



Leadership Traits as the Basis for Effective Interaction Between the Leader and the Team

Nataliia Aliekperova¹, and Adyl Aliekperov^{2*}

¹ Department of Organisation and Economics of Pharmacy, Pharmaceutical Faculty, Bogomolets National Medical University, Kyiv, 01601, Ukraine

² Consultant in leadership and strategy, published author

ARTICLE INFO

Keywords:

Leadership, leader's traits, team, leadership styles, ethics, organizational culture.

Article History:

Received
2022-06-13
Received in revised form
2023-02-08
Accepted
2023-03-10

DOI: 10.22146/jlo.75402

* Corresponding Author -
Adyl Aliekperov.
E-mail address:
adilleadership@gmail.com

ABSTRACT

Introduction/Main Objectives: The study proposed is written based on the results of quantitative research and the analysis of the theory and practice of leadership. The study's main objective is to determine the essential traits of a leader for effective interaction with team members. **Background Problems:** Most research on this topic chose a leader's traits based on analyzing literary sources rather than on empirical research. **Novelty:** The traits for the most effective collaboration between leader and team members were chosen by potential and actual members of the leader's team, namely students and teachers of the University. **Research Methods:** We conducted a questionnaire survey of 103 teachers and 421 Bogomolets National Medical University (Kyiv) students. The statistical analysis was carried out using Wald Test. **Finding/Results:** The research confirmed that both respondent categories admitted the importance of all leadership traits. At the same time, such traits as passion, effectiveness, self-confidence, determination, and ability to take risks appeared to be more significant for the students than for the teachers. The teachers ranked such a trait as decency higher than the students did. Also, such issues as the importance of organizational culture, ethical aspects of leadership, and the most effective leadership style for productive interaction with team members were examined. **Conclusion:** This study proposed complex recommendations for creating the most productive model of the interaction between the leader and team members based on the data obtained.

1. Introduction

Leadership is a unique phenomenon that has firmly entered our lives. Leadership is taught in universities and business schools. Many books, articles, seminars, and training are dedicated to it. Peter Drucker, a well-known management theorist and scientist, emphasized that "only three things happen naturally in organizations: friction, confusion, and underperformance. Everything else requires leadership" (Drucker in Kouzes and Posner, 2013:5).

The legendary Jack Welch, the former CEO of General Electric, who enlarged its capitalization from \$14 billion to \$410 billion, firmly believes that leadership is the basis of this global success (General Electric, 2020, Welch and Welch, 2005, 2006).

The success stories of other global companies reinforce his confidence. Thus, Elon Musk completely transformed the car market through the TESLA company and its unique electric car. In 1994 Jeff Bezos created the e-commerce company Amazon.com, which has been offering convenient online shopping services for more than 20 years. In 2020 Amazon.com demonstrated amazing results, with sales of \$386.064 billion (Amazon.com, 2020).

Steve Jobs completely changed our idea of what a mobile gadget should look like. The world was shocked by the opportunities for people thanks to the iPhone.

Starbucks opened its first store in 1971 in Seattle, USA (Britannica, 2021). In 1982, Howard Schultz joined the company as a Director of retail sales and marketing. (Britannica, 2021) Since then, Starbucks has been proudly marching around the world. In 2020, the company had 32,660 stores (Statista, 2022).

From a small McDonald's cafe, Ray Kroc created an empire of 39198 restaurants (McDonald's, 2022; Statista, 2021)

These examples show that business develops due to leadership. Leadership is only possible with leaders who sometimes demonstrate simply incredible results. All existing mobile smartphones are clones of the first iPhone; thanks to the Amazon.com service, electronic commerce has become the norm of our life, and such online commerce giants as the Chinese company Alibaba have appeared.

But neither the iPhone, the giant of Internet commerce Amazon.com, the empire of McDonald's, and many other companies would have been created by leaders alone, without teamwork and effective relationships between the leader and employees. Jeff Bezos (1997) notes that the company's success "is the product of a talented, smart, hard-working group, and I take great pride in being a part of this team." Jack Welch, the former CEO of General Electric, states, "a team with the best players wins, so find and retain the best players" (Welch and Welch, 2005:7).

In this regard, the question arises of what factors influence the creation of effective relationships between the leader and team members. According to the study's results, almost 96% of respondents noted (54.8% - entirely, 41.9% - relatively sure) that the success of their relationship with the leader depends on the leader's personality (Aliekperov, 2020).

Therefore, the leader must have certain character traits to help establish effective relationships with team members. It is worth noting that possessing leadership traits does not automatically make a leader out of an ordinary person since leadership is an

interaction with social reality (Stogdill, 1947). Having certain traits only allows for carrying out this interaction in the most effective way.

In the middle of 20 century, Ralph Stogdill (1947), based on an analysis of literary sources, identified optimal leadership traits. Based on the knowledge gained, the Trait theory of leadership was created (Northouse, 2016). Later, in 1974, Stogdill revised and changed the leadership qualities list (Stogdill, 1974).

In addition, sets of leadership traits have been proposed by researchers such as Mann (1959), DeVader and Alliger (1986), House and Aditya (1997), Yukl & Van Fleet (1992), Yukl (1998), Zaccaro, Kemp, and Bader (2004).

Thus, it is necessary to understand which leadership traits are the most important for the members of the leader's team. What traits of a leader inspire people to interact effectively with the leader to create an integrated team? It is to this question that this study is devoted.

It should be emphasized that Stogdill (1948, 1974), Mann (1959), DeVader and Alliger (1986), Yukl & Van Fleet (1992), House and Aditya (1997), Yukl (1998), Zaccaro, Kemp, and Bader (2004) determined the qualities of a leader based on the literary sources analysis, essential facts. In this work, the basis for determining the traits was also the analysis of literature on the issue. Then this pool of leadership traits was suggested to respondents to determine the most important traits to the effective interaction of a leader with team members.

Thus, the highest value of this work will be in the fact that the respondents, potential members of the leader's team, will determine themselves the leadership traits

that contribute to the effective interaction of the leader with the team.

1.1. Research Design

The object of this research is the value judgments of respondents - students and teachers of the Bogomolets National Medical University (Kyiv, Ukraine) about the importance of certain leadership factors for effective interaction between a leader and a team.

The purpose of this research is the identification of the most significant traits of leaders and leadership factors that contribute to the effective interaction of the leader and their team members. To achieve this purpose, the following research tasks have been set forward:

- to determine the essential character traits of a leader for effective cooperation from the side of respondents;
- to analyze the importance for the respondents of the leader's observance of ethical and moral standards;
- to determine the most appropriate leadership style for the respondents;
- to determine the most preferred type of organizational culture for respondents.

It is worth noting that comparing the answers of the two categories of respondents to understand how the leader can build interaction most effectively with team members who have work experience (teachers) and employees with no or minimal work experience (students) has been provided.

2. Literature Review

2.1. Rationale for the choice of the leader's character traits

To determine the set of leader's qualities and include them in the questionnaire, it was analyzed the sets of leader traits of such researchers as Stogdill (1948, 1974), Mann (1959), DeVader and Alliger (1986), Yukl & Van Fleet (1992), House and Aditya (1997), Yukl (1998), Zaccaro, Kemp, and Bader (2004) (table 1).

Given the significant differences in the proposed leaders' traits, it can be concluded that the researchers formed their leadership traits based on their subjective vision and understanding of leadership, even though they had done much analytical work. So, for example, Stogdill (1948) and Mann (1959) proposed their own sets of 6 traits, where the match was only in one quality - "intelligence." However, in a later set of traits offered by Stogdill in 1974, this leadership trait is no longer present, indicating subjectivity in this matter. It is worth noting that "intelligence" has been considered as an important trait of a leader by many researchers. In addition to Stogdill (1948) and Mann (1959), DeVader and Alliger (1986)

also included 'intelligence' in their set of leadership traits. Drucker (2008) emphasized that 'intelligence' is the key to successful management. Welch noted that intelligence is "*a ticket to the game in today's complex global marketplace*" (Welch and Welch, 2006).

Mann (1959) and DeVader and Alliger (1986), in their research, accentuated such a leadership trait as "dominance." However, leadership is primarily the ability to interact with people based on high moral and ethical standards. In contrast, the ability to dominate is more a dictator's quality than a leader's since the moral dimension is not considered. It is worth noting that Jack Welch emphasized that leadership and ethics are inseparable concepts (Welch and Welch, 2006). Burns, the author of the book "Transforming Leadership" remarked that leadership "*is valued as a moral necessity*" (Burns, 2003, p.15).

Mann (1954) noted in his set of traits that a leader must possess such a quality as conservatism. According to Mann, this quality appeals to team members, as people are naturally conservative. However, leadership is, first of all, innovation, the ability for constant positive changes (Drucker, 2008).

Table 1. Bibliometric research of leadership traits

Researcher	Year	Traits
Stogdill	1948	Intelligence; alertness; Insight; Responsibility; Initiative; Persistence; self-confidence; sociability
Stogdill	1974	Achievement; Persistence; Insight; Initiative; Self-confidence; Responsibility; Cooperativeness; Tolerance; Influence; Sociability
Mann	1959	Intelligence; Masculinity; Adjustment; Dominance; Extraversion; Conservatism
DeVader and Alliger	1986	Intelligence; Masculinity; Dominance; Stress tolerance; High energy level; Self-confidence; Integrity; Emotional maturity
Yukl & Van Fleet	1992	Emotional maturity; Integrity; Self-confidence; High energy level; Stress tolerance
House and Aditya	1997	Achievement motivation; Prosocial influence motivation; Adjustment; Self-confidence
Yukl	1998	Energy level and stress tolerance; Self-confidence; Emotional maturity; Internal locus of control; Personality integrity; Socialized power motivation; Achievement orientation; Low need for affiliation
Zaccaro, Kemp and Bader	2004	Cognitive ability; Extraversion; Consciousness; Emotional stability; Openness; Agreeableness; Motivation; Self-monitoring; Emotional intelligence; Problem solving; Emotional stability; Self-monitoring.

Consequently, a leader who uses conservatism to interact with team members effectively is unlikely to be able to carry out innovative transformations since employees, due to their conservative thinking, will not be able to perceive innovative ideas.

Despite the subjectivity in determining leadership traits, it is possible to identify the following **clusters**:

- a leader must be intelligent;
- a leader must be able to interact with people;
- a leader must comply with ethical standards;
- a leader must be emotionally stable;
- a leader must strive to achieve the target goals;
- a leader must be responsible and confident in his/her actions;

- a leader must motivate and be able to influence people.

Also, two **new clusters** were added to the existing ones:

- a leader must be innovative and competent;
- a leader must be free-spirited.

Why must leader be innovative and competent? The innovative iPhone instantly made Apple, Inc. one of the industry leaders. The company offered its customers a new standard that excited their admiration and completely transformed the smartphone market.

Drucker (2008:98) noted that the main task of any business is to increase the number of customers, and for this, a business has two "*basic functions: marketing and innovation.*" Therefore, the leader must be innovative

since the business's success depends on it. At the same time, Tribus (1992) noted that it is impossible to be a leader without high professional competencies in one's field. So, the leader must know the way things work. This is obvious because you need to be a professional in your field to be innovative. Also, any business means changes. Drucker (2008:103) emphasized that "management needs to anticipate changes in market structure that result from changes in the economy, from changes in fashion or taste, from moves by competition."

Why must leaders be free-spirited?

Drucker (2008:100) noted that a leader's job is the ability to make decisions: "what to do and what not to do, what to continue work on and what to abandon, what products, markets, or technologies to pursue with energy and which ones to ignore." Besides, Drucker (2008:244) pointed out that "a manager should have the fullest freedom to do the job the way it best suits individual temperament and personality." So, a leader must be able to make decisions, but without a sense of freedom, this will be extremely difficult to do. Also, any leader's decision will be associated with risks to a greater or lesser degree. Welch (in Welch and Welch, 2005:63) noted that "leaders inspire risk taking and learning by setting the example." The ability to take risks without a sense of freedom is impossible!

On the ground of these clusters, any researcher and practitioner of leadership can add valid leadership traits. Besides, these trends formed the basis of a new pool of leader traits developed for the questionnaire, which enabled retaining the links with previous studies. Thus, for further research, on the ground of the formed trends, the

following traits were selected to be included in the questionnaire (table 2).

It should be emphasized that the proposed traits do not refer to only one cluster but are interconnected. For example, the "decisiveness" trait from the cluster "Leader should strive to achieve target goals" is entirely related to such a trait as "risk-taking" from the "Love of freedom" trend. It is impossible to be decisive and not be able to take risks. Of course, in attributing traits to specific clusters, there is also an element of subjectivity, which is impossible to get away from in the humanities and related research.

2.2. *Justification of the leader's character traits used in research*

So, the first trait is intelligence.

To analyze this trait, it is proposed to consider whether leaders are born or made. Carlyle (1841), in his book "On Heroes, Hero-Worship, and the Heroic in History," noted that leadership is a gift received from birth. However, there exists an alternative point of view.

The theory of behaviorism states that a person can change through learning and observation.

Table 2. The set of leadership traits according to determined clusters

Clusters	Researchers	Leader's traits
A leader must be intelligent	Stogdill (1948), Mann (1954), DeVader and Alliger (1986)	<ul style="list-style-type: none"> • Intelligence
A leader must be able to interact with people	Stogdill (1948, 1974) Mann (1959)	<ul style="list-style-type: none"> • Sociality • Ability to communicate • Social intelligence
A leader must comply with ethical standards	Yukl&Van Fleet (1992), Yukl (1998)	<ul style="list-style-type: none"> • Decency • Integrity
A leader must be emotionally stable.	Yukl&Van Fleet (1992), Yukl (1998), Zaccaro, Kemp, and Bader (2004)	<ul style="list-style-type: none"> • Emotional intelligence
A leader must strive to achieve the target goals	Stogdill (1974), Yukl (1998)	<ul style="list-style-type: none"> • Ability to set goals • Efficiency • Passion • Determination • Focus
A leader must be responsible and confident in his/her actions	Stogdill (1948), Stogdill (1974), Yukl & Van Fleet (1992), House and Aditya (1997), Yukl (1998)	<ul style="list-style-type: none"> • Responsibility • Self-confidence
A leader must motivate and be able to influence people	House and Aditya (1997), Yukl (1998), Stogdill (1974), DeVader and Alliger (1986)	<ul style="list-style-type: none"> • Ability to inspire • Charisma
A leader must be innovative and competent	Own rationale	<ul style="list-style-type: none"> • Competence • Ability to solve problems • Innovativeness • Digital thinking • Ability to change
A leader must be free-spirited	Own rationale	<ul style="list-style-type: none"> • Love of freedom • Ability to take risks

(Northouse, 2016). Therefore, one can become a leader by developing certain traits and skills. Warren Bennis, a leadership researcher, said that "the most dangerous myth is that leaders are born" (Bennis in Hunter, 2004:42).

John F. Kennedy, the 35th President of the United States, firmly believed that "leadership and learning are indispensable to

each other" (Kennedy, 1963). Thus, to become a leader, a person needs to develop constantly, and this is only possible with intelligence. The Cambridge Dictionary (no data) defines intelligence as "*the ability to learn, understand, and make judgments.*"

Intelligence helps the leader not only develop, but also make the necessary decisions based on the analysis of various

facts and people's opinions. Thomas Carlyle (1841) believed that the primary purpose of intelligence is that we can penetrate the objects around us, create a clear idea for ourselves, understand them, believe and, based on all this, after that act.

Here it is worth mentioning one experiment that psychologist Lewis Terman started in 1920. It was meant to find the relationship between the level of intelligence and living conditions. In 1956, after Terman's death, the work was continued by his followers. The final conclusions of the experiment were that the mental abilities of a person and his/her intelligence play an important, but not the only, role in ensuring success in life. Variables such as education, hard work, creativity, commitment, and emotional maturity also significantly impact success achievement. If Einstein did not have high intellectual abilities, he would hardly have discovered the theory of relativity, but diligence, perseverance, and purposefulness helped him make this difficult path.

Thus, intelligence alone will only benefit the leader if the leader uses it. To this end, traits such as **determination, ability to take risks, ability to solve problems, and passion** were included in the questionnaire. These traits, together with intelligence, will help the leader to realize his/her intellectual abilities to a full extent.

Regarding the last trait, it should be noted that the Cambridge Dictionary (no data) defines the word "**passion**" as "*a very strong desire to do something - passionately engage in a favorite hobby or other activity.*"

However, passion for a leader is not a set of random chaotic actions but purposeful efforts backed by a strong desire to achieve a target goal. For example, the goal is to fly into space. Is it achievable? Absolutely! You can, for example, choose the path of Richard

Branson and Jeff Bezos by creating a space tourism industry. Or earn enough money to become a space tourist. The main thing is to desire it passionately – and the cosmos, as they say, is in your pocket.

Alongside this, Terman (2021) emphasized that to fully realize his or her intellectual potential, a person must be emotionally stable.

For this purpose, such a trait as **emotional intelligence** was included in the questionnaire. Emotional intelligence should be understood as the ability of a leader to recognize and manage his or her emotions, especially negative ones such as fear, anger, sadness, or despondency. Yukl (1998, page 152) notes that "*leaders with a high level of emotional intelligence are more capable of solving complex problems, planning how to use their time effectively, adapting their behavior to the situation, and managing crises.*" The need to include emotional intelligence is obvious since its presence will allow the leader to maintain emotional stability when making decisions and interacting with team members.

As previously stated, it is during the leader's interaction with the team that the target goals are achieved, leading to the company's development. A key leadership trait influencing this process is **social intelligence**, namely the ability to grasp other people's emotions. Essential for a leader is the ability to recognize the negative emotions of his/her followers and help them successfully cope with them.

According to Yukl (1998), social intelligence, owing to which a leader can identify people's emotions, helps him/her choose the appropriate behavior.

Thus, social and emotional intelligence allows leaders to communicate successfully with people. Drucker (2008)

noted that communication is a critical element of business. On this basis, the **ability to communicate** was also included in the set of leader traits presented in the questionnaire. It should be noted that communication skills involve not only communication between the leader and members of his/her team but also the provision of effective feedback for the achievement of the planned goal. According to Latham's and Locke's theory of goal-setting, two components affect the achievement of goals: the formulation of a complex, ambitious, but achievable goal and also the provision of regular feedback as to its performance (Armstrong and Stephens, 2005).

The ability to communicate directly correlates with such a trait as the **ability to inspire** since a leader can only inspire people to achieve a goal with thorough communication and interaction with team members. Bass (1990) notes that a leader's ability to inspire is an essential trait. Bass (1990:19) emphasizes that leaders *"inspire, energize, and intellectually stimulate their employees."* According to Bass (1990), inspiration's main task is to encourage people to make every effort to achieve their target goals.

Therefore, the leader must have such a trait as the **ability to set goals**.

At the same time, Adams notes that employees working in the company will be more motivated to achieve the goal if they are treated fairly. (Armstrong and Stephens, 2005). Yukl (1998:356) underlines that *"responsibility for ethics should be taken seriously by all executives."*

In this regard, such traits as **integrity** and **decency** were included in the questionnaire. Jack Welch noted that integrity alongside "intelligence" is a *"ticket*

to the game in today's complex global marketplace." (Welch and Welch, 2006:47). Also, ethical standards presuppose that the leader will not be responsible for the decisions made. According to House & Aditya (1997), the leader is fully responsible for the entire organization.

The presence of such a trait as **responsibility** means that the leader understands that any decisions made will directly impact the company, employees, and, possibly, society.

It is necessary to mention such a trait as **effectiveness** since the leader's efforts should be directed at obtaining results that create value for the company and its business. Drucker (2008) noted that the leader is responsible for producing the results. Jack Welch (Welch and Welch, 2006:176) emphasized that *"in business, your only real credential, ultimately, is your results."* Therefore, effectiveness is a strategic trait of any leader.

To be effective, the leader needs to focus on the most important aspects of the business. And for this purpose, such a trait as the **focus** was included in the pool of leadership traits proposed for evaluation. The leader's focus is the concentration of energy, actions, and resources on the goals that are most significant for the company's development. Steve Jobs once gave Google some excellent advice: He said that it's best to keep five products and discard all the rest (Isaacson, 2012).

It will also be complicated for leaders to achieve the goal, get the necessary results, and inspire team members if they are not confident in their actions. Thus, such a trait as **self-confidence** is essential. Only a self-confident person can inspire other people to the necessary actions. If the leader is unsure of what decision to make and shows a high

degree of doubt, the followers will have less trust in the leader, and therefore the process of achieving goals will be less effective.

And at the end of the review of the proposed traits, attention will be paid to such traits as innovativeness, the ability to change, digital thinking, charisma, competence, and love of freedom. Drucker (2008) noted that technical and social innovation is the key to today's organization's success. Jack Welch (Welch and Welch, 2006, page 97) pointed out that *"innovation is the single best defense against unrelenting cost competition."* It is innovativeness that, according to Steve Jobs, distinguishes the Leader from the follower. (Gillam, 2008) A striking example of an innovative product is the Polaroid camera, released in 1948, offering a ready-made printed picture, or a pager, with which Motorola surprised the world in 1956.

The leaders must think about innovations and changes, implement them in the company they lead, and encourage their colleagues to strive for them. Therefore, such a trait as **innovativeness** is rightfully included in the proposed pool of leader traits.

Innovation implies changes, so the **ability to change** is also an essential trait for a leader, which consists of the ability to analyze the current situation, anticipate the need for changes and effectively implement them to ensure the company's sustainable development. One of the key trends that determine business development today is digitalization. It should be emphasized that digitalization is not only innovation but also significant economic efficiency. For example, introducing a QR code instead of a traditional restaurant menu significantly reduces the time to change it and saves printing costs. Thus, **digital**

thinking should be an integral trait of a modern leader.

However, a leader cannot be innovative and make the necessary changes without being competent in his / her field. Welch noted that a leader must constantly develop as a professional (Welch and Welch, 2006:176). Drucker (2008) emphasized that modern management requires advanced skills and practices. The practitioner and the theoretician agree that competence and professionalism are invariable companions of leadership.

And finally, love of freedom and charisma.

It should be noted here that **charisma** is not external masculinism but, first of all, the internal energy that a leader possesses and shares with people around. Williamson gave a surprising definition of charisma: *"It's a spark inside people that money can't buy. It is an invisible energy that has a very tangible effect"* (Williamson in Hogue, 2013:59).

Charisma helps a leader to inspire people to take actions necessary to achieve a target goal, to be a role model for them, and to help them become better.

Bass (1990) emphasizes that charisma is a must-have for leadership. However, some researchers believe that charisma is not a necessary trait for a leader. Kirkpatrick and Lock (1991) note that charisma has low importance for leadership. None of the proposed sets of leadership traits mentioned charisma (Stogdill (1948), Mann (1959), Stogdill (1974), DeVader and Alliger (1986), Yukl & Van Fleet (1992), House and Aditya (1997), Yukl (1998) Zaccaro, Kemp and Bader (2004).

Thus, this study will demonstrate to what extent charisma, according to the respondents, will be necessary for effective interaction between a leader and a team.

Such a trait as the **love of freedom** was not represented in the proposed sets of leader traits either. To answer the question of what “freedom, love of freedom” is, it is probably necessary to read more than several dozen of philosophical works. An exciting idea is offered by the philosopher Nicolas Berdyaev (1962, page 134) in his book “The Meaning of the Creative Act”: Creativity is inseparable from freedom. Only he who is free creates. Out of necessity can be born only evolution; creativity is born of liberty.

Only a completely free person can make changes that can move our civilization forward. So, freedom is necessary for a leader to create and offer the world new innovative products. However, the leader usually makes together with his followers and colleagues. Steve Jobs would not have created his iPhone alone, even in a single sample. Therefore, the question immediately arises about followers and colleagues: if the leader makes brilliant things being free, then he/she, in turn, must be surrounded by free people. And the Leader will not be able to create masterpieces, make innovative breakthroughs, and collaborate with people who do not feel free and are afraid of taking minimal risks.

2.3. *Justification of the leadership factors used in research*

Most leadership researchers and practitioners argue that leadership is inseparable from **moral and ethical norms and standards**. Drucker (2008) emphasizes that business and ethics are inseparable concepts. Kozes and Posner (1987) believe that the leader's actions should be based on the leader's compliance with ethical standards.

Burns (2003:344) is confident that leaders should “*pass the test of ethics and values.*”

Thus, it is precious to know the respondents' opinions on how important it is for a leader to follow moral and ethical standards. It can be assumed that if the followers do not expect the behavior based on the leader's observance of moral and ethical standards, they are not ready to demonstrate such behavior. Therefore, this study will allow the leader to understand how important it is for team members to follow ethical standards and to pay the necessary attention to the development of values that contribute to the development of ethics. It should be emphasized that “*a well-implemented ethics program can also reduce losses,*” positively impacting business development (Schroeder, 2021).

Determining the **leadership style** most appropriate for team members in our research is based on the theory of Hersey and Blanshard (Northouse, 2016). They proposed the following leadership styles:

- **Directing.** It assumes a high degree of instruction and a low degree of support. The leader provides only instructions about what is needed to achieve the goal.
- **Coaching.** A high degree of support and guidance is assumed. The leader, along with the employee, is involved in achieving the goal.
- **Supporting.** A high degree of support and a low degree of direction is assumed. The leader does not focus on the goal but only gives the employee the necessary advice and recommendations.
- **Delegating.** A low degree of support and guidance is assumed. The leader provides freedom of action in achieving goals and motivates and inspires.

Hersey and Blanshard note that the leader independently determines which style to choose depending on the complexity of the tasks, employees' experience, and motivation level. The value of this study is the fact that the respondents themselves determine the leadership style which is most preferable for them. Thus, by knowing what leadership style is most preferable for employees, the leader will act more confidently and purposefully. Indeed, the effectiveness of the employee's work and, consequently, the process of achieving organizational goals depends on how correctly the leadership style is chosen.

To define the most preferred employee's style of organizational culture, four types of organizational culture proposed by Quinn and Cameron (2011) were chosen:

- **Clan.** The clan-oriented culture is similar to the family, emphasizing mentoring, nurturing, and "doing things together."
- **Market.** A culture focused on results and competition.
- **Hierarchy.** A fully structured and controlled company with a focus on employee performance.
- **Adhocracy.** A dynamic company with an emphasis on risk-taking and innovation.

This issue aims to determine the type of organizational culture most preferred by employees. With this information, the leader will be able to understand what should be emphasized when forming the company's organizational culture.

The fulfillment of all the tasks of the study will enable comparing the respondents' answers and proposing the most optimal model of interaction between the leader and the team members.

3. Method, Data, and Analysis

3.1. Sampling justification

To achieve the study's objectives, quantitative analysis was used - a questionnaire survey of team members with work experience and employees with no or minimal work experience, the totality of which was considered as the target population (Bhattacharjee, 2012; Kumar, 2011; Walliman, 2006). As a sampling frame, we selected teachers and students of the pharmaceutical faculty of Bogomolets National Medical University (Kyiv). Bhattacharjee (2012) noted that if the target population is employees of organizations, then a more realistic sampling frame is employees of one or two companies willing to participate in the study since covering all companies is unrealistic and extremely expensive. In this study, probability sampling techniques were used; for both categories of respondents, sampling error constituted 5%. This kind of sampling, according to Walliman (2006), "is used when population is uniform or has common characteristics in all cases."

In total, 103 teachers' and 421 students' questionnaires were analyzed and summarized (the survey was conducted in September-November 2021). Among the teachers, most respondents are Associate Professors (40%) with Ph.D. degrees (57%). Most students are women (90,7%) and up to 25 years of age (78.4%).

3.2. Data Collection and Analysis technique

For measuring the importance of a leader's traits that contribute to the effective interaction of the leader and members of his / her team and other leadership factors, the

questionnaire has been developed. The questionnaire consists of 2 main sections: a pool of questions to determine the demographic characteristics of respondents; a pool of questions to identify the value judgments of respondents. Leader's traits and leadership factors were estimated using a grading scale (from 'unimportant' to 'very important') and a ranking of agreement (from 'no, not agree' to 'yes, I agree'), etc.

To avoid misinterpretation or double interpretation by the respondents, each leadership trait in the questionnaire was provided with a brief interpretation. For example, Charisma: *"Charisma is, first of all, confidence in oneself and one's actions, positive energy that a leader shares with people. Thanks to his/her charisma, the leader inspires people, inspires them with confidence that the goal will certainly be achieved. How important do you think this quality is for effective interaction between a leader and employees?"* (see attachment 1).

To compare the answers of the two categories of respondents, four hypotheses were formulated:

- **Hypothesis 1.** It is likely that the set of most important leadership traits for students and teachers will differ.
- **Hypothesis 2.** It is likely that both categories of respondents will note the importance of a leader's compliance with ethical norms and standards.
- **Hypothesis 3.** It is likely that the preferred leadership style will differ for students and teachers.
- **Hypothesis 4.** It is likely that the preferred type of organizational culture will differ for students and teachers.

To compare the proportion of students and the proportion of teachers who chose the answer "important" for each character trait

of the leader, two-sided hypotheses about the equality of these shares were tested:

H0: $\text{proportion_teach} - \text{proportion_stud} = 0$;

H1: $\text{proportion_teach} - \text{proportion_stud} \neq 0$.

The essence of the analysis is to check whether there is a significant difference in the number (percentage) of answers of teachers and students for each question. The null hypothesis (H0) rejects differences, and all differences are random. The alternative hypothesis (H1) is accepted if the null hypothesis is false and indicates the significance of differences in respondents' answers. Since there is no confidence in any difference at the initial stage of the analysis, it is recommended to use a two-sided hypothesis.

For calculations, the Wald test method was used, a statistical test that is most often used to test hypotheses associated with estimates of the parameters of probabilistic models obtained from sample data.

4. Result and Discussion

4.1. Results of the k-means clustering method

First, it should be noted that when evaluating the proposed traits, the answers in the "difficult to answer" category were extremely low (average value): teachers - 1.1%, students - 1.9%. Thus, it can be assumed that the format for formulating questions related to the assessment of leader traits, their meaning, and the topic of the study were clear to the respondents.

Further, for each group of respondents (separately for students and separately for teachers), the character traits of a leader were divided into three groups: less important traits, important traits, and the most important traits (table 3, table 4).

Table 3 The importance of leader's traits according to students' opinions (*k-means clustering method*)

STUDENTS						
Traits	Respondents' mark					Label
	Important	Rather important	Rather not important	Not important	Difficult to answer	
Ability to take risks	192.0	165.0	33.0	2.0	18.0	Less important
Passion	212.0	142.0	30.0	9.0	17.0	Less important
Digital thinking	217.0	142.0	22.0	4.0	25.0	Less important
Integrity	256.0	122.0	14.0	4.0	14.0	Important
Innovativeness	261.0	126.0	13.0	4.0	6.0	Important
Love of freedom	265.0	122.0	5.0	9.0	9.0	Important
Focus	266.0	119.0	14.0	5.0	6.0	Important
Charisma	276.0	108.0	19.0	0.0	7.0	Important
Ability to change	285.0	101.0	11.0	1.0	12.0	Important
Sociality	286.0	101.0	10.0	3.0	10.0	Important
Ability to inspire	292.0	94.0	15.0	2.0	7.0	Important
Social intelligence	303.0	86.0	6.0	4.0	11.0	Important
Effectiveness	326.0	76.0	1.0	1.0	6.0	More important
Emotional intelligence	329.0	65.0	5.0	6.0	5.0	More important
Determination	334.0	69.0	5.0	0.0	2.0	More important
Ability to communicate	342.0	59.0	1.0	1.0	7.0	More important
Competence	343.0	60.0	2.0	2.0	3.0	More important
Ability to set goals	344.0	54.0	3.0	3.0	6.0	More important
Decency	346.0	52.0	4.0	2.0	6.0	More important
Ability to solve problems	354.0	50.0	3.0	2.0	1.0	More important
Self-confidence	358.0	44.0	5.0	3.0	0.0	More important
Responsibility	368.0	37.0	1.0	1.0	3.0	More important
Intelligence	377.0	25.0	2.0	2.0	4.0	More important

Table 4 The importance of leader's traits according to teachers' opinions (*k-means clustering method*)

STUDENTS						
Traits	Respondents' mark					Label
	Important	Rather important	Rather not important	Not important	Difficult to answer	
Ability to take risks	34.0	56.0	6.0	1.0	5.0	Less important
Passion	37.0	52.0	7.0	1.0	6.0	Less important
Digital thinking	44.0	50.0	6.0	2.0	1.0	Less important
Love of freedom	57.0	40.0	4.0	0.0	2.0	Important
Innovativeness	57.0	43.0	0.0	2.0	0.0	Important
Integrity	59.0	34.0	4.0	2.0	3.0	Important
Focus	60.0	38.0	2.0	0.0	2.0	Important
Charisma	64.0	37.0	2.0	0.0	0.0	Important
Sociality	66.0	29.0	5.0	0.0	2.0	Important
Effectiveness	68.0	32.0	0.0	0.0	2.0	Important
Ability to inspire	71.0	30.0	2.0	0.0	0.0	Important
Determination	72.0	28.0	0.0	1.0	1.0	Important
Social intelligence	76.0	25.0	1.0	1.0	0.0	Important
Ability to change	77.0	26.0	0.0	0.0	0.0	Important
Self-confidence	78.0	23.0	1.0	0.0	0.0	Important
Emotional intelligence	79.0	23.0	0.0	0.0	1.0	Important
Ability to communicate	84.0	17.0	1.0	0.0	0.0	More important
Ability to set goals	86.0	15.0	0.0	1.0	0.0	More important
Competence	86.0	14.0	0.0	0.0	2.0	More important
Intelligence	92.0	10.0	0.0	0.0	1.0	More important
Ability to solve problems	93.0	9.0	0.0	0.0	0.0	More important
Decency	95.0	7.0	0.0	1.0	0.0	More important
Responsibility	96.0	6.0	0.0	0.0	0.0	More important

Using the k-means clustering method, the primary purpose is to cluster (partition) data into a predetermined number of clusters k , the most important and least important traits for teachers and students were determined.

4.2. Verification of Hypothesis 1

At a significance level of $\alpha=0.05$ for most leader character traits, the hypothesis of equal shares in two independent samples cannot be rejected. In other words, for both groups of respondents, all the proposed character traits are equally important (table 5).

Further analysis showed that when assessing the leader traits necessary for effective interaction with a team, in both categories of respondents, on the average, a low percentage of answers was demonstrated in the types "rather not important" and "not important": teachers - 2.23%, students - 1.55%. The data obtained also confirm that all the proposed leader traits, from the respondents' point of view important for the effective interaction of the leader with team members.

However, for six traits (*decency, passion, effectiveness, self-confidence, determination, and ability to take risks*), there is sufficient reason to reject the null hypothesis (table 6).

For these traits, one-sided tests were additionally performed:

$H_0: \text{proportion_teach} - \text{proportion_stud} = 0;$

$H_1: \begin{matrix} \text{proportion_teach} & - \\ \text{proportion_stud} & > \end{matrix} 0,$

if the alternative hypothesis means 'larger', or

$H_1: \begin{matrix} \text{proportion_teach} & - \\ \text{proportion_stud} & < \end{matrix} 0,$

if the alternative hypothesis means 'smaller.'

So, the proportion of teachers who believe that decency is an important trait of a leader's character is statistically more significant than the proportion of students who support this opinion.

At the same time, the proportion of students who believe that such traits as 1) passion, 2) performance, 3) self-confidence, 4) determination, 5) and ability to take risks are important for a leader is statistically more significant than the proportion of teachers.

Conclusions. The analysis showed that, in principle, all the proposed traits, from the respondents' point of view, are important for the successful interaction of the leader with the team members. However, for students, such traits as 1) passion, 2) performance, 3) self-confidence, 4) determination, and 5) the ability to take risks turned out to be more statistically significant than for teachers. For teachers, such a trait as decency turned out to be statistically significant.

Thus, the hypothesis was partially confirmed that the set of the most important leader's traits contributing to effective interaction with team members for students and teachers will differ. In general, all traits are approved by both groups of respondents, but there are some differences.

Table 5 The results of the Wald Test

No	Specifications	Proportion_ teachers	Proportion _students	Statistic	P-value
1	Love of freedom	0.553398	0.646341	-1.709193	0.087415
2	Intelligence	0.893204	0.919512	-0.790844	0.429035
3	Emotional intelligence	0.766990	0.802439	-0.769576	0.441551
4	Decency	0.922330	0.843902	2.459523	0.013912
5	Social intelligence	0.737864	0.739024	-0.023944	0.980897
6	Digital thinking	0.427184	0.529268	-1.868973	0.061627
7	Ability to change	0.747573	0.695122	1.082207	0.279161
8	Charisma	0.621359	0.673171	-0.975527	0.329299
9	Passion	0.359223	0.517073	-2.960009	0.003076
10	Ability to inspire	0.689320	0.712195	-0.450421	0.652407
11	Ability to set goals	0.834951	0.839024	-0.099745	0.920546
12	Competence	0.834951	0.836585	-0.039966	0.968120
13	Focus	0.582524	0.648780	-1.226792	0.219901
14	Responsibility	0.932039	0.897561	1.190143	0.233990
15	Sociality	0.640777	0.697561	-1.082964	0.278824
16	Effectiveness	0.660194	0.795122	-2.658779	0.007842
17	Innovativeness	0.553398	0.636585	-1.528044	0.126502
18	Integrity	0.572816	0.624390	-0.949934	0.342146
19	Ability to communicate	0.815534	0.834146	-0.438942	0.660704
20	Self-confidence	0.757282	0.873171	-2.556677	0.010568
21	determination	0.699029	0.814634	-2.354436	0.018551
22	Ability to take risks	0.330097	0.468293	-2.633264	0.008457
23	Ability to solve problems	0.902913	0.863415	1.170489	0.24180

Table 6 The results of One-sides tests

No	Specifications	Proportion_ teachers	Proportion students	Alternative hypothesis	Statistic	P-value
1	Decency	0.922330	0.843902	larger	2.459522	0.006956
2	Passion	0.359223	0.517073	smaller	-2.960009	0.001538
3	Effectiveness	0.660194	0.795122	smaller	-2.658779	0.003921
4	Self-confidence	0.757282	0.873171	smaller	-2.556676	0.005283
5	Determination	0.699029	0.814634	smaller	-2.354436	0.009275
6	Ability to take risks	0.330097	0.468293	smaller	-2.633263	0.004228

Recommended practices. Considering that students rated such a trait as “decency” somewhat lower than teachers, it can be recommended to the leaders to draw the attention of team members who have just begun their careers to the need to follow moral and ethical standards in relationships with colleagues and partners. At the same time, students rated such traits as “passion, effectiveness, self-confidence, determination, and the ability to take risks” higher than teachers. Therefore, it will be essential for employees without significant work experience to see that the leader acts decisively, is confident in his/her actions, is passionately committed, and is ready to take risks when necessary.

Since teachers rated such a trait as “decency” higher than students, it can be concluded that as they gain work experience, people will increasingly pay attention to its presence in the leader. Team members will expect the leader to fully comply with words and deeds, demonstrating socially acceptable behavior and friendliness. Therefore, by developing such a trait as “decency,” a leader will be able to build more effective relationships with employees, which will have the most positive impact on work performance. This example clearly shows how the theory of traits works: by developing a particular trait, the leader develops an appropriate behavior model that allows him or her to interact with social reality more effectively.

For effective interaction with team members, the leader, according to the respondents’ opinion, needs to develop all the traits from the proposed pool. This recommendation is supported by the fact that all the suggested traits are interrelated. For example, according to respondents, one

of the traits that a leader needs to interact with team members successfully is the “ability to solve problems” that have arisen. However, it will be very difficult for a leader to solve issues related to the need for innovative development without developing such a trait as “innovativeness.” Also, the ability to solve problems is hardly possible without the development of the ability to communicate, and emotional and social intelligence. Thus, this study provided the leader with a verified pool of leadership traits and their brief description, which will help build more effective relationships with his team members.

4.3. Verification of Hypothesis 2

As was already noted, the need for a leader to comply with moral and ethical standards is emphasized by many practitioners and researchers of leadership.

The data of the analysis of the respondents’ answers show that the proportion of students who agree with the statement that a leader must follow high ethical and moral principles was 55%. The relevant proportion of teachers was 76% (table 7).

The results are statistically significantly different ($t_{stat} = 3.39595$, $p\text{-value} = 0.00068$). In other words, there are sufficient grounds to believe that the proportion of teachers who agree that a leader must follow high ethical and moral principles is significantly larger than the corresponding proportion of students.

Table 7. The importance for the respondents of the leader's observance of moral and ethical standards

	Teachers,	Students,
Agree	76 %	55 %
Rather agree	15 %	34 %
Rather disagree	4 %	6 %
Disagree	1 %	2 %
Difficult to answer	4 %	3 %

Conclusions. As a result of the analysis, it was determined that teachers assess the importance of the leader's observance of moral and ethical standards somewhat higher than students. Similar results were also obtained when respondents assessed such a quality as decency when teachers rated this trait as more important, unlike students.

Thus, the hypothesis that for both categories of respondents, the leader's observance of moral and ethical standards is very important was not confirmed. It can also be concluded that as they gain work experience, students, and therefore future employees of companies, will assess the need for a leader to follow moral and ethical standards more highly.

Recommended practices. Developing such a trait as decency will help the leader observe moral and ethical standards, demonstrating a socially approved behavior model. This will be a very important condition for effective interaction between the leader and his team members.

4.4. Verification of Hypothesis 3

The analysis showed that the largest number of respondents believe that a

'coaching' leadership style will best contribute to their effectiveness.

This leadership style was noted by 72.0% of teachers and 75.7% of students (table 8). The respondents' preference for the coaching leadership style is much higher than for other leadership styles.

Table 8. The leadership styles most appropriate for respondents

Leadership style	Teachers	Students	Statistic	p-value
Directing	5 %	9 %	1.5413	0.1232
Coaching	72 %	75.7%	0.7391	0.4598
Supporting	49 %	42.3 %	-1.1982	0.2308
Delegating	8 %	6.6 %	-0.4808	0.6306
Difficult to answer	2 %	2.2 %	0.1204	0.9040

To test the hypothesis of equality of shares, the χ^2 criterion was used:

teachers: $\chi^2_{stat} = 11.0681, p\text{-value} = 0.0008$

students: $\chi^2_{stat} = 94.3933, p\text{-value} = 2.58e-22$

The χ^2 criterion checks the significance of the discrepancy between empirical (observed) and theoretical (expected) frequencies. This criterion is used to analyze categorical data, i.e., those expressed not by quantity but by belonging to a category.

The deviation in the number of responses of teachers and students is insignificant for all leadership styles. The value of the test statistic (Statistic) and the p-value indicate that the null hypothesis of

equality of shares cannot be rejected even at a significance level of 10%.

Conclusions. The coaching style was recognized as the most suitable leadership style for both categories of respondents. The hypothesis that students' and teachers' preferred leadership styles would differ was not confirmed. It should also be noted that the second most important leadership style was the supportive one.

Recommended practices. It should be noted that these conclusions do not mean that the leader should use only a coaching style. However, it is obvious that employees expect the formation of such an organizational culture that will contribute to their development from the leader. In addition, when choosing a delegating style, the leader should remember that even a motivated, experienced employee with the necessary knowledge probably needs support and development. This recommendation is supported by the fact that most of the university teachers who took part in this study have an academic degree: 57 % of respondents have a Ph.D. title, and 13 % have the title of the Doctor of Science.

Thus, the coaching style can be defined as the basic leadership style. The lowest support from the respondents was obtained for the directing leadership style. It was noted only by 9% of students and 5% of teachers. Given this fact, the directing style is not recommended when the leader interacts with team members. The leader should always concentrate on the task and discuss how to achieve it with the employees. This approach will allow completing the task set more efficiently, even in force majeure conditions. It will positively influence the relationship between the leader and his team members.

4.5. Verification of Hypothesis 4

The Wald criterion was chosen to test the hypothesis. The most preferred types of organizational culture for teachers are entrepreneurship, clan, and market (table 9).

Table 9. The most preferred types of organizational culture for respondents

Type of organization al culture	Teac - hers, %	Stu d- ents	Stati s-tic	p- valu e
Clan	32.7 %	49.6 %	3.21 33	0.00 13
Entrepreneur ship	42.6 %	39.7 %	- 0.53 19	0.59 47
Market	30.7 %	28.7 %	- 0.38 85	0.69 76
Hierarchy	16.8 %	22.9 %	1.41 75	0.15 63
Difficult to answer	5.9%	6.6 %	0.23 72	0.81 24

Even though most of the teachers chose the “Entrepreneurship” option, the other options (clan and market) in the number of answers were statistically not significant: $\chi^2_{stat} = 3.5830$, $p\text{-value} = 0.1667$. The most preferred type of organizational culture for students is the clan. The share of students who chose this type of culture (49.6%) differs significantly from the share of those who chose the market type (39.7%): $\chi^2_{stat} = 8.2748$, $p\text{-value} = 0.0040$.

Comparing the shares of students and teachers who chose the clan type, it becomes evident that students rated this type of organizational culture higher than

teachers (statistic = 3.2133, p-value = 0.0013). For other types of organizational culture, deviations are insignificant.

Conclusions. The analysis solved the task set entirely: the respondents' preferred organizational culture type was determined. For teachers, entrepreneurship, clan, and market turned out to be the most preferred types. For students, it appeared to be the clan.

Thus, the hypothesis that the preferred style of organizational culture will differ for students and teachers was partially confirmed. Both categories of respondents chose the clan as the preferred style of organizational culture. However, in doing so, the teachers also added entrepreneurship and marketing.

Recommended practices. So, the students chose such an organizational culture as the clan as a priority. The main distinction of this organizational culture is the orientation towards mentoring and mutual assistance. The teachers also chose this type of organizational culture as one of their priorities. This choice correlates with the fact that most respondents chose the supporting and coaching leadership style. Hence, the clan can be taken as the basis of the company's organizational culture.

However, based on the results obtained, it would be most appropriate to follow not one specific type of organizational culture but to create an organizational culture that includes elements of the clan, entrepreneurship, and the market. Employees will see that the leader of the company and the colleagues are always ready to provide them with the necessary support. At the same time, the company encourages initiative, independence, efficiency, innovation, and a willingness to

take risks. The study also made it possible to determine the most significant trend associated with the desire of employees to receive the necessary support from the leader.

This trend is based on the fact that the respondents chose the coaching leadership style as a priority, and the supporting style was also highly appreciated. Both groups of respondents prioritized this type of organizational culture as a clan, in which a presumptuous emphasis is placed on mentoring, upbringing, and doing things together.

Thus, to work more effectively with his employees and team members, the leader should demonstrate that he or she is always ready to help and provide the necessary development. At the same time, it should be noted that support from the leader does not mean that the leader fulfills the assigned tasks together with the team members. The leader should focus on employees' independence, encouraging and developing this quality in them.

In this regard, the respondents were asked an additional question to understand how important independence is for them in the process of achieving the goal and fulfilling the tasks set: *"Is this form of organization of interaction in the company suitable for you: the leader, together with employees, discuss key issues of the company's development, develop a strategy. After that, the leader only oversees the process, giving employees autonomy and intervenes in the process if necessary, providing the necessary support "* (table 10).

Table 10. The answers of respondents to the additional question

	Teachers	Students
Suitable	43,6 %	51,6 %
Rather suitable	41,5 %	28,7 %
Rather unsuitable	8,9 %	11,4 %
Unsuitable	2 %	3,9 %
Difficult to answer	4 %	4,4 %

So, many respondents noted that they are ready to work independently and expect support from the leader if necessary.

At the same time, the minimum number of respondents noted such a leadership style as delegating as a priority:

- students - 6.6%;
- teachers - 8%.

This means that only a relatively small number of people in the company will be ready to take full responsibility for solving the tasks. Thus, the leader will need to make every effort to identify such people, develop them and delegate authority to solve the tasks set.

The issue also was touched upon in this study that the leadership researchers presented should have included charisma in their set of leadership traits list. However, the results showed that respondents consider the presence of such a trait as charisma important for a leader:

- students: 67.2% important, 26.5% rather important
- teachers: 57.3% important, 34% rather important

This indicates that people want to work with a charismatic leader who confidently leads the company forward and inspires and supports his employees.

It should be emphasized once again that all the proposed traits are interconnected, and more than the presence of charisma is needed for effective interactions between a leader and his followers and team members. For example, leadership charisma must be supported by high ethical standards.

5. Conclusion and Suggestion

As a result of the solution of the tasks set, the developed research hypotheses were refuted, confirmed, or partially confirmed:

- The **hypothesis** that students and teachers will define different leaders' traits that facilitate effective cooperation was partially refuted. Both respondent categories admitted the importance of all leadership traits. However, the hypothesis was confirmed concerning certain traits. Thus, such traits as passion, effectiveness, self-confidence, determination, and ability to take risks appeared to be more significant for the students than for the teachers. At the same time, the teachers ranked such a trait as decency higher than the students did.
- No confirmation was received for the **hypothesis** that both groups of respondents will note the exceptional importance of the leader's compliance with moral and ethical standards. This compliance appeared to be somewhat more important for the teachers than for the students.
- No confirmation was received for the **hypothesis** that students and teachers will differ regarding their preferred leadership style. Both categories of respondents chose the coaching leadership style as their priority.
- The **hypothesis** that both respondent groups will differ regarding their

preferred organizational culture was partially confirmed. Both groups noted the importance of the clan culture type. Besides, the teachers emphasized the importance of such organizational culture types as entrepreneurship and marketing.

On the ground of the study's result, the data were obtained which served as the basis for the development of recommended practices, the application of which will help a leader in organizing his effective cooperation with his colleagues and team members:

1. The verified pool of interconnected leadership traits is presented, developing which a leader will be able to build more effective cooperation with his team members. It was demonstrated how the development of this or that trait could shape the most effective cooperation model of the leader and his team members, and the importance of the interrelation of all traits was shown.
2. The information on the leader's need to follow moral and ethical standards is obtained, as it influences the success of the cooperation with the team members.
3. The coaching leadership style was defined as the basic one.
4. The clan was defined as the basic organizational culture type; it was emphasized that the most effective type of organizational culture is the mix of the following types: clan, market, and entrepreneurship.

Besides, for the organization to more effective cooperation with employees, the leader should pay attention to the following:

1. Despite needing development and support, employees strive to solve their tasks independently.
2. The leader should consider the fact that only a limited number of people in the company are ready to take full responsibility for the performance of the tasks set. So, the leader should use maximum effort to find such people, develop them, and delegate responsibilities and powers to achieve the goals.
3. Employees want to have a charismatic leader. At the same time, a leader must remember that more than possessing charisma is required to exercise effective cooperation of a leader with his/her team members. Leadership means compliance with ethical and moral standards and the necessary support and development of employees.

In conclusion, it is essential to outline the **limitations** of this research. It is advisable to extend the opinion of teachers to the company managers' behavior and attitude toward these issues. According to Drucker (2008), people can be qualified as managers if they are responsible for goal setting, productivity growth, people motivation, and the final result. This statement is also entirely applicable to teachers, who must determine goals for the students, raise their effectiveness, motivate them effectively, and consequently facilitate the formation of competent specialists who can act and make decisions within his/her profession.

Also, like company managers, teachers have their leaders and work in the appropriate organizational culture and system of values. A university is an organization managed according to the fundamental theories and principles of

management, with several management levels and goals to be achieved.

Thus, the results obtained from the survey of respondents can also be applied to company managers.

Based on the data obtained, the authors plan to continue their work on creating the most effective models of interaction between the leader and the team, leadership training programs.

Acknowledgment

The authors gratefully acknowledge all participants of the survey and those who shared our survey link.

References

- Amazon.com. (2020). *Annual report*. Retrieved from https://s2.q4cdn.com/299287126/files/doc_financials/2021/ar/Amazon-2020-Annual-Report.pdf. Accessed January 31, 2022.
- Armstrong, M. & Stephens, T. (2005). *A Handbook of Employee Reward Management and Practice*, Kogan Page.
- Aliekperov, A. (2020), The empirical verification of the “Universal model of inspiration (UMI)”. Retrieved from <https://www.researchgate.net/profile/Adyl-Aliekperov>. Accessed January 31, 2022
- Adidas. (no data). *Our culture*. Retrieved from <https://www.adidas-group.com/en/about/culture/>. Accessed January 31, 2022
- Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, Volume 18, Issue 3, 19-31.
- Berdyaev, N. (1962). *The Meaning of the Creative Act*. Collier Books.
- Bezos, J. (1997). *Letter To Shareholders, (Reprinted from the 1997 Annual Report)*. Retrieved from <https://www.aboutamazon.com/news/company-news/2020-letter-to-shareholders#:~:text=The%20past%20year's%20success%20is,element%20of%20Amazon.com's%20success>. Accessed January 31, 2022.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*. Textbooks Collection. 3. Retrieved from http://scholarcommons.usf.edu/oa_textbooks/3 Accessed January 26, 2023.
- Britannica. (2021). *Starbucks, American company*. Retrieved from <https://www.britannica.com/topic/Starbucks#:~:text=Starbucks%20was%20founded%20by%20Jerry,all%20loved%20coffee%20and%20tea>. Accessed January 31, 2022.
- Blanchard, K. (2007). *The heart of a leader*. David C Cook.
- Burns, J.M. (2003) *Transforming Leadership*. Grove Press.
- Cameron, Kim S. & Quinn, Robert E. (2011). *Diagnosing and Changing Organizational Culture*. John Wiley & Sons.
- Carlyle, T. (1841). *On Heroes, Hero-Worship, and the Heroic in History*. Yale University Press.
- Cambridge Dictionary. (no data). *Meaning of intelligence in English*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/intelligence>. Accessed January 24, 2022.
- Cambridge Dictionary. (no data). *Meaning of passion in English*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/passion> Accessed January 24, 2022.
- Drucker, P. (2008). *Management* (revised edition). Harper Collins e-book.

- Gillam, S. (2008). *Steve Jobs: Apple & iPod*. Wizard, ABDO.
- General Electric. (2020). *Jack Welch, The 'Ultimate Manager' Who Oversaw GE's Rise To The Most Valuable Company, Dies at 84*. Retrieved from <https://www.ge.com/news/reports/jack-welch-the-ultimate-manager-who-oversaw-ges-rise-to-the-most-valuable-company-dies-at-84> Accessed January 31, 2022.
- Hogue, W. (2013) *Elements of Leaders of Character*. West Bow Press.
- House, R., & Aditya, R. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23, 409–473.
- Hunter, J. (2004). *The World's Most Powerful Leadership Principle: How to Become a Servant Leader*. Crown business.
- Isaacson, W. (2012). *The Real Leadership Lessons of Steve Jobs*. Retrieved from <https://hbr.org/2012/04/the-real-leadership-lessons-of-steve-jobs>. Accessed January 24, 2022.
- Kennedy, J. (1963). *Remarks prepared for delivery at the trade mart in Dallas, TX, November 22, 1963*. Retrieved from <https://www.jfklibrary.org/archives/other-resources/john-f-kennedy-speeches/dallas-tx-trade-mart-undelivered-19631122> Accessed January 24, 2022.
- Kim, L. (2016). *50 Innovation and Success Quotes from SpaceX Founder Elon Musk*. Retrieved from <https://www.inc.com/larry-kim/50-innovation-amp-success-quotes-from-spacex-founder-elon-musk.html>. Accessed January 24, 2022.
- Kirkpatrick, S.A. & Locke, E.A. (1991) Leadership: Do Traits Matter? *Academy of Management Executive*, 5, 48-60.
- Kouzes, J. and Posner, B. (1987). *The Leadership Challenge*. Wiley.
- Kouzes, J. & Posner, B. (2013). *Great Leadership Creates Great Workplaces*. Wiley.
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. 3rd Edition. Sage, New Delhi.
- Lord, R. G., de Vader, C. L., & Alliger, G. M. (1986). A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology*, 71(3), 402–410. <https://doi.org/10.1037/0021-9010.71.3.402>
- Mann, R. D. (1959). A review of the relationships between personality and performance in small groups. *Psychological Bulletin*, 56(4), 241–270. <https://doi.org/10.1037/h0044587>
- McDonalds. (2022). *Our History*. Retrieved from <https://www.mcdonalds.com/us/en-us/about-us/our-history.html>. Accessed January 31, 2022.
- Northouse, P. (2016). *Leadership: Theory and practice* (7th ed.) Thousand Oaks.
- Schroeder, K. (2021). *3 Reasons Why Business Ethics Is Important*. Retrieved from <https://www.redlands.edu/study/schools-and-centers/business/sbblog/2019/may-2019/3-reasons-why-business-ethics-important/>. Accessed January 24, 2022.
- Statista. (2022). *Number of Starbucks stores worldwide*. Retrieved from <https://www.statista.com/statistics/218366/number-of-international-and-us-starbucks-stores/>. Accessed January 31, 2022
- Stogdill, R. M. (1974). *Handbook of leadership*. New York: Free Press.
- Stogdill, R., (1947). *Personal Factors Associated with Leadership: A Survey of the Literature*. Retrieved from <https://doi.org/10.1080/00223980.1948.9917362>. Accessed January 28, 2022
- Terman, L. (2021). *The Measurement of Intelligence*. (Kindle Edition), Namaskar Books.

- Tribus, M. (1992). *The Germ Theory of Management*. SPC Press.
- Walliman, N. (2006). *Social research methods*. London: SAGE publications.
- Welch, J. and Welch, S., (2005). *Winning* (Enhanced Edition). Harper Business.
- Yukl, G., & Van Fleet, D. D. (1992). Theory and research on leadership in organizations. *Handbook of industrial and organizational psychology* (pp. 147-197). Consulting Psychologists Press.
- Yukl, G. (1998). Managerial Leadership: A Review of Theory and Research. *Journal of Management*, 15, 251-289.
<http://dx.doi.org/10.1177/014920638901500207>
- Yukl, G. (1998). *Leadership in organizations*. Upper Saddle River, NJ: Prentice Hall.
- Zaccaro, S. J., Kemp, C., & Bader, P. (2004). Leader traits and attributes. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 101-124). Thousand Oaks, CA: Sage.

Attachment 1. Description of leader's traits in the questionnaire

Freedom (love of freedom)

Freedom for a leader is not only the responsibility for the consequences of his/her decisions but also the leader's acceptance of freedom for the rest of the people. As the American writer William White noted: "Freedom is the only thing you can't get without giving it to the others." For a leader, giving freedom to employees is necessary for developing creativity and innovation in the organization. To what extent do you think the presence of this trait of character in a leader is important for his effective interaction with the employees?

Intelligence

Thanks to his/her intellect, the leader can develop, acquire the necessary knowledge and competence, and make decisions based on the analysis of incoming information. What do you think: how important is the presence of this trait for the effective interaction of the leader with his/her team?

Emotional Intelligence

Emotional intelligence is the ability of a leader to recognize and manage his/her emotions, such as fear, anger, and anxiety. For example, a basic fear of a new project may interfere with the process of its implementation by the leader. A person with developed emotional intelligence will be able to recognize this feeling as a signal: before starting a new project, it is necessary to re-analyze it, and determine the best decision, but not to refuse it. What do you think: to what extent the presence of this character trait in a leader is important the effective interaction with a team?

Decency

Decency for a leader means full compliance with his/her words and deeds. This is a kind of leader's capital: people want to work with a leader because they know that the leader always keeps his/her words, demonstrates a socially acceptable, friendly model of behavior. What is your opinion: how important the presence of this trait in a leader is for effective interaction with a team?

Social intelligence

The social intelligence of a leader is the ability to understand the emotions of others and help them deal with the negative effects of these emotions. For example, suppose the leader, using social intelligence, found that an employee is nervous before starting a new

project. In that case, he/she must make every effort to give this person confidence in his abilities, perhaps explaining the project's key points again. Social intelligence is valuable in the time of business negotiations and meetings, it is used in resolving conflict situations. In your opinion, how important is the presence of this character trait in a leader for effective communication with a team?

Digital thinking

Today's world can only be imagined with digitalization. For example, we shop in a store and communicate with an electronic cashier. With the help of artificial intelligence, companies analyze consumer preferences to offer their customers what they need the most. What do you think, to what extent is this trait in a leader important for effective interaction with a team?

Ability to change

For a leader, the ability to change lies in the ability to analyze the current situation, anticipate the need for changes, understand their essence and implement them effectively, and ensure the company's sustainable development. The leader, who is capable of changes, sees them not as a threat but as a new opportunity. How much do you think the presence of this character trait in a leader is important for effective interaction with his employees?

Charisma

Charisma is, first of all, confidence in oneself and one's actions, and positive energy, which the leader shares with the people. Thanks to his charisma, the leader inspires people, instilling confidence that the goal will be achieved. How important do you think this quality is for the effective interaction of the leader with a team?

Passion

Passion for a leader means a very strong desire to achieve a goal. This feature helps the leader not only not to give up in difficult times but also to inspire other people to the necessary actions. How important do you think this quality is for the effective interaction between the leader and the team?

Ability to inspire

This trait allows a leader to show people the benefits gained when achieving the goal to motivate them to treat the company's purposes as if they were their own. Thanks to this approach, employees will make maximum efforts, which will positively affect the process of achieving the goal. How important do you think this quality is for the effective interaction of the leader with a team?

Ability to set goals

Any business starts with its goal, the idea that has the potential for further development. Elon Musk, who has achieved tremendous results, learned from his experience that "people work better when they know the goal to strive for." What do you think: how important is this quality for the effective interaction of the leader with a team?

Competence

For a leader, this quality means having the necessary knowledge and experience in the relevant industry that help in achieving goals and forming new ideas and goals. In your opinion, how important is this quality for a leader's effective interaction with a team?

Focus

Leader focus is the concentration of energy, action and resources on the most significant goals for the company's development. Steve Jobs once gave Google a very useful piece of advice. He said it's best to leave five products and discard all the rest. How important do you think this quality is for effective leader interaction with a team?

Responsibility

This means that the leader understands that any approved decisions will directly impact the company, employees, and, possibly, society. The leader is also responsible for the decisions made by the company employees. A leader with this trait always strives to make informed decisions that will consider all stakeholders' interests. What do you think, how important this quality is for the effective interaction between a leader and a team?

Sociality

This quality helps the leader to interact with a team based on mutual respect and understanding. Having this trait, the leader builds interaction with people based on friendliness, politeness, and tact. Besides, the leader is always open to constructive criticism. How important do you think this quality is for the effective interaction of a leader with a team?

Effectiveness

Performance is the achievement of a goal that creates value for the company and its employees.

Example 1: The leader achieved his/her goal and, together with the team, created a Computer A with impressive characteristics. However, the cost of manufacturing this computer and its sale price was relatively

high. For this reason, Computer A did not generate the required demand in the market. The company had to lower the price, and as a result, it suffered significant losses. The goal was achieved, and the computer was created, but the results were unsatisfactory, as the company suffered losses.

Example 2: Another leader also introduced Computer B, with less impressive characteristics but with a more attractive price. Computer B began to enjoy sufficient demand in the market. The leader and his/her team achieved their goal and received excellent results in profit. What do you think: how important is this quality for the effective interaction of a leader with a team?

Innovativeness

Innovativeness for a leader means defining and realizing goals with new methods and knowledge that offer unique opportunities for potential consumers and the company. People are always willing to pay for something new that makes their life brighter, more interesting, and more convenient. Remember how Steve Jobs' iPhone instantly became popular and brought considerable profits to Apple? How important do you think this quality is for the effective interaction of the leader with a team?

Integrity

Sincerity for the Leader means full compliance with his/her words and deeds. This is a kind of capital: people want to work with a leader because they know that he/she always keeps own word. Partners are confident in the leader's business reputation, and his/her words are sometimes worth more than a signed contract. How important do you think this quality is for the effective interaction between the leader and the team?

Ability to communicate

A leader cannot effectively communicate with a team without expressing his/her thoughts clearly and earnestly. Excellent communication skills don't just mean being a good speaker but also an attentive listener. How important do you think this quality is for the effective interaction of the leader with a team?

Self-confidence

Only a self-confident person can inspire other people to the necessary actions. If the leader is unsure what decision to make and shows a high degree of doubt, then the followers will trust the leader less, and therefore the process of achieving goals will be less effective. How important is this trait for effective interaction between the leader and a team?

Determination

This feature allows the leader to persistently move towards achieving the goal, despite the possible difficulties, instilling in employees

confidence that their actions are correct, the goal will be achieved and will bring the desired results. How important do you think this quality is for the effective interaction of the leader with a team?

Ability to take risks

Any approved decision and the whole business is a risk. So the leader must be ready to take risks and take responsibility for the result, even if the decision was made jointly with a team's member. The leader must determine the most probable consequences of possible decisions and choose the most appropriate one. What do you think: how important is this quality for the effective interaction between a leader and colleagues?

Ability to solve problems

A leader who can solve problems will offer the most effective proposals contributing to the company's development. He/she will also inspire teams to follow his/her example. How important do you think this quality is for the effective interaction between the leader and colleagues?