

**VALERIY ZLYVKOV**

*PhD in Psychological sciences, Associate Professor, Head of Laboratory of methodology and theory of psychology Institute of Psychology NAPS, Kyiv, Ukraine*

**SVITLANA LUKOMSKA**

*PhD in Psychological sciences, senior researcher of Laboratory of methodology and theory of psychology Institute of Psychology NAPS, Kyiv, Ukraine*

**OLENA KOTUKH**

*researcher of Laboratory of methodology and theory of psychology Institute of Psychology NAPS, Kyiv, Ukraine*

**COMMUNICATION-CENTERED VIEW ONTEACHER'S AUTHENTIC AND CRITICAL LEADERSHIPS**

*Zlyvkov V.L., Lukomska S.O., Kotukh O.V. Communication-centered view onteacher's authentic and critical leaderships.* The past decade has seen an increase in scholarly interest in the topic of authentic leadership. This study examined teachers' perceptions of authentic leadership and the relationship of authentic and critical leaderships to teachers' interpersonal relations in Ukraine. We review this literature with the goal of clarifying the state of knowledge in the field. The components of authentic leadership are self-awareness, relational transparency, balanced processing, internalized moral perspective. The purpose of this research was to adapt to the Ukrainian language Authentic Leadership Inventory (ALI, Neider, & Schriesheim) and examine the correlation of authentic leadership with work role performance and interpersonal relations. A total of 230 secondary school teachers were surveyed. The results showed that teacher's authentic leadership as moderate, teachers are characterized by such component of authentic leadership as relational transparency, and least of all – internalized moral perspective. Finally, results revealed a positive relationship between authentic leadership, interpersonal relations and work role performance. Implications for

research and practice are discussed. The possibilities of further research of teacher's authentic and critical leaderships, in particular its connection with psychological capital and psychological well-being are outlined.

**Keywords:** authenticity, authentic leadership, communication-centered leadership, leadership communication, critical leadership studies.

**Introduction.** To improve leadership practice, universities and other higher-educational institutions offer leadership and management programs at both the bachelor's and master's degree levels. Generally, there are many reasons to research leadership development programs. There are three important elements that are relevant to the aim of this study: it is important for such programs to 1) fine-tune their approaches to achieve defined goals, 2) evaluate and ensure that the participants and their organizations benefit from the development program, and 3) encourage more comprehensive discussions about what works and why. Because of an increased focus on the role and function of leadership, considerable efforts have been made to study the impact of leadership training both inside and outside university institutions.

The importance of authentic approaches to leadership is far reaching in both the research and practitioner domains. Authenticity can be traced back to ancient Greek philosophy and is reflected by the Greek aphorism "Know Thyself" which was inscribed in the Temple of Apollo at Delphi. An early reference to authentic functioning is Socrates' focus on self-inquiry as he argued that an "unexamined" life is not worth living. Aristotle followed with a view of ethics that focused on one's pursuit of the "higher good" achieved through self-realization when the activity of the soul is aligned with virtue to produce a complete life.

In recent years, the restructuring of schools to empower teachers and to implement school-based shared decision making has resulted in a move away from bureaucratic control and toward professionalization of teaching. Nowadays teachers are developing a collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden

explorations to solve problems. In such circumstances, adaptation to the Ukrainian sample of Authentic Leadership Inventory is very relevant. A good teacher allows the students see him as something other than the holder of knowledge. A teacher should maintain this credibility throughout the course term. According to S. D. Brookfield [2] student perceptions of credibility are based on the following four behaviors: a teacher's words must match his actions, a teacher must admit his faults and be able to admit them openly, a teacher must be willing to allow students to see him outside of class and office settings (in other words, be a real person.), and a teacher must show respect through active listening of student concerns.

**Literature Review.** Authentic leadership has emerged as a central component in positive leadership studies since its conceptualization in the late 1970s and theoretical extension as a “root construct in leadership theory” (B. J. Avolio, W. L. Gardner). Authentic leadership, as proposed by F. Luthans and B. J. Avolio and further developed by W. L. Gardner is a process by which leaders are deeply aware of how they think and behave, of the context in which they operate, and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths [4].

A theory of authentic leadership has been emerging over the last several years from the intersection of the leadership, ethics, and positive organizational behavior and scholarship literatures (F. O. Walumbwa) [11]. The creators of this construct contend that the decrease in ethical leadership coupled with an increase in societal challenges necessitates the need for positive leadership more so than in any other time. More recent reviews of leadership theory also highlight that the future direction of leadership research must move away from a hierarchical, leadercentric approach to a more integrative approach in which followers, context, and group levels of analysis are hypothesized and tested to advance leadership theory. Furthermore, there is a continued call for leadership research to quantify how leadership behaviors can impact organizational outcomes such as firm performance.

To describe the type of positive leadership required, these scholars have drawn from the fields of, leadership, ethics, and positive organizational scholarship to inform the creation of a new construct, authentic leadership. The F. Luthans and B. J. Avolio model [4] focuses on the core self-awareness and self-regulation components of authentic leadership. They identified several distinguishing features associated with authentic self-regulation processes, including internalized regulation, balanced processing of information, relational transparency, and authentic behavior. G. Eilam & B. Shamir [3] posit the following four characteristics of authentic leaders: rather than faking their leadership, authentic leaders are true to themselves (rather than conforming to the expectations of others); authentic leaders are motivated by personal convictions, rather than to attain status, honors, or other personal benefits; authentic leaders are originals, not copies; that is, they lead from their own personal point of view; and the actions of authentic leaders are based on their personal values and convictions. Hence, authentic followers (R. Ilies, F.P. Morgeson, J.D. Nahrgang) [7] are posited to display internalized regulatory processes, balanced processing of information, relational transparency, and authentic behavior paralleling what we describe as characterizing authentic leaders. Self-awareness refers to demonstrating an understanding of how one derives and makes meaning of the world and how that meaning making process impacts the way one views himself or herself over time. Relational transparency refers to presenting one's authentic self (as opposed to a fake or distorted self) to others. Balanced processing refers to leaders who show that they objectively analyze all relevant data before coming to a decision, internalized moral perspective refers to an internalized and integrated form of self-regulation.

Interpersonal theories began to emerge in the 1940s and 1950s as a way of explaining phenomena associated with the study of personality and social interaction. Originally coined Leary Circumplex or Leary Circle after T. Leary is defined as "a two-dimensional representation of personality organized around two major axes: dominance and affiliation. T. Leary argued that all other dimensions of

personality can be viewed as a blending of these two axes. For example, a person who is stubborn and inflexible in their personal relationships might graph her personality somewhere on the arc between dominance and love. However, a person who exhibits passive–aggressive tendencies might find herself best described on the arc between submission and hate. The main idea of the Leary Circumplex is that each and every human trait can be mapped as a vector coordinate within this circle.

Typically, a behavior and its complement are said to be similar with respect to affiliation—hostility pulls for hostility, friendliness pulls for friendliness—and reciprocal with respect to control—dominance pulls for submission, submission pulls for dominance (D. J. Kiesler) [8]. In recent years, it has become conventional to identify the vertical and horizontal axes with the broad constructs of agency and communion (L. M. Horowitz, K. R. Wilson) [6]. Thus, each point in the interpersonal circumplex space can be specified as a weighted combination of agency and communion. Thus, all qualities of individual differences within these domains can be described as blends of the circle's two underlying dimensions. Blends of dominance and nurturance can be located along the 360° perimeter of the circle. Interpersonal qualities close to one another on the perimeter are conceptually and statistically similar, qualities at 90° are conceptually and statistically independent, and qualities 180° apart are conceptual and statistical opposites. The interpersonal model structure does not include specific structural or contextual references to the interacting other. Most often, it is used to describe qualities of the individual interacting with a “generalized other”. From an evolutionary perspective suggested that they reflect the two principal evolutionary challenges of social adaptation, namely, “getting along” (communion) and “getting ahead” (agency). Other writers have described the two tasks as (a) connecting with other people to form a larger protective community and (b) achieving a reasonably stable and realistic sense of one's own competence and control, which helps facilitate instrumental action.

Arguing for a “communication-centered view of leadership” G. T. Fairhurst & S. L. Connaughton [5] present an impressive review of a diverse series of paradigms and perspectives. In practice, the dynamics of leadership and communication are often inextricably linked so F&C’s concern with interdisciplinary integration is most welcome. Critical Leadership Studies (CLS): a growing area of interest, particularly in European leadership research which views power as central to leadership dynamics (M. Alvesson & A. Spicer) [1]. The dichotomization of transformational and transactional leadership is just one example of this tendency in leadership studies. The literature is replete with numerous distinctions that are often re-defined as dichotomies. In addition to the transformational/transactional binary, the following examples are illustrative rather than exhaustive of this pervasive tendency for influential leadership perspectives to build on dichotomous thinking: leadership/management; leaders/followers; leaders/contexts; born/made leaders; task/people orientation; theory X/theory Y; one best way/contingent; organic/mechanistic, autocratic/participative, forceful/enabling; saviors/scapegoats; charismatic/quiet; and essentialist/constructionist. This bi-polar shopping list approach is particularly prevalent in mainstream leadership studies (e.g. trait, style, contingency, path-goal, charisma, emotional intelligence, etc.) where leaders’ personas and practices have tended to be privileged and psychological perspectives and positivist methodologies predominate. As F&C acknowledge, recent discursive, dialectical studies have started to critique the dichotomizing impulse in the leadership literature. Dialectical and paradoxical thinking has a long history in philosophy and early social science. Yet, as G. Salaman & J. Storey [10] argue, with the rise of management science in the twentieth century, many earlier insights about dilemmas, ambiguities, paradoxes, tensions, and contradictions were lost as new perspectives focused increasingly on creating analytical order and tidiness. However, a growing interest in dialectical analysis can now be discerned in theories of society, organization, communication, and leadership. Dialectical approaches highlight the importance of deep-seated tensions and contradictions in

relations based on opposing but interdependent forces that produce conflict and change. CLS draw on similar intellectual traditions. They too share a common view, in this case about what is neglected, absent or deficient in mainstream leadership research. Indeed, it could be argued that critical studies emerge directly from that which is underexplored or missing in the mainstream orthodox.

**The purpose of this research** was to adapt to the Ukrainian language Authentic Leadership Inventory and examine the correlation of authentic leadership with work role performance and interpersonal relations.

**Discussion.** According to our literature review, the hypothesized research model was created (Figure).

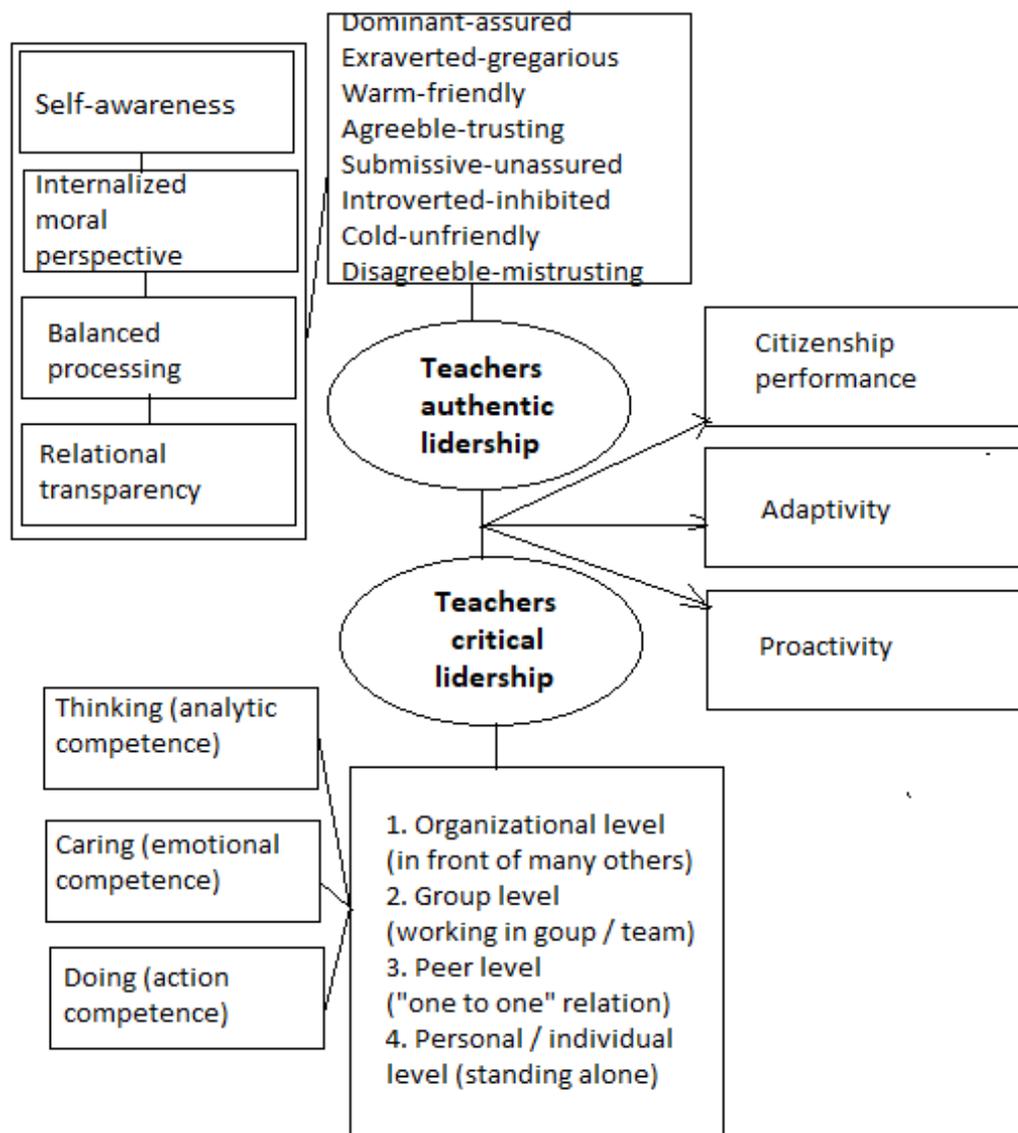


Figure. Hypothesized model of investigation

The first component relates to three dimensions that are always important when people (such as leaders) are mobilising resources to handle the world around them (for instance, in problem solving, decision making, etc.). These three dimensions may be viewed as analytical (I. Thinking), emotional (II. Caring), and action-oriented (III. Doing) competencies. Two of these dimensions can sometimes dominate the third, a tendency which might result in a weaker leadership decision than if all three dimensions were involved. The interaction between teachers and students may vary depending on teachers' characteristics, and leadership is related to individuals' perceptions. In this study, authentic leadership and interpersonal relations have been measured at the individual level.

The population for this study included junior high, and senior high school teachers in Ukraine. All participants live in Kyiv, Cherkasy, Poltava, Khmelnytsky, Kherson and Chernihiv regions. A total of 230 schoolteachers were surveyed, with an average age of 39,5 years (SD = 2,4). This research was conducted during 2016, the data were collected in writing, and each respondent marked the answers on the form using the evaluation scales.

To adapt the Authentic Leadership Inventory (ALI, L. L. Neider, C. A. Schriesheim, 2011 [9]) we used the Interpersonal Relations Diagnostic Method (T. Leary's Test, L. Sobchik's Modification). The study was conducted on the same sample of teachers as the two methods described above.

The application of Bartlett's Test of sphericity showed the possibility of using the exploit factor analysis (EFA):  $\chi^2(990) = 6015,16$ ,  $p < 0.002$ , and according to the Kaiser-Meyer-Olkin Measure of Sampling Adequacy the sample size is adequate (0.86). All items of the questionnaire are one factor - that is, it completely reliably defines the concept of authentic leadership.

Consequently, according to the results of factor analysis, as in the original version of the questionnaire, we have identified four factors (subscales) - three statements in two of them and four in the other two. That is, authentic leadership is more associated with internalized moral aspects (it is often called leadership ethics) and objectivity (taking into account the opinions of subordinates, the ability to

distribute responsibilities, the so-called "distributed" leadership). In tabl. 1 presents the results of the reliability analysis of the Authentic Leadership Inventory using the Cronbach alpha coefficient.

*Table 1*

Reliability of the questionnaire of authentic leadership (ALI, L.L. Neider, C.A. Schriesheim)

self-awareness		relational transparency		balanced processing		internalized moral perspective	
Items	r	Items	r	Items	r	Items	r
1	0,79	3	0,81	2	0,78	5	0,81
4	0,81	6	0,63	8	0,76	9	0,84
7	0,74	11	0,71	10	0,83	13	0,80
				12	0,77	14	0,83
$\alpha$	0,87	$\alpha$	0,84	$\alpha$	0,86	$\alpha$	0,90

Consequently, all subscales of the authentic leadership questionnaire are characterized by a high level of reliability, which indicates the possibility of using this questionnaire to diagnose authentic leadership. In tabl. 2 shown the results of the correlation analysis of the authentic leadership questionnaire and the methodology of Diagnosis of interpersonal relationships (T. Leary test in the adaptation of L.Sobchik).

*Table 2*

Results of Correlation Analysis of Authentic Leader Questionnaire (ALI, L.L. Neider, C.A. Schriesheim) and Diagnostics of Interpersonal Relations (T.Leary's T.L. Adaptation Test by L.Sobchik)

№	M	SD	1	2	3	4
1	9,67	2,01				

2	12,80	1,18	<b>0,9**</b>			
3	8,13	2,82	<b>0,8**</b>	<b>0,7**</b>		
4	6,29	1,14	<b>0,9**</b>	<b>0,8**</b>	<b>0,8**</b>	
5	9,70	2,89	<b>0,9**</b>	<b>0,8**</b>	<b>0,9**</b>	<b>0,7**</b>
6	8,38	2,70	<b>0,6*</b>	<b>0,7**</b>	0,3	0,5
7	7,12	3,18	-0,5	0,3	-0,4	0,5
8	6,41	4,81	-0,3	-0,1	-0,3	-0,5
9	4,02	1,16	-0,2	-0,5*	-0,4	-0,2
10	3,28	1,39	-0,3	-0,4	-0,2	-0,3
11	10,20	1,18	-0,2	-0,5*	-0,4	-0,2
12	9,61	2,26	<b>0,8**</b>	<b>0,9**</b>	<b>0,8**</b>	<b>0,9**</b>

\*p<0,05

\*\* p=0,001

Consequently, teachers are characterized by extraverted-gregarious and warm-friendly types of interpersonal relationships. Most of all, they have such a component of authentic leadership as relational transparency, and least of all - internalized moral perspective, indicating the ability of the researchers to objective analysis of different points of view before making decisions, difficulties in complying with moral standards and values, despite the organizational pressure of the group. All components of the questionnaire of authentic leadership are statistically significantly correlated with each other (at  $p = 0.001$ ).

**Conclusions.** The literature draws our attention to the dialectics of control and resistance and the ideological aspect of leadership. It has colonized many fields of social endeavor, ranging from middle management work in large corporations to self-direction in everyday life. Talking about leadership may feed into a broad and powerful discourse, dividing people into important and superior ‘leaders’ and less significant and capable “followers”. Authentic leadership has attracted recent empirical research from a wide range of social science disciplines interested largely in its relationship to human resource management and organizational effectiveness. In contrast, the focus of this study is specifically on

the philosophical foundations of authentic leadership and their implications for leadership practice and continuing professional development. Authentic leadership is ‘a pattern of leader behavior that draws on and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working. To sum up, translated and adapted Ukrainian versions of the Authentic Leadership Inventory can be considered as reliable tool for studying various aspects of the teachers personality's authenticity. The findings of our investigation as well as the emergence of diverse related issues in the scientific literature suggest the fruitfulness of further study. Eventually, the future investigation could be aimed to the authentic leadership link with teacher’s psychological capital and the subjective well-being.

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**Зливков В.Л., Лукомська С.О. Котух О.В. Комунікативно-центрований підхід до автентичного та критичного лідерства.** За останнє десятиліття спостерігається посилення наукового інтересу до теми автентичного лідерства. Дане дослідження присвячено вивченню уявлень вчителів про автентичне лідерство, зв'язок автентичного та критичного лідерства з міжособистісними стосунками. Проаналізовано наукову літературу та емпіричні розвідки у даній галузі, серед складових автентичного лідерства виділено реляційну прозорість, об'єктивність і інтерналізовані моральні норми. В контексті адаптації до україномовної вибірки

опитувальника автентичного лідерства (ALI, L. L. Neider, C. A. Schriesheim) та визначення співвідношення автентичного лідерства із виконанням професійних ролей і міжособистісними стосунками було опитано 230 вчителів середніх шкіл. Результати показали, що найбільше педагогам властивий такий компонент автентичного лідерства як об'єктивність, а найменше – інтерналізовані моральні норми, що свідчить про здатність досліджуваних до об'єктивного аналізу різних точок зору перед прийняттям рішень, труднощі у дотриманні моральних стандартів і цінностей попри організаційний тиск групи. Окреслено можливості подальших досліджень автентичних та критичних лідерських якостей вчителя, зокрема його зв'язок із психологічним капіталом та психологічним благополуччям.

**Ключові слова:** автентичність, автентичне лідерство, лідерство, орієнтоване на спілкування, комунікація лідерства, критичні дослідження лідерства.

**Зливков В.Л., Лукомская С.А. Котух Е.В. Коммуникативно-центрированный подход к аутентичному и критическому лидерству.** За последнее десятилетие наблюдается усиление научного интереса к теме аутентичного лидерства. Данное исследование посвящено изучению представлений учителей об аутентичном лидерстве, связи аутентичного и критического лидерства с межличностными отношениями. Проанализирована научная литература и эмпирические данные в этой отрасли, среди составляющих аутентичного лидерства выделено реляционную прозрачность, объективность и интернализированные моральные нормы. В контексте адаптации к украиноязычной выборке опросника аутентичного лидерства (ALI, L. L. Neider, C. A. Schriesheim) и определение соотношения аутентичного лидерства с выполнением профессиональных ролей и межличностными отношениями было опрошено 230 учителей средних школ. Результаты показали, что больше всего педагогам свойственен такой компонент аутентичного лидерства как объективность, а

наименьшее - интернализированные моральные нормы, что свидетельствует о способности испытуемых к объективному анализу различных точек зрения перед принятием решений, трудности в соблюдении моральных стандартов и ценностей несмотря на организационное давление группы. Определены возможности дальнейших исследований аутентичных и критических лидерских качеств учителя, в частности его связь с психологическим капиталом и психологическим благополучием.

**Ключевые слова:** аутентичность, аутентичное лидерство, лидерство, ориентированное на общение, коммуникация лидерства, критические исследования лидерства.