

COMMUNICATIVE LEADERSHIP AS A KEY TO FUTURE SPECIALISTS' PROFESSIONAL SUCCESS

Olena Kazakevych

*PhD in Pedagogics, Associate Professor
Associate professor of Philology Department
Dnipro State Agrarian and Economic University, Ukraine*

Abstract. *The research is devoted to the role of communicative leadership in the professional success of future specialists. It aims to explore the conception of communicative leadership and its significance for the development of a future specialist in any field. It is proved that communication is one of the key factors in leader's success. The author analyzes the main aspects of "communicative leadership". The demand for specialists who are able to cooperate and establish business relations with partners, including external ones, organize activities to achieve a common goal, overcome communication barriers, communicate professionally in the course of performing professional tasks, be able to make self-presentation, be leaders, etc has been substantiated. Key characteristics of successful communication are provided. The definition of communication of a leader has been given. It was founded that the cluster of communicative leadership comprises personal development of a leader, result orientation, strategic vision, conflict management, motivation, active listening skills, verbal and non-verbal communication, business communication etiquette, change management. The styles of communication of a leader and the models of initial communication have been outlined in the research. The areas in which a leader needs to master to communicate successfully are indicated. The role of dialogic communication which most corresponds to people's social and psychological nature has been pointed out. Recommendations on how to establish processes and build quality communications in a team have been presented. The main barriers to effective communication are considered. The research highlights the principles of active listening, conflict resolution, staff motivation, verbal and nonverbal communication, emotional intelligence, assertive behaviour.*

Key words: *communicative leadership, communication of a leader, professional training, future specialist.*

Introduction. In the twenty-first century, leadership is recognized as one of the key factors that determine the success of organizations. It is leadership development that is the focus of efforts in many countries today. James McGregor Burns, who received the Pulitzer Prize for his book *Leadership* (1978), noted that one of the universal aspirations of our time is the desire for exciting and creative leadership. John Maxwell noted that leadership is not about titles, positions, or places in organizational charts. It is about influencing others. Leadership is a focus on the future of the organization, new perspectives, opportunities; different values and,

accordingly, new approaches and procedures; a new quality of human resource management. The individuality of a person in interaction with others is realized through the style of communication – a system of principles, norms, methods, activity techniques and behavior of an individual. Communicative leadership is based on how a leader communicates with employees. Communication is the interaction between two or more people that means the exchange of cognitive or affective-evaluative (emotional-evaluative) type of information. Mutual understanding, emotions, authenticity, and empathy are important for effective leadership communication. Its purpose is to achieve favorable interpersonal relations, feedback that signals how the other party perceives information and treats the problem. Effective communication involves: personal development of the leader, result orientation, strategic vision, conflict management, motivation, active listening skills, verbal and non-verbal communication, business communication etiquette, change management, etc.

Relevance of the research. In modern conditions, communication is one of the key factors in the success of the leadership activity of a future specialist. Effective communication allows to organize information exchange between employees, make quick decisions, and achieve high corporate results. One of the key components of professional training is professional communication skills, which significantly increase their competitiveness in the regional labor market and improve the effectiveness of their well-considered decisions. Society needs specialists who are able to cooperate and establish business relationships with partners, including external ones, organize activities to achieve a common goal, overcome communication barriers, communicate professionally in the performance of professional tasks, be able to present themselves, be leaders, etc. The importance of communication to leadership has been emphasized by quite a few of scholars over the years (Tourish and Jackson, 2008, Fairhurst, 2011, Barge, 1994). Thus, we still lack an inclusive framework, which collects and integrates theories and empirical research results and provides a foundation to further develop leaders' communication.

Analysis of publications. The first studies of communicative leadership appeared in the 1970s and 1980s in the works of W. Redding, G. Morgan, and in the well-known publication L. Putnam, K. Roberts & L. Porter [1]. In Europe, Sweden is the undisputed leader in the development of this important area of research (S. Hamrefors, K. Johansson). The topic of communicative leadership is also becoming widespread in Ukraine (Kalashnikova S., Kyzylova V., Nestulia O., Pashko L.).

Objective of the research. The objective of this paper is to create theoretical groundwork around the concept of “communicative leadership”, which can contribute to further development of communication competence of a leader.

The research methodology. Literature review method.

Research material. Communicative leadership as a concept emerged in Sweden in the late 1990s. Since then, organizations have been using it to characterize activities based on interaction between organizational leaders and their employees and related to organizational results and changes: dialogue, setting and explaining goals, involvement in decision-making, creating energy and commitment, performance evaluation and feedback, knowledge sharing, establishing cooperation and implementing decisions. communicative initiative in communication; social role of the subject in relation to the organization of the group; social position of the participant in communication [2]. The concept emerged towards the end of the 1990s in reaction to a more complex business environment characterised by and demanding rapid change, and a movement towards a more value based leadership. Although the concept of communicative leadership was not clearly defined, it evoked notions such as “dialogue and feedback”, “communication that satisfies different needs”, and “co-ordination and synergy”. Communicative leadership mainly features a greater amount of accessibility and communication with the staff”. The concept of “communicative leadership” can be questioned, since leading others without communicating seems virtually impossible. However, connotations evoked by the concept seem to signify that communicative leaders are not only communicating that all leaders and members tend to do, but also they are good at communicating – thus this implies that this

communicative competence is well-developed. In the scientific writing, the concept of communicative leadership so far only been used to discuss the role of communication departments within organisations, and how communication professionals increase their efficiency when it comes to their leadership skills. Communicative leadership skills are defined by the communicative contribution of interlocutors to its implementation. As to the personality of the participant of communication, communicative leadership is an integrative characteristic that indicates a high level of communication competence. The speech of a communicative leader is an informational message that is meaningful and influential for his interlocutors. Thus, leadership communication is defined as: “the controlled, deliberate transfer of meaning with the help of which leaders affect one individual, group, organization, or community”.

Thus, a communicative leader is an addressee of the communication process, a member of a certain group who enjoys recognized authority and has influence on other participants in communication interaction. The main principles of such interaction are openness, insight, and the ability to actively listen to the communication partner and engage in a dialog with him or her.

According to the concept of communicative leadership, communicative leaders are primarily sociable, which makes them superior to non-communicative leaders in achieving their own and social goals, especially in managing people and motivating them. The use of the concept assumes that communicative leaders are better or superior to non-communicative leaders in achieving organizational goals and motivating employees [3]. The concept of communicative leadership has not yet been fully studied and developed in the scientific literature.

Leadership styles are patterns of behavior that leaders use to communicate with their staff. The style is manifested when they motivate, give orders and achieve goals. According to leadership styles, communication styles are also manifested. Scientists identify two initial models of communication:

The first model covers authoritarian, democratic and liberal communication styles of communicative leadership.

K. Levine, R. Lippit, and R. White were among the first scholars to study the communication styles of a communicative leader. The subject of their research was the impact of authoritarian, democratic, and liberal styles on group performance. Each of these styles has unique features that demonstrate the leader's relationship with other group members.

The authoritarian style of a communicative leader implies clear regulation and total control over behavior, the leader gives orders, instructions, and directions.

The democratic style of the communicative leader is expressed in the leader's consideration of the interests and opinions of all members of the social community, group or organization and their participation in management.

The liberal style of a communicative leader is sometimes called the style of non-interference or minimal interference in the course of the task. In this case, the manager acts as an intermediary in making contacts between group members, providing them with information and materials necessary to complete the task.

The second model distinguishes between subject-oriented (aimed at regulating people's joint activities) and personality-oriented (aimed at changing a specific person) leadership communications.

Leadership is an impact connected with social interaction in a group of people, on the recognition of professionalism and competence, where communication is a means of influence in the process of exchanging information, ideas, feelings or thoughts between people. It includes the transmission and understanding of messages. Communication can take many forms, such as verbal (spoken or written) or non-verbal (gestures, facial expressions, tone of voice, etc.). Communication – from the Latin “communicatio” – unity, transmission, connection, message. Communication has been the subject of study of two ancient scientific disciplines – logic and linguistics – since BC. Social psychology emerged only after the First World War. At this time, social psychology was born, and, as is often the case in science, in different

countries: in Germany – W. Wundt, H. Steinthal, in France – G. Tard, T. Lebon. In the United States in the 20s and 30s, it was most developed. It is worth noting that it was during this period that communication issues took center stage in social psychology. Communication is considered by various sciences, both natural (physics, biology, chemistry) and humanitarian (philosophy, sociology, psychology). In biology, communication is understood to mean signaling methods of communication in animals, the interchange of information within cells and between cells. In linguistics, it is communication through language. Communication appears as a phenomenon around which knowledge is integrated and differentiated; as an area of intersection of interests of various disciplines.

In modern reference literature, communication is understood as:

- ways of communication, connections; underground communication networks;
- forms of communication: telegraph, telephone, radio;
- the act of communication, communication between people, message, transfer of information;
- communication through language;
- in the philosophy of existentialism and personalism, communication is a process in which one lonely soul reveals itself to another, an intimate spiritual connection is established between people; communication is seen as the upmost form of interaction between people.

To obtain a status of a leader, you need to work simultaneously in four directions:

1. Development of personality traits that facilitate leadership behavior (self-confidence, determination, emotional intelligence, stress resistance, etc.)
2. Improvement of key skills that make up leadership behavior (communication and self-presentation skills, methods of influence and resistance to influence, motivation and self-motivation, etc.)

3. Improving one's situational competence, i.e. gaining experience in problem solving (both professional and interpersonal).

4. Developing a reputation as a leader, i.e., forming a perception of oneself as a competent, reliable and responsible person who is always ready to take control of the situation and “lead the team to victory.”

However, dialogic communication is the most appropriate for the social and psychological nature of people. That is why, by forming the “WE” community, we create the ground for joint creative activity, for friendly communication, for the disclosure and development of the personal potential of our partners. Dialogue at the level of micro-communication becomes a form of sincere friendship and effective business cooperation that does not exclude principled disputes and differences of opinion.

Roles of communication:

1. **Persuasion and influence.** Effective communication can influence people's thoughts, beliefs and behaviour and it is realized through advertising, political talks or even personal conversations.

2. **Building relationships.** Communication plays a key role in building and continuing deep relationships between people. In case communication is efficient, it raises understanding, reciprocal respect and credence.

3. **Conflict resolution.** Excellent communication skills contribute to settling conflicts and prevent any misunderstanding. People who can express their views clearly and constructively usually find compromise solutions.

4. **Perception of information.** The style of communication can affect how information is received. For example, the correct use of different language or emotional tone can change the perception of an idea.

5. **Social integration.** Communication is a key aspect of social inclusion. It helps people build connections, establish contacts and feel part of a community.

6. **Media influence.** The media, such as television, radio, the Internet and social media, have a significant impact on society through the communication of information, ideas and opinions.

Understanding and using communication processes can contribute people to reach their goals, resolve problems and improve relationships with others.

Although a fully developed conceptualisation of “communication leadership” is not yet sufficiently represented in the scientific literature, I. Postolenko has put forward several aspects:

1. A communicative leader creates a positive climate in the team. The leader's behaviour has a ‘significant impact on the turn of a positive or negative process’. Employees evaluate the leader's behaviour as an indicator of the organisation's attitude towards them and the assessment of their performance.

2. A communicative leader practices reflexivity. Reflexivity is a form of relationally sensitive communication that emphasises that leaders invite and to make communication possible.

3. A communicative leader involves employees in taking decisions. Participation in decision-making contributes to better understanding of related issues, and participation increases employee commitment. When people collaborate on common goals, they are tend to compete less but collaborate more. While people work on issues together, their social ties increase, and thus their commitment to the decision grow.

4. A communicative leader encourages employees and invests in their development. Communicative leaders have transformational characteristics, i.e. they show respect for individual employees and encourage them to act to strengthen the work group. A strong emotional attachment to the team of employees, collective commitment along with visioning, leading by example, and intellectual stimulation are also characteristics of transformational leadership.

5. A communicative leader uses an inter-organisational network. Successful communication between members of the organisation allows leaders to gather valuable information about the problems the organisation faces and the actions that contribute to solve them’. In this way, the network encourages leaders to expand their

expertise of the environment in the organization, the problems which different departments experience and the capabilities of their members.

6. A communicative leader gives and receives feedback. Feedback can have a powerful impact on employee attitudes and performance. Communicative leaders are trustworthy and give specific, balanced feedback on recent events over an appropriate time period and are not linked to pay or financial rewards. Communicative leaders are also seen as receptive to feedback, approachable and willing to listen. They also seek negative feedback from their peers and employees to realize which way they can improve their leadership.

7. A communicative leader listens to other colleagues and participates in the conversation. Essential leadership behaviours consist of everyday actions such as listening and informal conversation. These elements are rarely recognised in the academic literature or popular press because they do not coincide with the idea of leadership as being about exerting strong influence and directing people. Communicative leaders can also be charismatic and visionary [3].

The above aspects characterise the “communicative” behaviour of leaders. In summary, a communicative leader involves organizational staff in communication, productively gives and asks for feedback, and practices participatory decision-making. Good leaders are commonly more “communicative”, e.g. they like to speak up and speak out at organizational gatherings; capable to explicate requirements and procedures; communicating with subordinates appeals to them. Good leaders are active, responsive listeners; they do not mind employees' so-called “stupid” questions; they are accessible; they are ready to accept proposals and complaints open-mindedly and give consent to relevant measures.

Good leaders (with some notable exceptions) ‘propose’ or ‘convince’, but not order or command, and they are responsive to the feelings and needs of the staff; in particular, they are sensitive about making remarks privately rather than publicly. Good leaders are more open in rendering information; they practice notification of forthcoming changes in advance and conveying the ‘why’ behind procedures and

codes. These important communication principles are the core of what is anticipated of all leaders, at the lowest rank to the highest, in spite of how good the information systems or corporate code operates.

The above set of principles can be accused of being leader-centred and treating employees as passive followers. However, we acknowledge that employees are active communicators and that the implementation of communicative leadership concerns relations with/between employees and besides organisational context. We also argue that four important individual antecedents influence leaders' communication behaviour: communication awareness, familiarity, attitude and ability. Leaders with communication awareness consciously plan and tailor their communication to individuals and teams. Familiarity with communication can be gained through formal training and/or exercises in various types of communication courses, seminars and workshops. Leaders' attitudes towards communication also influence their communication behaviour. That is, people who believe communication is essential also dedicate time and resources to meetings and conversations. Communication ability is related to both the communication competence of a person and the implementation of communication in a specific surrounding, which can boost or restrict communication.

In his work “Logic and Speech Communication”, G. P. Grice argues that the basis of oral communication is the condition of cooperation, which implies the willingness of the interlocutors to act in accordance with the definite purpose and target of communication. Thus, the principle of cooperation is the eagerness of partners to cooperate.

The principle of cooperation determines the basic rules of language communication. The author defines them as four categories (maxims):

1. The maximum amount (completeness) of information;
2. Maximum quality of information;
3. Maximum relevance (relevance);
4. Maximum of the way of expression (manner).

G. Grice associates the quantity maxim with the volume of information that needs to be brought about. Postulates of this theory:

- Your statement should contain no less information than it is needed.
- Your statement should not contain more information than it is needed.

This way, inadequate amount of information complicates the way of achieving the goal of communication; excessive information can sometimes be misleading, leading to irrelevant questions and reflections; the listener can mistakenly perceive excessive information as having some special meaning.

The author formulates the essence of the quality maxim as follows: ‘Strive to make the statement true’, and elaborates on this idea with two provisions:

- Do not share information what you think is false.
- Do not say share information about things for which you do not have good reason.

The maxim of conformity is about appropriateness, i.e. the appropriateness of the information conveyed to the subject of the conversation: ‘Don’t deviate from the topic’.

The maxim of the mode of expression do not concern about what is said, but the way it is said: ‘Speak clearly’. This is specified in the following manner:

- Avoid ambiguity.
- Be laconic (avoid unnecessary statements).
- Be systematic.

In real-life communication, these regulations are not always observed and are often violated: sometimes people talk too much; they do not mean what they think; they do not keep to the point; their communication is unclear and fragmentary. Nevertheless, if the violation does not effect the key principle of cooperation, the interaction goes on and a definite level of understanding is realized.

J. Leach’s principle of politeness refers to speech etiquette and is a set of several maxims;

1. **The maxim of tact.** This is the maxim of the boundaries of the personal sphere. Ideally, any communication act involves a certain distance. Topics that are potentially dangerous (private life, etc.) must not be touched.

2. **The maxim of generosity.** A successful communication act must be comfortable for the interlocutors. You should not bind your partner with a promise or oath.

3. **The maxim of approval.** That means positiveness in assessing others. In case the real picture of the world does not coincide with interlocutor's perception of the world, it to great extent complicates communication.

4. **The maxim of modesty.** This is an attitude of not accepting praise for yourself. Assuming the successful deployment of a communicative act is a realistic, objective self-assessment. Excessively high or low self-esteem can effect establishing contact.

5. **The maxim of consent.** This is the maxim of non-confrontation. It involves ignoring a conflict situation for the sake of solving a more serious issue – preserving the subject of interaction, 'eliminating the conflict' by mutually adapting to the interlocutors' communication tactics.

6. **The maxim of sympathy.** This is a position of benevolence that creates a favourable background for a promising substantive conversation. Unfriendliness makes the speech act impossible. A certain problem is created by the so-called 'contact without participation', when the interlocutors, while not being enemies, do not demonstrate goodwill towards each other. The maxim of benevolence makes it possible to count on a positive development of the speech situation with the outlined conflict. The formulated maxims are not absolute. The maxim itself does not ensure successful interaction between interlocutors. However, the application of the described principles allows us to more successfully organise speech communication and focus on compliance with communicative and ethical norms [4].

There is a link between effective leadership and active listening. Mark Twain said: 'If we were supposed to talk more than listen, we would have two tongues and

one ear.' The ability to listen is one of the most important skills for those who work with people, especially those who interview clients to find out about their problems and service needs. Listening skills are a prerequisite for a correct understanding of the opponent's position, a correct assessment of the existing disagreements with him/her, and a key to a successful communication process.

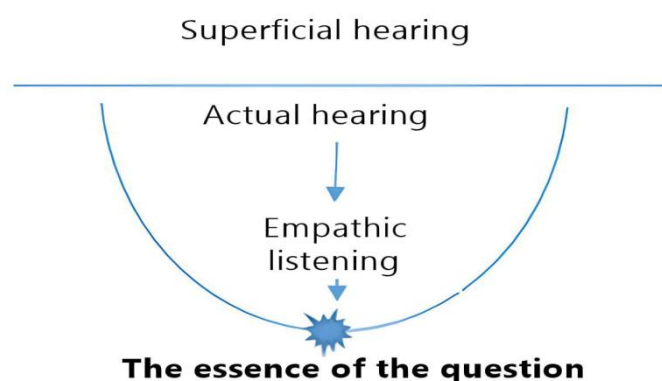


Fig. 1 Active hearing

What can be the barriers to listening and hearing? We lose our attention and ability to hear when:

- we think we know what the other person is going to say; when we project (transfer) our thoughts and feelings or impressions and attribute them to the other person;
- we do not notice our stereotypes and prejudices, which are a filter for perception and attitude;
- we make false (erroneous) generalisations, when we use some data or previous experience to make many others, miss important details; in fact, attention may be switched to previous experience rather than the current situation;
- we are influenced by events that happened before or were discussed before the conversation, our impressions affect the perception of the current situation, we start comparing and lose objectivity;
- we are criticised (because we are primarily influenced by emotions and it takes time and effort to engage and listen to the substance of the issue;

- we are not interested or have other priorities and concerns, we are distracted;
- there is too much information or not enough new information;
- there is little time and we are in a hurry, not enough time to think;
- we feel unwell (both physically and emotionally);
- we need to listen for a long time because there is physical noise or the other person speaks too quietly, monotonously, with poor articulation, or there is too much distance.

Often people hear what they want or expect to hear, not what was actually said, we may just make it up (we may think it was) or not notice new things, details (because our perception is selective).

It is important to take into account all these barriers, many of which depend on our attitudes when we enter into communication.

Remember that information is filtered by our attention, our feelings, our fears, and our expectations. Our position deforms what we hear.

An extremely important prerequisite for successful communication is a genuine desire to hear the other person. It is important to remember that listening does not mean agreeing, but ‘active listening’ (active because you need to make an effort to do so) opens the door to understanding another person, another point of view, another experience. According to Jim Rohn, ‘One of the greatest gifts you can give someone is the gift of your attention.

Let’s not forget the technique of emphasising the importance of the client, which involves the use of encouraging statements such as the following: ‘Thank you for contacting us!’, “Your opinion is extremely important to us!”, “You have a really serious question”, “You are absolutely right to focus on...”, “You have correctly noted that...”, “How well you have noticed!”.

Showing empathy creates an environment in which a person feels safe and can open up. Active listening involves giving the person space to speak, encouraging them to speak, in particular by maintaining eye contact. But we need to know the

limits of silence. The longer we remain silent, the greater the risk of the interlocutor becoming immersed in their thoughts. There are clients who can talk about the reason for their treatment, starting from time immemorial, while being distracted on extraneous storylines such as: ‘And it was at this time that their daughter was getting married, and the wedding, let me tell you...’. If it's a client, we need to not just listen, but determine further actions, it's important to manage the conversation. We need to stay focused, highlight the most important things from the flow of information and focus the client's attention on the most important things. It is advisable to summarise and clarify using, for example, the following phrases: ‘If I understood you correctly...’, “Correct me if I am wrong...”, “So you are saying that...”, “Let’s talk more about...”, “Please clarify...”, “This is very important for us to understand your question correctly”.

The ability to tactfully interrupt and ask a clarifying question, to be able to paraphrase (repeat the key question in your own words), quote, and summarise are key techniques for active listening and conversation management. It is worth asking yourself: Am I interrupting the person to say something of my own or to check that I understand the key points?

According to psychologist P. Kholyavchuk, in an empathetic conversation, it is important to ‘speak as if you were following the client and shining a flashlight under his feet to make it easier for him to walk.’ You should pay attention to the fact that when we ask a person a question that is meaningful to them, their speech slows down. Remember, it is not the one who speaks the most who controls the conversation, but the one who asks questions [5].

Conflict management is also an important task for leaders. Conflicts are inevitable, they can arise in different situations and are natural at the stage of forming teams and teams. The course of conflict resolution is the result of skill. The perception of conflict, openness to accepting different points of view and the search for solutions to problems are important. In many countries, attention is paid to providing different ways to resolve disputes and conflicts in agencies, so, in addition

to procedures for protecting legitimate interests in court, systems of informal conflict resolution are introduced, when senior managers or special officials are authorised to review and facilitate the resolution of conflicts in the organisation. Such systems are designed to facilitate rapid response to conflicts and their resolution, and encourage collaborative problem-solving at the lowest possible level.

H. Luhmann points out that communication exists when there is disagreement and consensus. Since one and the same thing can have different meanings for different people, communication contains the possibility of conflict (disagreement). The possibility of rejection of communication topics, obstacles to the message, and the addressee's inability to understand the message makes communication 'unlikely', 'relatively unlikely', and ineffective. Thus, it turned out that conflicts are an inevitable companion of social life and communication. It is worth noting that conflict is present at all levels of social communication: interpersonal, group, and mass. Moreover, a science has been formed – conflictology. Conflictology is one of the applied social and communication disciplines. The subject of conflictology is marital conflicts, labour conflicts, interethnic, political and other conflicts. Conflict is a clash of different points of view, opinions and interests. Conflicts are natural and can arise in different situations. The causes of conflict can be different and include structures, data, conflicts: internal (inconsistency with one's own ideas, beliefs, etc.), interpersonal (people's rejection of each other), group (between groups), social (including religious, political), institutional, organisational (within an organisation, between organisations), procedural (conflict of interest), etc. Conflict management should take into account the main stages of conflict development: 1) pre-conflict situation (preconditions, hidden conflicts), 2) incident (pretext, last straw, first clash, explosion of emotions), 3) conflict escalation (aggravation of relations, counteraction), 4) culmination (maximum confrontation) 5) fading away, end of the conflict (loss of interest in the confrontation, resolution of the situation, reaching agreements, understanding, discovery, etc.

Differences between people in their views, mismatches in perception and assessment of certain events often lead to disputes that, under certain factors, turn into conflict situations. A conflict situation is the accumulated contradictions related to the activities of subjects of social interaction that objectively create the basis for real confrontation between them. This contradiction can develop into a conflict situation under the following conditions: the significance of the situation for the participants of the conflict interaction; obstacles from one of the opponents in achieving the goal; the ability and desire to overcome this obstacle.

It is important for applicants to understand that a conflict situation is only a condition for a conflict to arise based on an imbalance of interests between the parties to the interaction. To turn it into a conflict, an external influence or incident is required. An incident (reason) characterises the intensification of the activities of one of the parties that infringes on the interests of the other party.

For a manager, it is important to prevent the emergence and exacerbation of conflicts, to resolve conflict issues before they escalate, using interest, positive energy and ideas that may arise at the beginning of a conflict situation.

Today, many experts emphasise that conflict itself is not positive or negative. The way in which contradictions are resolved (through mutual understanding or the use of force or coercion) determines the positive or negative assessment of the conflict. The perception of the conflict matters. There is an approach according to which civilised conflicts are considered beneficial because conflicts can be an incentive to solve problems, can show different points of view, different perspectives and ways of development [6].

When people have to acquire a huge amount of knowledge and then apply it in practice, teamwork is of the utmost importance. In these conditions, the ability of a leader to form effective teams in organisations is of great importance. Teams are contrasted with ordinary groups of people working together. A team is a group of people who interact with each other, coordinating their work to achieve common goals, complementing and developing each other. One of the most important qualities

that a successful leader must possess is the ability to select the right employees to work with. By bringing people together, it is much easier to achieve your goals.

In teamwork, this 'nutrient' is motivation. Motivation is the process of encouraging each employee and all team members to be active in order to meet their needs and achieve the organisation's goals. Motivation as a process can be represented as a series of successive stages. The first stage is the emergence of needs. A person feels that he or she lacks something and decides to take some action. The second stage is the search for ways to meet the need that can be satisfied. The third stage is determining the goals (directions) of action. It is determined what exactly and what means are needed to meet the need.

The fourth stage is the implementation of the action. A person expends effort to perform actions that open up the possibility of acquiring what is needed to eliminate the need. The fifth stage is receiving a reward for the action. Having done the necessary work, a person receives something that he or she can use to eliminate the need or something that he or she can exchange for what he or she wants. It is here that the extent to which the performance of actions has provided the desired result is determined. Depending on this, the motivation to act changes. The sixth stage is the elimination of the need. The person either stops the activity before a new need arises or continues to look for opportunities to take action to eliminate the need. The main methods of motivation, which we consider in chronological retrospect, are the following:

1. The first and most widespread method was the 'carrot and stick' method. This method was used to achieve the desired results and existed for a long time in the administrative command system.

2. Gradually, the 'carrot and stick' method was transformed into a system of sanctions and incentives. It was effective in routine operations, when it was impossible to change jobs, and in the context of team and collective contracts.

3. As the role of the human factor increased, psychological methods of motivation emerged. Psychological methods are based on the assertion that the main

modifying factor is not only material incentives, but also intangible motives, such as self-respect, recognition by other team members, moral satisfaction with work and pride in the company. The specificity of the team motivational process is that it can be viewed from two perspectives, using the principle of synthesis and analysis. The synthesising aspect of team motivation is that, since the team is seen as a collection of people, it is advisable to motivate it as one large structure.

Team motivations based on the principle of analysis involves considering the team as a set of individuals with their own motives, and it is advisable to encourage them to participate in the project through each individual. Motivation and effective team performance are closely related and directly proportional. The application of the principles of synthesis and analysis in the motivation process should ensure the only important result of the team's work – the completion of the task, the successful completion of the project, and the success of the enterprise. The process of team motivation can be seen as a combination of encouraging three components that are united by a common favourable and creative environment. Let's take a closer look at each of the components of the team motivation process. 1) Individual motivation of each team member. This component of team motivation is based on A. Maslow's hierarchy of human needs. According to the theory, the scientist classifies human needs into five levels, and higher needs become motivators only when the needs of the lower level are satisfied. According to A. Maslow's theory of needs, the main *types of motivation* of team members are identified:

1. ***Motivation by remuneration.*** Remuneration (or salary) of a sufficient amount ensures the attraction of the necessary qualified resources to the project. However, this factor does not have a great impact on increasing the efficiency of employees, as there is a habituation effect, so it cannot be considered one of the most effective tools for motivating staff.

2. ***Motivation by bonuses*** (additional payments for results). This is a more effective mechanism for motivating staff in project work than motivation by remuneration. In this case, certain conditions must be met, in particular: the amount

of the bonus must be substantial in relation to the salary (at least 50% of the monthly remuneration); the amount and conditions of the bonus must be known to the employee in advance and depend on the employee's individual efforts; if all conditions are met, the bonus must be guaranteed.

3. ***Motivation by job security.*** In times of economic growth, this method of motivation motivates people very little, as there is always somewhere else to go. But in times of recession and crisis, it motivates much more. If this method of motivation is presented as a threat, it will lead to deterioration in team morale. You shouldn't make this method of motivation the main one, but you shouldn't abandon it completely either. In addition to opportunities, employees should feel threats.

4. ***Motivation by raising status is a very important factor.*** Of course, it affects employees in different ways, because there are people with clearly expressed aspirations, and there are people who are indifferent to it.

5. ***Motivation by professional growth and gaining new experience*** is an effective factor that should be used in the team. To provide this incentive, the project manager should make every effort to ensure that the project is well managed and uses innovative technologies.

6. ***Motivation by responsibility for the result.*** If used correctly, this mechanism can be a great way to motivate employees. If a team member is not just subjected to regular checks of his or her performance by the manager, but also feels that his or her work is necessary, that the results of his or her work are needed for the project, and that his or her colleagues are waiting for them, then the employee will be forced to make additional efforts to achieve the necessary goals. However, if this motivator is used in the wrong way, it can also act as a negative factor of influence.

7. ***Motivation by a sense of significance of personal contribution*** to the overall success. Each employee needs to know that their work has not gone unnoticed, that they have contributed to the overall result, which their efforts have led to a common success. The project manager should emphasize this, mention the achievements of each employee. Then the employee will remember the sweet taste of

involvement in the victory for a long time and will work with maximum efficiency next time. This motivator is a continuation of the previous mechanism.

8. ***Motivation by satisfaction with the result.*** The peculiarity of this mechanism is that it is advisable to reject skepticism about innovative proposals and encourage employees to implement their ideas to achieve a single and important result for everyone. Given the breadth of methods that can be used to motivate employees, the project team leader must choose how to stimulate each employee to fulfill the main task of surviving in a fierce competitive environment.

9. ***Motivation of the project leader (manager).*** Of course, all the methods of motivating team members discussed above are also relevant for the team leader, as he or she is a part of the team and a person with certain needs. Since the main goal of the project manager (achieving the project goals, taking into account all the constraints and motivating the participants) has a direct impact on the success of the project, it is important that the motivation of the project manager (in fact, his or her leader) directly depends on the project results. Payments and bonuses should be directly related to the results achieved, meeting deadlines and budget.

10. ***Motivation of the entire team.*** The conditions for receiving a team reward should be dependent on team efforts and the final result. For this purpose, it is advisable to create a proper team spirit that would contribute to the emergence of such stimulating factors as a sense of reliability in the team and friendliness. In other words, members of the entire team should feel free to express their own point of view and not be afraid of self-expression. This area of motivation will increase the efficiency of project participants, create a pleasant atmosphere, and boost team spirit. Creating a favorable and creative environment is an important element of the motivational process. G. Bauer studied the impact of a positive attitude on employee productivity [7].

Effective communication between employees plays an important role in the team's workflow. They contribute to more coordinated work, mutual understanding, and the distribution of tasks and responsibilities. They also help to quickly overcome unforeseen situations and solve complex problems efficiently. Effective

communication boosts team morale and increases the level of satisfaction with the work of each team member. Therefore, it is advisable to use general rules of business communication that will help build such communications.

Below are 15 useful tips on how to set up processes and build quality communications in a team.

1. Establish basic rules for team communications

Every team should have rules of interaction between its members and rules of the work schedule. For example, it is good form to notify colleagues if someone is late or leaves; in case of sick leave, transfer your tasks to another employee; if you do not have enough time for an urgent task or have difficulties in completing it, ask your colleagues for help.

2. Respond quickly to colleagues' requests

You should always try to respond to your colleagues as quickly as possible in person, in work chats, and through other means of communication. This helps to quickly resolve issues and problems that have arisen, as well as shows respect for colleagues and minimizes the number of errors in work.

3. Build trusting communication

The team should encourage trusting communication, and employees should not be afraid to talk about a problem in their work on a task or a personal event, so that their manager or colleagues can help resolve the issue and avoid interruptions in their work.

4. Thank your colleagues for a job well done. Praise and gratitude for good work is one way to show colleagues that their efforts are appreciated and noticed. It is also a way to express recognition of an employee as a good specialist. Such recognition has a positive effect on the employee's emotional mood, which in turn improves the quality of work performed.

5. Don't avoid informal communication

Not only working communication is important in a team, but also friendly communication. Team cohesion is important not only in working moments. This is

facilitated by finding common topics of conversation, shared interests and hobbies, and socializing outside the office.

Gather in cafes, quest rooms, outdoors, and hold team building events. Teambuildings help to bring informality to communication, make it more friendly and open.

6. Speak only about what you know about

When employees ask for advice, help, or an opinion, they expect a competent and clear answer, as it may affect their further actions within the task. Therefore, you should always speak only about what you are confident in and what you know about.

7. Develop yourself

Everyone has their own disadvantages and shortcomings, moments in their work that should be improved, moments that are noticed by their manager or colleagues. This should be accepted calmly, because everyone has room to grow. You should try to analyze the comments and improve.

8. Show concern

Take an interest in their mood, well-being, and progress on tasks and offer to help. Don't be indifferent to your coworkers.

9. Maintain friendly communication in work chats

Work chats can be used to discuss important business issues, so always stay calm and respond politely and to the point.

10. Assign responsibilities to each other. Employees should be responsible for certain tasks and duties. This gives you an understanding of each employee's areas of responsibility and who to contact with the relevant issue.

11. Highlight the goals of tasks

It is necessary that all employees understand why they are performing a particular task and what goal it pursues. This way, everyone works in the right direction and everyone understands what results they need to achieve.

12. Set clear deadlines for tasks

It will be easier for the team to estimate time and interact with each other if they set deadlines. This will be especially helpful if the start of one employee's work depends on the completion of another. This way, team members will have a better idea of when everyone is supposed to do their part.

13. Discuss controversial issues and build consensus

There are often situations when people may have different views on a particular issue when discussing work-related matters. You need to respect the opinion of each team member. It is important to understand that having different opinions and views allows you to look at the problem from different angles and make the right decision. You shouldn't be afraid to express your point of view, and you shouldn't be negative about opinions that differ from yours. Each employee's suggestions and ideas should be taken into account when making decisions, discussing work issues and plans. This puts colleagues on an equal footing and prevents anyone from feeling underestimated or unimportant as a team member.

14. Remember that there is no such word as “I” in teamwork

Any team task involves interaction to one degree or another. Therefore, the responsibility for the outcome of the task lies with the entire team. And only united work will give a positive result.

15. Inform colleagues about important work updates

In the workplace, some processes often depend on others. Changes in one process can affect the related ones. Changes in other departments may affect neighboring ones. Therefore, it is important to inform colleagues if a procedure changes so that everyone is aware and does not make mistakes in their work. In addition, you need to inform about the status of tasks that have been completed. This makes it possible to understand how much longer a task can be completed. This helps to plan the work in general and distribute interdependent tasks.

16. Always categorize information by timeframe and importance.

This makes it easier to prioritize, plan workflows, and give and receive feedback. Teach your employees to do the same.

What to do if communication within the team is broken? Working with people is considered one of the most difficult activities. Even the most experienced manager can make mistakes, which can lead to misunderstandings and conflicts within the team. Many solutions can be found to prevent disagreements and “cure” problems that have arisen, but they are usually based on an honest dialog between the manager and employees.

Tips for dealing with communication problems:

- ***Don't close yourself off from your employees – literally.*** Leading IT companies often practice an “open door” or “tet-a-tet” policy, where every employee in a department can go to their boss's office to just talk. Talk about your problems, fears and ask for advice from a more experienced mentor. At the same time, neither you nor your subordinates should forget about the working chain of command.
- ***Use anonymity as a way to increase employee trust.*** This method is often used by school psychologists: each student can leave a note about what does not suit him or her in the team, and later these issues are discussed together without mentioning the author of the appeal. This practice is easy to apply in the workflow - you can collect messages in any convenient way: in a box if you work in an office, or with the help of a convenient bot, for example, on Telegram.
- ***Learn to hear your subordinates.*** Often PMs are so busy with their personal affairs, problems, or worries about a meeting with senior management that they listen to their subordinates in the background. As a result, employees get the impression that their opinions and condition are not important to anyone, and this affects their attitude to their duties.
- ***Don't be afraid to spend informal time with your team.*** A joint lunch or a trip to the countryside with the whole team will definitely not harm communication in your team – it will become another tool for building effective and fruitful communication. No wonder team building is so popular. The main thing when solving communication problems in a team is not to be afraid to communicate with

the team, ask everyone's opinions, claims, and fears, and not to be shy about getting advice from more experienced colleagues.

Types of communication process: *verbal communication* – verbal communication, the participants of which exchange statements about the subject of communication; *non-verbal communication* (kinetics, paralinguistics, proxemics, visual contact) – exchange of information between people using non-linguistic communication elements. *Verbal communication: direct* is carried out through oral contact between the participants of communication. Indirect communication occurs in the absence of direct oral contact between the participants (information is devoid of emotional communication coloring). *Forms of direct verbal communication: individual monologue* (transfer of information without feedback); *individual dialogic* (involves feedback between the sender and the receiver); *group monologue* (three or more people perceive information); *group dialogic* (collective discussion of a problem). *Non-verbal communication* is the exchange of information between people using communicative elements (gestures, facial expressions, eye expressions, posture, etc.) A person learns non-verbal means of conveying information earlier than verbal ones (an infant responds to voice intonation, facial expressions, and touch).

Psychologists have concluded that words convey 35% of information, while more than 65% of information is transmitted through non-verbal means. It is very difficult to talk to someone whose face expresses nothing. The famous psychologist B. Ananiev emphasized that the communication process cannot be complete if the subject does not use non-verbal means. *Non-verbal communication* is valuable because it is usually manifested subconsciously and spontaneously. A person “weighs” his or her words, but cannot control facial expressions, gestures, intonation, voice tone, etc.

Each of you has probably had the feeling that the person you are talking to seems to be protecting himself by building an invisible wall between you. This wall is the notorious barrier. Where do they come from? Barriers to communication appear in our lives for various reasons – as a rule, this is a close intertwining of the

peculiarities of our characters and situations. As mentioned above, almost every person has encountered problems in various communication situations. This can mean only one thing – the reasons for the emergence of barriers in communication are different, and they are present in the life of every person.

Types of barriers to communication:

Semantic barrier. It happens when you and your interlocutor mean completely different things by the same concepts. It occurs almost always and everywhere because we understand many things differently. In order to break down this barrier, you need to have a good understanding of the person you are talking to and their worldview - the concepts they put into their statements. In case of possible inaccuracies, always explain in detail what you mean and try to use words and phrases that are understandable to the interlocutor.

A logical barrier. This is the inability to express one's thoughts. In the speech of such a person, cause-and-effect relationships are confused, concepts are substituted. Or it can be difficult for him to find words for those complex thoughts that run through his head.

Phonetic barrier. This is a bad speaking technique - when it is not clear what the interlocutor is saying, and this interferes with the perception of information. In formal or business communication, you will have to adapt to his or her way of speaking, occasionally asking questions at unclear moments.

The modal barrier. We all perceive the world through the five senses. For example, people with a visual modality are better at absorbing the information they see, but much worse at absorbing the information they hear. Knowing this, try to determine the modality of your interlocutor on the fly.

Personal barrier. Each of us has a character, and some of its traits may not suit someone. But for some people, these traits are so sharpened that their character can be a barrier to communication. This may be due to ignorance of one's own characteristics or lack of self-control. For example, excessive slowness can irritate your interlocutor.

How do you identify a barrier to communication?

First, it's *body position*. When experiencing difficulties in communication, people often adopt either unnatural, awkward and tense postures or, on the contrary, inadequately relaxed, sometimes even lax postures. Very often, the body position is closed (arms and legs crossed, the body is turned away from the interlocutor) or “elevated” (the desire to sit up higher, to look down at the interlocutor).

Second, there is *eye contact*. In the case of communication barriers, it is usually rare, unintense, and sometimes completely absent. There may be glances at the partner (sometimes even long ones), but they all occur at the time of active communication - especially when the interlocutor expresses something unpleasant but important. At the same time, if the interlocutor begins to look away, feeling uneasy, our “subject” will immediately try to pretend to be a kind soul and look into their eyes – but this look will actually be cold and hard.

Third, *gestures*. As a rule, they are sharp and intense, which is also unnatural. There is a clear desire to hide your hands (for example, in your pocket or behind your back), clench your fists, “grab” or take up more space through posture and gestures.

Fourth, *facial expressions*. The face often expresses tension. The facial expressions are strange - for example, the mouth may be smiling, but the eyes remain motionless. In general, expressions that demonstrate distrust and unkindness to the interlocutor, as well as contempt and anger, are characteristic of the face [9].

Speaking of effective leadership communication, it is necessary to emphasize the special role of ***emotional intelligence*** and assertive behavior. Effective leadership is also facilitated by mastering emotional intelligence the ability to explain one's own emotions and those of others in order to use the information received to achieve goals. The components of emotional intelligence are self-awareness, self-regulation, motivation, and social skills. Leadership competence in this case is the ability to exercise self-control, persistence, self-motivation to act, understand one's own emotions and those of others, and take them into account in maintaining favorable relationships with others. Emotional intelligence helps to understand and express

emotions, use them to facilitate thinking and argumentation, persuasion, and effectively manage one's emotions and those of others.

The first component, *the assessment and expression of emotions*, is present in any interaction. Developed emotional intelligence is exactly what allows you to more or less accurately assess the emotions of other people and saves you from such misunderstandings. Expressing emotions in a way that is consistent with the original intent is one of the manifestations of emotional intelligence.

The second component of emotional intelligence is *knowledge about emotions*. This is about the broader cultural and social context: do we know what in our environment triggers certain emotions? The same actions and words in different societies or even smaller groups can evoke completely different emotions.

The third component is how we are able *to manage emotions*. It is about holding back emotions without showing them (not getting angry when you want to) and about regulating your state after the emotions have already manifested (calming down after you get angry).

The fourth component of emotional intelligence concerns *behavior*. Let's say that in communicating with another person, we saw a certain emotion and correctly identified it. Understanding emotions should help us do the most important thing: decide how to behave. Emotions are just as much information as actions, words, and gestures. People use this information to justify their actions [10].

Now let's move on to ***assertive behavior***. The term "assertive" comes from the English verb "assert," which has two meanings: 1) to assert, declare; 2) to prove; to protect, defend (one's rights, etc.).

Assertive behavior is manifested in natural, honest behavior towards oneself and other people, skills and abilities of ethically acceptable communication in a particular situation, combined with confidence, positive self-esteem and obligatory respect for one's rights and the rights of others.

The advantages of *assertive behavior* (compared to aggressive and passive behavior) include:

- improvement of communication processes;
- people's desire for equal cooperation and responsibility (not out of a sense of duty or fear);

- making mutually beneficial decisions;
- maximizing opportunities for constructive relationships with others.

An *assertive person* knows their rights and the rights of others:

- The right to independence, to success, to loneliness;
- the right to be heard and taken seriously;
- the right to get what you pay for;
- the right to have rights (e.g., the right to act with confidence);
- the right to refuse a request without feeling guilty or selfish;
- the right to make any requests;
- the right to make mistakes and be responsible for them;
- the right not to be assertive, not to assert oneself at the expense of others.

An *assertive person* knows how to:

- maintain self-respect;
- stand up for themselves
- give compliments and praise to a communication partner;
- accept compliments;
- accept criticism;
- be a good interlocutor;
- find solutions that suit both parties;
- express your position, desires, needs clearly, openly and openly;
- say "no" if necessary.

Assertive behavior is contrasted with two other common types of behavior – passive (uncertain) and aggressive (manipulative). In both cases, the opposite party is seen as an "adversary" with the sole purpose of harming. The only difference between passive and aggressive behavior is that an aggressive person strikes

preemptively, while a passive person openly makes it clear that he or she does not claim to win.

Techniques of *assertive behavior*:

1. *Assertive argument*.

- Confidently express what you need. Express your desires in a way that describes a specific behavior or action. To do this, use the algorithm of a confident statement (for example: “I want us to finalize the document within a week”).

- Listen to the other party's suggestions. Your goal is to understand the other's position, not to deny it or convince your opponent to give up their interests. Listen to the other person actively: check whether you have understood them correctly, clarify, ask again.

- Make an alternative offer. If you are not satisfied with your opponent's proposal, explain what makes it unacceptable to you. State your new proposal. It should take into account both your interests and the wishes of the other party.

- Listen to the counterproposal. Your opponent may also reject your proposal. Ask him what he is not satisfied with and what he offers in return.

2. *Assertive defense of your rights*.

The “broken record” technique:

- describe the event;
- Describe the consequences of the event. Describe your feelings about it;
- appeal to justice, explain what allows you to claim that it is unfair;
- state the essence of your proposal;
- after the opponent has expressed his/her objections, confirm their legitimacy; repeat them, and then repeat your demand without arguments;
- continue to agree with each plausible argument of your opponent and then add your demand to them.

It is important to consistently maintain an assertive stance from the very beginning of the conversation. This means that you behave like a person who is convinced of his or her own rightness and considers your opponents to be decent and

experienced people. They are interested in settling things as soon as possible, and you openly make it clear that you have come to agree on an obvious trifle.

3. Assertive request.

If it is not a person's responsibility to satisfy our interests, if the opponent does not violate any legal or social norms, a request is more appropriate than a demand. A request is an honest expression of your position and desires, made in such a way that the other person can either agree or refuse, because you are asking him or her to express their position and desires as well.

The problem is that some people can't bring themselves to ask for a favor, and if they do, they ask for a favor as if they don't expect their desires to be met, because they don't deserve a positive response. They do not want to feel humiliated by a refusal. At the same time, they are sure that they will be rejected and are afraid of it. When you ask for a favor, act confident but not arrogant. Imagine that the person you are addressing wants to help you, but doesn't know how to do it. Make your request directly and politely.

4. Assertive refusal.

There are situations in which refusing a request is more humane to other people than trying in vain to satisfy their desire. These are situations in which you know for sure that you cannot fulfill the request or that fulfilling the request requires breaking the law or could cause harm to someone, and you do not want that to happen.

Just because you do not refuse someone does not mean that you are acting in their favor. In the end, both people can suffer: one from unfulfilled expectations, the other from feelings of helplessness and remorse, and eventually from guilt.

Therefore, it is necessary to separate what the other person needs from what is in your interest, i.e. to draw a personal line using the technique of "boundary marking":

- giving the person who asks what is due (attention to the request and to the person who asks): if the service is not feasible, thank you for your trust; if the offer is not interesting for you, thank you for your concern);

- defining your position (preferences, feelings, understanding of the situation and a clear, brief explanation of them);
- drawing a dividing line (a clear “no”) [11].

Thus, future specialists need to be trained to develop interpersonal and motivational communication skills, conflict resolution, teamwork, emotional intelligence, assertive behaviour to communicate effectively and overcome communication barriers.

Conclusions and directions for further research. The study proved that open, sincere, and reciprocal communication between leaders and members of the team can create a cooperative and constructive working environment. The transformation of leaders into communicators is an increasingly relevant practice in companies and plays a crucial role in strengthening organizational culture, ultimately contributing to broader business goals. Investing in communicative leadership is undoubtedly a significant step towards long-lasting success. Communicative leadership enables better outcomes, from more important efficient team processes to more innovative results. In the process of dynamic transformations of the modern society the success of leadership transformations depends on properly arranged communication. Thus, we strongly believe that there is the need for both scholars and organizational leaders to extend their knowledge of efficient communication.

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