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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, Abril 2019 N°

88

Revista de Ciencias Humanas y Sociales

ISSN 1012.1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia  
Facultad Experimental de Ciencias  
Departamento de Ciencias Humanas  
Maracaibo - Venezuela



# Formation Of Effective Leadership Communication: A Critical Analysis

**Moldir Sultanmurat<sup>1</sup>, Usenbek Rakhmet<sup>2</sup>, Parida Iskakova<sup>3</sup>,  
Gulmira Meirbekova<sup>4</sup>, Zhanat Burayeva**

<sup>1</sup> International Kazakh-Turkish University. H.A. Yasau  
E-mail: [moldir86.86@mail.ru](mailto:moldir86.86@mail.ru)

<sup>2</sup> International Kazakh-Turkish University. H.A. Yasau  
E-mail: [Rakhmet.58@mail.ru](mailto:Rakhmet.58@mail.ru)

<sup>3</sup> International Kazakh-Turkish University. H.A. Yasau  
E-mail: [Fari77@mail.ru](mailto:Fari77@mail.ru)

<sup>4</sup> International Kazakh-Turkish University. H.A. Yasau  
E-mail: [Guma0711@mail.ru](mailto:Guma0711@mail.ru)

<sup>5</sup> International Kazakh-Turkish University. H.A. Yasau  
e-mail: [bauyrjanovna@bk.ru](mailto:bauyrjanovna@bk.ru)

## Abstract

On the basis of the study of previous work done by many authors in the past decade, the author has made an attempt to find how leadership is affected by communication. As a result, verbal aggressiveness had a strong negative correlation with human-oriented leadership and a medium-sized negative one with charismatic leadership, but a small (but not significant) positive correlation with task-oriented leadership. In conclusion, different leadership styles also have an impact on communication. As different communication styles have an impact on leadership similarly different leadership also influences communication.

**Keywords:** Communication, Leadership, Primary Rings, Principles.

# Formación de una comunicación de liderazgo eficaz: un análisis crítico

## Resumen

Sobre la base del estudio del trabajo anterior realizado por muchos autores en la última década, el autor ha intentado encontrar cómo el liderazgo se ve afectado por la comunicación. Como resultado, la agresividad verbal tuvo una fuerte correlación negativa con el liderazgo orientado a los humanos y una negativa de tamaño mediano con el liderazgo carismático, pero una pequeña (pero no significativa) correlación positiva con el liderazgo orientado a la tarea. En conclusión, los diferentes estilos de liderazgo también tienen un impacto en la comunicación. Como los diferentes estilos de comunicación tienen un impacto en el liderazgo, un liderazgo diferente también influye en la comunicación.

**Palabras clave:** Comunicación, Liderazgo, Anillos Primarios, Principios.

## 1. INTRODUCTION

The modern society of the beginning of the 21st century is characterized by radical changes in all spheres of life: social, political, economic and others. The value orientations, a change in the requirements for the future specialist, have noticeably increased. The phenomenon of communicative leadership has a large temporal and spatial framework. Several authors have noted that communication is central to leadership (Awamleh and Gardner 1999; Denhartog and Verburg, 1997; Frese et al., 2003; Kirkpatrick and Locke, 1996; Riggio et al., 2003; Shamir et al., 1994; Spangler and House, 1991; Towler, 2003), but, except for studies devoted to oratory skills and

content in highly specific speech-like contexts, few have attempted to operationalize the communication styles leaders use in their daily transactions with subordinates. Even fewer have attempted to find out what the relations are of these communication styles with general leadership styles and outcome variables. This is somewhat surprising, given that one of the core elements of leadership is a leader's interpersonal communication style. In this study, we will consider leadership from this communicative perspective, and we will define a leader's communication style as a distinctive set of interpersonal communicative behaviors geared toward the optimization of hierarchical relationships in order to reach certain group or individual goals. The goal of this paper is to study:

1. How Communicative Leadership can be defined and evaluated;
2. Different leader's communication styles;
3. A method to evaluate Communicative Leadership supported by research, and study relationships between Communicative Leadership styles and organizational performance and outcomes.
4. The article also provides the practical tools and tips necessary to assist leaders to become more effective communicators.

## **2. METHODOLOGY**

Today it is obvious that leadership is put forward as one of the most demanded and professionally significant competences of the personality as a set of personality qualities that reflect the degree of

purposeful creative, intellectual, communicative, emotional and volitional activity of the subject, ready to transform reality and himself. The society needs leaders and organizers who have the skills of working in a team and managing it, relying on the ideas of a humane approach, capable of empathy, dialogue on an equal basis on the basis of a person-oriented, partnership style of interaction. Leadership is considered as 1) having a specific set qualities peculiar to those who successfully influence others; 2) the process of non-force impact in achieving the organization or group of their goals; 3) the type of relationship management, which is based on the model Partner-partner (clear, achievable goal, authority, helping to coordinate the activities of team members) and not under the scheme head-subordinate.

Leader - 1) the organizer and inspirer of the team, 2) a member of the group with the highest sociometric and communicative status (one of us, similar to the majority, the best of us), 3) the most authoritative person who makes collective decisions and organizing joint activities to achieve goals. Leader in the profession- a person who is able to influence others in order to integrate joint professional activities. The leader regulates the relationship in the team, defends the values of the professional group in inter-group communication, affects the formation of intra-group values and in some way symbolizes them. According to the point of view of American researchers of higher education, an important quality of a leader in the profession is a clear vision of the goal, the ability to formulate it and set it before the team in accordance with the specific situation and clearly conscious professional perspective. Russian scholar Balykhina identifies the following three types of leadership in the profession: 1) business; 2)

intellectual; 3) leadership communication. That communication is an integral part of the leader. Communication is evaluated as the ability to receive, transmit information in order to achieve the desired and real result. It is no coincidence that the leader is called an effective communicator.

Today, there are various approaches not only to the definition of leadership, but also to the classification of leaders: 1) instrumental leader, expressive leader (by direction of activity); 2) situational leader, universal leader (by the nature of the activity); 3) leader-inspirer, leader-performer (according to the specifics of participation in group interaction). Formally, leadership is not only a pedagogical, but also a sociological, psychological problem. The basic setting of social psychology is the understanding of the heterogeneity of the positions of people belonging to the same group in relation to each other and to what the group is engaged. However, the problem of developing the leadership potential of an individual has always attracted the attention of not only philosophers, psychologists, but also teachers. The analysis of psychological and pedagogical literature allows us to conclude that the existing approaches to the study of leadership differ only by a combination of three basic variables: 1) leadership qualities; 2) leadership behavior; 3) the situation in which the leader acts.

Interesting position of M.I. Rozhkov, who is highlighting the leaders - creators (act for the cause) and leaders-destroyers (act in the name of their own interests from the desire to show themselves), considers the leader as a person capable of a) lead; b) to encourage activities; c) actively influence to others. Yaroshevsky characterizes the leader as the most authoritative member of the group, for which they recognize the right to make decisions in important situations. A.L.

Umansky, defining the concept of leader highlight the main characteristics of leadership: 1) group membership: leader is a member of the group, it is inside, and not above the group; 2) the leader uses the group authority, and he has high status; 3) the norms and values of the group and leader are the same, the leader of the only fully reflects and expresses the interests of the group; 4) the leader intellectually influences the group, controls it; 5) the leader is promoted by the group. After analyzing the existing approaches to the definition of leadership, leader, we see that in the psycho-pedagogical science leadership is usually viewed as a socio-psychological phenomenon of domination and subordination; leadership is only possible in a group; leadership position can take any member of the group, has established himself as a competent person. The latter definition postulates the possibility and the need to create technologies, models of the development of leadership potential of the individual.

It should be noted that in domestic educational practice, due to the fact that leadership is associated with communication, the terms leadership talent and communicative talent are often considered as synonymous. Of course, leadership is an integrative characteristic of the individual, including as a mandatory component of the communicative culture, without which it is hardly possible to gain credibility and take a leading position in the group. This review is about the role of effective communications for enhancing leadership and entrepreneurial skills are getting more important to every individual in today's society. Leadership potential should be considered as an integrative personal property, the main diagnostic criteria of which are: 1) high motivation to be a subject of activity; 2) developed intellectual, communicative, suggestive abilities; 3)



creativity. Leadership is an influence relationship among leaders and followers who intend real changes and reflect their mutual purpose. Leadership is the ability of an individual or group of individuals to lead, guide or influence other groups of people or an organization.

The core skill of leadership is influence, in fact John C. Maxwell defines leadership as influence, how well you can influence your subordinate or situation makes you a leader: a leader is someone who guides or directs others. Not everybody can be a leader, before you can be, you must possess leadership qualities similarly, all managers are not leaders, a manager will be regarded as a leader if they carry out the leadership role of management effectively and efficiently, which include, communication, motivation, providing guidance, and encouraging employees to increase work input for better productivity. What are the styles of leadership? Autocratic Leadership- the autocratic leader is given the power to make decisions alone, having total authority. They stand in master of the people and impose their wills and no one is allowed to challenge them. This is the style used by the Catholic Church, for example, dictators and monarchs. On the other end, this leadership style seems to be good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership, since they are unable to enhance processes or decision-making, resulting in job dissatisfaction (Lewin et al., 1939; Tesgera, 2018).

Bureaucratic leadership - the bureaucratic leader believes more in very structured procedures and tends to bend over the pre-established measures rather it was successful or not. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the

company. Leaders ensure that all the steps have been followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders who would like to speed up the process will experience frustration and anxiety and are not welcome (Weber, 1905). Charismatic leadership - the charismatic leader leads by infusing energy and eagerness into their team members. A charismatic leader is someone who is often on the run. S/he is not someone who feels pleased with any type of stationary situation. This type of leader has to be committed to the organization for the long run. If the success of the division or project is attributed to the leader and not the team, charismatic leaders may become a risk for the company by deciding to resign for advanced opportunities. It takes a company time and hard work to gain the employees' confidence back with other types of leadership after they have committed themselves to the magnetism of a charismatic leader (Weber, 1905).

Democratic leadership or participative leadership - the democratic leader listens to the team's ideas and studies them, but hold the responsibility to make the final decision. Team players contribute to the final decision, therefore increasing people satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing they were consulted and contributed to the decision making process, minimizing resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or at the moment (Lewin et al., 1939). Laissez-

laissez-faire leadership - The laissez-faire leader gives no continuous feedback or supervision because the employees are highly experienced and need little supervision to obtain the expected outcome. This type of style is also associated with leaders that do not lead at all, failing in supervising team members, resulting in a lack of control and higher costs, bad service or failure to meet deadlines. In government this is what the type of leadership which may drive to anarchy. People-oriented leadership - the people-oriented leader is the one that, in order to comply with effectiveness and efficiency, supports, trains and develops his personnel, increasing job satisfaction and genuine interest to do a good job (Fiedler, 1967).

Servant leadership - the servant leader facilitates goal accomplishment by giving its team members what they need in order to be productive. This leader is instrument employees use to reach the goal rather than a commanding voice that moves to change. This leadership style, in a manner similar to democratic leadership, tends to achieve the results in a slower timeframe than other styles, although employee engagement is higher (Greenleaf, 1977). Task-oriented leadership - the task-oriented leader focuses on the job, and concentrates on the specific tasks assigned to each employee to reach goal accomplishment. This leadership style suffers the same motivational issues as autocratic leadership, showing no involvement in the team's needs. It requires close supervision and control to achieve expected results (Fiedler, 1967). Another name for this is deal maker and is linked to a first phase in managing change, enhance, according to organize with chaos approach (Rowley & Roevens, 1999). Transactional leadership - the transactional leader is given power to perform certain tasks and reward or punish for a team's

performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Burns, 1978; DavoodabadiFarahani & Aghajani, 2013).

Transformational leadership - the transformation leader motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses the chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision (Burns, 1978). Environmental leadership - the environmental leader is the one who nurtures group or organizational environment to affect the emotional and psychological perception of an individual's place in that group or organization. An understanding and application of group psychology and dynamics is essential for this style to be effective. The leader uses organizational culture to inspire individuals and develop leaders at all levels. This leadership style relies on creating an educational atmosphere where groups interactively learn the fundamental psychology of group dynamics and culture from each other. The leader uses this psychology, and complementary language, to influence direction through the members of the inspired group to do what is required for the benefit of all (Carmazzi, 2005). To become a great leader one should be a great communicator.

Communication is at the core of leadership, it is its primary function. Without good communication skills, your leadership is void. In short, and in the words of James Humes, the art of communication is the language of leadership. Through effective communication, leader's lead. Good communication skills enable, foster, and create the understanding and trust necessary to encourage others to follow a leader. Great leaders must be great communicators. They have to create a vision that others will follow. Their words must be supported by strong and active intentions, and their objectives must be clearly defined, appealing to the aspirations and emotions of their team members. Without intention, employees will not understand a leader's ideas and will not champion their proposals. Leadership communication is the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization, or a community. Leadership communication is defined as inspiring and encouraging an individual or a group by systematic and meaningful sharing of information by using excellent communication skills. Leadership communication uses the full range of communication skills and resources to overcome interferences and to create and deliver messages that guide, direct, motivate, or inspire others to action.

Leadership communication consists of layered, expanding skills from core strategy development and effective writing and speaking to the use of these skills in more complex organizational situations. Leadership communication consists of three primary rings (1) core, (2) organizational, and (3) corporate. The Core Aspects Approach includes writing and speaking: these are the individualized skills and are required to be expanded, to lead and manage bigger groups or teams. Expressive cultural understandings, listening patiently, team

management and team meetings, providing training facilities and mentoring are the skills, which aid to manage huge groups and are Managerial Aspect Approach of leadership communication. The Corporate Aspects Approach are the skills required at much higher levels of leadership, and there is a need to interact with an external sphere, skills that are most needed: maintain employee relations, communication during change and crises, media associations and image building. So, the higher up in an organization a manager moves, the more complex his or her communication demands become. The core communication ability represented in the center of the framework below expands to the managerial communication ring and then further to the communication capabilities included in the broader corporate communication ring (Barrett, 2006). There are three levels of communication skills for leaders:

1. Core communication skills,
2. Team communication skills,
3. Strategic and external communication skills.

Core communication skills: Sometimes communication skills are categorized under a broader term known as interpersonal skills or people skills. Interpersonal skills are the skills needed to develop relationships with other people. Whatever term is used, research over decades has shown that these skills are most important for leaders at all levels. Within the interpersonal skills framework, the following key skills are known to be essential:

Oral and written communication: There are many good researches available in these areas. However, what needs to be said is that leaders are expected to have reached at least an acceptable standard in these areas and the standard will be dependent upon the

organizational context in which the leader works and within its usual communication practices. Every communication, oral or written, builds a picture and creates an impression about leadership. A leader's skills will be most visible when speaking informally, one-on-one, with groups, and when giving formal presentations. Effective leaders use these occasions to connect with people, so techniques like posture and eye contact are important to learn. Practice is often the best way to be good at formal presentations and public speaking. Leaders should take every opportunity to develop and practice these skills.

Non-verbal communication: Facial expressions, body language, the way a person dresses, the way a person moves their hands when talking, the distance between them and the other person when talking, and their general demeanor—all send messages to others. Understanding your own body language and ensuring that oral and non-verbal communication is coherent is important to leaders who wish to improve their communications with others. Some research indicates that up to 90 percent of the meaning of a communication is captured in the non-verbal clues. What is important is that leaders understand the significance of non-verbal communication as a communication technique and as part of their interpersonal skills that are in need of constant attention and development (Karlina, 2019).

Active listening: Genuinely listening to others requires intellectual and physical effort. It is a skill that many leaders find demanding. Some leaders hear when others talk, but far too often they do not listen to what is being transmitted, either verbally or non-verbally. Active listening is listening for the full meaning of what is being transmitted and observing. It includes listening to the non-verbal clues contained in the message without making premature judgments

or interpretations. There are eight specific behaviors that leaders should endeavor to practice to build active listening skills. These are:

–Make eye contact with the speaker so that they know you have focused your attention on them, that you are not distracted and that you can see their facial expressions and other non-verbal clues.

–Make affirmative nods and other appropriate facial expressions to show interest in what is being said. Appropriate movements and non-verbal listening responses on your part to let the speaker know you are listening.

–Avoid distracting gestures that might make the speaker think you are bored or tired of what is being said. It is important that the speaker thinks they have your full and undivided attention.

–Ask questions to seek clarification and to ensure your own understanding— but leave it until the end so as not to be interruptive.

–Use the paraphrasing technique by restating and rephrasing the communication in your own words by commencing with, do you mean ... or as I understand it, what you are saying is.... This technique checks for accuracy and verifies you have listened correctly.

–Avoid interrupting the speaker until the end of the communication.

–Avoid talking over the top of the speaker. You cannot listen and speak at the same time!

–Make smooth transitions between the roles of speaker and listener—try not to think what you might say as you listen to the other person.

These behaviors can be learned, even though they may seem awkward and insincere at first try. The behaviors will become more natural if practiced and will bring about attitudes of tolerance and



empathy if persevered with. Giving and receiving feedback: Giving feedback on performance (both praise and criticism) is an integral part of effective leadership. It is also an activity which makes many leaders uncomfortable. It should, however, be a daily activity in a team that is working effectively. Feedback from leaders can be very diverse in nature. It can range from feedback on team member's work performance to feedback on a team member's interpersonal behavior. It can be both positive and negative. Research demonstrates that leaders like to give positive feedback and usually do so promptly and enthusiastically. Negative feedback, however, is often avoided by leaders, is inappropriately delayed, and often distorted by the leader to make it more acceptable to the receiver.

Emotional intelligence: Goleman (2004) introduced the concept of emotional intelligence. Emotional intelligence refers to the capacity of a leader to deal effectively with their own and others' emotions. Emotional intelligence is a core communication skill for leaders. When applied to the workplace, emotional intelligence is about thinking intelligently with emotions—perceiving, expressing, understanding and managing emotions in a professional and effective manner at work. A number of recent research studies have demonstrated a positive relationship between the ability to manage emotions and the quality of social interactions—and therefore leadership potential. Emotional intelligence is a combination of self-management and social skills that can transform and optimize individual or team performance. Emotional intelligence for any leader can be measured and the good news is that it can be increased over time.

Conflict resolution and negotiating skills: Leaders devote around 20% of their time to negotiating outcomes or resolving conflict.

This is may be a low estimate, however, and in many organizational cultures, the percentage is much higher. The 80/20 rule often also applies—i.e. that 80% of one's time, as a leader will be spent on conflict involving around 20% of the team members. Negotiating and resolving conflict is a difficult but necessary role for leaders. Many leaders are not only poorly skilled at negotiation and conflict resolution, but also avoid conflict, allowing it to fester and to build into situations that are much more difficult to handle than if they were dealt with quickly at the first surface of the conflict or potential conflict. No leader likes having to intervene in conflict situations. As a rule of thumb, however, leaders must be the initiators of conflict resolution. They should handle any conflict situation when it arises. This frees the leader from having to think about the conflict and makes the leader, and those involved, much more productive. Having the ability to handle conflict situations constructively also has a direct influence on how the leader is perceived by others. According to Lussier and Achua (2004), there are five conflict management styles that leaders may choose from. Every leader has a preferred style based on their personality and other leadership traits. No single conflict management style works best in all situations, so leaders should be skilled in each of the styles, selecting the one best-suited to the conflict situation. The five styles include – avoidance, accommodation, force, negotiation, and collaboration.

Team communication skills: Leading teams of people are somewhat different to leading individuals and leaders of teams must have a number of team communication skills. The most skills include: MBWA: Managing by walking around (MBWA) is a skill that leaders can learn in order to be more available for communication with team

members. It enables the leader to find out what's happening with the work team and gives team members the opportunity to make informal contributions. Leaders who get out of touch with the individuals in their work team are also out of touch with their customers. Two important channels of communication are therefore opened using the MBWA technique. To open up these channels of communication in an informal way a good habit to develop is to walk around your area of responsibility on a regular basis. On these regular wanderings, a leader is able to:

- Use informal conversations to teach and reinforce organizational values to individuals in the team;

- Listen and pay close attention to team members in their own workspace where they feel most comfortable and confident;

- Discover and acknowledge innovation and systems improvements not formally reported and spread them across other areas;

- And to coach and mentor individuals in their own surroundings.

Facilitating meetings: Dalglish and Miller suggest that leaders need to acquire the communication skills to manage productive meetings and to use the four Ps of effective meetings—namely: purpose, participants, planning, and process.

Strategic and external communication skills: Strategic and external communication skills are needed by leaders at every level. However, as leaders rise towards the top of the organization, these skills become critical. Communication becomes more complex as leaders need to address both internal and external stakeholders. Statements of vision mission and values: Leaders of organizations

have long recognized the importance of clear vision and mission statements to articulate the future aspirations of the organization's leaders to its stakeholders. Most large organizations have formal vision and mission statements in place. Values statements are a recent addition to the corporate statements issued by organizations to inform people outside the organization (such as investors and potential employees) about the organization and where it might be heading. They are designed to complement vision and mission statements and are the fundamental beliefs of the leaders and members of the organization. That is, they represent underlying reasons for the actions and behaviors of organizational members.

Leaders must ensure that all forms of internal communication align with and reinforce the organization's mission, vision and values, and that internal communications connect to them and are integrated into operational processes. Research has demonstrated that many organizations and their leaders do not communicate their vision as well as they might, leaving employees and external stakeholders confused about the direction of the organization and where they fit in to it. Regularity of communication is also important. Senior leaders must ensure that the people in the organizations they lead are regularly informed about progress towards the vision, long-term goals, principles and strategies of the organization. They must reinforce the values of the organization. Regularity can be achieved with techniques like regular (monthly) newsletters to staff or in broadcast emails.

Leaders as communication role models: While policies are important, what leaders actually do and say have a greater impact on employee behavior in the organization. Leaders, therefore, need to set the standards for communication. They need to be role models for the

types and the tone of the communication they expect in the organization. When leaders interact with others on a one-to-one basis, in groups, by email, by internal correspondence or any other form of communication, employees observe and then generally adopt what the leaders do. Leaders set the climate for communications in the organization by the way they communicate with team members and other leaders, the transparency of their decision making, how often they are seen around the organization and how often they address staff in person. Everything a leader does to influence others, involves communicating. Good communication skills are the foundation of effective leadership (Fathi & Dastoori, 2014).

### **3. FINDINGS AND DISCUSSIONS**

Communication was earlier considered as a soft skill which has no impact on organizations. Even while hiring individual communication skills never was a major criterion for hiring. But the concept has been changed; communication has a very large impact on business. It is assumed that effective communication with the leaders stimulates employees stay engaged and to perform their duties efficiently. Good communication involves a pre-prepared plan. Leader's communication must match with his actions and should be two-way communication. Sharing of bad news must be done face-to-face in an effective manner so as to reduce its direct impact. The root cause of many problems is the improper and untimely sharing of information or communication. Effective communication management

is a principal leadership skill. Here mentioned some communication principles to become an excellent leader:

Communicative leaders include:

1. Communicative leaders coach and enable employees to be self-managing.
2. Communicative leaders provide structures that facilitate the work.
3. Communicative leaders set clear expectations for quality, productivity, and professionalism.
4. Communicative leaders are approachable, respectful, and express concern for employees.
5. Communicative leaders actively engage in problem solving, follow up on feedback, and advocate for the unit.
6. Communicative leaders convey direction and assist others in achieving their goals.
7. Communicative leaders actively engage in framing of messages and events.
8. Communicative leaders enable and support sense making.

Here is also given another classification of leadership communication principles, which are as follows:

1. A leader must be confident enough, while communicating with others. People must believe the communications made by their leaders. Lack of confidence while communicating, can make team members uncomfortable, and unenthusiastic about their work. Confidence helps a team to work together to achieve desired goals.

2. Great leaders must be steady and trustworthy while they communicate. There must be a value, grace, and regularity when they interact with their teams, but can also modify according to the listeners. They have to upgrade their personality as a trustworthy communicator to develop trustworthiness among his team and various business channels. A quick change in attitude is not considered as leaders beat the quality.

3. True leaders always have to communicate the rules clearly to his team and should follow those rules himself, which he expects to be followed by others and must communicate indirectly to his team that he is capable enough to do what he expects from them. He must lead his team by setting examples himself.

4. A great leader must be energetic and self-motivated while communicating. If the leader is doubtful, negative or disconnected, no one in the team could relate to him. Only highly energetic and self-motivated leaders are considered as effective leaders because they have vast potential to motivate and to raise the morale of their teams.

5. A leader should be very much focused and stable while communicating with his team because during difficult situation team depends on leader effective communication for the getting stability and solutions.

6. A leader must also an emphasis on effective listening rather completely focusing on effective speaking, because to hear patiently is as significant as to say effectively.

7. A leader has to be sure while sending messages to his team because a wrong message may end up in conflict and difference in opinion. The message should be clear, precise and properly written.

8. A leader must communicate with an open mind and always welcome suggestions and ideas for improvement in his style and for enhanced learning.

9. A leader must be aware of what he is speaking to his teammates. The communicator must select a message without any ambiguity. A Leader must have full knowledge of the subject he is about to discuss to avoid confusions. A leader may not have time to communicate with all team members individually, so he must develop an art of interacting with individuals even if they are in groups. He should address the group in such a manner that it seems like he is talking to all individuals solely.

10. An effective leader must always encourage feedback system to improve the workplace environment. Feedback will help to overcome shortcomings and to rectify errors if any.

As we already know that communication has a great impact on effective leadership precisely the same is the case with leadership styles. Different leadership styles also influence the communication process. There exists a vice-a-versa relation between the two. Following are the styles of leadership, which affects communication:

a) Style According to the Situation The style of leadership is concerned with the practice and use of diverse leadership styles under unlike situations according to the need of audiences and personal leadership qualities. Under every situation, the communication gets affected as some situations demand direct and strict communication and in other situation leader has to opt for indirect ways of communication. This can even make communication an effective process sometimes or may lead to miscommunication.



b) **Task-Oriented Leadership Style.** Every leader has a vision or goal for him and for his team. This vision or goals are synchronized with organizational aims and objectives. The leaders have to communicate the vision and goals to his team so as to motivate them to achieve them with efficiency. He communicates in a way so that he will be able to make others see what he is expecting from them. Team Involvement, effective listening, clear and timely communication is the main feature of this style. This style of leadership makes communication an effective communication.

c) **Directive Leadership Style.** In this style of leadership the leader helps his teams to achieve their personal work targets and team targets by telling them the appropriate methods and showing the right directions to achieve those goals. He acts as a director, who support and enables his team to follow the path, which leads them to achieve their goals more easily and perfectly by communicating effectively.

d) **Human-Orientated Leadership Style.** According to this, there are two types of employees working in a team: active and lazy. The active category includes those employees who are self-motivated and enthusiastic to work hard for accomplishing the tasks given to them. Another one is those who need regular motivation and encouragement to perform their duties. Here the leadership style people centric as a leader has to be in regular touch and communication with these employees to get the work done. The leader has to make strategies in accordance with employees to make them attached to their work. Communication is an important part of this leadership style.

e) Leadership Style According to the Intellectual Level. It is believed that a leader must adjust his leadership style by keeping in mind the intellectual level and maturity of the employees. Here maturity does not refer to the sensitivity or age, but it means work stability, tendency to handle complex situations, potential of achieving given target. Effective leaders always try to maintain a good balance by adjusting the leadership method, which further has an influence on communication.

f) Behavioral Leadership Style. This style of leadership differentiates among two elementary ways of leadership; one is a work-orientated and the other one is individual orientated. Accomplishment, inspiration, readiness and aptitude to take accountability, learnings and knowledge regulate the blend of this style. This leadership style does not depend on so many ways, but it hinge on the situation, where and why it has to be used. The consequence of this style is that during communication, associations must have sufficient consideration to make the interaction a successful one.

g) Action-based Leadership Style. This style recommends that the leader should give emphasis to three main duties; assignment, group and individual. A leader must have to concentrate on the assignment given, the team working on that assignment and individual issues of the team members and should try to meet the deadlines by focusing on each one at different times. Here, the main drive of the team is to get the work done and the leader has to uphold the focus of the team to Achieve objectives. It is essential for a leader to boost and increase the balance between the needs of the tasks, team

and individuals by regularly and effectively communicating with them (Mollaei et al, 2014).

#### **4. RESULTS**

The question is: are the findings of the communication style literature replicable in the leadership context? The leadership style in literature may be characterized by referring to two main phases: approximately 30 years of studying leader consideration and initiating structure from 1953 until the middle of the 1980s and approximately 25 years of studying charismatic-transformational leadership from the middle of the 1980s until the present. Studies on leaders' communication styles have kept up with this shift in focus. In a review of the relations between interpersonal communication behaviors and leadership consideration and initiating structure, Penley and Hawkins (1985) conclude that consideration (or: human-oriented leadership) is mainly communicative, while initiating structure (or: task-oriented leadership) is much less so. According to Penley and Hawkins (1985), the close correspondence between human-oriented leadership and communication is due to the fact that consideration is heavily saturated with the relational aspects of communication, such as interpersonal concern and warmth, while task-oriented leadership is much more saturated with the actual content of the information provided instead of the style of communication.

Hypothesis: Communication styles are more strongly related to charismatic and human-oriented leadership than to task-oriented leadership. We do expect, however, the determinants of charismatic

leadership and human-oriented leadership to be different. While human-oriented leadership will be mainly determined by a supportive communication style, charismatic leadership will be determined by all communication styles that have a positive connotation, i.e., expressiveness, preciseness, assuredness, supportiveness, argumentativeness, and a lack of verbal aggressiveness. The literature on communication styles and outcomes and on communication styles and leadership styles implies that communication styles are meaningfully related to a number of outcome variables and to some, but not all, leadership styles. The question is whether communication styles of a leader are similarly related to outcome variables as the traditional leadership styles. In comparison with the communication styles literature, there has been an abundance of studies associating outcomes with charismatic, human-oriented, and task-oriented leadership. To combine these studies, several meta-analyses have been conducted to investigate the relations between leadership styles and both organizational and individual outcomes. For instance, the meta-analysis of Judge and Piccolo revealed positive relations between both transformational and charismatic leadership and subordinates' job satisfaction, satisfaction with the leader, motivation, leader effectiveness, and group performance. Judge and Piccolo did not find any significant differences in results between charismatic and transformational leadership, which shows that these constructs are by-and-large interchangeable. A meta-analysis on the leader's consideration (e.g., human-oriented leadership) and initiating structure (e.g., task-oriented leadership) also revealed positive effects on outcomes for these two styles. Most notable, leader's consideration was more strongly related to subordinates' job satisfaction, satisfaction

with the leader, and leader effectiveness than initiating structure (Kor et al., 2019).

Lately, there has been an increased interest in the predictors of knowledge sharing. Especially leadership may play a central role in inspiring and supporting knowledge sharing behaviors. Consequently, both charismatic and human-oriented leaderships are likely to have a positive effect on both knowledge collecting and donating behaviors. Srivastava looked at the relation between empowering leadership and knowledge sharing. Encouragement of self-management, a concept akin to empowering leadership, has been found to be very strongly related to human-oriented and charismatic leadership. Srivastava found a positive relation of empowering leadership on knowledge sharing, which suggests that both human-oriented and charismatic leadership will be related to knowledge sharing. A computerized survey was used, consisting of 16 background questions and 138 items. The items were selected from existing questionnaires. Answers were provided on a five-point (disagree–agree) scale. For measuring task- and human-oriented leadership styles, the short version of Syroit’s Dutch translation of the Supervisory Behavior Description Questionnaire was used. For measuring the charismatic leadership style a short Dutch version of Bass Multifactor Leadership Questionnaire Dehoogh et al. (2004) was used. In previous studies, these scales have consistently shown strong reliabilities, i.e., .84 for task-oriented leadership, .92 for human-oriented leadership, and .88 for charismatic leadership (Dehoogh et al., 2004). In the current research Cronbach’s alphas were .86 for task-oriented leadership, .91 for human-oriented leadership, and .90 for charismatic leadership.

The questionnaire which measured a leader's interpersonal communication style was based on the outcomes of a lexical study, which identified seven main communication dimensions (for a detailed explanation of this study). To measure these seven dimensions, 87 items, representing each of the poles of the seven dimensions, were written. A Principal Axis Factoring (PAF) analysis with varimax rotation was conducted. Based on the screen plot and the content of the items we identified six factors, which explained a total of 56.3% of the variance. No reliable scales could be constructed from additional factors. The following names were given to the scales constructed by summing the highest loading items of these six dimensions: leader's verbal aggressiveness (10 items, in the current study  $\alpha = .92$ ), expressiveness (10 items,  $\alpha = .89$ ), preciseness (10 items,  $\alpha = .90$ ), assuredness (10 items,  $\alpha = .81$ ), supportiveness (9 items,  $\alpha = .89$ ), and argumentativeness (4 items,  $\alpha = .68$ ). Five of the 15 possible correlations between the communication scales were above the .40 level; e.g., supportiveness correlated  $-.57$  with verbal aggressiveness and  $.54$  with expressiveness. Examples of items of the communication style scales were: If things do not work out, my leader becomes very angry (verbal aggressiveness), My leader often tells a lively story (expressiveness), My leader expresses him-/herself in a concise manner (preciseness), Often, my leader lets others resolutely know what s/he thinks (assuredness), My leader often gives somebody a compliment (supportiveness), and My leader likes to analyse everything (argumentativeness).

The results of the survey reveal several strong correlations between the communication styles of a leader and his/her leadership style. The two strongest correlates of charismatic leadership were

leader's supportiveness ( $r = .66, p < .01$ ) and leader's assuredness ( $r = .64, p < .01$ ). The two strongest correlates of human-oriented leadership were again leader's supportiveness ( $r = .87, p < .01$ ) and leader's verbal aggressiveness ( $r = -.62, p < .01$ ). The relations of the communication styles of a leader with task-oriented leadership were less strong, but still significant, with the two strongest correlates leader's assuredness ( $r = .48, p < .01$ ) and leader's preciseness ( $r = .35, p < .01$ ). Note that verbal aggressiveness had a strong negative correlation with human-oriented leadership and a medium-sized negative one with charismatic leadership, but a small (but not significant) positive correlation with task-oriented leadership. Of all communication variables, leader's argumentativeness was the weakest correlate of all three leadership styles.

## **5. CONCLUSIONS**

As stated in the introduction, sample studies and researches have been done with the same purpose of identifying how communication and leadership are interrelated to each other. Why excellent communication skills are required to manage a team at the workplace or to manage an organization efficiently? How communication gets affected by different leadership styles? What all are the qualities which make a leader a perfect communicator? In concluding lines we can state that effective communication and leadership together gives an effective leadership communication. A leader cannot become an effective leader until unless he is an excellent communicator and must use his ability to let individuals follow him. He must have knowledge

and will be able to communicate that knowledge to others at work. Communication makes a leader effective who develops a better understanding in teams. These understanding bring a sense of trust in employees on the leader and on each other, work together, which further reinforce congenial relations with team members and creates an excellent work atmosphere. While working with such a good, healthy, positive and congenial environment they get motivated and enthusiastic to work much harder. This dedication towards their work makes it easy to achieve their targets quickly and hence their productivity increases (Vargas et al, 2019).

There is another point of view that different leadership styles also have an impact on communication. As different communication styles have an impact on leadership similarly different leadership also influences communication. With a change, a change in style the impact of communication also alters. In some of the style like where the leader has to handle a tough or critical situation he need to be little hard and leadership style will become authoritative, but must have a control on his communication otherwise it may become a miscommunication or an ineffective one. In another example where has to deal with a group with different work attitude and styles here, he needs to be more people centric (human-oriented) and should communicate in a way that he will be able to communicate at individual levels even while interacting with a group. In the end, we can say that both communication and leadership are linked deeply and cannot be done on individually. But still there is no as such explanation or clarification to these questions as concepts may vary person to person and every individual has his own perception about the things happening around.



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Revista de Ciencias Humanas y Sociales

Año 35, N° 88, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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