation;
- Formation of alternative options, search and creation of new ways of getting out of a problematic situation;
- Evaluation of the main goals of the activity in accordance with the developed system of criteria;

⁸¹Милорадова Н.Г. Психология управления в условиях стабильной неопределенности: Монография / Н.Г. Милорадова. - М.: АСВ, 2004. – С.54.

⁸²Мейжис И.А., Почебут Л.Г. Социальная психология общественного развития. Киев: Миллениум. 2007. – Часть 1. – С.127.

⁸³Магомедов К.О. Социология и психология управления: Учебное пособие / К.О. Магомедов. - М.: РАГС, 2009. – С.90.

- Intuitive;
- Rational;
- Individual and collegial decisions.

In general, the leader is primarily the only person who makes decisions about the activities of his subordinates. Decisions made by the leader are considered binding for all subordinates as well as employees.

It is known that one of the main aspects of managing an organization is making management decisions and ensuring their implementation. The management decision is expressed by bringing any object in the organization from one state to another in accordance with the intended purpose. The process related to the management decision of the leader can be divided into the following components:

- decision making;
- sending it as an assignment to fulfill the decision;
- creation of conditions encouraging employees to perform;
- implementation of control.

Different models of management decisions are developed in order to be effective in economic, social and political aspects. The purpose of creating management decision models is to describe and optimize some objects and processes. The use of models provides analysis in the decision support system. Models help to find information that is useful for making decisions with the help of certain algorithms, based on a mathematical-logical interpretation of the problem.

Decision-making models in management. Four models of decision-making can be distinguished depending on how decision-making in management is perceived as a process at different levels (individual or organizational) (Figure 5).

Figure 5

"PERSONAL BOUNDED RATIONALITY" MODEL (individual satisfaction)	RATIONAL MODEL (organizational activation)
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POLITICAL MODEL (individual activity)	«ORGANIZATIONAL BOUNDED RATIONAL MODEL
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The leader's decision-making method. A leader who lacks the ability to solve problems positively can control the development of the organization he leads, but he could not bring it to a higher level. A creative thinking leader can control the situation. A leader's approach to decision-making on issues is as follows:

1. The scientific basis of the decision. Decisions should be made on the basis of economic, social and other modern science achievements based on the analysis of specific production conditions.

2. Unity of decisions. Usually, along with the main issues, minor issues have to be resolved.

3. Fairness and truthfulness of decisions. Decisions can be made only at the level of authority given to leaders.

4. Correct orientation of decisions. Any decision should be clear to the executors, as well as to whom it is intended.

5. Conciseness of decisions. In order to save time working with information, concise, clear decisions are made.

6. Timeliness of decisions. The leader must clearly indicate the deadline for the completion of tasks to his subordinates.

7. Speed of decisions. Such decisions can be made in a minute, that is, when the production situation requires it.

Aspects that the leader should consider when making a decision:

1. Clarifying the task. Let's say that the company is given the task of producing a new product. In this case, the decision of the head of the enterprise is related to the clarification of the volume of production of the new product, its nature, quantity and quality indicators.

2. It is important to discuss different interpretations of the task, to determine its strengths and weaknesses, to economically analyze the proposed interpretations in

solving the problem. Mathematical, comparative, logical and other models are used to solve the given interpretation.

3. Selection of decisions and their decision-making is carried out by the leader, decisions are made in a transparent way by the head of the organization or some individual on the basis of sole leadership.

Vroom-Yetton - Iago leadership model. The decision-based leadership model was proposed by W. Vroom, F. Yetton, and then supplemented by Yago. The main feature of this model is the involvement of employees in decision-making.

Path-goal model. The model involves the use of a specific "decision tree" to determine the most suitable leadership style for the situation. As the leader uses this model, he moves from the left to the right of the "horn". As a result, he faces 7 problematic situations (questions). Assessment of the situation is carried out by answering "yes" or "no" to these questions.

It is difficult for the management decision-making process to take place within a clear framework. Each leader shows a different style and tendency to problem solving based on his psychological characteristics. These factors do not affect the solution of the existing problem.

During the creation of a decision, the leader knows the processes taking place in his inner world, which allows him to manage this situation appropriately. Therefore, it is considered that it is necessary to analyze the decision-making process step by step. Management decision-making is a multifaceted and complex process, in which five main stages can be interpreted:

Figure 6. Path-goal model. The model involves the use of a specific "decision tree" to determine the most suitable leadership style for the situation. As the leader uses this model, he moves from the left to the right of the "horn". As a result, he

faces 7 problematic situations (questions). Assessment of the situation is carried out by answering "yes" or "no" to these questions.

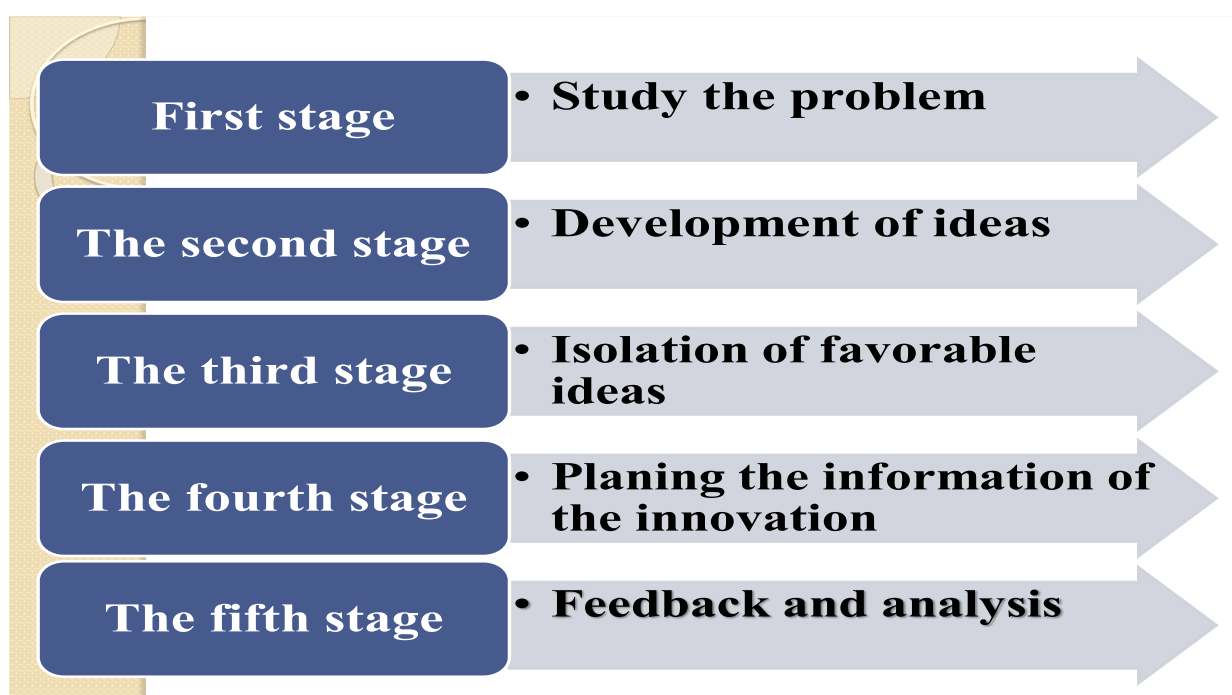
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Figure 6.

Decision-making stages



Below we will consider each step listed above separately.

Phase I: Study the problem. At this stage, the following sequential tasks are defined:

Task 1: Setting the problem. It identifies what difficulties there are in this matter and understands the essence of the problem. If the problem to be solved is misunderstood, all future efforts will be wasted, therefore, a clear idea of the problem is the main task of the initial stage. In many cases, the wrong representation of the issue can be caused by incompetence, lack of professional

⁸⁴Махмудов И.И. Бошқарув психологияси: Ўқув қўлланма / Масъул муҳаррир: А.Холбеков. – Т.: ДЖҚА “Раҳбар” маркази; “YUNAKS-PRINT” МЧЖ, 2006. -149 б.

knowledge, as well as unpreparedness to solve this category of issues, and some problems and solutions "from above". Posting a problem involves the following steps:

1. Understanding the nature of the problem, the difficulty in it.
2. Determining what goal should be achieved through problem solving.
3. Determining what signs and indicators will exist if the goal is achieved.

The question of what the end result should be should be answered.

Task 2: Distribution of responsibilities. The leader cannot always solve all the problems by himself, so at this stage it is better to entrust some responsibilities to a qualified specialist. The specialist, at this stage, collects all the information on this problem and conducts a comprehensive study of the issue.

Task 3: Collecting data, creating an informative model of the problem situation. It is necessary to take into account not only "own" information, but also the information of opponents and competing parties. At some point, opponents, the information they provide, are belittled, denied, and ignored. This is absolutely wrong. It is very important that the person responsible for collecting information seeks the opinions of experts who have deep knowledge of the problem.

Task 4: Create a conceptual model of the problem situation. To understand this problem in a whole, holistic way. When the problem is reflected in this way, its difference from previous problems, its new aspects and the need for a new approach to the solution are understood.

Phase II: Idea generation. There are different ways to generate an idea for a solution to a problem, the most effective of which is the "brainstorming" method. The main principles of this method are as follows:

- a group of 5-10 specialists from different professions works;
- members of this group should feel free mentally and physically as much as possible;
- Criticism of proposed solutions is prohibited. The idea given by others can only be developed, praised, or it is necessary to propose one's own idea instead;

- any idea, even though it is strange and unpleasant, is not evaluated in the initial period of "brainstorming" and all thoughts are written down;

Phase II: Idea generation. There are different ways to generate an idea for a solution to a problem, the most effective of which is the "brainstorming" method.

The main principles of this method are as follows:

- a group of 5-10 specialists from different professions works;
- members of this group should feel free mentally and physically as much as possible;
- Criticism of proposed solutions is prohibited. The idea given by others can only be developed, praised, or it is necessary to propose one's own idea instead;
- any idea, even though it is strange and unpleasant, is not evaluated in the initial period of "brainstorming" and all thoughts are written down;
- the author of the idea is not specified;
- at the end of the work, all proposed ideas are organized in a logical way and discussed in a group of experts.

Stage III: Evaluation of collected ideas, selection of acceptable ideas. First, it is necessary to evaluate the positive side of each idea, and then determine its effectiveness, feasibility, cost aspects and other dimensions. At the same time, when assessing the risk of choosing this idea, unfortunately, for most leaders, the same criterion comes to the fore. If the proposed idea is left aside and a different direction is chosen, the solution of the problem will take a completely different shape and the group will reach a dead end.

Stage IV: planning and implementation of the new decision. In this, the answers to the questions of what work should be done, in what time frame and with whose participation. The working group involved in the implementation of the decision should be able to clearly imagine the general plan and practical actions related to it.

Stage V: It includes the following practical activities: 1) implementation of the adopted decision, plan and action; 2) to control the actions and results in order to further improve them; 3) if necessary, to improve the decision, that is, to return

to the stage of "studying the problem" or creating an idea and another intermediate stage.

7 - picture

Decision making classifications:

Characteristic	Management decision
According to the importance of achieving the goal	Strategic, tactical
According to the duration	Short term, medium term and long term
According to results	Immutable (probably excluded) and probable
According to the condition of execution	Directive, advice and guide
According to the functional purpose	Organizer, coordinator, activator
According to Kamrov latitude	General, special
According to the content and scope of application	Production, financial, personnel, technical, economic, social
According to the method of admission	Individual, collective, consultative, joint, parliamentary
According to planning	Planned, unplanned
According to the production method	Intuitive, analytical,

Strategic decision is important in achieving the goal. Strategic decisions are used in the development of targeted programs to solve key problems. They are intended for a long time, usually several years, and are used to solve strategic

issues. That is why it is called a perspective plan. It is accepted by the higher management bodies for the purpose of developing basic and perspective programs. Such programs include:

- Deepening of privatization processes.
- Formation of a competitive environment.
- Achieving deep structural changes.
- Programs such as small and medium business development can be an example.

Tactical decisions are current, quick decisions about the means and methods of achieving the goal. Tactical decisions (current, faster) are related to the implementation of current, goals and other issues. Examples of such decisions include enterprise planning, personnel issues, etc. will be done.

For example: drawing up and implementing future plans of the enterprise, organization, solving personnel issues, etc.

These decisions are made by top and middle managers for a period of up to two years.

General decisions - relate to the same problem and apply equally to all joints. For example, the beginning and end of the working day, lunch time, pay periods and other breaks.

Special decisions are related to a narrow problem and are adopted in connection with a specific department of the enterprise or a group of employees.

Stereotype decisions are usually made within the framework of strict guidelines, normative documents. Such decisions are sometimes made on a daily basis, sometimes on issues, but the changes mainly concern deadlines, some quality parameters, and performers.

A leader makes stereotypical decisions, usually without much preparation. Such decisions can include orders issued on hiring and firing of employees, managing the company's activities as per the brochure.

Proactive decisions are decisions that by their very nature are forward-looking. Such decisions require a careful detailed study of the situation, based on special observational materials, and the implementation of special calculations.

Initiative decisions are made based on free movement.

Conventional decisions are decisions made in routine situations. Their scope is known in advance. An example of this is the decisions regarding the adoption of the production program of the enterprise or organization.

Recommended decisions are close to proactive decisions in their essence, which reflect recommendations for improving the company's operations.

Accurate decisions are made only when complete information is available. Therefore, the probability of the implementation of such decisions will be close.

Uncertain decisions are decisions made based on information that is not fraught with risk. In other words, such decisions are risky decisions when there is no possibility to evaluate the expected result.

Immediate (operational) decision - issued for execution without delay. For example, in the event of a natural disaster, the decisions taken on its elimination belong to the group of such decisions.

Regular decisions - are issued within specified periods. For example, decisions taken on the end of economic activity (decade, month, quarter, half-year, nine-month and year) can be an example of such decisions.

Personal decisions are decisions about the worker's own work.

Managerial decisions are decisions made only by the leaders of the organization.

Decisions made include unilateral and unanimous decisions. But decisions based on a monopoly are often criticized. The reason is that the leader makes the decision based on the sole leadership in most cases in order to show off. 80-90% of such a leader's activity is based on command. This causes tension in the team. As long as management decisions are not made based on the opinion of the team, the relationship between the manager and subordinates will become tense, mutual trust will be lost, and conflicts will inevitably arise.

V. V. Druzhinin and D. S. Kontorov proposes three types of decision-making situations: informational decision, operational decision, organizational decision.

Informational decision consists of diagnosing the situation. Operational decision-making teaches what to do when developing problem-solving methods. The organizational decision shows the system of execution of the decision.

T. Tomashevsky offers three types of decision-making situations:

1. Selection situation - in any situation, a person selects information, classifies it and shows certain reactions.
2. A complex situation is a situation of obtaining information from more than one information source.
3. A preference situation is a choice between more than two choices of varying importance.
4. Probabilistic situations - a choice in the process of working with insufficient information.

Yu. Kozeletsky suggests two types of decision-making situations:

1. Hidden situation - a situation where there is a lot of information about the state of the object, and a person does not know which of them is true.
2. Open situation - characterized by uncertainty. It is observed that there is a lot of information about the state of the object.

Management decision-making is a systematic process. Decision-making by the leader affects his personal activity, because this activity is interconnected with the behavior of others. Through the decision-making process, the direction of activity of leaders and employees is determined. A leader has to make many decisions during his managerial activities, which is a requirement of the situation. Therefore, decision-making largely depends on the ability of the leader and the experts who contribute to this process.

At the beginning of every work lies an idea, that is, it is thought and transformed into a belief under the influence of external means and internal human factors. A person's life position in relation to external means leads to success in taking action. Success builds the art of decision making.

How psychological characteristics influence the leader's decision-making process. It can be explained as follows: a person's management requirement,

management ability, and management concept should be compatible with each other.

Leaders in high positions influence lives by managing the state or the property of others. The need to make a decision arises as a result of the fact that the existing situation does not meet the requirements and does not correspond to the real situation. For example, a fixed price does not meet the market conditions and its requirements. As a result, a decision is made to liberalize prices due to the need to form the price-value based on the law of supply and demand in the market.

For example, a set of mathematical models necessary for making optimal options when making marketing decisions: a model of the pricing system; price calculation model; placement model; a technically complex solution model for advertising; advertising budget calculation model is used.

According to the content of management decisions, they are divided into the following:

- 1) decisions to be made for data collection - "Which data is valid?" must answer the question;
- 2) decisions on organizational issues - "How should it be?" should answer the question;
- 3) quick (operational) decisions - "What should be done?" should answer the question.

Also, when making management decisions, the leader has to perform four tasks at the same time:

- 1) entrepreneurship;
- 2) a specialist who corrects deficiencies in work;
- 3) an intermediary that distributes resources;
- 4) conciliator.

When making management decisions, it is necessary to have a clear goal, which is based on: 1) management functions; 2) management methods; 3) systemic structure of management; 4) the complex of work, such as the selection and

placement of employees, is coordinated. Therefore, the clarity of the goal leads to the correct direction of the activity.

The goal-oriented approach to organizational activity is a specific system of management in which three elements are interconnected: before making management decisions, it is important to know what requirements the decision should meet. Because the development of a decision related to a certain direction depends on the point of view from which its essence is interpreted.

Management decisions taken by the leader must meet the following requirements: 1) be scientifically based; 2) to be related and unanimous; 3) to be within the scope of rights and responsibility; 4) have a clear and correct direction; 5) be short in time; 6) to be accurate in terms of time; 7) to be fast; 8) should be effective.

Four levels of decision-making are distinguished, and certain skills are required to act within each of them. The first level of decision making is the *routine, everyday level*. In this case, the instructions and rules are strictly followed, the situation is correctly assessed and control is organized. The emerging problem is compared with a set of available solutions, among which the optimal one is accepted and implemented. It is usually done in the manner of "this is what should be done in such situations". Difficulties in such situations may arise from the decision maker's incompetence, lack of familiarity with existing guidelines, misjudgment of the situation, or lack of courage. At this level of decision-making, no creative approach is required, as the solutions to the situation are predetermined.

The second level of decision-making is the *choice-based level*, where objectives are explored, planned, and data analyzed. In doing so, he compares a number of options for the existing problem and chooses the most efficient and cost-effective one from among them.

The third level of decision-making is called the *adaptive level*, in which the problem is identified and solved systematically. Working groups are formed, existing risks are analyzed. Decision-making at the adaptive level is a bit more

complex, and requires the leader to abandon old-fashioned approaches to familiar problems and come up with creative solutions. The decision-maker's success in this situation is based on his personal initiative, his ability to take a bold step into the unknown.

The fourth level of decision-making is called *the innovation level*, and decisions related to the introduction of innovations are more complex. In an uncertain situation, a person needs to be able to use a new approach, creative ideas of other specialists.

When a decision-maker is faced with a problematic situation and needs to make a certain decision, it is necessary to compare this situation and the expected solution to the group of decisions listed above and determine which category it belongs to. Such an action allows him to imagine in advance what the solution of the same problem will be, in what form it will appear. This, along with the information about how right or wrong the chosen path is, creates a basis for changing the way of action if necessary. The deliberateness of any decision consists in placing it in a category and comparing the result with a sample in demand, even partially preconceived.

In the process of making management decisions, the principle of multifactoriality comes into force. One such factor is the personal competence factor.

"Ringi" method can be used to indicate the position of this factor in the decision-making process. *The Ringi* method is a widely used method in Japanese business. According to this method, it is decided not in meetings, but by means of obtaining consent by inquiry, which is carried out in several stages (Fig. 8).

Stages of application of "Ringi" method

Figure 8

№	Stages	Explanation
1.	First stage	At this stage, the management of the organization, together with the involved specialists, will share general opinions about the problem (for example, the production

		of a new type of product) on the issue of which a decision should be made.
2.	The second stage	The problem is transferred "down", that is, to the stage where work on the project is organized.
3.	The third stage	At this stage, all aspects of the project being prepared are agreed upon in detail with the performers. In fact, this is the stage of eliminating disagreements and conflicting points of view.
4.	The fourth stage	Special councils and conferences are held to solve the problem.
5.	The fifth stage	At this stage, the document is signed by the executors, everyone puts their seal, and the document is approved by the management of the organization.

In Japan, it is customary to consider the "*Ringi*" method as one of the manifestations of a management philosophy that promotes prudence, caution, and public responsibility. Although this method has been criticized in the Japanese press for being too laborious, nothing is said about abandoning its use.

The mentioned decisions are usually taken for the purpose of implementing operational management. For the purpose of strategic and tactical management, rational decisions based on economic analysis and optimization are made.

In the process of management, it is always necessary to solve some problem. Because due to various reasons, deviations from the specified parameters occur, new processes are needed, and as a result, there is a need to know the problem that has arisen in front of the production, to analyze it and to solve it.

After determining the need to make a decision and the specific situation in the analyzed object, the goal of the decision, which can be achieved in different ways, is formed and the tasks for its solution are determined. The purpose of the decision may be specified by a higher authority. For example, the goal was to dramatically increase grain production and achieve grain independence. Based on a

number of considerations, districts that are best adapted to grain cultivation are determined. The Ministry makes a decision to change their specialization, and for this, it develops a plan to move districts to grain cultivation. After receiving the task, the district leaders will prepare in every way to implement the decision in production.

The main goal and task here is to grow grain products necessary for the republic. Thus, identifying the problem begins with identifying the situation and the causes of the problem. Determining the situation means analyzing the causes of the problem.

The time factor in the decision-making process is explained from two different points of view: firstly, whether or not time is limited in decision-making, and secondly, the time it takes to execute a decision. The time factor affects the quality of decision execution in both cases. We will use the time factor in the first sense below.

It is known that the flow of time can change situations. If the issued decision becomes outdated in terms of time, the issued decision may also lose its validity. It is natural that making a decision in a limited period of time causes some difficulties for a person. There are people who can lose themselves in the limitation of time. As a result, either a poor decision is made or a wrong decision is made. Especially in uncertain situations, making a decision in a limited time unit makes the situation even more difficult. Therefore, when making a decision, the leader should, of course, take into account the time factor.

Also, when making a decision, it is necessary to take into account the time unit allocated for the execution of the decision. Making a decision for a long time and delaying its implementation for a short time is also an aspect of decision-making that we should pay attention to.

Information is a set of data collected to get out of specific situations. It is necessary to solve the problem. Sometimes the information to make an optimal decision is missing or unclear. Information subject to change. They also pose some

risk to optimal decision making. Therefore, leaders try to get additional information.

1.4. Features of leadership and management styles in managerial decision-making

In contrast to the actions of independent members of the production organism, the manager performs general tasks arising from the action of the whole organism. Figuratively speaking, the solo violinist is self-directed. But an orchestra needs a conductor. Therefore, an important condition of proper management is the activity of the manager, that is, the leader.

The essence of management is to ensure the harmonization of objective and subjective conditions in such a ratio. This allows you to achieve the intended goal.

Therefore, a good leader gives less orders to people, instead creating the effective conditions necessary for their work.

A leader is a manager, he works with people, is responsible for their professional success and safety, organizes and coordinates their efforts to complete tasks.

It is known that society includes economic, socio-political and spiritual spheres. Accordingly, there are three main directions of management. The most important thing is economic management. Because economy - material production is the basis of society's life and development.

The most important thing is economic management. Because economy - material production is the basis of society's life and development. It is not for nothing that serious attention is being paid to the management of the economy in the present period, when our republic gained independence. National recovery begins with economic restructuring. Economically, Uzbekistan's achievement of the developed countries is closely related to the correct implementation of economic management.

Socio-political management is the management of relations between different groups of people (social groups, nations, communities, etc.). The main essence of this type of management is to further strengthen and develop the union of different groups.

Management is of great importance in the social development of labor teams. Because the fate of all work and plans largely depends on the level of improvement of team relations and the health of the social microenvironment. In this respect, the goal of this type of management is to improve public administration and turn it into social self-management.

Management of society and the spiritual development of individual members is another main type of management. In the age of scientific and technical development, management of the sphere of spiritual production is of great importance. This form of management includes management of educational institutions, public education bodies, science, literature, art, culture and health care.

Management is compared to the human brain, in which the creative potential of a person is embodied, from which instructions are given for the manifestation of his creative ability. As science and technology, economy and social achievements of mankind are increasing more and more, the demand for knowledge in management activities is also growing continuously. The need for such a scientific approach can be explained by the following circumstances:

- firstly, a rare feature of management: creativity (making something from scratch), creating a system from scattered elements;
- secondly, a rapid increase in the range of values at the disposal of the leader or for which he is considered responsible;
- thirdly, the creative effect of management based on people's efforts requires management to be comprehensively educated, to be a master of their profession and to have a systematic approach.

Management activity is as important as mental regulation in the life of society according to its essence and nature.

Administrative leaders spend two-thirds of their management efforts through their employees, that is, their value is measured by their ability to set goals, motivate employees, and determine team interactions.

Management should always be rational. The presence of highly qualified leaders is a decisive condition for the effectiveness of teamwork. The normal functioning of any organization depends on the correct distribution of power in the management system.

Each leader's ability to govern is determined by the authority of his office, which is necessary for the performance of his duties. Anticipation, planning, coordination, control, motivation, training, and building social intelligence are the main tasks of a leader.

The highest chance of governance is given to "first persons" - those who lead the structure (rector of HEIs, directors of vocational colleges and academic lyceums, etc.). They determine the perspective program of the vital activity of the organization, implement the personnel policy. Lower-level managers (second- and third-level persons) work within the scope of authority given to them by the first persons.

Factors of production management are special types of management work, directions of influence on managed objects. Planning, organization, adjustment, control, calculation actions are management factors.

Planning - includes the development and modeling of managed objects, forecasting. Organization is the selection and formation of the structure of the production facility and the management structure. It is to determine the interaction of the relations between the elements of the system. Adjustment is aimed at preventing deviations from the plan-tasks between the various elements of the system. It also means adjusting the performance of each employee. Controlling consists of monitoring and checking the compliance of the actual production process and progress with the plan, as well as checking the performance of each employee. Accounting is the finalization of how the plan is being executed. Accounting allows to complete the information and put it into the system. It also

allows full use of the information base for the development of the work program of this system for the next period.

Regulated positions in the management system are an important condition for the normal functioning of any structure.

Different managers, regardless of their position authority, have a common basis of management ethics according to the following principles:

- competence - to have the necessary knowledge, experience and training to competently perform the necessary authority;
- humanitarianism - love for a person of service and good moral character, striving to reveal the best personal qualities in people;
- innovativeness - the desire to search for new things, to strive for them, the ability to take reasonable risks;
- pragmatics - work according to results, effective use of working time, active investment activity;
- orthobioticity - understanding of valuing one's own life, stable faith in the future, caring for the environment.

The success of an administrative leader (first person) largely depends on how well he can share his power with other leaders and how widely he can use the business skills of his subordinates. Accordingly, it is possible to conditionally distinguish four styles of the administrative leader's behavior:

- autocratic: leader - executor;
- bureaucratic: management "nomenclature wheel" - executor;
- democratic: the leader - the "social wheel" of management - the executor;
- aristocratic: leader - labor incentive system - executor.

The theory and practice of management activities created the manager model. According to this model, he should be a mature person. He should have high human qualities that form a system, such as warmth, open volunteering, intelligence and will. The manager must be physically fit: it is not for nothing that it is said that a healthy body means a healthy mind. A manager should be able to show open volunteerism in qualities such as pity and sympathy, and listen to the

dictates of conscience. A manager should be able to think and understand what his mental abilities are capable of. The manager, of course, must have a strong will, because management is always power. The level of culture of the manager is the constant need to be at the level of the best results of human thinking and artistic creativity, which is manifested in his having sufficient knowledge and skills in ethics, aesthetics, political science, sociology and psychology. The anthropological approach to management requires the manager to have broad cultural training.

Anthropological knowledge is necessary for a manager to communicate and act together with people in the process of performing his professional duties, to demonstrate personal business qualities and to achieve the best professional results. These are especially important in areas of activity such as education, service, medicine, trade and entrepreneurship.

In the higher education institutions of most developed countries and in all schools related to business, specialized humanities are taught: industrial psychology, industrial sociology, business ethics, business talent, etc. Lectures by poets, artists, cultural figures are scheduled in most universities. An interesting experience has been accumulated in the training of leaders in humanities at the European Institute of Administrative Management (France), the International Institute of Management (Switzerland) and the Institute of Higher Management Education in Barcelona. The center in Tokyo for the training of leaders is known to the world.

The manager's anthropological knowledge is a system of anthropological knowledge, which is the basis of his mental activity of creating an image with the help of words. The following are related to this foundation: management psychology, management pedagogy, management ethics, management sociology, management rhetoric, management orthobiotics, management image studies.

Anthropological technology of a manager is a set of studies, thanks to which anthropological departments are implemented in his practical behavior (information gathering, management decision-making, futurological design,

business potential). Knowing how to use the technology of humanities correctly guarantees the leader to carry out his activities well.

Good strategy and excellent strategy implementation are the surest signs of good management. A strategy is essential for accurate forecasting of the prospect. Because strategy is the art of prospecting, analyzing different scenarios, and the idea of a competitive advantage in the future. Management strategy is an activity aimed at realizing a strategic goal. Therefore, good strategy and excellent strategy implementation are the surest signs of good management.

Management strategy is based on solving five interrelated issues:

1. To see the strategic tasks that the organization must perform, to form a long-term course of action.
2. Strategic thinking and turning the task into a clear goal and task.
3. Development of a strategy for achieving goals and objectives.
4. Competent and effective implementation and implementation of the adopted strategy.
5. Evaluation of work results, study of new directions and long-term direction of development, strategic goals or methods of its implementation based on practical experience, changing conditions, new ideas and opportunities.

In performing this task, the leaders of the organizations should answer the following question: "What are we trying to do and what are we going to achieve?" A mission statement defines the description of the organization's activities and defines what it should do for customers. In order to create a "sense of purpose" in his employees, the leader should inform them about the organization's strategic goals and tasks.

A well-thought-out strategic goal prepares the organization for the future, helps to determine the long-term direction of development.

Setting goals. It is the result of changing the statement of the management on the task and directions of planning, and it is the clear goals and objectives of the organization's work. They should be tight but achievable. Mitchell Leibovitz (CEO of Rer Vous-Mannu, Moe and Jack) said: "If you want mediocre results, set

mediocre goals." Goals are goals that indicate the quality and progress of the organization's work.

The goals set by the management are divided into short and long term. While short-term goals define what management must achieve in the near term, long-term goals define those over a much longer period of time. When short-term and long-term goals need to be reconciled, the latter takes precedence.

All leaders should participate in setting goals. Specific tasks are set before all departments of the organization, the solution of which contributes to the achievement of the common goal. In this case, a systematic approach is used: the task of departments is an integral part of the overall goals of the organization. If the leader at all levels takes responsibility for the fulfillment of the relevant goals and tasks, then the working environment in the organization will be decided, which will be oriented towards achieving high results at work.

Develop a strategy to achieve the goal. When developing a strategy, the main management problem, that is, how to achieve effective results and its perspective, taking into account the organization's situation, is determined. Strategy is a means of achieving results. Leaders must follow such a course of action in order to achieve the goals and objectives of the organization. The organization's strategy consists of a set of interrelated actions and work approaches aimed at solving the main management task.

Strategy development begins with a diagnosis of the internal and external situation of the organization. Because ill-thought-out strategic action can be taken without proper diagnosis or at all.

The strategy of the organization, as a rule, consists of the following proportions:

- well-thought-out and goal-oriented actions;
- if an unexpected direction appears and, if necessary, actions in response to it, for example, competitive pressure, etc. k.

The current strategy is shown in Figure 5.

It can be seen from the picture that the planned strategy can change as a result of new situation (changing conditions). Such situations in the field of education include science, technology, economy, culture, education, etc. new results in k.; new laws or changes in government policy; increased interest in educational services and h. k. can be entered.

Organizational strategy is planned and adaptive at the same time.

It is common practice to "fine tune" or manage an organization's strategy. These are carried out on the basis of a significant concentration of external and internal changes. That's why strategy rarely stays the same over the long term. However, a radical change of strategy rarely happens, as a rule, only in dire situations. Strategic vision and mission formation, goal definition and strategy adoption are the main tasks of the process of development direction development. All of these together form a strategic plan.

Implementation of the strategy is the main administrative task, which includes the following main aspects:

- creating an organization capable of successfully implementing the strategy;
- development of a financial plan that directs resources important for the success of the strategic area;
- development of foundations for employees to achieve the intended goal quickly;
- connecting the reward system with the results of achieving the set goals;
- creation of an environment and a working situation that creates an opportunity for the successful implementation of the strategy in the organization;
- establishing an internal support system that allows each member of the organization to perform their duties effectively on a daily basis;
- implementation of regular improvement practice and plan (training or retraining);
- implementation of the internal leadership system necessary to manage the advancement of the strategy and to continuously improve its implementation.

The administrative task is to achieve a balance between what is being done and what needs to be done to effectively implement the strategy.

The higher the correlation between strategy and organizational capabilities, strategy and reward system, strategy and internal support system, as well as strategy and organizational culture (expressed in the form of values and beliefs), the more successful the strategy will be.

Evaluating work, learning new directions and taking corrective actions. The above-mentioned four tasks of management strategy cannot be solved all at once. Long-term goals may require modification: they are likely to be increased or decreased, depending on the accumulated experience and future perspective. Adoption of ways to implement the organization's strategy is analyzed and a search for new, more effective ways is made.

An organization's mission, purpose, and strategy, as well as the approach to strategy implementation, are never complete. Performance evaluation and corrective action are the norm and will continue to be essential elements of the strategic management process.

The listed strategic tasks do not exist in isolation from other job duties of the leader (supervising daily work, solving difficult situations, holding meetings, compiling reports, solving problems related to people, special assignments, fulfilling public obligations, etc.). Next are the branches, and the body is arranged around the task of strategic management.

Based on the above, it can be concluded that the management strategy is based on the performance of five interrelated tasks: strategic vision and formation of the organization's mission; setting goals; developing a strategy for achieving goals; strategy implementation and implementation; evaluating work, learning new directions and taking corrective actions.

Control methods are a set of methods and ways of influencing the controlled object to achieve the specified goals. There are the following main management methods: organizational-administrative methods; economic methods; socio-psychological methods; heuristic methods.

Organizational-administrative methods of management ensure clear, disciplined and orderly team work. The leader uses these methods as an administrator, as a subject of authority, based on legal documents of labor and economic legislation. The main goals of using these methods are: legal regulation of labor relations, strengthening of legitimacy, protection of the rights and legal interests of the enterprise and its employees.

Organizational and administrative methods affect individuals and teams directly through written or verbal orders, orders, operational instructions, control over their execution, a system of administrative tools to support labor discipline, etc.

The leader can use organizational-administrative methods in the following forms:

- * mandatory instructions (order, prohibition);
- * coordination measures (consultation, agreement);
- * recommendations, explanations, wishes, suggestions.

In fact, organizational and administrative methods are mandatory methods and tools, especially for employees who avoid work.

For conscious workers, these methods should have a benevolent content in the form of recommendations and wishes. Indirect influence methods, which are implemented by setting tasks and creating motivating conditions for solving them, are more effective.

Economic methods of management represent the main means of influencing employees. This is because they meet the needs of the whole community and, in particular, the needs of the individual. Economic methods help to identify labor activity and reserves of the organization. Today, material incentives remain an important factor in strengthening discipline and increasing labor productivity. A leader can use the employee's personal economic interests to achieve his high dedication for the benefit of the organization as a whole.

Economic methods are more effective in the conditions of expanding the independence of the organization, when the team disposes of material savings,

earned income (profit), wages and realizes its economic interests. Economic and mathematical methods based on mathematical models of planning, pricing, financing, etc. are also used to solve economic problems in organization management.

Socio-psychological methods of management are used in order to increase the social activity of employees, create a healthy spiritual and psychological environment in the team, foster a sense of community, mutual harmony. They are based on the use of moral incentives for work, and influence the individual using psychological methods in order to turn administrative tasks into a conscious duty, an internal need of the employee. This is achieved through methods such as personal example, persuasion, indoctrination, encouragement, coercion.

Heuristic methods of management are a system of logical methods and intuitive assumptions that allow the leader to solve problems that cannot be solved with the knowledge and skills he has learned. These methods are used when the manager makes a decision in unexpected, extreme conditions, without having time to search for complete information and options.

The methods of heuristic activity of the leader include axiomatization (Greek. axia - value and an - negative particle) and it consists in removing secondary signs, ignoring some conditions of the situation. Anaxiomatization is a prerequisite for creating mathematical models and using computers. The computer considers the possible options and solves the formal problems, while the controller focuses on the main aspects, leaving out the non-essential information. The subconscious mind advises the leader on the most suitable heuristics for making management decisions.

One of the most interesting and studied issues in leadership and management is management style. The German psychologist K. Levin worked very effectively in this direction. The object of K. Levin's research was groups of teenagers (boys aged 11-12), who made parent masks under the guidance of adults. According to the logic of the experiments, they were divided into three groups. At the head of each group was an older man who demonstrated different styles of leadership

called "authoritarian," "democratic," and "apathetic" (sometimes translated as "anarchist").

Based on the findings and patterns discovered during the experiment, Lewin described each of the classical management styles, such as authoritarian, democratic, and laxity. In the literature, they have different names: authoritarian is also called directive, negligence is also called anarchist, neutral, official, permissive, liberal. The concepts of "authoritarian", "democratic" and "liberal" are used to reveal the content of each of these styles.

Based on their experience, K. Levin and his staff determined that the most appropriate leadership style for this particular situation is the democratic style. First, this method creates a more comfortable environment and helps to more actively involve group members in joint activities. Secondly, in this style of leadership, the group is characterized by high satisfaction, striving for creativity. And finally, thirdly, this method ensures the establishment of the most comfortable relationship between the leader and the group.

With the help of the authoritarian style of leadership, the group did more work than with the democratic style, but here it is observed relatively low motivation, originality of actions. In such groups, there is no collective thinking, and more aggression occurs. In it, withdrawal, depression and anxiety symptoms, dependence and submissive behavior were observed towards the leader and other participants of the group.

Compared to the democratic style of leadership, in the liberal style, the amount of work has decreased, the quality has decreased, more games have been shown, and the preference of the democratic leader has been noted in the polls. K. Levin gave an approximate description of each method and the expediency of its use based on research.

1. Authoritarian style. The decision is made by a single leader. He has a domineering influence on his subordinates, strictly defines the tasks of the participants, exercises detailed control, and concentrates all the main functions of management in his hands. This technique is most effective in well-ordered

(structured) situations, when subordinates' activities are algorithmic (in accordance with a set set of rules). Aimed at solving algorithmic problems.

2. Democratic style. Decisions are made by the leader together with his subordinates. In this style, the leader tries to manage the group together with the subordinates, giving them freedom, organizing the discussion of their decisions, and striving to support the initiatives. This technique is highly effective in poorly structured situations and focuses on interpersonal relationships and creative problem solving.

3. Liberal style. Decisions are forced by subordinates to the leader. He is almost excluded from the active management of the group, behaves like an ordinary participant, gives complete freedom to the group participants. The members of the group behave according to their wishes, their activities are carried out in a chaotic manner. This method is more effective when looking for the most effective directions of group activity.

Thus, the management style is a relatively stable system of methods, means and forms of the leader's influence on subordinates in accordance with the goals of joint activity. This is a subjective-personal feature of a specific leader's activity, a unique psychological style of working with subordinates. Not every particular leader can have just one style. Depending on the specific situation that is being formed, there is often a combination of the characteristics of different styles, which are distinguished by the dominance of one of them. One of the three styles finds its clear embodiment in the personal style of management. The individual style is manifested in the leader's practical application of modern management principles, the main norms of management theories, and the use of management standards.

The new tasks facing the leaders made it necessary to seriously improve the management style. The methods and forms used to develop and implement the decisions are very diverse. Even two completely identical organizations often have different management styles. After all, every leader has his own opinion about the style of management, governance and working with subordinates.

There are a number of important points in this regard:

* leadership styles shown in their pure form are very rare. Usually, although there is a combination of different styles, the signs of one style prevail;

* There is no universal, bad or good management style that is suitable for all situations. All methods have certain advantages and present their own problems;

* the effectiveness of leadership depends, first of all, on flexibility in using the positive aspects of a particular style and the ability to eliminate its weaknesses.

So, it can only be about using one or another management style that is appropriate or inappropriate for a specific situation, specific conditions, specific needs. For example, an authoritarian leadership style is very important in difficult situations. A democratic leadership style is successful in the context of everyday life, when there is a friendly and prepared team. The conditions of creative research determine the expediency of using aspects of the liberal style.

The choice of a specific leadership style by a leader is determined by a number of objective and subjective factors.

Objective factors:

- type of organization (production, supply-trade, scientific, etc.);
- the specificity of the main activities of the organization (production, supply-trade, educational, scientific, etc.);
- the nature of the problems to be solved (simple and complex, new and usual, regular and extraordinary; standard and non-standard; current and sudden, etc.);
- conditions for performing tasks (favorable, unfavorable, extreme, etc.);
- methods and means of organizational activity (individual, group, etc.);
- level of development of the organization;
- leadership style, forms and methods of the top leader;
- the level of the management hierarchy where the leader is located.

Research by psychologists shows that the higher this level is, the more inclined the leader is to authoritarian actions, but this authoritarianism takes more complex and closed forms;

- compatibility of the leader's leadership style with the expectations expressed by subordinates. Psychologists have found that in groups whose members have a

high level of development and education, more democratic actions are expected to be carried out by the leader. And on the contrary, in groups whose members have a low level of development, more decisive and specific actions of the leader are expected. Authoritarian rule also occurs in difficult circumstances.

Subjective factors:

- * individual-spiritual characteristics of the leader's personality (verb, customer, abilities, strong qualities, etc.);
- * the authority of the leader. An authoritative leader is usually a democrat because authority is a force that exerts influence over subordinates beyond direct managerial influence. On the contrary, the leader tries to compensate for the lack of authority with strict, directive actions;
- * general and management culture, level of education (in particular, knowledge of the basics of management theory);
- * acquired general and management experience.

Thus, there are many factors that influence the choice of an organization's management style, all of which are closely related, complement each other, and sometimes conflict with each other. Therefore, there is no single rule to determine how to treat a leader in a specific situation. It all depends on how professionally and psychologically knowledgeable and prepared the leader is. A high level of professional and psychological efficiency helps him to correctly determine when, where and how to act.

Chapter conclusions

The analysis of the scientific sources carried out on this chapter shows that the scientific study of management decisions is not only a problem of studying psychology, but also a problem of sociology, pedagogy and modern management. However, there are specific scientific approaches, concepts, and phenomenological bases in the researches carried out in each field. In the above directions, the main attention is focused on the social conditions of management effectiveness, management activities, modern leader and his characteristics, qualities specific to

the leader, decision-making situations, the appearance of the decision and its essence, socio-economic and socio-psychological factors. .

Unlike foreign researchers, Russian scientists have tried to explain the problem of management decisions in detail through socio-psychological approaches and the achievements of management psychology. The scientists of our country have also created their own schools in this regard, in which the main issue is focused on the leader and his management capabilities, the leader's character, personality qualities, the formation of the image of a modern leader, and the acmeological aspects of management activities. Therefore, the following conclusions can be drawn from the information of the first chapter.

- Making a decision is not only the realization of an important goal, but also determining the fate, waiting for the result, planning new opportunities or controlling its implementation;

- The decision-making process is considered an object of study of a number of social and humanistic fields, in which the integration of philosophical, sociological, economic, pedagogical and social-psychological knowledge occurs.

CHAPTER II. METHODOLOGICAL FOUNDATIONS FOR STUDYING DECISION-MAKING IN ADMINISTRATIVE PRACTICE

2.1. Psychological of decision-making in management Peculiarities

Management activity is a type of activity in which a person acts not only through professional knowledge, but also with a number of uniquely formed personality qualities. In addition, the psychological characteristics of managerial decision-making have always been controversially studied by experts. There are specific conceptual theories related to issues related to human capabilities and cognitive sphere of management decisions. One such theory is the psychological decision theory, which deals with the cognitive processes involved in decision-making. Researcher I.I. Bakulin says in this regard: "The event of decision-making is a process based on mental actions, in which a person's short-term and long-term memory, the experience of perceiving social situations, and the ability to process information differ.⁸⁵" That is, when making a decision, a number of human cognitive processes are activated. Some researchers have shown that decision-making situations can be facilitated by ignoring or ignoring certain alternatives or their consequences. According to this approach, people estimate the probability of improbable events as high and the probability of highly plausible events as low.

V.V. Kochetkov said that another peculiarity of decision-making is that a person or leader has the opportunity to choose a behavioral strategy⁸⁶. It analyzes the usefulness of situations and a lot of information about them. Also, through this contest, many people have clearly shown that they feel the support of others in ordinary situations.

The factors that regulate the decision-making process in management activities are also differentiated, including the influence of the environment, the qualities formed

⁸⁵Бакулин И.И., Маркова А.К., Михайлов Г.С. Соотношение профессиональных способностей к принятию и исполнению решений. М. : Народное образование, 2003. – С.45.

⁸⁶Кочетков В.В., Скотникова И.Г. Индивидуально-психологические проблемы принятия решения. М. : Наука. - 1993. – С.63.

in the leader, and the influence of the social group. For example, it is noted that the stronger the need for aggression and dominance of the subjects of management, the higher the level of risk they recognize. Collective decisions are more risky than individual decisions.

According to I.P.Litvinov, the purpose of analyzing management activities and decisions is primarily to evaluate human behavior in advance and to explain the processes that ensure this behavior⁸⁷. Therefore, the analysis of the management activity is also considered to be the analysis of the decision-making process, and these two processes are considered a social-psychological phenomenon that complement each other. Concepts, principles and laws are included in the analysis of the decision-making process, and their analysis helps to identify many possibilities inherent in human intellectual activity. A person's intellectual activity is determined by his past experience, needs, relationships with others, goals and motives. Through these components of intellectual activity, decisions of various content are made and their execution is ensured.

There is a concept of information that explains the psychological characteristics of management decision-making, according to which a person is described as a member who actively responds to the influence of external information. According to A.N. Nosov, a person lives surrounded by a regular information system. At the same time, a person plans his actions and makes decisions based on the content of information⁸⁸. In this case, behavior towards information is appropriate, because it contains the solution of situations and problematic situations, that is, the final decision.

According to S.V.Kirnarskaya, the decision-making process is characterized by the following psychological characteristics⁸⁹:

- Decisions developed on the basis of natural and necessary needs;

⁸⁷Литвинов И.П. Стиль управленческой деятельности: теоретические аспекты, методы диагностики и оптимизации. Йошкар-Ола, 1997. – 101.

⁸⁸Носов Н.А. Виртуальная реальность в психологии и искусственном интеллекте. М.: Российская ассоциация искусственного интеллекта. 1998. – С.93.

⁸⁹Кирнарская С.В. Мотивационные условия успешной реализации управленческих решений//Дисс. канд. психол. наук. М., 2000. – С.66.

- Decisions developed on the basis of human perception and processing of various information;

- By making a decision, the fate of an organization or a person is decided. That is, the social status of a subject or the path of life and death is determined. So, the psychological characteristics of decision-making in a broad sense are also characterized by plans, goals, social evaluations that determine the entire fate of a person or an organization. In contrast to the above approaches, it is possible to meet cases of learning in connection with such features as logical thinking, activity, comparison, striving for novelty of the decision-making process.

M.V. Kobalinsky said that any decisions, whether they are management decisions or simple decisions, certainly contain creative qualities such as logical thinking, problem solving, and thinking of new situations. In this case, the principle of analogy allows a person to connect the solution of a new problem with the knowledge he has acquired before⁹⁰. In our opinion, this process is also called information processing. Because, in order to understand a new idea, a person must be able to compare it with previous knowledge. It should be noted that components such as the goal, result, ways to achieve the result, criteria for its evaluation and selection rules are distinguished in decision-making. Therefore, most researchers define the decision-making process as a special form of mental activity or a specific act of human volitional actions.

Decision-making is a voluntary human action, and specific scientific studies can be found in this regard. According to V.I. Mikhailov, the decision-making process consists of a number of psychological components, and these components include⁹¹:

- Decision-making is a voluntary action of a person, the main goal of a person in making a decision is his mental action, and achieving it is a dangerous process. Because there are losses and successes in this process;

⁹⁰Кобалинский М. В. Формирование и выбор управленческих решений в интегрированных структурах лесопромышленного комплекса : дис. . канд. экон. наук : 08.00.05 Текст. / М. В. Кобалинский. Красноярск, 2006. – С.33.

⁹¹Михайлов В. И. Как принимать решения: Учеб. пособ. / В. И. Михайлов. СПб.: Химера, 1999. – С.61.

- Decision-making - as a situation involving many dangerous situations and different outcomes, that is, if on the one hand decisions lead to success, on the other hand they can lead to danger;

- Decision-making - as a cognitive process, that is, each individual or management subject has to make different decisions in problematic situations, during the implementation of the set goals and tasks, etc. Specific features of the leader's thinking are also necessary for decision-making, and these qualities are the features of thinking that ensure the development of effective decisions. S.G. Odintsova said that the qualities of thinking that are considered important for the leader in decision-making include the following⁹²:

- Depth of thinking - it serves to understand the essence of the existing and existing cause and effect, to foresee the fate of the enterprise and organization;

- Broadness of thinking - serves to understand interrelated events and problems related to them without separating them, to evaluate the results of work and to identify opportunities;

- Flexibility in thinking - serves to get out of the same situations, stay away from values-based thinking, come to original solutions based on specific situations;

- The speed of thinking is characterized by resourcefulness and sensitivity in solving problems and forming solutions. Individual-typical features of human memory are also taken into account, and it is characterized by many specific features of memory.

In his work, the famous Russian writer L. N. Tolstoy commented on the ability of a person to make decisions, describing it as a product of the process of perception. According to the author, a person follows a cognitive approach when making life decisions and getting out of problematic situations. That is, he claims that whatever a person knows, it is realized through the process of perception⁹³. This description of the decision-making process by the writer implies that a person

⁹²Одинцов С. Г. Формирование у будущих офицеров готовности к принятию управленческих решений Текст. / С. Г. Одинцов. Саратов: Издво «Научная книга», 2006. – С.82.

⁹³Толстой Л. Н. Круг чтения: Избранные, собранные и расположенные на каждый день Л. Толстым мысли многих писателей об истине, жизни и поведении. Т. 1. – М.: 2002. – С. 142.

solves his problems by relying on the necessary knowledge and comparing it with the events that exist in experience.

According to researcher V. N. Romashchenko, decision-making is based not only on life knowledge, but also on the memory of perfect actions, their intellectual evaluation, the correct understanding of the information gained from experience, and the individual life experience of a person⁹⁴. In addition, the role of a person's sense of responsibility in the study of the decision-making process is also studied, in this regard V. M. Shepel says: "Life-important decisions are closely related to personal responsibility, and failure to accept responsibility is a sign of insecurity, in other words, a person's ability to make any decision is a spiritual preparation to avoid doing⁹⁵. Therefore, decision-making is a vital personal experience, one of the characteristics formed and developed in an individual during ontogenesis, and it is a socio-psychological process that causes the improvement or deterioration of a person's personality.

In fact, whatever type of decision it is, it is the result of a person's cognitive process, and it is the final event that causes the implementation of one or another activity. Decisions are directed to the realization of a specific goal, to the implementation of a certain term task, to continue the existing process or to stop it. Foreign researcher Dj. Traut's decision-making process in management shows the following stages⁹⁶:

- Setting the problem - new conditions, emergence of the problem, situation, collection of information related to the problem and definition of the problem;
- Finding a solution to the problem - determining the requirements and obstacles related to work criteria, gathering information related to the situation, the problem, and finding an advanced solution to the problem, etc.;

⁹⁴Ромашченко В. Н. Принятие решений: ситуации и советы Текст. / В. Н. Ромашченко. Киев, 2003. – С.38.

⁹⁵Шепель В. М. Человековедческая компетентность менеджера: управленческая антропология Текст. / В. М. Шепель. М.: МНО, 1999. – С.151.

⁹⁶Траут Дж. Сила простоты: Руководство по успешным бизнес-стратегиям Текст. / Дж. Траут. СПб.: Питер, 2001. – С.124.

- Making a certain decision on an organizational issue - choosing a solution to the problem from among various options, developing criteria, evaluating the results of the decision and making a final decision;

- Ensuring the implementation of the decision and evaluating the work process - drawing up the implementation plan of the adopted decision, establishing control over the plan, evaluating the overall process, creating new conditions.

The issue of freedom of "choice" in decision-making is reflected in the theory of the German psychologist K. Lewin, in which the author and the methodology of the human habitat were explained. Also, according to the theory, people are divided into such types as demanding, hardworking, diligent, lazy, selfless, independent thinking, striving for real goals and indifferent people. From this approach, it becomes clear that diligent and hardworking people always live with new goals and resolutions, while others are an exception. In the works of some foreign researchers, the decision-making process is interpreted as a product of the human mind and an example of its creativity. For example, according to the views of A. Dj. Kelly, in the analysis of decision-making methods, first of all, it is necessary to take into account the opportunities to overcome obstacles, not to evaluate the importance of various alternatives, but to reduce the uncertainty of situations, to increase the level of individual freedom through impulsivity and creativity⁹⁷. E. A. Smirnov says that decision-making is the result of arranging the middle of the best alternative choice. Decision-making is inextricably linked not only with the mental sphere, but also with the subject's emotional sphere⁹⁸. According to the definition, the decision-making process is a conscious process in which goals are determined in advance, problem situations are formulated, the best alternatives are developed, and advanced, innovative methods are used.

According to TA Indina, determination of motivation in the process of activity is a person's desire to overcome conflict situations and make decisions to a certain extent. Making a decision gives a person a wide opportunity to clarify how

⁹⁷Келли А.Дж. Психология личности. Теория личностных конструктов. СПб: Речь, 2000. – С.74.

⁹⁸Смирнов Э. А. Разработка управленческих решений: Учебник для вузов. -М: ЮНИТИ ДАНА, 2000. – С.66.

he should understand himself and what actions he should take. In this case, the activity does not reflect the quality at the same time, but its implementation is carried out in two stages⁹⁹:

1. Preparation stage - the stage of psychological modeling of the action and its consequences;
2. Work-movement process. That is, a person does not plan an action, but plans specific changes in it, as well as makes decisions aimed at achieving specific goals and satisfying his needs.

In his studies, Ukrainian psychologist I. D. Bekh pays particular attention to the will of a person and his role in the decision-making process. And at the core of a person's desire, he understands mental elements such as the conscious, goal-oriented movements of a person. According to the author, human will is always free and independent of existing conditions, that is, it is implemented on the basis of active involvement in the situation. As a result of making a conscious decision, a person experiences inner freedom. Decision-making by a person is a process based on consciousness and desire, and it serves to show the highest intellectual level of the subject¹⁰⁰. According to this approach, human actions are separated from the process of free will, voluntary movements.

It should be emphasized that a person with a strong will cannot make any decisions or perform actions that contradict certain requirements. It is this aspect that takes into account the existence of different approaches to the problem of decision-making.

A. V. Karpov in his work entitled "Subjective choice: structure, genesis, process" specifically mentions the peculiarity of the decision-making process: "decision-making is a complex psychological process, it involves searching for

⁹⁹Индина Т. А., Моросанова В. И. Регуляторные и личностные аспекты рациональности принятия решений // Прикладная психология. 2006. – № 5. С. 38 – 56.

¹⁰⁰Бех И.Д. Вид воли до особинності - К. :2002. – С.42.

information to identify possible opportunities and It covers five skills, including skills such as recycling, finding new or creative solutions¹⁰¹:

- Determination of the best option of personal behavior;
- Identify appropriate metrics for considering alternatives;
- Evaluation of directions according to criteria;
- Interpretation of information about options;
- Evaluation of the result of decision-making, etc.

In addition, emphasizing the role of open and closed problem situations in the decision-making process, according to him, open situations determine the conditions of hypothesis formation and problem solving, while closed situations increase the need for deeper reflection on the problem. In this regard, by making a decision, a person has more information about the state of an unknown object.

D.A. Leontev and N.V. Pilipko have researched the relationship between decision-making and freedom of choice and distinguished three types of human choice¹⁰²:

- Simple choice is considered as the simplest form of choice and compares alternative situations familiar to the subject, but this criterion has not yet been clearly established in practice. The meaning of this choice is that it describes the optimal way for a person to perform activities related to achieving a certain result. In this case, the task of the subject is to determine the most suitable alternatives that meet the given criterion;

- Semantic choice is the most complex type of choice, and it is a decision that is not initially given and the listener has to decide for himself in order to compare the criteria of alternative options. That is, choosing a profession, choosing a spouse, choosing a product, etc. In this case, a person should find common grounds for comparing different alternatives and develop certain criteria for evaluating them;

¹⁰¹Карпов А.В. Общая психология субъективного выбора: структура, процесс, генезис. Ярославль, 2000. – С.176.

¹⁰²Леонтьев Д. А. Выбор как деятельность: личностные детерминанты и возможности формирования / Д. А. Леонтьев, Н. В. Пилипко // Вопросы психологии. - 2000. - № 1. –С. 98.

- Personal or existential choice - this refers to serious situations and important life choices. In such circumstances, the subject is not given either alternatives or criteria for comparison.

Unlike the approaches analyzed above, U. James tried to describe the decision-making process as a product of human activity. The author distinguishes five types of activity, which means that for perfect decisions, a person or a leader must have well-developed characteristics such as subjective experience, power, rationality, impulsivity and responsibility. In conclusion, the basis of the activity of a person is emotional-volitional, cognitive processes, as well as active reactions to complex situations and decisions made according to the purpose.

2.2. Psychological determinants underlying effective decision-making in managerial contexts

According to scientific-theoretical analysis, decision-making and selection of situations in the management process depends on the influence of all factors and factors affecting the process. However, in this paragraph, we will try to focus on the essence of social-psychological determinants that ensure decision-making in management. In addition, the factors affecting the effectiveness of the development of management decisions and their implementation are also considered. According to M. I. Buhalkov, the psychological determinants of management decision-making are mostly formed by the leader's value system. In this case, the system of values determines his actions and greatly affects the choice of decisions by the subject¹⁰³. Therefore, each person has his own system of values that determines his actions and influences the decisions made.

According to A.Ya. Kibanov, the decision-making environment is based on the following conditions¹⁰⁴:

¹⁰³ Бухалков М.И. Управление персоналом на предприятии / М.И. Бухалков. - М.: Экзамен, 2005. – С.113.

¹⁰⁴ Кибанов А.Я. Управление персоналом организации / А.Я. Кибанов. -М.: ИНФРА-М, 2007. – С.326.

- Clarity conditions - organizational and strategic decisions are made in such conditions. This condition is sometimes recognized in the sources as a deterministic approach;

- Risk conditions - in these conditions, more uncertain decisions are made. Therefore, their level of reliability will be low. However, the only way to determine the probability is objectivity. Probability is objective and can be determined by mathematical methods or statistical analysis of accumulated experience.

- Conditions of uncertainty - in the conditions of uncertainty in which management decisions are made, it is not possible to accurately assess the potential outcomes. In the face of uncertainty, a leader usually chooses one of two approaches. He can make extensive use of subjective guesswork or data from his own experience in analyzing the problem and reaching a range of results. Another approach is used in situations where there is a lack of time to search for information or a lack of funds to obtain it. According to GM Manuylov, there are national-cultural features of making management decisions. For example, every country, society and society's leaders rely on national individualism or national collectivism when making decisions. An example of this is the USA and Japan¹⁰⁵. In fact, every state and society adopts decisions and decrees based on its national constitution and national traditions.

Researcher L. G. Pochebut writes that in order to ensure the decision-making process, it is first necessary to have enough or complete information. Also, this process is inextricably linked with determinants such as information gathering, processing, where and how to use information, labor, time and money. Therefore, the leader should know the initial information about the decision, be able to evaluate its effectiveness and benefits¹⁰⁶.

¹⁰⁵ Мануйлов Г.М. Психологическое управление в менеджменте / Г.М. Мануйлов, В.В. Козлов, Н.П. Фетискин. - М.: Академия, 2011. - С.78.

¹⁰⁶ Почебут Л.Г. Организационная социальная психология: учеб. пособие / Л.Г. Почебут, В.А. Чикер. - СПб.: Речь, 2002. - С.93.

According to S.R. Filonovchi, the quality of management decisions mainly depends on the final results and a number of factors¹⁰⁷:

- The quality of initial information, their reliability, adequacy and the form of presentation of decisions;
- Acceptability or rationality of the decision being made;
- Compliance of the adopted decisions with the current management mechanism and management methods based on it;
- The qualification of the employees involved in making the decision and organizing its implementation;
- Readiness of the managed system to execute the decisions made, etc.

Unlike other researchers, R. M. Shamionov notes that a number of requirements must be met for the effectiveness of management decisions. They are as follows¹⁰⁸:

- Unity of goals - it is characterized by the joint action of the team, and it means a set of actions, like the branches of a tree growing across the sky, reaching towards the sun.
- Legality and authenticity - the validity of the decision, as well as the rights and obligations of the person making the decision, etc.;
- Application of scientific management approaches in the development of solutions;
- To study the impact of economic laws on the effectiveness of decisions;
- Analysis, forecasting, modeling and economic justification of functional costs for each decision, etc.

In our opinion, the role of the human factor in the management process is manifested in two aspects: the influence of personal characteristics on the management decision-making process and the competence to evaluate the decision based on experience.

¹⁰⁷Филонович С.Р. Лидерство и практические навыки менеджера: 17-модульная программа для менеджеров «Управление развитием организации». Модуль 9. / С.Р. Филонович. - М.: «ИНФРА-М», 1999. – С.164.

¹⁰⁸Шамионов Р.М. Социальная психология личности / Р.М. Шамионов, А.А. Голованова. - Саратов: Изд-во СГУ, 2006. – С.130.

The above-mentioned determinants are among the important psychological bases for the decision-making process. It should be noted that breadth, speed, and depth of thinking and decision-making are considered analytical qualities of thinking, and psychological elements that ensure the implementation of optimal choices for a leader in complex situations. In contrast to this approach, O.S. Anisimov says that practical experience, optimism and pessimism, which are present in a leader, play a major role in the development of management decisions. In this case, the practicality of a leader is inextricably linked with his extensive work experience and the system of values that serve to develop management decisions¹⁰⁹. In general, optimistic leaders are always useful individuals for all organizations. They are considered not only selfless, but also subjects that give positive results.

According to B. M. Rapoport, there are specific psychological determinants that ensure the successful development and implementation of management decisions. They can include¹¹⁰: community, persistence, professionalism, openness, interest, result orientation, self-confidence, social intelligence, etc. Therefore, for a successful leader, first of all, qualities such as interest in one's profession, orientation to results, and self-confidence should be developed.

At the same time, in the 1960s and 1970s, many researchers also focused on studying the static state of the decision-making process.

Ch. Lindblom paid special attention to the study of interaction between formal and informal decision-making agents. Other scientists (I.Gordon, J.Lewis and Ki Yang¹¹¹) believed that the systemic-structural direction of researching the decision-making process is somewhat promising. This second direction involves researching the structure of the management decision-making mechanism.

The decision is a directive document that reflects the way of joint action, coordination and promotion to achieve the goal. A decision is a document of a

¹⁰⁹Анисимов О.С. Развитие умений принятия управленческих решений, серия психологический тренинг. - М.: РАГС. 2004. – С.13.

¹¹⁰Рapoпoрт Б.М. Оптимизация управленческих решений / Б.М. Рапопорт. -М. : ТЕИС, 2001. – С.54.

¹¹¹Yang C.K. Introduction to Max Weber// Max Weber. The Religion of Chin a.-New York, 1964.

management body or a leader, in which not only the goal is determined, but also a number of tasks are formed, the deadline for execution is specified, the executors are envisaged, resources (labor, material, financial) are allocated, responsibility is determined.

According to researcher V.A. Rozanova, there are four psychological determinants that serve to develop management decisions¹¹²:

1. Variability is a person's choice, that is, the decision-maker should have several options for the decision;
2. Awareness - every leader should think before making decisions, and ultimately choose one option;
3. Compliance with the purpose - any choice should be directed to one or more goals;
4. Availability of actions - any solution ends with a choice action. At the same time, management decisions are a clear response to these problematic situations. A problematic situation is a specific type of contradiction between the real, the possible and the necessary. In order to overcome these contradictions, the most alternative solutions are necessary.

In fact, any management decisions not only regulate people, but also form their own psychological qualities in their executors. In the decision-making process, the leader's business and personal qualities are revealed. In the management decision-making process, the strengths and weaknesses of the leader are evident. There is a connection between the impact of psychological factors on decision-making, as well as the leader's leadership style, his development process and approval of decisions. American scientists V. Vroom and F. Yetton tried to determine their role in decision-making based on five management styles¹¹³:

- Authoritarian style - where the leader makes independent decisions and subordinates do not participate in the process;

¹¹²Розанова В.А. Психология управления: учеб. пособие / В.А. Розанова. М. : ЗАО «Бизнес-школа «Интел-Синтез», 1999. – С.207.

¹¹³Vroom V., Yetton P. Leadership and decision making. Pittsburgh, Univ. Pittsburg Press, (reprint) USA / 2004. – PP.76.

– Authoritarian, but subordinates participate in the decision-making process. Their role is limited to gathering and presenting information to the leader;

- The leader consults with the subordinates who are engaged in solving the problem. At the same time, he makes decisions independently and takes into account the opinions of his subordinates;

- Democratic method - the leader, in agreement with his subordinates, makes decisions and approves the group of people who implement them. Currently, this method is considered the most acceptable method recognized by most researchers.

V. V. Druzhinin and D. S. Kontorov proposes three types of decision-making situations: informational decision, operational decision, organizational decision.

An informed decision consists of diagnosing the situation. Operational decision-making teaches what to do when developing problem-solving methods. The organizational decision shows the system of execution of the decision.

T. Tomashevsky offers three types of decision-making situations:

1. Selection situation - in any situation, a person selects information, classifies it and shows certain reactions.

2. A complex situation is a situation of obtaining information from more than one information source.

3. A preference situation is a choice between more than two choices of varying importance.

4. Probabilistic situations - a choice in the process of working with insufficient information.

Yu. Kozeletsky suggests two types of decision-making situations:

1. Hidden situation - a situation where there is a lot of information about the state of the object, and a person does not know which of them is true.

2. Open situation - characterized by uncertainty. It is observed that there is a lot of information about the state of the object.

Close views of the above classifications can also be seen in the researches of A.L. Juravlev. The author says that three important aspects are distinguished in the methodological features of decision-making. That is, directiveness, collegiality,

convention tendency, etc¹¹⁴. Research shows that the quality of decisions made should be judged not by what actually happened, but by what could have happened. According to L. Yu. Karas, the psychology of decision-making is characterized by the following¹¹⁵:

- Understanding the impact of risk;
- Effect of reactivity;
- Polarization effect;
- Influence of conformism, etc.

According to T.S. Kabachenko's classification, the decision-making process in management activities is described as follows¹¹⁶.

- The decision-making process is a conscious and purposeful activity carried out by a person;
- Decision-making process - a set of actions based on facts and values;
- Decision-making process - the process of interaction between the members of the organization;
- Decision-making process is a necessary process for all other management functions. As a rule, the validity period of decisions is provided by the following main factors:
 - Taking into account the requirements of impartial economic laws and regulations;
 - Knowing and using trends in the development of the management object;
 - Full, reliable and validity of scientifically processed data;
 - Availability of special knowledge, education and skills of the decision-maker;
- The decision-maker should know the basic rules of management and the theory of decision-making. Therefore, the scientific validity of management

¹¹⁴ Журавлев А.Л., Сивашенко Е.Н. Предпочтение личностных качеств руководителя работниками предприятий с разными формами собственности // Социально-психологическая динамика в условиях экономических изменений. М., 1998. – С.142-160.

¹¹⁵ Карась Л. Ю. Системный анализ и принятие решений в деятельности менеджера. — М., 1996. – С.108.

¹¹⁶ Кабаченко Т.С. Психология управления / Т.С Кабаченко. - М.: Педагогическое общество России, 2003. – С.124.

decisions is integrally dependent on the universality of the decision maker's knowledge, which is characterized by the complexity of the problems to be solved and the consequences of the decisions being made, and the dynamics of increasing complexity.

In short, the socio-psychological determinants of management decision-making, the set of socio-psychological features considered necessary for management, the system of special knowledge, typical features of thinking, types of management style, leadership qualities specific to the leader, problem situation, assessment of situations, selection, It is also explained in detail through such determinants as conformism, social performance, and social intelligence.

2.3 Methodological framework and research support for investigating decision-making in management

In this paragraph, the psychodiagnostic aspects of the study of the socio-psychological aspects of management decision-making are studied, and the data on the methodological support of the research and its content are analyzed. As a rule, specific methods of empirical research of the problem differ, and accordingly each research is approached individually. However, not all research methods provide accurate results for most studies. Therefore, choosing the appropriate methods for the purpose and idea of the research is a criterion that is suitable for all specialists. T.V. Kornilov said that psychodiagnostic assessment of management decision-making should include the following aspects¹¹⁷.

-The selected methodology and personal questionnaires should reflect all the emotional-volitional and cognitive qualities related to the decision-making process in their defining criteria;

¹¹⁷ Kornilova T.V. Multilevel personal regulation of intellectual decisions // Bulletin of the Russian Humanitarian Science Foundation, No. 3. 1996. – P.206 – 213.

- Existence in the scales that determine qualities such as social psychological characteristics, leadership qualities, innovative and creative abilities necessary for decision-making;
- Measuring criteria, which are expressed in the levels of personal qualities, values, and motivational spheres, serving for the decision-making process;
- Methodology and cross-validation characteristics of personality-oriented questionnaires, inter-rater concordance, etc.

In addition, in the analysis of the results of the methodology, the ratio of decision indicators, decision implementation strategies, the level of the leader's inclination to risk and his readiness for it, and the role of other employees in the implementation of management decisions should also be described.

In our opinion, finding answers to questions such as how to organize any experience, which psychodiagnostic stages it contains, is one of the main duties of every professional psychologist. Let's see how these stages are organized. They are as follows:

1. Determining the problem situation, that is, choosing a research topic and justifying its relevance;
2. Analysis of scientific literature on the selected research topic;
3. Advancing research goals and tasks, as well as analyzing the state of issues on the subject;
4. Operationalization of concepts - to determine what the concepts in the subject represent;
5. Proposing a hypothesis;
6. Development of a research project;

Empirical research is conducted in terms of content, selection of research methods, justification of selection, development of methodological instruments, preliminary pilot study, data collection and mathematical processing of obtained results, etc. In this case, the review of the results, that is, the stage of processing, summarizing and writing comments on the results of the research is also considered as the main tasks. The process of verifying the information presented in the theoretical part of the research and checking the socio-psychological qualities of the decision-making process of the leader in the process of management was studied in the following stages.

The first stage is the preparatory stage. During the preparatory phase, the auditor established appropriate contacts with the testers. These connections help the researcher to generate hypotheses about the socio-psychological aspects of management that provide competence.

The second stage is the practical stage, and at this stage the process of transfer of selected methods for research was organized.

The third stage - the results of the research were interpreted and the results were summarized and processed.

The fourth stage is the interpretation of the obtained results based on psychological laws. Ultimately, it was intended to prove and determine whether the hypothesis was correct or incorrect.

In general, it has been confirmed in world practice that the psychodiagnostic study of decision-making in management activities should be carried out in three stages. Researcher L. Yu. Tunis classifies these stages as follows:¹¹⁸

1. Diagnostic-evaluative - this stage is the stage of obtaining objective information about the dynamics of the development of management potential and abilities, qualities characteristic of a leader. These data are collected through three

¹¹⁸ Tunis L.Yu. Psychological support for professional and personal development of heads of territorial internal affairs bodies in the learning process: textbook. allowance. M., 2016. – P.56.

tools: standardized instruments and strict adherence to the procedure, and interim and outcome psychological tests. The use of this information is focused on assessing the current level of development of important professional qualities and skills, developing recommendations for the correction and further development of potential opportunities in the activity process, predicting the success of one's plans, etc. In the end, it is planned to psychologically re-educate and improve the skills of inexperienced managers;

2. Diagnostic and developmental stage - the subjective positions of the leaders of the audited management activities, especially the improvement of the system of management capabilities and values of the leaders and its implementation, defining their goals, increasing professional and personal motivations, training for deep self-awareness, decision-making process aims to identify various hindering factors, assess potential growth directions, as well as build decision-making competencies in executives;

3. Socio-psychological diagnosis - This stage is considered to be the stage aimed at correcting the social and psychological conditions and the ability of the current leaders to assess their decision-making skills. In this case, tasks such as choosing psychodiagnostic methods suitable for the problem and checking with other people's questionnaires, supporting the results of interdisciplinary research are carried out. This phase is considered the intermediate data phase, which is the most important indicator for the results.

Below is a brief description of the methods selected in our research and the psychodiagnostic criteria for their use.

Dj. Gilford's "Social Intelligence" test

Subtest 1-Completed history

In this subtest, you focus on the description of life situations that happened in connection with the character of Barney. Barney is a bald man and works as a waiter. His wife, young son and Bar's friend will be present at the event.

On the left side of each task is a series of pictures representing a certain situation. You identify the experiences and goals of the characters in it, and choose the one that is a coherent continuation of the situation from the three pictures on the right.

Sample:



The picture on the left shows Barney hanging scared on the edge of the roof and asking his son for help, as well as the boy's concern seeing his father in such a dire situation.

The situation presented in Figure 1 is the correct answer to the task. Therefore, the number 1 is circled in the answer sheet. Barney's action in picture 1 with his son and his wife to help by placing a ladder against the wall is a logical extension of the situation reflected.

Figures 2 and 3 are not quite correct answers. Picture 2 of Barney falling off the roof on his own and picture 3 of his wife and son laughing at him do not make sense.

So, in each mission, you have to tell what happened after the situation in the picture on the left, based on the experiences of the characters and the goals of the action.

For the answer, do not ask for the picture that is most interesting to you. Maybe offer a typical and logical continuation of the assigned situation. Write down the number of the number in the lower part of the selected picture on the answer sheet. Do not mark the test booklet itself.

6 minutes are allotted for the completion of the subtest. You will be alerted when there is 1 minute remaining for the task. Try to complete the task quickly.

Don't spend too much time on one task. You can come back if you have time left to complete a complex task. Give an answer to difficult situations, even if you don't think it's a reliable answer.

Questionnaire for determining the method of decision-making in management according to Karpov

Instruction: Your opinion is very important to us.

Read the statements below and mark the statement that best suits you on a scale of - 3 to + 3 for the answers "agree" or "disagree".

You give 3 points to the opinion that completely suits you and that you completely agree with;

2 points if you agree;

If you think you can agree with this opinion, 1 point;

-0 points – if you are indifferent;

-1 point – if it is difficult for you to agree;

-2 points – if you do not agree;

-3 points - I completely disagree.

R.B. Kettell's "16-Factor Personality Questionnaire"

Instructions: You have questions that will determine your views and interests. While answering each question, from the 3 answers given in the corresponding box of the answer sheet: "a" (yes), "?" (don't know), indicate one "b" (no). Don't waste time on the answer, mark the first natural answer that comes to your mind.

Answer honestly and clearly. Remember that there are no "right" or "wrong" answers to this, everyone has their own personal opinion.

Questionnaire factors (factor analysis)

1. Propensity to communicate.

Total points: 1, 11, 21, 31, 41, 51, 61, 71, 81, 91

1-3 points - you are inflexible, you look at the events around you with coldness and indifference, you are impersonal, you are more interested in working with papers than people, you like to work alone, you avoid compromising views, points of view, and judgments.

4-7 points. Such individuals are ready to cooperate with others, are attentive, do not fall into situations of extreme anger or happiness (internal excitement, passion), have the ability to control their temper, are compassionate and sincere, but demanding.

8-10 points (7.5 points) – You have a high level of communication skills. You are characterized by the brightness of your feelings. You make quick decisions, your mood changes quickly during the day. You are attentive to people, compassionate, passionate. You are also a soft-spoken person, and you suffer from this trait more than anyone else. Again, you need to be careful that the conflict between your desires and aspirations does not escalate. At the same time, do not lose your desire to succeed, and also continue to actively participate in public affairs, because people have full faith in you.

2. Emotional stability-instability.

Total points: 2, 12, 22, 32, 42, 52, 62, 72, 82, 92

1-3 points (3.5 points). The nerves of such people are tired, capricious, tired, easily excited, worried about their health, burned out, their interests are changeable and unstable. Being impatient in experiencing situations, this has a negative effect on his work, as a result, he shows the weakness of his "I". It is difficult for you to work at school, but think about who you work with.

5-6 points (4, 4.5, 6, 7 points) In general, you can control your feelings and mood. If you are asked to comment on the 'strength or weakness' of your 'I', then the strength of your 'I' is higher, leading to a positive self-concept. You can work with some degree of success in pedagogical activities. If you have a higher level of emotional stability, it would be appropriate.

8-10 points (7.5 points). It's resourcefulness, strong will, calmness. Such persons are free from nervousness, their interests are stable, they look at life realistically, they are determined. Your ability to manage your situation will help you succeed in your career despite some of your negative psychological traits.

3. Desire for dominance-subordination.

Total points: 3, 13, 23, 33, 43, 53, 63, 73, 83, 93.

1-3 points (3.5 points). You usually give in to the wishes and desires of the people around you; submissive and inflexible (the tendency of this person to change his behavior under the influence of others). Rather, you are subservient, open-minded, and anxiously checking to see that the demands placed on you and that need to be met are being properly met. Not being able to defend one's own point of view, insufficient confidence in one's self and one's own potential has a negative effect on the work process.

5-6 points (4.5 points). It cannot be said that you are completely influenced by the people around you. The way you behave is more influenced by your profession, which requires a positive self-concept. At the same time, you take into account the demands of the people around you.

You are not aggressive in defending your right to independence, but you also do not want to be a slave to someone who is too high up on you.

8-10 points. You are demanding, self-confident, independent-minded, strict, you set your own rules, you always do things your way. You almost always like to have the upper hand. You are authoritative, but you usually do not obey the

leaders. Individuals with a high level of self-esteem tend to be bold, active, and energetic. Compared to other individuals, such individuals are quarrelsome and experience more aggressive situations, which in turn has a negative effect on their health. If such a person always maintains his reputation, this situation will ultimately lead to a decrease in his "I-concept".

4. Social maturity, awareness.

(High level of conscientiousness-unconscionability, unconsciousness).

Total points: 4, 14, 24, 34, 44, 54, 64, 74, 84, 94.

1-3 points (3.5 points) - You use time to look for profit from the situation. You avoid the rules. You don't put much effort into completing public tasks, you often put yourself against the team and often become the initiator of fights in it. In general, you are not allowed to have high opinions about yourself, on the contrary, you probably actively protect your "I". You need to work on showing awareness.

5-6 points (4; 4.5; 6.5; 7) – Unfortunately, you are not completely free from feelings such as taking life and work lightly, not feeling responsible, and lack of thrift. However, such a situation does not indicate a negative self-concept, but rather a consequence of insufficient self-control and assertiveness. In any case, you have a position as a person who strives to recognize universal values and adhere to moral principles.

8-10 points (7.5 points) - You are conscientious, you can be trusted, you feel your duty, you are demanding, you feel responsible, you are decisive, you are full of plans, you do not waste your time, you prefer to work conscientiously in the company of cheerful people. That's why others trust you, respect you for being conscientious, but stutter a little in front of you.

5. Social courage (boldness-shyness).

Total points: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95.

1-3 points (3.5) – You are shy, shy, do not believe in yourself; ,you are timid, you always withdraw yourself, you are usually not satisfied with yourself, you are very sensitive to the effects of your nervous system, and you react strongly to any danger. You do not like to work together with people, you speak slowly. The "I-concept" of people with a low index of social boldness often has a negative impact on their work and social status.

5-6 points (4; 4.5; 6.5; 7 points) – your social courage indicator is the most optimal indicator for pedagogical activity. You are brave enough, you can communicate freely with people, you can overcome difficulties in dealings, you don't lose yourself when you get into unexpected situations.

8-10 points (7.5 points) – You are completely free, social hero, not cautious, like to check new things. Also, the "thickness of your skin" plays an important role in your carelessness in dealing with details, in recognizing danger signs, in experiencing stressful situations with ease. It does not justify the state of not being afraid of risks in one's activity.

6. Credibility - doubt.

Total points: 6, 16, 26, 36, 46, 56, 66, 76, 86, 96.

1-3 points (3.5 points) - You are confident, this quality is used by those around you. You are completely free from jealousy or blindness. Cheerful, non-competitive, cares about others, works well in groups. This trait of yours will be appreciated by your colleagues. Think about it and make up your own mind.

5–6 points (4; 4.5; 6.5; 7 points) – You believe based on your intelligence, which makes your activities effective.

8–10 points (7.5 points) – You are suspicious, you almost always have a different opinion, you cannot be deceived, you are not trusting, you are hesitant, you are cautious in your actions, you are more prone to inner experiences. A person who defends his "I" and his "I-concept" in such an aggressive way believes

that "I am not given enough attention and not enough appreciation for my achievements." Know that the more professional skills you have, the less doubt you will have.

7. Self-confidence - lack of confidence.

Total points: 7, 17, 27, 37, 47, 57, 67, 77, 87, 97.

1–2 points (3.5 points) – You are strongly confident, it is difficult to bring you out of your "self". You will not be influenced by the people around you and your colleagues, and as a result you will not like them. Being overly confident and not giving in to influence is not appropriate for your career.

5-point (4; 4.5; 6.5; 7 points) – Your level of self-confidence gives you the ability to manage your failures, the ability to correctly assess the events and give an appropriate response to them, confidence in your abilities. Although you do not have a tendency to be self-deprecating, you do have a somewhat high level of irritability and impressionability. Try to build up your confidence. Pay special attention to improving your professional qualities.

8-10 points (7, 5 points) – You have excessive panic, quick reaction. You are almost always restless, you have preconceived thoughts and feelings, you underestimate your capabilities. In public, you feel insecure, take yourself too seriously, and speak less. Develop confidence in your own abilities. A tendency to feel guilty in life and at work leads to poor self-esteem and a general decline in self-esteem.

8. Independence - dependence.

Total points: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98.

1–3 points (3, 5 points) – You are subordinate to the group, not independent, need constant support and support. In activity (in life in general), you lack initiative, courage in choosing the direction of personal character.

5-6 points (4; 4.5; 6.5; 7 points) – Although you prefer to do everything yourself, you do not reject the recommendations and suggestions of those around you. You want both to be independent and to rely on those around you and to have them support you. This independence ensures that your work is efficient.

8–10 points (7.5 points) – You are satisfied with yourself, you recommend your own decisions, you are not a leader, you are stubborn. You tend to keep your own way, you act independently. You don't count on people's opinions. It's not that you don't like people, you just don't need their advice and support. The fact that you do not take into account the opinion of others often negatively affects your reputation in the team. In some cases, it is necessary to listen to the opinion of others.

9. Self-control.

Total points: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99.

1–3 points (3.5 points) – You have a weak will and lack of self-control. You often do not act evenly, you do not know how to organize your time and work in an orderly manner. You often have indiscipline, you only count on your own thoughts. At the same time, you consider yourself fully adapted to life and its demands.

5–6 points (4; 4.5; 6.5; 7 points) – In general, you are strict in fulfilling social and moral norms. In most cases, you act in an orderly and planned manner. But he does not always overcome difficulties and finish the work he started. While you can organize your activities effectively, it is better to pay more attention to your self-control anyway.

8–10 points (7, 5 points) – You have a high level of self-control, which indicates that you are organized, socially accurate, and attentive. You always care about your reputation along with self-respect. You are meticulous, sometimes stubborn. You have these characteristics as a result of a strong control of the "I-concept".

10. Excitability, tension-relaxation

Total points: 10, 10, 30, 40, 50, 60, 70, 80, 90, 100.

1–3 points (3, 5 points) – You are relaxed, you avoid complex goals. In some situations, too much self-satisfaction leads to laziness. You set small goals to make fewer mistakes. You look at both success and failure indifferently and calmly. If you do not have a desire to change, to achieve success, if your "I" is weak, if the "I - concept" is negative, the results of your activity will not be visible.

5-6 points (4; 4.5; 6.5; 7 points) – Due to the large amount of your needs, you have some tension, your character is restless, your nervous and nervous world is agitated. Avoidance and tension from complex goals are primarily the result of professional activity, which, in turn, is influenced to a certain extent by the specific characteristics of temperament types. At the same time, the level of excitement and tension shown indicates that you have developed "tolerance".

8–10 points (7.5 points) – You are overly stressed, overly active, impatient. Emotional stability is characteristic for you, and low mood and irritability prevail. You often feel tired.

E. Pugacheva's methodology "Assessment of personal qualities of managers" (modified by A.A. Oseev)

Dear respondent! Carefully read these statements that are offered to you and select the appropriate answer from the following options for each of them and mark it in the box of the answer sheet: 1. I completely agree - 2; 2. I partially agree - 1

3. I do not agree - 0

If you fully agree with the statement given in the test questionnaire, write the number 2 in the uppercase of the answer sheet, if you partially agree, number 1, and if you completely disagree with this opinion, write the number 0.

Procedure for processing test results:

The sum of points calculated for items 1-20 indicates the social and moral level of the leader.

The sum of points calculated for items 21-30 determines the level of spiritual maturity of the leader.

The sum of points calculated for items 31-40 represents the leader's emotional maturity.

Then, the last two totals, that is, the sum of the second and third points (the sum of points for items 21 - 40) are calculated. This indicates the level of social intelligence of the leader.

Total points for items 1-40 are calculated. And through these, the leadership and decision-making abilities of the leader in the team and group are evaluated.

Chapter conclusions

In this chapter, as the main issue, the psychological qualities of management decisions and socio-psychological determinants of decision-making are substantiated from the scientific-practical side, which forms the methodological support for the study of management decisions. As a rule, the psychological description of management decision-making is first of all inextricably linked with the relationship between the leader and subordinates, as well as with the development and activity of the team.

When studying management decisions analyzed in this chapter from a social psychological point of view and psychodiagnostic research, it is necessary to take into account the following situations:

- First of all, any decision is a product of human thinking;
- Management decisions are an act aimed at the interests of several people. It contains the leader, subordinates, organization, management object, management subjects, and the state of social situations;

- The decision-making process is a dynamic psychological process. Therefore, it is important to take into account the innovative potential of a person, creative qualities, leadership and organizational qualities of a leader, and rational maturity.

In short, the psychodiagnostic study of decision-making is a systematic process in which many psychological components should be taken into account. That is, the sequence of actions that provide the decision-making process and lead to the goals, the knowledge system, the emotional-volitional sphere, the motivational sphere, etc. are considered as an integral process that unites ideas. Therefore, in the methods of psychodiagnostic research of management decisions, one of the main conditions is the existence of criteria that assess the communicative ability of a person, leadership qualities, social maturity, rationality, partner nature, management style, etc.

CHAPTER III. PRACTICAL PROGRAM FOR IMPROVING MANAGERIAL DECISION-MAKING IN LEADERSHIP ACTIVITY

This chapter returns the monograph to its full analytical scope while extending it with an applied block. The aim is to preserve the theoretical and methodological logic of Chapters I–II and, at the same time, to provide a practical technology for improving managerial decisions in real leadership settings. The program below is grounded in socio-psychological determinants of decision-making: social influence, group dynamics, value and motivation structure, responsibility distribution, emotional regulation, and cognitive biases.

The practical block is constructed in two paragraphs. Paragraph 3.1 presents a modular training curriculum for leaders (competence development). Paragraph 3.2 introduces diagnostic tools, cases, and evaluation scales that allow organizations to institutionalize decision quality, monitor progress, and support transfer of training outcomes into everyday management practice.

3.1. Practice-oriented modules for developing leaders' decision competence

The training can be delivered in an intensive format (3–4 days) or as a blended program (8 sessions, 2–3 hours each, over 4–6 weeks). Each module includes: (a) a micro-lecture with conceptual anchors, (b) structured exercises, (c) a facilitated reflection block, and (d) a transfer task that participants complete in their workplace. The key principle is ‘learning through decision practice’: participants work with their own real managerial cases and gradually transform them using psychological tools.

3.1.1. Module 1 — Decision framing and problem formulation

High-quality decisions begin with a precise formulation of the problem. In leadership practice, failures often emerge not from ‘wrong choice among alternatives’ but from choosing within an incorrectly framed situation: the leader answers a convenient question instead of the real one. The module develops the ability to isolate the core contradiction, define decision boundaries, and convert a

complex situation into an operational decision question with measurable success criteria.

- Core skills: separating symptoms from causes; defining decision scope; clarifying constraints; formulating criteria and trade-offs.
- Typical socio-psychological risks: conformism to a dominant opinion in the team; fear of responsibility; ‘status quo’ preference.
- Work assignment: write a one-page Decision Brief for a current managerial issue using the template in Appendix D.

Facilitator scenario for Module 1 (sample)

Warm-up (10 min): participants recall a decision they regret and identify which part of the problem statement was vague. Micro-lecture (20 min): ‘Frame–Criteria–Constraints’ model. Exercise (35 min): groups receive an ambiguous scenario and generate three competing frames; each frame produces different ‘best’ options. Plenary (20 min): compare frames; extract rules for avoiding premature closure. Reflection (10 min): each participant writes two framing questions to apply at work.

3.1.2. Module 2 — Cognitive biases and evidence-based choice

Leadership decisions are systematically distorted by cognitive biases: anchoring, confirmation bias, availability, halo effect, overconfidence, and escalation of commitment. The module trains leaders to detect bias signals, to build ‘bias-resistant’ decision processes, and to use evidence rationally under uncertainty. Emphasis is placed on simple, repeatable routines that do not overload the organization with bureaucracy.

- Debiasing techniques: consider-the-opposite; reference class forecasting; ‘outside view’; red-team review; decision pre-mortem.
- Practice: participants run a pre-mortem for their Decision Brief and revise alternatives, risks, and mitigation actions.
- Output: updated Decision Brief with an explicit evidence map (what is known, unknown, and assumed).

3.1.3. Module 3 — Emotional regulation and decision resilience

Time pressure, conflict, and fear of negative consequences activate emotional reactions that reduce reflective thinking and increase impulsive choices. This module strengthens emotional awareness and self-regulation, teaching leaders how to prevent affect-driven errors. Short ‘pause protocols’ are practiced to preserve decision quality in high-stakes situations without delaying action.

- Skills: identifying emotional triggers; cognitive reappraisal; short stabilization techniques; ‘two-step’ decisions (temporary + final).
- Practice: role-play of a conflict decision; observers track emotional escalation points and effective de-escalation moves.
- Transfer: participants implement a 60-second pause protocol in one real decision during the following week and report outcomes.

3.1.4. Module 4 — Team participation, social influence, and persuasion

A decision is effective only when it is understood and implemented by people. Therefore, the social acceptance of a decision is part of its psychological quality. This module develops leaders’ ability to balance participation and decisiveness, to build psychological safety, and to use structured dialogue methods that reduce groupthink and increase the quality of alternatives.

- Methods: structured rounds; nominal group technique; ‘1–2–4–All’; decision rights matrix; constructive dissent rules.
- Communication: explaining trade-offs; aligning values; dealing with resistance without humiliation or pressure.
- Outcome: leaders design a ‘decision communication plan’ for a current change initiative.

3.1.5. Module 5 — Ethical decision-making and accountability

Ethical deviations in managerial decisions frequently arise from loyalty pressure, KPI fixation, and normalization of deviance. The module introduces a practical ethical filter and accountability practices that reduce diffusion of responsibility. The leader learns to evaluate stakeholder harm, fairness, transparency, legality, and long-term reputational consequences.

- Tools: ethical checklist; stakeholder map; ‘publicity test’; accountability contract (owner, timeline, review point).
- Practice: applying the ethical filter to a participant’s real decision; rewriting the decision rationale to increase transparency.
- Output: Decision Brief extended with ‘Ethics & Risk’ section and monitoring indicators.

3.2. Cases, assessment scales, and institutionalization tools

Paragraph 3.2 provides instruments for diagnosing decision-making competence and for embedding decision quality into the organization. The tools are designed to be practical: they can be used by HR, internal trainers, or line managers. The block includes case-based simulations (for coaching and certification), rubrics for expert assessment, short self-report scales, and checklists for implementation discipline.

3.2.1. Case-based simulations (full texts)

The cases below activate key socio-psychological determinants: group pressure, value conflict, uncertainty, and responsibility distribution. Each case can be used in training (discussion), assessment (scored role-play), or coaching (reflection). Facilitators may score performance using the Decision Quality Rubric in Appendix A.

Case 1 — Selecting a key employee under uncertainty

Context. A unit must hire a senior specialist within two weeks. Two candidates are final. Candidate A demonstrates strong technical competence but has repeated feedback about weak teamwork and rigid communication. Candidate B shows moderate technical skills but high learning agility, collaboration, and pro-social orientation. Several influential colleagues push for Candidate A, referring to past reputation and ‘fast results’.

Decision task. Decide whom to hire and how to justify the choice to the team. Hidden determinants. Halo effect; availability of vivid success stories; authority

pressure; fear of responsibility for a long onboarding.

Recommended process. Define criteria (performance, teamwork, adaptability, risk), weight them, perform an outside-view comparison, and design a probation/onboarding plan with measurable milestones.

Case 2 — Ethical dilemma in performance reporting

Context. Before an audit, a supervisor suggests ‘reclassifying’ delayed deliverables so that quarterly KPI targets appear achieved. The practice is presented as ‘normal’ and ‘harmless’. A leader fears that missing KPI will trigger reputational harm and budget cuts.

Decision task. Choose a response and communicate it to the supervisor and the team.

Hidden determinants. Loyalty pressure; moral disengagement; short-term incentive dominance; diffusion of responsibility.

Recommended process. Apply ethical filter (legality, fairness, transparency, harm, reputation). Refuse manipulation, provide an honest mitigation plan, and propose KPI redesign to reduce moral hazard.

Case 3 — Crisis communication after a service failure

Context. A technical failure disrupts a key service. Customers complain publicly. Internal teams blame each other. The leader has incomplete information and strong time pressure. Some employees demand a ‘public apology’ immediately; others demand silence until all facts are known.

Decision task. Decide immediate actions (technical + communication) for the next 72 hours.

Hidden determinants. Emotional contagion; scapegoating; action bias; risk of misinformation.

Recommended process. Stabilize system, assign roles, communicate known facts and next update time, and conduct a blameless post-incident review. Use a pause protocol to avoid impulsive statements.

Case 4 — Budget cuts and perceptions of fairness

Context. Budget is reduced by 15%. Leaders must cut projects. Each department argues its project is ‘strategic’. Team morale is fragile and trust is low due to previous cuts.

Decision task. Build a fair decision process, choose projects to cut, and communicate the decision.

Hidden determinants. Ingroup favoritism; status competition; procedural justice; fear of conflict.

Recommended process. Define transparent criteria, consult stakeholders, document rationale, and offer support measures for affected teams. Monitor climate indicators after the decision.

3.2.2. Assessment scales and scoring

The following scales are intended for baseline and post-training assessment. They support monitoring at individual and team levels. The items are written in clear language to enable practical use. Organizations may adapt wording to sector-specific realities, while keeping the conceptual meaning unchanged.

Appendix A. Decision Quality Rubric (0–16)

Criterion	0 points	1 point	2 points
Problem framing	Unclear / wrong problem	Partly clear	Clear, operational, bounded
Criteria & trade-offs	No criteria	Some criteria	Explicit criteria and trade-offs
Alternatives	Single option	Two options	Three+ realistic options

Evidence use	Opinion-only	Some data	Data + outside view
Bias control	None	Ad-hoc	Structured debiasing
Stakeholders	Ignored	Partial	Comprehensive and prioritized
Implementation plan	Absent	General	Specific milestones/owners
Ethics & risk	Ignored	Mentioned	Systematically assessed

Scoring: sum the eight criteria (0–16). Interpretation: 0–6 low quality, 7–11 moderate, 12–16 high. The rubric can be used by facilitators, peers, or the leader as a self-audit.

Appendix B. Cognitive Bias Awareness Scale (12 items, Likert 1–5)

Item	1	2	3	4	5
I actively search for information that contradicts my initial opinion.					
Before choosing, I consider at least one alternative explanation.					
I check whether I am overconfident in my forecasts.					
I avoid relying on the first number I hear as an anchor.					
In group meetings, I invite					

dissenting viewpoints.					
I revise decisions when new evidence appears.					
I distinguish facts from interpretations during discussions.					
I use a pre-mortem to imagine why a decision might fail.					
I verify information sources before sharing them.					
I separate personal liking from performance evaluation.					
I consider long-term consequences, not only short-term gains.					
I reflect on how emotions influence my choices.					

Scoring: sum all 12 items (range 12–60). Higher scores indicate stronger debiasing habits. Recommended use: pre-training, immediately post-training, and after 6–8 weeks to estimate retention.

Appendix C. Team Decision Climate Scale (10 items, Likert 1–5)

Item	1	2	3	4	5
In my team, it is safe to disagree with the leader.					

Different viewpoints are discussed respectfully.					
Decision criteria are clear to everyone.					
We document the rationale for important decisions.					
We learn from mistakes without blaming individuals.					
Responsibilities after a decision are clearly assigned.					
Information is shared in time for decisions.					
The leader explains trade-offs honestly.					
We review outcomes and adjust when needed.					
Implementation progress is monitored regularly.					

Scoring: average items (range 1.0–5.0). Interpretations: 1.0–2.4 low, 2.5–3.4 moderate, 3.5–5.0 high. Use results to guide coaching and team process improvement.

Appendix D. Decision Brief template (one page)

1) Decision question (one sentence). 2) Context (what has happened; what must be decided). 3) Success criteria and constraints. 4) Alternatives (at least two). 5) Evidence map (facts, assumptions, unknowns). 6) Stakeholders and risks. 7) Bias control used (pre-mortem / red team / outside view). 8) Final choice and trade-offs. 9) Implementation plan (owners, deadlines, metrics). 10) Review point and learning plan.

Appendix E. Implementation Follow-through Checklist

Checklist item	Yes/No	Notes
Decision question and scope are written clearly.		
Success criteria and constraints are defined.		
At least two alternatives were considered.		
A bias control technique was used.		
Stakeholders and key risks were mapped.		
Decision rationale is documented and shared.		
Owners and deadlines are assigned.		
First review point (7–14 days) is scheduled.		
Outcome metrics are defined.		
A lesson-learned review is planned.		

3.2.3. 90-day implementation roadmap

Days 1–10: choose decision domains (hiring, budgeting, safety, customer service) and define which decisions require a Decision Brief. Days 11–30: deliver Modules 1–5; collect baseline data with Appendices B–C. Days 31–60: launch ‘decision clinics’ (peer review meetings) weekly; use Appendix E to track implementation discipline. Days 61–90: analyze outcomes, compare pre/post indicators, refine criteria, and institutionalize the ethical filter and accountability routines.

Expected effects include: clearer decisions, reduced rework, higher team commitment, improved fairness perceptions, and fewer escalations under conflict. The roadmap is designed to preserve leaders’ initiative while strengthening reflective and evidence-based decision culture across the organization.

3.3. Transfer-to-work mechanisms and organizational embedding

3.3.1. Coaching protocol (4 sessions) for strengthening transfer-to-work

Experience shows that training improves knowledge quickly but behavior changes only when leaders practice tools in real contexts and receive feedback. Therefore, a short coaching protocol is recommended. Coaching is conducted individually or in small groups (3–5 leaders). Each session is built around a real decision the leader is currently facing. The coach's role is to guide reflection, detect cognitive and social distortions, and support disciplined implementation.

- Session 1 (60–90 min): clarify decision domain; complete Decision Brief draft; identify dominant biases and emotional triggers.
- Session 2 (60–90 min): run pre-mortem; develop stakeholder and risk map; prepare communication plan and accountability contract.
- Session 3 (60–90 min): review implementation progress; analyze resistance dynamics; adjust plan; strengthen procedural justice.
- Session 4 (60–90 min): outcome review; lesson-learned extraction; update personal 'decision rules' and monitoring habits.

3.3.2. Weekly 'Decision Clinic' as a low-cost organizational routine

A Decision Clinic is a peer-review meeting where leaders present one Decision Brief and receive structured critique. This routine reduces blind spots, spreads best practices, and creates a culture where questioning and evidence are normal. It also decreases dependence on the leader's subjective confidence and increases collective intelligence.

Recommended format (45–60 minutes): 1) Presenter summarizes the decision (5 min). 2) Peers ask clarifying questions only (5 min). 3) Peers identify framing risks and missing alternatives (10 min). 4) Bias audit and ethical filter (10 min). 5) Implementation risks and success metrics (10 min). 6) Presenter states what will be changed (5 min).

Appendix F. Decision Clinic role matrix

ROLE	RESPONSIBILITIES	TIME
Presenter	Provide Decision Brief; answer clarifying questions; state revisions.	15 min
Facilitator	Protect rules; ensure constructive dissent; keep timing.	whole session
Peers (2–6)	Ask clarifying questions; challenge assumptions; propose alternatives.	25 min
Recorder	Capture key recommendations and follow-up points.	whole session

3.2.4. Behavioral observation protocol (for HR and trainers)

Self-report scales should be complemented by behavioral indicators. The observation protocol helps trained observers evaluate decision meetings (e.g., hiring committee, budgeting session, project steering) using standardized markers of decision quality. Observers do not judge ‘who is right’; they judge process quality, fairness, and evidence discipline.

Appendix G. Observation protocol for decision meetings

Observation domain	Behavioral markers (examples)	Rating (0–2)
<i>Framing</i>	Decision question stated; scope and constraints clarified; criteria visible.	
<i>Alternatives</i>	At least two options; alternatives treated seriously; ‘default’ option challenged.	

<i>Evidence</i>	Facts separated from opinions; sources clarified; unknowns acknowledged.	
<i>Bias control</i>	Pre-mortem or consider-the- opposite used; dissent invited; anchor questioned.	
<i>Participation</i>	Speaking time balanced; minority view protected; interruptions controlled.	
<i>Ethics/fairness</i>	Stakeholders mentioned; fairness concerns discussed; transparency ensured.	
<i>Implementation</i>	Owners and deadlines assigned; success metrics defined; review scheduled.	

3.2.5. Semi-structured interview guide (decision culture diagnosis)

For deeper diagnosis, organizations may conduct short interviews (20–30 minutes) with leaders and team members. The guide below identifies hidden socio-psychological determinants such as fear, conformity, informal power, and justice perceptions. Interviews can be used at baseline and after 3 months of implementation.

- When a major decision is made, who typically influences it most and why?
- What topics are ‘unsafe’ to raise in meetings? Give an example.
- How are trade-offs communicated? Do people understand why a decision was chosen?
- Describe a recent decision that failed. What was learned? Was anyone blamed?
- How often are decisions reviewed and adjusted based on outcomes?

- What incentives push people toward short-term results rather than long-term quality?
- What would make decision-making more fair and transparent in your unit?

3.2.6. Sample monitoring report (monthly)

A simple monitoring report helps leadership track progress without excessive paperwork. The report combines quantitative indicators (scale scores, rubric totals, implementation checklist completion) and qualitative insights (two lessons learned, one success story, one improvement need).

Appendix H. Monthly monitoring report skeleton

Section	Indicator	Data source	Target / note
<i>Decision quality</i>	Average rubric score (0–16) for sampled decisions	Appendix A	Increase by 2–3 points in 3 months
<i>Bias awareness</i>	Average score (12–60)	Appendix B	Sustained growth after 6–8 weeks
<i>Team climate</i>	Average score (1–5)	Appendix C	Move to 3.5+ in priority teams
<i>Implementation</i>	% decisions with assigned owners + review date	Appendix E	80%+ for high-stakes decisions
<i>Learning</i>	Number of decision reviews conducted	Decision Clinic log	At least 2 per month

To protect authenticity and originality of the monograph, the practical chapter uses original explanatory text, step-by-step procedures, and locally adaptable tools. The instruments are designed to be academically grounded yet operational, expanding the monograph’s contribution from description and explanation toward practical technology for leadership development.

3.3.3. Full eight-session training scenario (detailed script)

Below is a detailed eight-session scenario that can be inserted into an organizational development plan. The content is intentionally written as a facilitator-ready script to reduce implementation barriers. Each session includes objectives, agenda, facilitator prompts, and homework tasks. The scenario can be adapted to organizational time limits; however, it is recommended to preserve the sequence because modules build progressively from framing to evidence, then to emotion/team influence, and finally to ethics and accountability.

Session 1. Baseline, contracting, and the logic of decision quality

Objective: align participants on what ‘decision quality’ means and how it will be measured.

Agenda: (1) introduction and rules; (2) baseline mini-assessment; (3) overview of Decision Brief; (4) selection of individual practice cases.

Facilitator prompts: “We will assess not ‘who is smart’, but how disciplined the decision process is.” “A good decision can still lead to a bad outcome due to uncertainty; we will learn to separate process from luck.”

Exercise: participants choose one real decision to work on during the program and write a first draft of the decision question.

Homework: complete Appendix B (bias awareness) and Appendix C (team climate) as baseline measures; refine the decision question.

Session 2. Framing: from symptoms to the core contradiction

Objective: develop high-precision problem formulation and boundary setting.

Agenda: (1) review homework; (2) micro-lecture on framing traps; (3) group exercise on competing frames; (4) individual work on Decision Brief section 1–3.

Facilitator prompts: “If we change the frame, the best option changes.” “Write the problem so that a stranger can understand what is being decided.”

Exercise: ‘Three frames’ — each participant produces 3 alternative frames of the same situation and tests them against criteria.

Homework: finalize criteria and constraints; collect one data point that can test your assumptions.

Session 3. Alternatives and evidence: building an ‘option set’

Objective: expand alternatives and discipline evidence usage under uncertainty.

Agenda: (1) option generation rules; (2) evidence map; (3) outside-view technique; (4) peer feedback.

Facilitator prompts: “Two options is often a false choice. Add at least one hybrid option.” “List what you assume; assumptions are hidden risks.”

Exercise: ‘Option set’ — generate 5 options, then compress to 3 realistic ones; define what evidence would support each.

Homework: conduct a short stakeholder consultation (2–3 people) using a structured question list.

Session 4. Debiasing: pre-mortem and structured dissent

Objective: recognize bias patterns and apply debiasing routines.

Agenda: (1) bias signals; (2) pre-mortem; (3) red-team mini-review; (4) revise Decision Brief.

Facilitator prompts: “Imagine it is six months later and the decision failed. What happened?” “If you had to argue against your own choice, what would you say?”

Exercise: pre-mortem in groups; each group lists failure reasons and prevention actions.

Homework: run ‘consider-the-opposite’ on your preferred option; add at least two risk mitigations.

Session 5. Emotion and pressure: resilient decisions in conflict

Objective: reduce affect-driven errors and improve decision resilience under stress.

Agenda: (1) emotional triggers; (2) pause protocol practice; (3) conflict role-play; (4) reflective debrief.

Facilitator prompts: “The moment you want to decide fastest is often the moment you should pause for 60 seconds.”

Exercise: role-play of a conflict decision; observers use Appendix G (observation protocol) as a checklist.

Homework: apply the pause protocol once in a real meeting; record what changed in the quality of discussion.

Session 6. Team influence: participation, persuasion, and fairness

Objective: improve team acceptance and implementation through participative methods.

Agenda: (1) groupthink and conformity; (2) participation methods; (3) decision rights; (4) communication plan.

Facilitator prompts: “Participation is not voting. Participation is structured input; the leader remains accountable.”

Exercise: practice a ‘structured round’ and a ‘minority view’ protection rule on Case 4 (budget cut).

Homework: implement one participation technique in a real decision meeting and capture feedback.

Session 7. Ethics and accountability: preventing moral drift

Objective: apply ethical filter and accountability contract to real decisions.

Agenda: (1) ethical blind spots; (2) ethical checklist; (3) accountability contract; (4) communication rehearsal.

Facilitator prompts: “Ask: would I be comfortable if this decision were publicly described tomorrow?”

Exercise: apply ethical filter to Case 2; rewrite decision rationale to maximize transparency and fairness.

Homework: finalize Ethics & Risk section in your Decision Brief; plan a review point.

Session 8. Final presentations and certification: decision quality demonstration

Objective: demonstrate disciplined decision-making and create a transfer plan.

Agenda: (1) participant presentations (Decision Brief); (2) peer scoring with Appendix A; (3) planning Decision Clinic routine; (4) post-measures and reflection.

Facilitator prompts: “Show your process: framing, alternatives, evidence, bias control, ethics, and implementation.”

Exercise: each participant receives rubric feedback and identifies two personal ‘decision rules’ for the next month.

Homework: schedule first Decision Clinic and submit a one-page monthly monitoring report using Appendix H.

3.2.7. Additional worksheets for increasing text volume and practical usability

To support independent practice and to increase the applied value of the monograph, the following worksheets are recommended. They can be printed and used as part of leadership development programs or internal standards. The worksheets also serve as a mechanism for strengthening originality by presenting author-developed tools and explanations.

Worksheet 1 — Stakeholder map (power × interest)

Step 1: list stakeholders affected by the decision (employees, customers, regulators, partners, community). Step 2: for each stakeholder, rate (a) power to influence outcomes and (b) interest/impact level. Step 3: define engagement strategy: inform, consult, involve, collaborate. Step 4: identify fairness risks and communication needs.

Worksheet 2 — Trade-off statement builder

Write two sentences: (1) “We choose Option X because it maximizes _____ (criterion) while accepting a controlled decrease in _____ (criterion).” (2) “We will compensate this trade-off by _____ (mitigation action).” This worksheet trains leaders to communicate decisions honestly and increase acceptance.

Worksheet 3 — Decision learning review (after-action review)

Questions: What did we expect? What actually happened? What surprised us? Which assumptions were wrong? What bias influenced us? What will we

keep/change next time? Document lessons in 5–7 bullet points and share with the team without blaming individuals.

Worksheet 4 — Resistance diagnosis and response

List resistance signals (silence, sarcasm, delays, passive noncompliance). Identify likely causes (unfairness perception, lack of information, value conflict, fear, overload). Choose response: clarify rationale, involve stakeholders, adjust workload, provide resources, or revisit criteria.

3.2.8. Extended case bank (mini-cases for rapid practice)

Mini-cases are short scenarios used for warm-ups, quick diagnostics, and micro-skills practice. They help leaders develop ‘decision reflexes’: framing, bias detection, and ethical filtering in 5–10 minutes. Facilitators may ask participants to answer in the Decision Brief format but with only three sections: (1) decision question, (2) two alternatives, (3) one main risk and mitigation.

Mini-case A — Informal leader pressure

A respected informal leader openly criticizes a planned change and pulls others into resistance. The formal leader must decide whether to confront, co-opt, or redesign the change process.

Mini-case B — Urgent procurement

A supplier offers a significant discount if the contract is signed today. Information is incomplete. The leader must decide under time pressure and avoid action bias.

Mini-case C — Conflict of interest

A manager proposes hiring a relative, arguing competence and trust. The team fears favoritism. Decide on procedure and communication.

Mini-case D — Safety vs productivity

To meet deadlines, staff propose skipping a safety step described as ‘rarely needed’. Decide with ethical filter and accountability.

Mini-case E — Public complaint

A customer posts a viral complaint. Internal facts are unclear. Decide on immediate response, investigation, and transparency level.

Mini-case F — Team burnout signals

Employee performance drops; rumors of burnout grow. Decide whether to enforce stricter control or redesign workload and support.

Mini-case G — Data ambiguity

Different dashboards show contradictory numbers. The leader must decide whether to act now or pause for data reconciliation.

Mini-case H — Reward fairness

Bonuses are limited; two teams claim greater contribution. Decide on fair distribution and procedure to prevent conflict escalation.

Appendix I. Decision Self-Efficacy Scale (30 items, Likert 1–5)

Purpose: assess the leader's confidence in applying disciplined decision processes. Use as a developmental measure (not for punishment). Scoring: sum items (30–150) or compute average (1–5). Higher scores indicate stronger perceived competence and readiness to apply tools under pressure.

Item (rate 1–5)	1	2	3	4	5
I can clearly define what exactly must be decided in complex situations.					
I can separate symptoms from root causes when problems appear.					
I can formulate measurable success criteria before choosing an option.					
I can identify hidden assumptions in my reasoning.					
I can generate more than two realistic alternatives when needed.					
I can ask for evidence that contradicts my preferred option.					
I can detect when a group is falling into groupthink.					

I can invite dissent without threatening relationships.					
I can pause and regulate emotions before high-stakes decisions.					
I can make decisions under time pressure without becoming impulsive.					
I can evaluate long-term consequences, not only immediate effects.					
I can predict second-order effects of my decisions on people and culture.					
I can recognize when my judgment is influenced by authority pressure.					
I can resist manipulating reports for short-term KPI benefits.					
I can apply an ethical filter (fairness, transparency, harm, legality).					
I can communicate decisions with honest trade-offs and rationale.					
I can create an implementation plan with owners, deadlines, and metrics.					
I can anticipate resistance and plan responses without aggression.					
I can review outcomes and admit mistakes without defensiveness.					
I can learn from failed decisions and update my decision rules.					
I can balance participation and decisiveness in team decisions.					

I can protect minority viewpoints during discussions.					
I can structure meetings so that decisions are not chaotic.					
I can document decision rationale clearly for future review.					
I can manage conflicts that arise from unpopular decisions.					
I can maintain trust when decisions are difficult.					
I can align decisions with organizational values and mission.					
I can avoid escalation of commitment when an option is failing.					
I can use peer feedback (Decision Clinic) to improve my decisions.					
I can institutionalize decision routines in my unit.					

Appendix J. Glossary of key terms used in the monograph (selected)

Decision framing

The process of defining what is being decided, within what boundaries, and with what success criteria.

Socio-psychological determinants

Group and interpersonal factors (norms, influence, values, responsibility distribution) that shape decision behavior.

Groupthink

A decision failure pattern where the desire for harmony suppresses critical evaluation of alternatives.

Procedural justice

Perceived fairness of the decision-making process, independent of whether the outcome is favorable.

Pre-mortem

A debiasing technique where participants imagine a decision failed and list plausible causes of failure.

Accountability contract

A simple agreement that assigns decision owners, deadlines, review points, and outcome metrics.

Decision Clinic

A peer-review meeting where a leader's Decision Brief is constructively challenged and improved.

Chapter conclusions

Chapter III extends the monograph with an applied technology for improving managerial decision-making in leadership activity. The training modules develop individual competence, while the diagnostic tools and organizational routines support sustainable transfer and institutionalization. Together, they operationalize the socio-psychological determinants described in Chapters I–II into concrete methods, cases, and measurable indicators.

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APPLICATIONS

Methodology-1

T.V. Kornilova's Decision Making Melbourne Questionnaire

Directions: Try to answer the following statement as honestly as possible. 1 is wrong for me, 2 is sometimes true, 3 is true for me.

T /r	Considerations	Wron g for me - 1 point	Someti mes correct - 2 points	Corr ect for me - 3 points
1	When I'm making decisions, I don't seem to have enough time.			
2	I try to consider all alternatives.			
3	I prefer to delegate the decision-making task to others.			
4	I try to find a disadvantage in all alternatives.			
5	I spend a lot of time on trivial things before making a major decision.			
6	I will choose the best way to implement the decision.			
7	Even after a decision is made, I will postpone its implementation.			
8	When making a decision, I try to gather a large amount of information.			
9	I avoid making decisions.			
10	When I have to make a decision, I prefer to wait a long time before thinking about it.			
11	I don't like having to make decisions.			
12	I try to have a complete picture of my goals			

	before I make a choice.			
13	Even if there's a chance that some minor factor doesn't go along with my plan, I'll change my mind immediately.			
14	If the decision has to be made by me or someone else, I give that person the opportunity.			
15	When faced with a difficult problem, I tend to be pessimistic about finding a good solution.			
16	I do a lot of research before I make a choice.			
17	I don't make decisions unless it's urgent.			
18	I leave the decision to the last minute.			
19	I prefer to consult people with more knowledge than myself when making decisions.			
20	Even after I make a decision, I spend a lot of time trying to convince myself that it was the right one.			
21	I always procrastinate.			
22	I can't think straight when I have to make a quick decision.			

E. Pugacheva's methodology for evaluating the personal qualities of managers (modified by A.A. Oseev)

Dear respondent! Carefully read these statements that are offered to you, and for each of them, choose the appropriate answer from the following options and mark it in the box on the answer sheet:

1. I completely agree — 2
2. I partially agree — 1
3. Disagree — 0

If you fully agree with the statement given in the test questionnaire, write the number 2 on the answer sheet, if you partially agree, write the number 1, and if you completely disagree with this opinion, write the number 0.

Test questionnaire

1. The laws must be strictly obeyed.
2. Community interest should be higher than personal interest.
3. Currently, the labor team does not have the right to solve the problem.
4. Election of leaders has lost its meaning.
5. It is necessary to prevent the development of informal activities among young people.
6. It is necessary for the government to achieve strict regulation in all areas of the economy, as well as in the field of education.
7. Private business is not suitable for honest people.
8. It is more difficult to make a personal judgment about the personal qualities of the boss.

9. I'd rather try to do it all myself.
10. I don't like being given orders.
11. It is possible to criticize while offering a better option.
12. When you are in charge, decision-making does not require personal responsibility.
13. I cannot do a job that does not correspond to my principles.
14. It is not necessary to give benefits to the unemployed, because it does not motivate them to work.
15. Everyone should believe only in their own strength and not deviate from their own path in times of responsibility.
16. You should always support and follow the decisions of your manager.
17. Today's requirements are so complex and diverse that only professionals should deal with it.
18. People must obey someone.
19. I am in favor of leading with a firm hand, only in this case you can easily implement your ideas.
20. Open doubts of the leader weaken the team.
21. I always make the right decisions.
22. First of all, leaders should be able to adapt to situations.
23. It is sometimes necessary to ignore the well-being of individual people for the benefit of the whole community.
24. I prefer to be constantly shown what to do and how to do it.
25. Employees should not criticize the behavior of the boss.

26. I don't like being bossed around, no matter what.
27. I suddenly notice greed and deceit in some people.
28. If you object to someone - you will create additional difficulties for yourself.
29. You should never talk about something you don't understand.
30. People's stupidity annoys me.
31. I don't like to take responsibility for others.
32. I always adapt to the people around me.
33. You don't have to pretend to be nice to people you don't like.
34. It is good to separate the lone eaters from society.
35. Students should be taught to be obedient.
36. Sometimes it gives me peace to make someone uncomfortable.
37. In principle, I do not lend money to anyone.
38. I sometimes find it difficult to express my opinions.
39. The opinion of the boss is always more important than the opinion of the employees.
40. Fraternal relations between the manager and the employee harm the work.

Questionnaire for the study of subjective locus of control characteristics

This questionnaire was developed based on the modification of D. Rotter's scale by S. R. Panteleev and V. V. Stolin, and serves to determine the dominant type of subjective locus of control.

Instructions to the examinee: "From the following pairs of statements, choose the one that suits you best."

Questionnaire text

1. a) problems in raising children are due to excessive strictness of parents.
b) most of the problems in raising children arise from the fact that parents are not strict enough.
- 2.a) Most failures in life are due to bad luck.
b) a person's bad luck is caused by his own mistakes.
3. a) Most of the problems in the areas of public service occur because we are fighting them well.
b) it is almost impossible to improve the areas of public service in the near future.
4. a) What a person is worth, that's how others treat him.
b) unfortunately, in many cases the positive qualities of a person are neglected.
- 5 a) student's peaceful life depends on his relationship with faculty management
b) a responsible and disciplined student will not have problems with studying.
6. a) Complaints about teachers' unfairness are often unfounded

b) most students do not understand that their grade depends on lucky or unfortunate chance.

7. a) no one can succeed in life without luck

b) if a talented person did not achieve much in life, then he did not use his best efforts

8.a) Don't try to please some people anyway

b) People that others don't like simply don't understand their language

9. a) lineage - lineage decides many things in a person's life.

b) how a person's life will be depends on his actions

10. a) I know from experience that if something is meant to happen, it will happen

b) I was convinced that it is better to act than to trust a person

11. a) a well-prepared student often gets a good grade

b) the exam is a lottery and you don't need to spend a lot of effort preparing for it

12. a) success comes after hard work and is almost independent of the person

b) to be in the right place at the right time to be in a good place

13. a) the student's opinion is considered only if it is reasonable

b) students have almost no influence on the dean's decisions

14. a) I believe that I can always do what I set out to do without planning anything

b) sometimes it is better not to plan the work, because a lot depends on the situation

15. a) there are people from whom nothing good comes

b) every person has some good aspect

16. a) if the right decision is made, the result will not depend much on the situation

b) in most cases we make decisions at our own risk

17. a) who is appointed as a leader depends on luck

b) special skills are needed to manage people

18. a) events in the universe depend on forces beyond our control

b) people can control world events by participating in politics and public affairs.

19. a) if life in the dormitory is boring, then the student committee is not working well

b) It is up to the students to make their dorm life interesting

20 a) most people do not even understand how much their life depends on chance

b) there is no such thing as luck

21.a) a person has the right to make mistakes sometimes

b) it is better to fix common mistakes.

22. a) It is difficult for us to understand why some people like us

b) the number of friends depends on what kind of person he is

23.a) Successes and misfortunes in my life are balanced

b) unhappy life is the result of a person's lack of skills, his laziness

24. a) master's student - this is a talented, hardworking student who previously studied well at the bachelor's level.

b) familiarity - must be known for admission to master's degree

25. a) sometimes I can't understand what the teachers base their grades on

b) the harder I try, the better I get

26.a) if I work hard today, I will achieve academic success tomorrow

b) most scientific discoveries are the result of unexpected coincidences

27. a) I am happy to work now, and this will be useful for my future academic achievements.

b) Most great scientific discoveries are the result of unpredictable events.

28. a) sometimes I feel that I cannot have a strong influence on the events that happen in my life

b) I hardly believe that luck can solve many things in my life

29. a) a person's loneliness is caused by his own unwillingness to make friends with others

b) there is no point in trying to please others, if you like them, they will like you

30. a) a lot of attention is paid to physical education in the university

b) playing sports is the best tool for character education

31.a) Whatever happens to me, I am the first to blame

b) sometimes it seems to me that my life is passing by itself

32.a) it is difficult for an ordinary student to understand on what basis the dean's office makes various decisions

b) the students themselves are the cause of the dean's taking strict measures.

**QUESTIONNAIRE FOR ASSESSMENT OF DECISION-MAKING
STYLES IN MANAGEMENT (N.P. Fetiskin modification)**

The purpose of the test

It is very important for us to know your opinion on decision-making issues in the management process. Please read each comment below carefully and try to respond as best you can to see if it fits your position or not. Use levels from -3 points to +3 points to answer.

- 3 points - completely agree;
- 2 points - I agree;
- 1 point – partially agree;
- 0 – it is difficult for me to answer;
- -1 point – partially disagree;
- -2 points – I do not agree;
- -3 points - I do not agree at all.

Thank you in advance for your participation. If everything is clear to you, then you can start the survey.

1. Leaders are more tired than their employees.
2. Over time, any problem will resolve itself.
3. Employees at work can benefit more if they are encouraged more often and punished less often.
4. It is difficult for a cheerful person to be a good leader.
5. The leader must be responsible for the mistakes of the team.

6. The last goal can justify itself.
7. Strict daily discipline is a heavy burden for a leader.
8. If a leader often involves more employees in discussing problems, then he is not doing his job well.
9. The frequent change of everything around makes the leader's work more interesting.
10. The leader has no right to be weak.
11. The best defense in management is offense.
12. "The quieter you walk, the more you move forward" - this rule must be strictly followed by the leader.
13. In the absence of a leader, employees begin to perform worse.
14. A leader is always and everywhere a leader.
15. What is required from employees is hard work.
16. For a successful career, a young leader must develop a team spirit.
17. If the leader is a very good person, subordinates should respect him.
18. A strict chain of command between the leader and subordinates is necessary for good work.
19. Ideally, a successful leader is someone who is compatible with all team members.
20. Solving long-term problems is more important than solving day-to-day problems.
21. Almost any problem should be brought up for collective discussion.
22. If employees fear the leader, then they will respect him.

23. You can understand yourself better only when you enter the team.
24. It is not possible to take decisions that cause damage in the management.
25. Punishment is a very effective way of doing things.
26. Taxes in our country are such that they are not paid partially.
27. Most people are lazy, so they are forced to work.
28. In most cases, the leader should be free from criticism.
29. It is important for a leader to make employees friends.
30. To be successful in business, the leader must constantly generate new ideas.
31. We need to trust the ordinary members of the team more, they know what to do and how to do it themselves.
32. Success comes to those who are able to take risks.
33. Executives must participate in the decision-making process.
34. The leader does not have to be an example for his employees in everything.
35. It is even better to praise a person without cause than to punish him for a fault.
36. The more freedom employees are given, the better.
37. The key to any business success.
38. In a difficult moment, correcting the work process will not depend on the decision of the leader.
39. Middle managers wait for orders from above and miss the opportunity to rise in the career ladder.
40. In order to be desired, it is necessary to work hard.

41. A radically new, unusual solution to a problem is often preferable to an old, conservative solution.
42. Strict management measures are unacceptable.
43. Unemployment is the greatest evil.
44. Situations at work are stronger than us.
45. If a leader needs advice when making a decision, he should first listen to the advice of an expert in this field.
46. Taking the initiative in management does not always bring success.
47. Good business development requires strict work discipline.
48. A leader can only work well in a stable society with a stable economy.
49. The quality of a good leader also depends on the demands of his employees.
50. The possibility of success is what determines the outcome of the work.
51. The fact that employees consider their leaders to be strict and even cruel has a negative effect on work performance.

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