

REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**THE ROLE OF THE PERSONAL QUALITIES
OF THE LEADER AND MANAGER IN
COLLECTIVE MANAGEMENT**

Speciality: 6114.01 – Social Psychology

Field of science: Psychology

Applicant: **Javid Ramiz Aliyev**

Baku – 2024

The dissertation work was performed at the Department of Management of the Azerbaijan University of Tourism and Management.

Scientific supervisor:

Doctor of Philosophy, professor
Gorkhmaz Nusrat Valiyev

Official opponents:

Doctor of Psychology, professor
Gulnara Kazim Gurbanova



Doctor on Philosophy in Psychology
Associate professor
Ulduz Mirzahasan Gazvini

Doctor on Philosophy in Psychology
Shafag İsmail Shahmammadova

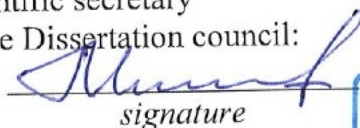
Dissertation Council FD 2.43 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University.

Chairman of the
Dissertation council:


signature

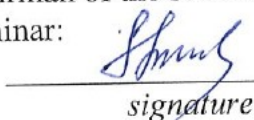
Dr. of Psychology, professor
Kamila Ramiz Aliyeva

Scientific secretary
of the Dissertation council:

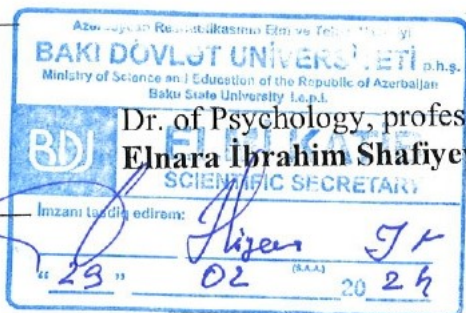

signature

PhD in Psychology,
Mushvig Huseyn Mustafayev

Chairman of the scientific
Seminar:


signature

Dr. of Psychology, professor
Elnara Ibrahim Shafiyeva



INTRODUCTION

Actuality of the topic and its working level. General characteristics of the dissertation are underscored by changes in the social, economic, and ideological spheres, as well as integration into the global community and the shift towards a free market economy. These transformations necessitate comprehensive adjustments across various domains, particularly in the realm of management. Simultaneously, a shift in behavior, thinking patterns, interpersonal dynamics, and approaches to national and moral values has emerged. Consequently, modernizing socio-economic life and aligning with international standards becomes imperative. This necessitates the development of human resources, with both managers and executives actively seeking methods and rules to enhance their own and others' work, thereby improving overall efficiency.

The study of management issues, the roles of managers and leaders, and the impact of their personal qualities is not novel; social sciences have extensively explored these topics for decades. However, given the connection to the human factor and its psychological aspects, psychologists have delved into these matters.

In the contemporary era, collective management, decision-making processes, causes of conflict, and their resolution are particularly pertinent. Examining the personal qualities of managers and leaders is crucial, as they are considered significant factors influencing management effectiveness. Nevertheless, the dynamism of modern life, including the field of management, and the rapid evolution of human relations necessitate an approach to these issues in alignment with current societal and temporal demands.

Considering management as a functional aspect of modern psychological science, its investigation is presented within the context of the personality problem as a crucial condition. Addressing this requires systematic research into the psychological characteristics of management.

The swift transformations in social life and technological innovation exert an impact not only on managers but also on the collective

psyche of team members. The examination of the psychological mechanisms underlying issues such as manager-employee and employee-employee relations, and their influence on activity efficiency, emerges as an imperative requirement in the context of modern life. Considering these factors, we deemed it fitting to frame the dissertation's topic as "The Role of the Personal Qualities of the Leader and Manager in Collective Management."

Investigating the management of collectives and the influence of a manager's and leader's personal qualities on management and overall efficiency reveals a research history dating back to ancient times, gaining scientific prominence with the practical contributions of the American scientist and engineer-inventor F.V. Taylor in the late 19th century. Significantly, research efforts emphasize maximizing activity efficiency, increasing productivity, and considering the human factor, its demands, motivation sphere, and personality factors.

In the 1930s, studies on personality-society and the psychology of small groups gained traction in the USA and Western Europe. Researchers such as F. Allport, R. Kettel, K. Rogers, J. Kelly, and others have examined intergroup, intragroup, and individual-psychological aspects of group activity; K. Levin, R. Lippit, L. Festinger, and others have contributed to the understanding of "group dynamics," "psychological environment in the group," and issues related to "group norms" and "leadership." S. Ash, M. Sherif, R. Crutchfield, and others have focused their studies on characteristics like "conformism" and "indoc-trination."

In the context of our study's problem, theoretical and experimental studies from various psychological schools (psychoanalysis, behaviorism, humanistic psychology, etc.) hold particular importance. Representative of these schools, E. Erikson, investigated the problem in the context of socio-political, economic change, neobehaviorists (U. Hunter, K. Lashley, E. Tolman, K. Hall, etc.) in the context of personality and behavior.

Research of former Soviet psychologists are also of great importance. L.S.Vygotsky, S.L.Rubinstein, A.N.Leontyev studied and justified the problem in the context of methodological, Y.L.Kolomin-

sky interpersonal relations. A.S.Ageev, G.M.Andreyeva, K.K.Platonov, B.F.Lomov and others. have conducted research in this field in various aspects. Azerbaijani psychologists and educators A.S. Bayramov, A.A. Alizadeh, S.I. Seyidov, B.H. Aliyev, R.V. Jabbarov, H.A. Alizade, H.M. Ahmadov and others. in their works, they studied the problem from a general, socio-psychological, personality, educational and other point of view.

Despite these contributions, the systematic study of the role of the leader's personal qualities in collective management remains insufficient. This underscores the continued relevance of the problem in modern times.

The object of the study is the role of the leader and manager in collective management, and the subject of the research is the influence of the personal qualities of the leader and supervisor on collective management.

The purpose and tasks of the research involve investigating the role of the leader and supervisor in collective management, determining the impact of their personal qualities on activity efficiency, the psychological environment, and mutual relations. The formulated tasks of the research are as follows:

- to study and analyze the state of research on the problem through an examination of pedagogical-psychological literature;
- to explore the effect of the personal qualities and professionalism of the leader and supervisor on the mutual relations of collective members and activity efficiency;
- to examine the psychological characteristics of managing pedagogical activity in the higher education system;
- to uncover the socio-psychological characteristics of potential conflicts within the collective.

The hypothesis of the study. If the management style of the leader and supervisor is adequate to the psychological environment of the collective, if the decisions taken serve the common interest and purpose, if collegiality is preserved in decision-making, if fertile conditions are created for effective activity, if the socio-psychological causes of the conflict that may occur in the collective and ways of

elimination are correctly determined, the leader and if there is no conflict between the personal qualities of the leader and the management style, the motivation of the members of the collective, the efficiency of the collective will increase, a positive psychological environment will be created, and it will be possible to achieve high results.

Research methods. During the course of this research, various methods, including observation, interviews, questionnaire surveys, conversations, and theoretical analyses, were employed to study activity and personality, interpersonal relations, and management. The experimental method was utilized to further elucidate the findings obtained through other means. The experiment involved participants from Azerbaijan University of Tourism and Management, Azerbaijan State Pedagogical University, the Scientific-Methodical Center for Cultural Studies, and the staff of school No.151 at Baku city. A total of 189 students, 85 teachers, 23 department heads, deans, deputy deans, heads of departments and divisions, and methodologists actively participated in the experiment.

The main provisions defended:

- Collective management's effectiveness significantly relies on the personal qualities and professionalism of the manager and leader, determining their ability to establish mutual relations with the members of the collective.

- Establishing a healthy psychological environment in collective management, involving collective members in management work, and fostering expectations of collegiality in decision-making positively impact activity efficiency.

- Forming positive relations between collective members and between the manager and employee, eliminating negative socio-psychological factors in the collective that may lead to conflict, and directing activity in a constructive manner enhance overall efficiency.

- Negative-oriented leadership, particularly the manifestation of destructive situations in the leader's character and behavior, disrupts the psychological environment in the team and periodically triggers conflict situations.

Scientific novelty of the research: The research delves into the socio-psychological aspects of the impact of leader and manager personal qualities on team management. It investigates the influence of management activity on the psychological environment of the collective, mutual relations, and overall activity effectiveness. The importance of the participation of collective members in the management of pedagogical activity and decision-making in the higher education system, the influence of the personal qualities of the head and leader on the collective's activity, the adequate influence of management methods, motivation and demand are studied. For the first time, the complex impact of these factors on uniting the collective around a common goal and increasing activity efficiency is thoroughly examined.

Theoretical significance of the study: The management of the collective is related to the creation of a positive psychological climate in the collective, the identification of pedagogical, socio-psychological factors that determine the management, the study of the causes of conflict in the collective and its elimination. The theoretical importance of the research is to study the role and influence of the collective's activity efficiency, the personal qualities of the manager and the leader in management.

The practical significance of the research encompasses the following aspects:

- Providing guidance on establishing a robust psychological environment within the collective, enhancing activity efficiency, and outlining methods for organizing work.
- The research findings can be utilized to enhance the content of general and social psychology courses, as well as to facilitate social-psychological training sessions for teachers and managers.
- Individuals involved in personnel training, school leaders, and specialists conducting research in this field can apply the research results in both theoretical and practical aspects of their activities.
- The obtained research results serve as valuable resources for managers and leaders aspiring to enhance their activities, personal qualities, and professionalism in the field of management.

Research approval and implementation:

The research results have been disseminated through the publication of theses and articles in international conferences jointly hosted by Azerbaijan University of Tourism and Management, Nakhchivan State University, Nakhchivan Teachers' Institute, and the Institute of Educational Problems. Additionally, the results have been shared in the materials of scientific-practical conferences organized by the Ministry of Science and Education of the Republic of Azerbaijan.

Institution where the dissertation work was performed:

The dissertation work was conducted at the Department of Management of Azerbaijan University of Tourism and Management.

Total Volume of the Dissertation:

The dissertation comprises an introduction, three chapters (eight subchapters), a conclusion, a list of used literature, and appendices. The breakdown of the volume is as follows: Introduction (6 pages, 11000 characters), Chapter I (51 pages, 92703 characters), Chapter II (46 pages, 72627 characters), Chapter III (19 pages, 30946 characters), Conclusion (4 pages, 7427 characters), List of Used Literature (12 pages, 16457 characters). Overall, the dissertation consists of 231160 characters.

The Main Content of The Dissertation

In the introductory part, the dissertation justifies the relevance of the topic and provides explanations for its purpose, tasks, hypothesis, research methods, scientific innovation, and theoretical and practical importance. Additionally, it outlines the provisions presented for defense.

Chapter I of the dissertation, titled "**General theoretical issues, essence and presentation of the problem in the literature,**" consists of three sub-chapters. The first sub-chapter, "**Psychological nature of the collective management problem,**" analyzes the social-psychological nature of management. It elucidates the concept of management, its psychological features, the influence of modern technologies, and the types of management with their unique aspects. This sub-chapter highlights the interconnectedness of management

with creative and practical thinking, emphasizing their mutual influence. Furthermore, it defines the essential functions and structure of management.

The creative thinking of both leaders and managers is shaped by the requirements of the content and character of their field of activity, acquiring a social-historical essence akin to all fields of activity. The goals, objectives, form, and content of creative activity emerge in response to societal demands.

However, the dissertation emphasizes that the creative activity of the leader is insufficient in managing the collective; it is crucial to implement and practically solve decisions. The effectiveness of management is primarily dependent on the degree of agreement with other employees. This sub-chapter extensively explores the mutual relations among team members, the establishment of common goals, ways of solving them, the implementation mechanism, the competence and personal qualities of the leader, and the impact of their combination on activity efficiency. Simultaneously, the spotlight is on the issue of the leader's reputation, underlining its integral nature. The authority of the leader encompasses professionalism, management ability, and personal standing within the team.

A leader's reputation comprises two interconnected components: reputation as a person and reputation as a professional. While earlier emphasis was placed on the leader's professionalism and competence, contemporary perspectives highlight the significance of personality and individual characteristics. It appears that a manager can achieve success by adhering to the requirements of the new era, utilizing not only standard, template methods but also modern technologies and approaches.

In the second sub-chapter of the first chapter of the dissertation, titled "**The problem of management and the personal qualities of the leader in the literature,**" the issue is primarily explored in a historical context, referencing the works of various scientists. A comprehensive explanation of the connection between management, labor organization, and management activity is provided. The manage-

ment process, executed by the manager, encompasses activity forecasting, diagnosis of expected results, programming subordinates' activities, task implementation, and decision-making.

Psychologists such as I.S. Kon, A.V. Petrovsky, N.Y. Saskov, and others posit that the leader's organizational activity prioritizes constant self-improvement. Essentially, the leader should be disciplined, demanding, and set an example for others. The studies of V.V. Vasiliev, K. Zamfir, A.G. Kovalyov, A.V. Petrovski, M.K. Tutushkina, and others highlight empathy as a crucial quality of a leader.

This subchapter delves into the characteristics of management across various fields of activity. It underscores that each field has its specific aspects, distinct requirements for professional activity, and necessitates different qualities in its management.

In addition to the insights of individual prominent psychologists, the research paper analyzes the perspectives of different schools of psychology to offer a more comprehensive interpretation of the research directions on the problem. Behaviorists, neobehaviorists, representatives of gestalt psychology, humanist psychology school, as well as Soviet psychologists all contribute to the examination of personal qualities of leaders and their role in management, interpersonal relations, and group and collective management.

In the third sub-chapter of the first chapter of the dissertation, titled **"Identity, Interaction, and Management Problems in the Works of Azerbaijani Psychologists,"** the examination delves into the works of Azerbaijani scientists and the evolutionary path of pedagogical and psychological sciences. The analysis reveals that Azerbaijani psychologists and educators, spanning different periods, have explored issues related to the individual, society, and the social essence of human. During the 1930s, A.O. Makovelski, A.K. Zakuzade, F.A. Ibrahimbeyov, and in the 1970s and 1980s, M.A. Hamzaev, A.S. Bayramov, A.A. Alizade, among others, approached the problem from general, pedagogical, personality, group, and collective contexts. Post-90s, scholars like B.H. Aliyev, S.I. Seyidov, R.V. Jabbarov, S.H. Alizade, C.B. Kuliyeve, E.I. Shafiyeva, B.Y. Hagverdiyev focused on the context of management. Additionally, figures

like I. Isgandarov, A.O. Mehrabov, H.A. Alizade, R.M. Mahmudova, O.A. Abbasov, and others investigated pedagogical activities, socio-pedagogical issues of education, mutual relations in class collectives, and the introduction of new management methods in education. H.M. Ahmadov, A.V. Hasanov, and H.B. Bayramov's studies addressed leadership - subordination issues.

B.H. Aliyev and R.V. Jabbarov discuss personality, society, education, mental health, and management in their background, emphasizing that neglecting these aspects impedes the self-affirmation and self-actualization of individuals.

Chapter II of the thesis, entitled "**Social-psychological characteristics of management of the collective,**" comprises three sub-chapters. The first sub-chapter, "**Psychological characteristics of the management of pedagogical activity in the higher education system,**" explores the concepts of "management" and "leadership." The analysis emphasizes that democratizing the education system necessitates abandoning autocratic methods, fostering the transition to pedagogical cooperation, ultimately leading to the development of individuals and specialists embodying new qualities.

In order to prepare future highly qualified personnel, the following principles should be followed in the management of students' activities in higher education institutions:

1. Purposefulness in personnel training;
2. Provision of fundamental knowledge and practical training of future specialists;
3. Independent preparation of students for future professional activities;
4. Studying the suitability of the acquired knowledge for future professional activity;
5. Customization and adaptation in the training process;
6. Independent creative activity of students;

Management activity in the higher education system depends on the complex solution of several issues:

1. Considering the characteristics of the future profession in the formation of the student's personality;

2. Revealing and correcting differences between the student's personal qualities and his future activity;

3. Pedagogical-psychological training, personal qualities, and reputation of those engaged in management activities;

To find out what students think about their teachers and what qualities they like in them, a survey was conducted with 150 students at Azerbaijan State Pedagogical University and Azerbaijan University of Tourism and Management. 70 students from Azerbaijan State Pedagogical University and 80 students from Azerbaijan University of Tourism and Management participated in the survey. 92 students are females, and 58 are males.

The survey question was: "What qualities do you like in your teachers?" Here is the general picture of the answers given by the students. Among the personal qualities of teachers, they positively evaluate characteristics such as kindness, sociability, love of life, determination, sincerity, and understanding of students. Among the intellectual qualities of the teacher, they highly appreciate flexibility of the mind, knowledge of the subject, and having a broad outlook. Students were more satisfied with the combination of the teacher's intelligence and personal qualities.

At the same time, a survey was conducted among 50 teachers to find out what qualities teachers evaluate in students. In the teachers' answers, the student's intelligence was unambiguously assessed: smart, capable, critical thinker, high academic performance, etc. Conversely, if he doesn't study, he's dull, he's not interested in his studies, etc.

There is no uniform position in the assessment of students' personal qualities.

In this subchapter, the role of temperament type in pedagogical activity is also investigated. It was found that sanguine and phlegmatic temperament types are more suitable in pedagogical activities. Aspects that cause difficulty in activity are qualities such as aggressiveness, nervousness, dryness, inertia.

As a result of the research, it was determined that more efficient management of the educational process depends on its correct planning, combining activities around a single goal, and directing them to personality development.

In the second sub-chapter of Chapter II of the dissertation called **"Social-psychological nature of decision-making by collective members and the leader,"** effective ways of involving collective members in decision-making and execution are investigated. First of all, the management style of the leader was studied. It became known that a different psychological environment is formed in the team depending on the position, status, and character of the leader. The inability of the leader to divide his powers correctly causes him to lose a lot of energy and be unable to distribute his thoughts and activities to several tasks at the same time. In addition to all this, giving authority to someone, leaving someone out of attention leads to a violation of the psychological environment in the collective, and the emergence of dissatisfaction. At the same time, too much distribution of powers can eventually lead to a decrease in the authority of the leader. This results in the loss of control. In this case, it is impossible for the collective to function effectively.

In this subchapter, the dependence between decision-making and enterprise activity, reasoned judgment in management, rational approach, and intuitive approach methods are studied. In addition, conservative, selective, adaptation, and innovation levels of decision-making are defined.

In the third sub-chapter of chapter II of the dissertation, titled **"Social-psychological Causes of Conflict in the Collective,"** conflicts within the collective, their origins, conflicts between individual employees, conflicts at the individual and group levels, conflicts between groups, as well as conflicts between employees and the leader, and their impact on the psychological environment of the collective are investigated. It is demonstrated that, after any form of conflict, emotional excitement, tension, and disruption of relations, as well as the deterioration of business relations, are usually more pronounced than during the conflict.

The causes of conflicts in teacher-student relationships were explored to determine the reasons for conflict in the pedagogical team and its impact on the relationship system. The obtained results are presented in the table below.

Causes of conflicts in teacher-student relations (in %)

Table 1

| № | Causes of the conflict | Students' answers | |
|---|--|-------------------|-------|
| | | Boys | Girls |
| | 1. Non-objective assessment of knowledge | 36,0 | 38,2 |
| | 2. Differences in outlook | 23,5 | 26,8 |
| | 3. Different position regarding the taught subject | 18,6 | 20,2 |
| | 4. Negative attitude towards the teacher | 23,7 | 25,4 |
| | 5. Teacher's negative attitude towards the group | 21,0 | 26,7 |
| | 6. Student's behavior in class | 13,5 | 12,6 |
| | 7. The teacher insulting the student | 12,0 | 15,3 |
| | 8. Student studying the subject badly | 11,5 | 9,6 |

As indicated in the table, the primary cause of conflicts between teachers and boys is predominantly associated with academic aspects, while conflicts with girls tend to be more rooted in interpersonal relationships.

Furthermore, our inquiry extended to understand the dynamics of teacher-student conflicts, exploring whether they were successfully resolved. To gain insights, students were asked: "If you encountered a conflict with the teacher for any reason, were you able to resolve it?" The students' responses are detailed in the table below.

Positions of students regarding conflict resolution with teachers (in %)

Table 2

| No | The reason for the conflict | The conflict was resolved quickly and easily | The conflict has been going on for a long time | The conflict continues, but has weakened | Such conflicts are not resolved |
|----|---|--|--|--|---------------------------------|
| 1. | Not coming to the lecture or running away | 52,4 | 9,3 | 11,5 | 5,8 |
| 2. | Poor reading | 38,4 | 23,6 | 27,3 | 8,7 |
| 3. | Non-objective assessment of knowledge | 33,6 | 21,2 | 12,7 | 20,5 |
| 4. | Student misbehaving in class | 49,8 | 26,2 | 17,3 | 19,7 |
| 5. | Different position of teacher and student about the subject | 26,7 | 23,5 | 2,4 | 18,4 |
| 6. | Having antipathy towards the teacher | 29,2 | 22,6 | 26,5 | 17,7 |
| 7. | Difference in outlook | 32,6 | 12,7 | 10,2 | 21,5 |
| 8. | Insulting a student | 28,9 | 43,5 | 23,2 | 27,4 |
| 9. | Having a negative attitude of the teacher towards the group | 25,7 | 17,5 | 21,8 | 26,6 |

The conducted research indicates that resolving tension in teacher-student relationships related to the learning process is comparatively more straightforward. However, conflicts arising from non-objective knowledge evaluation pose greater challenges for resolution.

Managing conflicts rooted in interpersonal relations proves to be more intricate, often categorized as unresolved and long-lasting. It was evident that conflicting parties typically aim to achieve their goals and assert their perspectives, hindering the objectives of the opposing party. Consequently, effective conflict management becomes essential. Moreover, the research highlighted that conflicts can have both positive and negative impacts on a team. This underscores the significance of identifying team gaps, breaking inertia among team members, and ensuring constant attention from management to their actions, behavior, and leadership style.

Chapter III of the dissertation focuses on **"The Influence of the Leader's Personal Qualities on Collective Management."** The first sub-chapter, **"Psychological Influence of Leader's Personal Qualities on Collective Members,"** examines the leader's structural activity, purposeful educational efforts, and the ability to influence the collective. The impact of the leader's personal qualities, professionalism, and reputation is primarily assessed based on their reflection in the moral and ethical conduct of subordinates. Additionally, the leader's approach to subordinates, response to employees' deviations from tradition, moral and social norms, and their stance on labor and moral values are crucial factors. While excessive strictness and extreme demands are perceived as negative qualities that evoke a negative reaction, demandingness, discipline, and adherence to rules and moral norms are generally well-received by team members.

The socio-psychological characteristics of the leader's attitude towards employees, labor, and self, along with the evaluation of employees, are presented in the table below.

Social-psychological characteristics of collective members and employees' assessment of it depending on the leader's management style (in %)

Table 3

| № | Characteristics preferred by employees | Management style | | |
|-----|--|------------------|------------|---------|
| | | authoritarian | democratic | liberal |
| 1. | Solidarity in the process of action | 33 | 42 | 21 |
| 2. | Good attitude to work | 28 | 57 | 15 |
| 3. | Discipline | 49 | 35 | 16 |
| 4. | Mutual responsibility | 38 | 42 | 20 |
| 5. | Mutual demand | 43 | 33 | 24 |
| 6. | Mutual aid | 29 | 47 | 22 |
| 7. | Cooperation | 31 | 53 | 16 |
| 8. | Participation in public works | 41 | 47 | 22 |
| 9. | Friendly attitude in the collective | 28 | 51 | 21 |
| 10. | Calm psychological environment in the collective | 37 | 46 | 17 |

As evident from the table, the leader's personal qualities and management style significantly impact collective members, their work, and interpersonal relationships.

Primarily, the leader's main function revolves around team management, encompassing organizational tasks, planning, motivation, and the oversight of employees' activities and behavior. Consequently, the effectiveness of the leader's actions hinges on their personal qualities, character, professionalism, and decision-making skills.

The concluding sub-chapter of the dissertation is titled **"Leader's Psychological Characteristics and Their Influence on Collective Management."** This section delves into the concepts of "leader" and "leadership," reviews the historical context of the problem, scrutinizes the personal qualities of a leader, and explores their influence on collective members.

To ascertain the correlation between the personal qualities of a leader and their position in the system of mutual relations, an experiment was conducted with students from grades IX-XI at School No. 151 in Baku, involving 143 students. Sociometric tests were utilized, assessing personal and group positions, as well as the rationale behind the choices made. In the initial stage, students' statuses were determined based on qualities such as business acumen, emotionality, and determination. The results of this analysis are presented in the table below.

Determining the status of classmates (in %).

Table 4

| Status | Identifying Leaders | | Identifying Outsiders | |
|-------------------|---------------------|------------|-----------------------|------------|
| | Adequate | Inadequate | Adequate | Inadequate |
| Business leaders | 74,6 | 25,4 | 68,7 | 31,3 |
| Average level | 70,2 | 29,8 | 57,2 | 42,8 |
| Outsiders | 50,1 | 49,9 | 32,7 | 67,3 |
| Emotional leaders | 52,0 | 48,0 | 44,8 | 55,2 |
| Average level | 30,1 | 69,9 | 45,7 | 54,3 |
| Outsiders | 48,2 | 51,8 | 31,6 | 68,4 |
| Complete leaders | 87,3 | 12,7 | 81,4 | 18,6 |
| Outsiders | 50,8 | 49,8 | 39,8 | 60,2 |

Upon comparing the outcomes for business and emotional leaders, it is evident that business leaders hold a higher status within the interpersonal relations system. In terms of communication, the position of business leaders is contingent on their interactions with colleagues, albeit to a slightly lesser extent among emotional leaders.

The comparison between business and emotional leaders further revealed that business leaders enjoy a superior status in the interpersonal relations system. Within the realm of communication, the standing of business leaders is shaped by their interactions with peers, while emotional leaders exhibit a comparatively lower enthusiasm for management.

To wield influence over the collective, aside from gauging mutual relations, the ability to discern the collective status of peers is of paramount importance. These characteristics are detailed in the table below.

Determining the Status of Classmates

As illustrated, both emotional and business leaders exert a fundamental influence on the psychological environment and direction of the team. Simultaneously, there exists a correlation between an individual's status and their system of mutual relations.

Hence, education within the collective and education facilitated by the collective represent pivotal tasks in pedagogical endeavors. To achieve this, collaboration with the leader and harnessing their capabilities become imperative for steering the collective towards positive development.

Our research leads us to the following conclusions:

- The effective organization of collective activities, fostering a positive psychological environment, cultivating mutual relations, promoting positive communication, and rallying collective members around a shared goal are highly contingent on the individual-psychological traits, personal, and professional qualities of the leader. Properly established management activities not only ensure the mental well-being of collective members but also uphold the purity of the spiritual and psychological milieu.

- The research underscores the importance of leaders acquiring practical management skills, understanding the specific requirements of their field, and being proficient in collaborating with team members. This involves establishing genuine communication, fostering relationships based on respect and expectations, and accurately analyzing employee activities. Performance evaluations not only enhance the efficiency of individual employees and the entire team but also contribute to a healthy environment among team members, managers, and employees.

- Effective selection and placement of management personnel, creating an efficient personnel reserve, accurately assessing employees' potential, prioritizing human resource development, and organizing professional development work at appropriate levels contribute to the dynamism of the management system and personnel policies within the collective.

- The studies highlight the significance of influence, mutual impact, imitation, indoctrination, and a deep understanding of each other in collective management. Additionally, recognizing national characteristics, stereotypes, traditions, and individual character in management is crucial. Neglecting these factors can lead to misunderstandings and conflicts within the team and between managers and subordinates.

- It has been identified that diverse styles and methods are employed in management, contingent on the specific field of activity. A formal approach often leads to tension in mutual relations. Problems arise when the leader distrusts team members and attempts to handle every task independently, or when team members strive to conform to the leader, resulting in mutual dissatisfaction.

- The effectiveness of managing an educational institution, teaching staff, and educational initiatives primarily hinges on pedagogical culture and psychological acumen. Success for a manager in terms of relationships, activities, and personal reputation within this domain is attainable by considering the individual characteristics of both oneself and the team.

- In collective management and the cultivation of the psychological environment, the leader, in tandem with the manager, plays

a pivotal role. The leader's direction for the team, its goals, and the chosen pathways are crucial factors. A positive influence and constructive relationships fostered by the leader are advantageous for the collective. Conversely, if negative aspects of the leader's personality come to the forefront, it can have a detrimental impact on the team.

The primary principles of the dissertation find expression in the author's following works:

1. Socio-psychological issues of managing the pedagogical team. "Improving the teaching process and modern educational concepts". Proceedings of the international scientific conference. Nakhchivan, 2014, p. 164-165
2. Management manner and its influence to the formation of staff. Materials of the 19-th Republican scientific conference for the doctorates and young researches. Baku, 2015, p.213-214
3. Socio-psychological features of conflict emergence in the staff. "Education building priorities in Azerbaijan: modern approaches". Proceedings of the international scientific conference. Nakhchivan, 2015, p. 297-299
4. Psychological features of mutual relations in Higher Educational Institutions. Journal of Psychology №2. Baku, 2015, p.40-51
5. Psychological features of the problem regarding staff management. Institute of Educational Problems of the Republic of Azerbaijan. Research papers, Baku, 2016, No. 1, p. 162-169
6. Socio-psychological reasons of conflict emergence in the staff. Institute of Educational Problems of the Republic of Azerbaijan. Research papers, Baku, 2016, No. 2, p. 160-165
7. Problems of personality, relationships and management in the works of Azerbaijani psychologists. News of Universities of Kyrgyzstan. Bishkek, 2016, No. 6, pp. 66-70
8. Socio-psychological characteristics of decision-making by collective members and leaders. "Education policy priorities in

- Azerbaijan: modern approaches". Proceedings of the international scientific conference. Nakhchivan, 2016, p. 136
9. Psychological characteristics of the management of pedagogical activity in the higher education system: monitoring and evaluation. "Assessment of student achievement: problems of creating content and tools". Proceedings of the international scientific conference. Baku, 2016, pp. 93-94
 10. The role of head's personal qualities in management. Scientific News of AUL. Baku, 2016, №3, p.257-264
 11. The role of head's personal qualities in the management of the pedagogical staff. Institute of Educational Problems of the Republic of Azerbaijan. Research papers, Baku, 2016, No. 4, p. 270-276
 12. Interrelationships of managerial employees and its influence on management. Materials of the republican scientific-practical conference "Abdul Alizade: From traditional education to the school of thought" dedicated to the 85th anniversary of the honored scientist, Order of Fame professor Abdul Alizade. Baku, December 6, 2017, pp. 163-165
 13. Parallels between youth policy and volunteer movement. Collection of materials of the international scientific conference of young scientists "Youth of the Great Steppe: the historical mission of the formation of a united future nation", Nur-Sultan, 2019, pp. 72-76
 14. The essence of psychological influence of manager's personal qualities on staff members. Transaction of Pedagogical University. Series of humanitarian, social and pedagogical-psychological sciences. 2019, C.67, №1, p.199-203
 15. Socio-psychological problems of managing the pedagogical team. Educational Institute of the Republic of Azerbaijan. Research papers, Baku, 2021, No. 4, p. 96-100
 16. "Shusha Declaration" is the pinnacle of our historical unity analysis essay. Karabakh is Azerbaijan: International Diplomacy Research Book, Ankara 2021 p.131-140,
 17. I The historical importance of the Turcology Council. Proceedings of the International Conference "Turkish World and Jalau

Mınbayulı in 1920-1930" Dedicated to May 31, the Day of Remembrance of the Victims of Political Repression, Exile and Hunger. 2 June 2023 p.179-181

The defense will be held on 19 april 2024, 11⁰⁰ at the meeting of the Dissertation Council FD 2.43 of The High Attestation Commission under the President of the Republic of Azerbaijan operating at Baku State University.

Address: Academic Zahid Khalilov street, 33. II educational building, room. 203, Postal Code: AZ 1148. Baku city, AZ-1073/1

Dissertation is accessible at the Baku State University Library.

Electronic versions of the abstract is available on the official website of the Baku State University: <http://bsu.edu.az/>

Abstract was sent to the required addresses on 07 march, 2024.

Signed for print: 21.02.2024
Paper format 60x84 $\frac{1}{16}$
Volume: 39910
Number of hard copies: 20