

GHANA INSTITUTE OF JOURNALISM

SCHOOL OF GRADUATE STUDIES and RESEARCH (SOGRaR)

**EFFECTIVE COMMUNICATION AS A PIVOT OF LEADERSHIP; EXPLORING
THE MODERATING ROLES OF LEVEL OF EDUCATION AND AGE**

BY

ROBERT NII KPAKPO ATSEM

MADC19066

SEPTEMBER, 2020.

GHANA INSTITUTE OF JOURNALISM

SCHOOL OF GRADUATE STUDIES and RESEARCH (SOGRaR)

**EFFECTIVE COMMUNICATION AS A PIVOT OF LEADERSHIP; EXPLORING
THE MODERATING ROLES OF LEVEL OF EDUCATION AND AGE**

BY

ROBERT NII KPAKPO ATSEM

MADC19066

**A RESEARCH WORK SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES and RESEARCH, GHANA
INSTITUTE OF JOURNALISM IN FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A
MASTER'S DEGREE IN DEVELOPMENT COMMUNICATION.**

SEPTEMBER, 2020

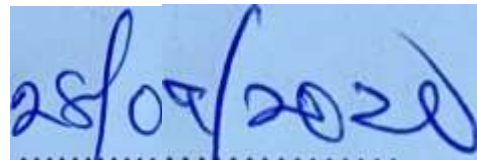
DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that, except for references to other people's work, which have been fully acknowledged, this project work is the outcome of my original efforts and that no part has been presented for another degree in this Institute or elsewhere.



Robert Nii Kpakpo Atsem



Date

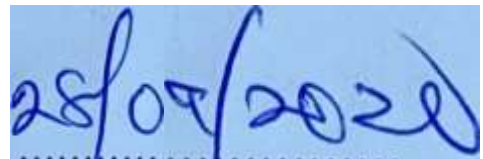
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project work has been supervised by me according to the guidelines on supervision of project works as laid down by the Ghana Institute of Journalism.



Dr. Stanley Semarco

(Supervisor)



Date

DEDICATION

This work is dedicated to Mr. Edward Appiah-Brafoh, Mrs. Millicent Adansi and family, Nana Obrempong and Dr. Mrs. Obrempong, Mr. and Mrs. Attafuah, and finally, Pharm Bernard Boateng. You have in more ways than one, given me a reason to shake off the dust and find a new meaning to life; to take on new challenges, and be the reason why others don't give up in this life. I can never thank you enough. I can however pray that God continually blesses you and all generations after you. I promise to be better and make you proud. Cheers!

ACKNOWLEDGEMENT

Dr. Stanley Semarco is a warm welcoming figure. His passion for research is infectious and I must say that although I never would have wanted to pursue another degree, his approach and style have left me yearning for more. Thank you, sir.

Indeed, no man is an island. As is purported in the Ubuntu way of life, I am because we are. But for the help of a few colleagues and friends, I wouldn't have completed this project successfully. So, to the many helping hands whose names I may not be able to enlist, thank you! Special mention to Isaac Boakye, Sandra Kuffuor, Mercy Armah, Kwabena Odame, Maame Afriyie Attafuah, and Amanda Goddard. You guys are amazingly patient and so accommodating. Thank you is the least I can say.

Finally, I'd like to acknowledge the silent inspiration of Pastor Anthony Owusu Sekyere Kwarteng, of the Church of Pentecost. You are a true leader sir. Your ability to communicate comprehensively is enviable. It is heart-warming watching you lead the church of God the way you seemingly, effortlessly do. When I grow, I want to be like you.

ABSTRACT

The overall aim of this study is to ascertain the effect leadership has on organizational effective communication, and how it propels the yielding of positive results if done right. The study was approached qualitatively using the deductive approach. The study adopted a desk research approach. The study selected articles from scholarly journals such as sage, emerald, and other peer-reviewed journals. The study ensured that the articles selected were within the last five years to allow for a more recent analysis of the information therein. Besides, newspaper articles written as well as discussions on communication as it pertains to communication within organizations were also considered. Future studies could employ the use of a mixed-method approach where data is taken from respondents in a sampled organization using both qualitative and quantitative means. The analytical review of extant studies revealed that there is a significant relationship between leadership style and effective communication. It is believed that a leader must adjust his leadership style by keeping in mind the intellectual level and maturity of the employees. Here maturity does not refer to the sensitivity or age, but it means work stability, tendency to handle complex situations, and potential of achieving a given target. Based on the findings of the study, the researcher suggests that further studies should analyze leadership communication styles across several different organizations. This should be done across different levels of the organization such as the corporate and operational levels of the organization.

TABLE OF CONTENTS

Declaration	I
Dedication	II
Acknowledgement	III
Abstract	IV
Table of content	V

CHAPTER ONE

1.0 Introduction	1
1.1 Problem Statement	4
1.2 Research Objectives	5
1.3 Research Questions	6
1.4 Significance of study	6
1.5 Scope and limitation of study	6
1.7 Organization of the study	7

CHAPTER TWO

2.0 Introduction	8
2.1 Human Relations Approach	8
2.2 Systems Theory	9
2.3 Theoretical Framework	11
2.3 Socio-economic effects of plastic waste	11
2.4 Leadership	12
2.4.1 Leadership Theories	14
2.4.2 Great Man and Trait Theories	15
2.4.3 The Contingency or Situational School	16
2.4.4 Fiedler's Contingency Theory	16
2.5 Communicator Competence	19
2.6 Communication Across Demographic Factors	20
2.7 Gap Analysis	22
2.8 Empirical Literature	23

CHAPTER THREE

3.0 Introduction	27
3.1 Research Design	27
3.2 Sampled Articles	27
3.3 Proposed Method for Future Studies	28

4. CHAPTER FOUR

4.0 Findings of the Study	29
4.1 To Establish Effective Communication as a Pivot of Leadership	29
4.2 Relationship Btw Individual Leadership Styles and Communication	30
4.3 Style According to the Situation	31
4.4 Goal-Oriented Leadership Style	31
4.5 Directive Leadership Style	32
4.6 People-Centric or Employee Oriented	32
4.7 Action Based Leadership	32
4.8 The Level of Education, Age and Effective Communication	33
4.9 Recommendations for Future Studies	34

4.10 Conclusion	34
References	39

CHAPTER ONE

1.0 Introduction

Extant literature has posited that the role and actions of leaders are critical in organizations. Various studies investigated the various ways leadership styles affect the organization from different perspectives (Bello, 2017). Specifically, leadership style is one of the significant concepts affecting employees, specifically their thoughts and feelings. Communication competency within this context serves as one of the main pillars that leads the leader's potential to leave a positive influence on the employees (Northouse, 2010). In this respect, leadership style and communication competency could be viewed as part of the fundamental dynamics affecting the job satisfaction of employees. A study by Gallom (2018) assessed the effect of leadership style on effective communication. This study was also replicated by Hernan (2018) who also assessed the same variables within the banking sector. However, these studies did not delve into leader specific variables such as gender, education, or age as posited in a theoretical paper by Osteen (2019).

The scholarship of organizational theory and leadership revealed that job satisfaction has been influenced by many organizational factors, ranging from salaries, job security, workplace conditions, to leadership. Leadership style also has a significant impact on employee job satisfaction, commitment, and productivity (Moore, 2016). In this study, the leadership styles to be explored would be autocratic leadership, democratic leadership, coaching leadership style, and laissez-faire. The reason for this choice is because these are arguably the most common leadership styles seen in most organizations.

Autocratic leadership is a leadership style where the leader takes the majority of decisions alone and is more focused on achieving results and efficiency. Coaching

leadership, however, can be considered as a leadership style where the leader takes into consideration members' strengths and weaknesses and helps them to improve or do better. He or she creates an inclusive and positive work environment. Another common type of leadership is democratic leadership where the leader considers inputs from team members before making a decision. This style fosters high levels of employee satisfaction. Finally, the laissez-faire leadership style is the complete opposite of the autocratic leadership style, where the leader gives team members' full control of tasks with little to no supervision ('Ten Common Leadership Styles', 2020)

The link between leadership and effective communication has received limited attention from business and communication scholars alike. According to Holladay and Coombs (1993), leadership is a behavior enacted through communication. Specifically, Holladay and Coombs suggested that communication shapes the perceptions of a leader's charisma, and communication can be divided into the content of the leader's messages and the presentation of those messages. Similarly, messages sent by leaders are considered to contain both affective and cognitive strategies (Hall & Lord, 1995), and when leaders effectively communicate their vision, they win the confidence of followers, which in turn aids in communication satisfaction between the leader and follower (Pavitt, 1999). Castaneda and Nahavandi (1991) suggested that subordinates who perceive their supervisors' behaviors to exhibit both relationship orientation and task orientation report being the most satisfied. Based on previous research, leadership appears to be enacted through communication in such a way that it contains a relational (affective) and task (content) component.

Getting a better understanding that everyone has a different way of speaking in terms of putting meanings forward is more likely to gain benefits from a variety of potential employees with different communication styles. In communication, various aspects

come into play which leads to differences in communication. Every individual has differences in his or her communication styles, which is not only influenced by his or her communication styles, but also by gender, age, education, cross-cultural differences amongst many others. Two of these factors, age, and education are monumental in influencing a way that a leader communicates to subordinates.

Veering into age, it influences a leader's communication and can either improve a leader's communication or hinder it, just as the other factors stated above. According to Yorkston et al(2010), aging causes some physiological changes in voice, speech, and hearing. Irrespective, certain language skills remain relatively stable throughout one's lifetime such as grammatical judgment and vocabulary. They go on to point that even though some of the effects arising from differences in age may be subtle, they have consequences. Additionally, age is directly related to experience and hence, this may affect the type of leadership style the person chooses, as well as how effectively he or she may communicate. And by extension, how successful he or she will be as a leader. Interestingly, the generational gap between an aged communicator and a younger party may lead to some hindrances of effective communication.

Education equally plays a key role in communication, specifically formal education. Education provides us with a lot of information so that we have enough material to organize our thoughts clearly which in turn ensures that we convey them in an effective and intelligible way to others. Once our thoughts are clear enough, the next requirement for effective communication is good vocabulary which aids us in lucid delivery of our thoughts and information. Education lends us a helping hand in initiating and enhancing our vocabulary continually. The communication of people who do not possess adequate knowledge and understanding of grammar will always be lacking in some important aspects, and their message will always be poor compared to that of

formally educated individuals. Education allows for regular interaction with other educated people, which enriches one's practical knowledge, hence strengthening one's expressions. Education supplies the essential impetus that motivates one to strive for continuous development and desirable evolution. Communication is verily one of the important aspects of humankind's evolution. Without education, such a desirable growth will severely be hampered.

The purpose of this study is to first establish effective communication as a pivot of leadership. Beyond that, the relationship leadership styles have on effective communication of leaders would also be explored. Finally, the moderating roles of leaders' level of education and age would be examined. This study is of value in that, it extends prior research and seeks to fill up some gaps. The current study examines the link between communicator competence and leadership styles. However, this study would take things a bit further by exploring the roles of age and educational level.

1.1 Problem Statement

Global Statistics (2019) reported that a pool of complaints among employees revealed that the main issue they have with their leaders stemmed from the fact that communication had been poorly executed. The data revealed that five out of twenty leaders had very good communication skills. Seeing that the other fifteen out of twenty leaders did not, it proves that it is important that more leaders communicate properly in their respective organizations. This is key because communication is the key thing that drives organizations (Walumbwa, 2016).

Scholarship on communication showed that the communication competency of a manager has a significant role in the satisfaction of the employees. Cushman and Craig (2016) suggested that listening and negotiating skills of the managers are the determining factors in communication competency. Pavitt (2019) noted that managers need to be collaborative in their ways of communication in a way to create a two-way channel so that employees can internalize the vision created as a team. Most of the studies have focused on the communication skills of leaders (Northouse, 2016; Bello, 2015), others have also focused on the effect of leadership style on communication strategy (Beyan, 2016). This study first fills the issue gap by addressing the role of the level of education and age on the relationship between leadership style and effective communication. Again, while most of these studies have employed the quantitative approach, the current study thus fills the methodological gap by employing the mixed-method approach to research.

1.2 Research Objectives

Main Objective

To determine the moderating role of the level of education and age in establishing effective communication as a pivot of leadership.

Specific Objectives

1. To establish effective communication as a pivot of leadership.
2. To identify the relationship between individual leadership styles and communication.
3. To determine how much influence the level of education and age have on effective communication.

1.3 Research Questions

1. What role does effective communication play in leadership?
2. What is the relationship between individual leadership styles and communication?
3. What is the influence of the level of education and age on effective communication of leaders?

1.4 Significance of the Study

The research will provide meaningful information to the management of corporate organizations concerning the effectiveness of communication-based on leadership styles, which would, in turn, improve employee satisfaction. The study will enable managers of various organizations to gain awareness concerning the influence of effective communication and ineffective communication. In the case of ineffective communication, the study will suggest strategies towards improving communication to improve employee job satisfaction. Besides, the study would aid students studying management to understand the theoretical background of effective communication. It would empower students to take off well when establishing or managing an enterprise. The study would be beneficial to academia, as it would provide empirical findings on communication systems and channels in organizations. It would therefore serve as a reference point for future study and at the same time, fill a research gap.

1.5 Scope and limitation of the study

The study would focus on the moderating factors of age and level of education specifically. Though other moderating factors such as socio-cultural differences and gender are acknowledged, they are not the focus of this particular study. The study will also benefit

firms in the sense that it will enable the organizations to identify the role demographic factors play in the process of communication between leaders and their subordinates within organizations.

1.6 Organization of the study

This study is organized into four chapters. Chapter one deals with the introduction by focusing on the background of the study, problem statement, objectives of the study, research questions, significance of the study, scope, and limitation of the study as well as the study's organization. Chapter two deals with the literature review with the focus on reviewing various works of literature on the impact of leadership on effective communication. Chapter three deals with methodological procedures and research design, which includes data collection, sampling, and the analysis of the data, collected. In chapter four, the summary, conclusions, and recommendations of the study are provided.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews the extant literature on leadership and effective communication. The review first takes a more eagle-eye perspective and then zeros in more on the specifics while addressing issues of research gaps that the study seeks to fill. Finally, the conceptual framework is also presented.

2.1 Human Relations Approach

Around the 1930s, Human-Relations Theory originated and was introduced as a substitute perspective to the classical theory (Ainobushoborozi, 2016). The theory originally was put to test by Mayo, Roethlisberger, and Dickson's, which became known as the Hawthorne Studies (Allen, 2012). The Hawthorne Studies brought to the fore four major phases; the illumination studies, the relay assembly test room studies, the interview program, and the bank wiring room studies. The human behavior school of thought shifted from the prominence on output and work design to the interactions of individuals. The emphasis of the Human-Relations Approach dwells more on the needs of individuals in the organization, the employee's participation in decision-making, and the opportunity to send and receive messages. Human Relations asserted that it is vital to determine the individual needs of organizational members and it is achieved within effective organization-worker communication.

According to Barker(2019), effective management communication can be best assessed via a communication audit. Essentially, communication is fundamental to the work of human resources. The importance of the Human Relations Approach is that it highlights the role of

workers and social factors in the effectiveness of internal communication and issues such as leadership. In sum, the human relation approach deals with the interaction between management and employees, their motivation, and their influence on organizational events. This throws more light on what management and employees ought to do to ensure effective internal communication. This approach will help the study to determine the usefulness of the various communications channels such as memos, circulars, telephone conversations, the use of the Internet, and face-to-face interaction.

2.2 Systems Theory

The general system theory was originally proposed by Ludwig von Bertalanffy, a biologist in 1968 in his work, *General Systems Theory: Foundations, Development, Applications*, was the sort to explain the relationship between parts and the whole of living organisms (Cheryl, 2016). This sort provides a general analytical framework (perspective) for viewing an organization. Since then the theory has been used in academic fields such as psychology, history, and physiology. Studies conducted by theorists in management studies expose a digression from the classical and human relations model. According to Chen (2017), the systems theory has a more valid and applicable stance in internal communication. This is because the systems approach recognizes the role that communication plays in facilitating efficient functioning between the various components of the organizations. In organizational communication research, some main components of the systems theory have been identified that inform how effective communication leads to employee productivity namely; wholeness, hierarchical, and feedback. In systems theory, the whole determines the character and functions of parts (Booth, 2016). Wholeness refers to the interdependence of the various elements that constitute the system. This means that individual parts of a system

contribute to the existence of the organization. Conferring to Borman and Motowidlo (2017), the concept of an organizational structure indicates that the relations within an organism are systematized by order of hierarchy rules. In this regard, components of the main systems are designed into subsystems, making up the whole system, which in itself operates within a larger environment.

From the findings of Ducharme and Martin (2015), feedback enables decision-makers in the organization to strategize to be on top of issues thereby building network relationships. Conferring to Dvorak(2016), the systems theory operates from primary principles of inter-relatedness and interdependence, it can be said that the same basic principles form the basis from which communication audit occurs. Banks have a hierarchical structure with the various sections functioning as a whole structure and all the staff working towards a common goal. The systems theory is therefore appropriate for this study. Given this, the researchers would determine the effectiveness of communication leading to employee productivity and describe the communication systems at Banks considering that we will like to focus on banks as the primary corporate organization for this study. The Authority comprises different sections and to achieve organizational goals, these sections or departments need to work together. This means that there should be effective internal communication between the management and staff of an organization to attain these goals.

2.3 Theoretical Framework

Theoretical Framework Leadership is often defined in organizational theory literature as an influential process that guides the behavior of individuals and groups towards the achievement of goals (Dwyer, 2016). Dwyer (2016) defined four types of leadership: supportive, directive, achievement-oriented, and participative leadership, while Gudykunst (2016) proposed the transactional transformational paradigm. Islam and Rasad (2016) created a theory of transformational leadership that describes leaders as inspirational guides helping teachers and staff to achieve a higher level of morale and motivation at work. These leaders can alter the workplace, encouraging collaboration, and raising the role of the follower to leader. Transformational leadership refers to those leaders who support or emphasize empowerment within their subordinates. Transformational leadership is made up of the following four dimensions: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Korkaew and Suthinee, 2015). Transactional leadership refers to a process where there is an evolution between the leader and the follower, and the leader is not interested in the follower's concerns or needs (Kreps, 2016). These leaders have certain skills and expect respect when leading an organization. They tend to believe that followers are motivated through reward and punishment. Lindlof and Taylor(2015) claim that transactional leaders rely heavily on rewards to motivate followers and on negative feedback and criticism to prevent poor performance. According to Wang (2016), communication competence is believed to be multidimensional as opposed to a one-dimensional construct because employees are not merely satisfied or dissatisfied with communication; they express varying degrees of satisfaction regarding distinct categories of communication. According to Weckowicz (2015), communication competence can simply be defined as how employees feel about communication efforts and different aspects of their communication. Similarly, Werner(2015) suggests that

communication competence presents a single affective response to the desired outcome resulting from the communication that takes place within an organization. Wang (2016) uses the term communication competence to indicate the overall satisfaction of an employee in his communication environment. Since the development of the CSQ (Communication competence Questionnaire), these factors have been widely used to assess communication competence within organizational contexts (Mount and Back, 1999). Communication competence has many implications for organizations because it affects many key organizational outcomes. Multiple studies have examined the relationship between communication competence and employee productivity (Tsai and Chuang, 2017), job performance (Sostek, 2016), organizational effectiveness (Shockley–Zalabak,2016), and organizational performance (Salem, 2019). Communication competence has also been shown to influence an employee’s level of job satisfaction, commitment, and work motivation (Robbins, Judge, and Campbell, 2016). Communication dissatisfaction may cause stress, absenteeism, low feedback, burnout, and a higher turnover rate for employees.

2.4 Leadership

Leadership has been defined in many ways, such as the ability to guide followers toward shared goals (Rhoades and Eisenberger, 2016). Specific to the current study, Puth (2016) indicated that leaders exhibit task and relational-oriented behaviors. Additionally, Opoku-Amankwa (2017) indicated that employees are most satisfied when they perceive their supervisors as exhibiting both relational and task-oriented behaviors. A conceptualization of leadership that is composed of a task and relational behaviors is considered as the style approach to leadership. The Ohio State and Michigan studies were strong representatives of the styles approach. The Ohio State studies identified two types of behaviors explaining

what leaders do: Leaders provide structure and nurture subordinates. At nearly the same time, the Michigan studies identified the behaviors of effective leaders to contain employee-oriented behaviors and production-oriented behaviors. Prior research has examined the effects of leadership style concerning group satisfaction, effective communication skills, interpersonal communication (Miller,2017), and rapport building (Madlock and Booth-Butterfield. 2017). As such, there appears to be a gap in the research relative to the examination of the task and relational leadership style and communicator competence. This gap in the research also extends to the relationship between task and relational leadership style and employee outcomes of job and communication satisfaction. Thus, communication satisfaction, as discussed below, was included in the current study.

There are many expert opinions on the importance of communication in leadership. According to Salem(2019), leadership is a behavior carried out by communication, in which communication clarifies perceptions of a leader's charisma. This is clarified by Trahant (2017), saying that the leader's message conveys affective and cognitive strategies. When the leader effectively communicates his/her vision, he/she is more likely to gain the employees' trust, which eventually affects communicating satisfaction between the leader and the followers. Vallance (2019) stressed that to be perceived as competent communicators, leaders must share and respond to information on time, pay attention to others' points of view, communicate clearly and concisely to all levels of the organization, and use all existing communication channels and various communicative resources such as language, gestures, and sounds. Communication skills also play an important role in influencing attitudes, such as employees' satisfaction. It is not only about satisfaction in terms of communication with leaders, but also satisfaction with their jobs. Effective leadership should not only be seen from how far the leaders' organizational unit succeeds in accomplishing the task of achieving their goals. Equally important is the process of

leadership itself which then affects the employees' perception of the leadership styles of their leaders. Employees perceive their leaders' behavior, mainly based on two categories (i.e., related to the purpose of the tasks and related to interpersonal relationships). Employees are most satisfied when they perceive their direct leaders to run both behaviors (Wang,2016). Nevertheless, Eagly's study showed no gender differences in terms of orientation dimensions in the assignment and assertive behavior such as being ambitious, dominating, and competitive (Westat, 2016) on men and women in leadership roles. However, the fact shows that there is still a lot of differentiating positions for different genders. Women often gain a lower position than male counterparts do, and they do not get equal opportunities in career development (Werner, 2015). Although more than half of Indonesia's population is women, their underdevelopment conditions may illustrate injustice and inequalities between men and women (Werner, 2015). In organizational scope, the opportunity for female employees to occupy managerial positions or to become a structural leader in an organizational unit is relatively lower than male employees do, despite the technical skills required. Surely, the things which will be studied in this study are more on the organizational subjective and objective obstacles, regardless of cultural and social problems.

2.4.1 Leadership Theories

Different leadership ideal models have been utilized to depict leadership and leadership viability. Leadership patterns have changed in the last few decades; it has traveled from the traditional leadership to the new points of view. Sostek(2016) classifies trait, behavioral and situational or contingency hypotheses under the traditional leadership dimension, and charismatic and transformational leadership hypotheses under the new leadership points of

view. The point of interest of all hypotheses on leadership is to decide organizational viability.

2.4.2 Great Man and Trait Theories

The Great Man hypothesis places that, leaders are brought forth and not made. That is, individuals are conceived having some traits which isolate them from others in the field of leadership positions. It depends on the sentiment that leaders are right and leadership is established in the specialist of their honesty. Trait hypotheses depend on great man theories. The trait tactic to deal with the comprehension of leadership sees leadership as the center of firm adequacy and execution. Like the colossal man hypotheses, the trait point of view expects that awesome leaders are born with recognized traits/traits that make them not quite the same as other individuals. As indicated by Saunders, Lewis, and Thornhill (2016), in his journey for the mystery of incredible leaders, assess many research findings on leadership, in light of the supposition that great leaders are born. Saunders, Lewis, and Thornhill (2016) show that leaders were more canny, friendly, inventive, emphatic, capable, taller, and heavier than normal individuals. Be that as it may, these distinctions in traits couldn't answer the pursuit, as the rundown was observed to be measurably unimportant. In this way, Saunders, Lewis, and Thornhill (2016) reasoned that a man does not turn into a leader on account of a mix of traits since the effect of traits contrasts as indicated by matter. In this way, the traits of the matter ought to be considered before crediting enormity to a person as a leader.

Saunders, Lewis, and Thornhill (2016) and different analysts reasoned that ownership of a few traits may add to leadership adequacy. This is not quite the same as the first trait supposition that leaders are conceived and not made. Although there is no rundown of traits

that ensures leadership adequacy, various traits have been as of late distinguished to add to leadership accomplishment as it perceives the impact of both traits and matters. Richmond and McCroskey (2017), likewise recognize a few traits that are as of now connected with powerful leadership as fearlessness, stress resistance, passionate development, and honesty.

2.4.3 The Contingency or Situational School

The contingency theory of leadership developed by Richmond and McCroskey (2017) has been widely used in conjunction with other leadership theories such as transformational leadership. While behavioral theories may help managers create specific leadership practices, they give little direction for what constitutes compelling leadership in various matters. To be sure, most analysts today infer that no particular leadership style is appropriate for a manager under all conditions. Rather, contingency-situational theories were created to demonstrate that the style to be utilized is dependent upon such components as the matter, the general population, the manager, the firm, and other natural factors. The real theories contributing to this school of thought are portrayed underneath.

2.4.4 Fiedler's Contingency Theory

Fiedler was the first to build up this leadership hypothesis, which demonstrates that the situational variable collaborates with a leader's leadership style and conduct. Fiedler (1967) trusts that there is no single most ideal path for supervisors to lead. Matters will make distinctive leadership style prerequisites for a manager. The answer to an administrative matter is dependent upon the elements that encroach on the matter. For instance, in a very standard (unthinking) condition where redundant errands are the standard, a moderately mandate leadership style may bring about the best execution. In any case, in a dynamic situation, a more adaptable, participative style might be required.

Fiedler took a gander at three matters that could characterize the state of an administrative task:

- i. Leader-worker relations: How well do the manager and the workers get along?
- ii. Manager structure: Is the employment profoundly organized, partially unstructured, or somewhat in the middle?
- iii. Position power: How much mandate does the manager have?

Supervisors were evaluated in the matter of whether they were relationship-oriented or manager oriented. Manager oriented managers tend to improve in matters that have great leader-follower connections, organized tasks, and either feeble or solid position power. They do well when the task is unstructured, but position power is solid. Relationship oriented managers improve in every other matter (Tumbare, 2017). Therefore, a given matter may require a manager with an alternate style or a manager who could go up against an alternate style for an alternate matter (Ainobushoborozi, 2016).

These natural factors are joined in a weighted whole that is named "favorable" toward one side and "negative" at the other. Task focused style is best at the characterized extremes of "great" and "ominous" situations, yet relationship introduction exceeds expectations in the center-ground. Managers could endeavor to reshape the environmental factors to coordinate their style. Another part of the possibility display hypothesis is that the leader part relations, manager structure, and position control direct a leader's situational control. Leader part relations are the measure of faithfulness, steadfastness, and bolster that the leader gets from representatives (Anchor, 2017). It is a measure of how the manager sees himself or herself getting along very well with subordinates. In a great relationship, the supervisor has a high task structure and can remunerate as well as rebuff representatives with no issues. In an ominous relationship, the task is generally unstructured and the leader has constrained

experts. The explanation (positive) of what is required of subordinates influences task structure. Situating power measures the measure of energy or specialist the supervisor sees the firm has given him or her with the end goal of coordinating, fulfilling, and rebuffing subordinates. The situating energy of supervisors relies on upon the taking of decisions without end (positive) or expanding (ominous) the decision-making energy of representatives (Anchor, 2017).

The task motivated style leader encounters pride and fulfillment in the errand achievement for the firm, while the relationship-roused style looks to assemble relational relations and amplify additional assistance for group improvement in the firm. There is no great or awful leadership style. Every individual has his or her inclinations for leadership. Errand inspired leaders are taking care of business when the gathering performs effectively, for example, accomplishing another business record or beating the real contender. Relationship-oriented leaders are taking care of business when more prominent consumer loyalty is picked up and a positive organization picture is set up. Bertalanffy(2018) holds that a great connection between leader and supporter is the most imperative element that makes life simple for the leader regarding influencing and practicing control over his/her matter. It gives the idea that Fielder's hypothesis recommends that there are two primary leadership conduct styles: task-focused and relationship-oriented, something else, there are signs that the leader who is high on errand conduct might be high or low on relationship conduct. Be that as it may, any blend of those two is conceivable. It has been watched that leaders who are individuals oriented make a positive atmosphere in their firms (Beyerlein, McGee, Klein, Nemiro and Broedling, 2016).

2.5 Communicator Competence

Allen's (2012) research indicated that competent individuals must not only achieve their goals (be effective) but also do so appropriately. In following with this notion, communication competence has been conceptualized to encompass elements of knowledge, motivation, skill, behavior, and effectiveness. Barker (2019) stated, Competent interaction can be viewed as a form of interpersonal influence, in which an individual is faced with the task of fulfilling communicative functions and goals (effectiveness) while maintaining conversational and interpersonal norms (appropriateness) (p. 1) Cushman and Bertalanffy (2018) argued that communicator competence involves the ability of individuals to display competencies in areas such as listening and negotiating. More recently, Anchor (2017) indicated that as a result of changing work environments in which employees are more educated and intelligent than past generations, leaders are now required to lead by negotiation. Specifically, Anchor (2017) noted that for leaders to persuade people to follow their vision, they need to communicate effectively by appealing to the interests of the followers. In that, competent communicators must employ communicative resources such as language, gestures, and voice (Anchor, 2017)), and for supervisors to be perceived as competent communicators, they must share and respond to information promptly, actively listen to other points of view, communicate clearly and succinctly to all levels of the organization, and utilize different communication channels (Shaw, 2005). Despite the vast amounts of research focused on competent communication, there appears to be a lack of prior research directly examining the relationship between supervisor communicator competence and supervisor task and relational leadership styles. However, there does appear to be a limited amount of research examining the influence of supervisors' communicator competence on employee outcomes. One such study was that of Barker (2019), whose findings indicated that the perceived communicator competence of a supervisor was related

to their subordinate's satisfaction with that supervisor. Another example was a study by Booth, A. (2016), who examined the relationship between subordinate perceptions of their supervisor's communication skills, including communicator competence, and the subordinate's level of organizational identification. Myers and Kassing's findings indicated that supervisor communication competence was a significant predictor of subordinate organizational identification. A more recent example was a study by Borman and Motowidlo (2017), who examined the impact of motivational language on many outcomes. Specifically, Borman and Motowidlo (2017) found positive relationships between a leader's use of motivational language and their perceived effectiveness, their communication competence, and their subordinates' job and communication satisfaction. The current study differs from the prior examples in two significant ways. First, the current study examined the influence of a supervisor's communicator competence, task, and relational leadership on subordinates' job and communication satisfaction. Second, the current study also examined the influence that a supervisor's task and relational leadership style has on being perceived as a competent communicator.

2.6 Communication Across Demographic Factors

Every individual has differences in his/her communication styles, which is not only influenced by his/her personal communication styles, but also by gender and cross-cultural differences. It is important to understand that all these styles can be learned and applied. Each style has its strengths and weaknesses, there is no single style that works best among others. Generally, individuals tend to use one style. Effective communication begins by recognizing one's communication style and then that of others (Beyerlein, McGee, Klein, Nemiro, and Broedling, 2016). Therefore, when

someone meets and interacts with others, it is better to try to understand and then, as much as possible, to adjust to the other person's style. Men and women are often misconstrued because they use different ways of communicating. It is the difference that makes them address the problem differently. Men tend to be good speakers, emphasizing, and strengthening their status when speaking, unlike women do. Women, on the other hand, focus on creating positive social relationships, tending to listen to others, and being more emotional. It would be wise for a manager or leader to appreciate and accept the differences. When a leader learns to come to terms with the fact that everyone has a different way of speaking in terms of putting forward meanings, he or she is more likely to gain benefits from a variety of potential employees with different communication styles. Education on the other hand plays a key role in communication. Education provides us with enough information so that we are equipped with the right materials to organize our thoughts clearly to be able to convey them in an effective and intelligible way to others. Once our thoughts are clear enough, the next requirement for effective communication is good vocabulary which aids in the lucid delivery of our thoughts and information. Education offers a helping hand in initiating and enhancing our vocabulary continually. The third requirement is grammar. But for education, no one can ever hope to get a good grasp of the English language and its principles in grammar and other areas. The communication of such people who do not possess adequate knowledge of grammar will always be lacking in some important aspects and their message will always be poor compared to the communication of educated intelligent individuals (Bertalanffy, 2018). Education provides the platform for regular interaction with other educated and informed people which enriches one's practical knowledge. This in turn adds substance and shine to one's expressions. Education supplies the essential impetus which motives one to strive

for continuous development and desirable evolution, and communication is verily one of the important aspects of mankind's evolution. Without education, such a desirable growth will severely be hampered.

2.7 Gap Analysis

Analysis of Theoretical Gap

Extant studies have analyzed communication from the perspective of leaders to employees, theoretically, the study seeks to argue out a dyadic relationship between a leader's communication and his or her employees for the fact that the effectiveness or lapses from one end of the communication channel will affect the flow from the other.

Analysis of Methodological Gap

The methodology is very critical in determining both the validity and authenticity of a study. Analysis of empirical literature revealed that most of the studies employed the use of the quantitative approach. This resulted in some limitations in terms of in-depth information about the field of communication and leadership. This study thus fills the methodological gap by assessing this from the mixed-method perspective which will allow for more elaborate sets of data, especially from the qualitative perspective.

2.8 Empirical Literature

In the light of this study, there have been many researchers and theorists who have delved into it and brought about many findings, which are being used in most of the modern organizations as far as effective communication is concerned. Bello (2016) argued in an empirical study that communication is an important component of an organization's project. This is because it was assumed the global world had become so widespread that, most organizations' petition to meet their needs with lesser resources through communication. His research tests the substantial relationship amid communication and workers' performance in some designated organizations in Lagos State, Nigeria. Statistics for the research were gathered through a questionnaire with a sample populace of 120 respondents. The outcome of the research revealed the relationship between effective communication and workers' performance, productivity, and commitment. Per the outcome shown in the study, a recommendation was made for managers to communicate with employees consistently and regularly to improve workers' commitment and performance.

Bratton, Callinan, Forshaw, and Sawchuk (2016) presented a paper, which sought to investigate the functions of socio-emotional-oriented communication and job-related communication in augmenting institutional commitment in the People's Republic of China. A statistical methodology was used to analyze data from a questionnaire. A sample size of 69 was selected as respondents. The key findings from the study were that social-emotional-oriented communication among employees is a positive indicator of performance. Conversely, the findings failed to establish any unique linkage between horizontal and social-emotional communications. The paper concluded that vertical and job-related communication helps employees of governmental agencies in China to remain focused on the outlined objectives of their organizations.

Chen (2017) also highlighted on employee motivations and performance. From his analysis, morale, motivation, and performance of employees have a clear reflection on how an organization communicates with its members. The study aimed to explore the inter-relationship between communication and motivation and its overall impact on employee performance. DeRidder (2016), considers the results of a study of organizational communication and motivational practices followed at a large manufacturing company, Vanaz Engineers Ltd., based at Pune, to support the hypothesis propounded in the paper.

With a focus on employee communication, Dwyer (2016) did research on an internal communication assessment of the Lilongwe City Assembly. Her study assessed the organizational communication of the Assembly. Explicitly, the effect of internal communication at the Lilongwe City was measured. The methodological approach measured their current and ideal amounts of information within the organization. These are receiving information from others, sending information to others, acting on information sent, channels of communication, communication relationships, communication and work satisfaction, timeliness of information received from key sources, and sources of information. Findings from a sample of 186 respondents of the assembly indicated a great need to receive information and to interact with Assembly management more frequently than what is happening currently. The communication between subordinates and co-workers seems to be satisfactory. However, the majority of his respondents expressed the need to engage with the assembly management on some key issues, including staff welfare, salaries, and benefits.

Ainobushoborozi (2013), similarly did a study that examined the impact of effective communication on labor productivity in civil engineering projects with a case study of the Kampala Central division. The multinomial logit (MNL) estimation technique was

employed to measure the existing relationship between effective communication and labor productivity. Other explanatory variables include work duration spent in a company, educational qualifications, timely information on changes at work, cooperation at work, and adequate training provided for employees. The findings showed that asking for clarity in communication, cooperation at work to get tasks completed and timely information about changes affecting work is statistically meaningful to labor productivity in civil engineering projects. He stressed that to attain the targeted productivity level, managers should ensure clarity of any instruction at work, provide adequate training to employees, ensure cooperation at work by providing incentives, and finally develop a good communication plan to ensure timely information delivery especially on changes affecting work.

Tersla (2018) analyzed the effects of leadership on the communication satisfaction of teachers. The data was obtained by giving questionnaires to 362 teachers from 57 primary schools in Serbia. Leadership is shown to have a strong and positive impact on the communication satisfaction of teachers in Serbian primary schools. The following dimensions of leadership have the strongest influence: Core Transformational Leadership Behavior, Contingent Reward Behavior, and Intellectual Stimulation. The moderating effect of teachers' gender and age was examined with the observed relationships. The moderating effect of gender was confirmed in three dimensions of communication satisfaction: Communication Climate, Horizontal & Informal Communication, and Organizational Integration. Any moderating effect of age was not confirmed. Primary school principals in Serbia should devote considerable attention to developing leadership and communication skills. This would serve to achieve an increase in communication and job satisfaction among teachers, which potentially creates the conditions for the improved and effective functioning of schools.

Engle (2010) sought to examine the relationship between leadership communication style and job satisfaction of faculty in university business schools in Karachi. Also, it investigated whether gender had a role in job satisfaction, as well as whether the age and years of work experience impact job satisfaction. Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (2000) and Job Satisfaction Survey (JSS) Spector (1997) was used to procure data for the research purposes, while Statistical Package for the Social Sciences (SPSS) was used for the analyses. The findings revealed an extremely negative relationship between variables when examining the relationship between leadership communication style and job satisfaction which could be considered negligible.

Gap Analysis

Analysis of the Perspective Gap

One of the major perspectives through which this study adds contribution to literature is the fact that most studies have assumed a direct effect of leadership on communication. This study with its quest to add to knowledge seeks to ride on the assertions of Goldhaber (2013) by analyzing the role level of education and age of leaders will play in terms of moderating the relationship between leadership style and effective communication.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the research methodology and design the study adopted in ascertaining the relationship between leadership and effective communication. The chapter further goes to identify the research design used to achieve the various objectives set out for the study. Besides, the chapter outlines the sample articles as well as the methods for future studies.

3.1 Research Design

The overall aim of this study is to ascertain the effect leadership has on organizational effective communication. The study was approached qualitatively using the deductive approach. The study adopted a desk research approach. The rationale for this type of design is to enable the researcher through a systematic sequence to analyze what other studies have found in this field and hence use their findings to arrive at a concrete result in a thematic format (Altinay and Parakevas, 2008). Collis and Hussey (2003) opined that survey strategies have two main paradigms that are the descriptive and analytical survey approach. For the objectives of the current study, the descriptive survey approach was carefully chosen since it provides findings that will be well defined and can be explicated and portrayed numerically (Collis and Hussey, 2003). The descriptive survey method allows the researcher to obtain an illustrative data in a specified population (Collis and Hussey, 2003).

3.2 Sampled Articles

The study selected articles from scholarly journals such as sage, emerald, and other peer-reviewed journals. The study ensured that the articles selected were within the last five years to allow for a more recent analysis of the information therein. Besides, newspaper articles written as well as discussions on communication as it pertains to communication within organizations were also considered.

3.3 Proposed Method for Future Studies

Future studies could employ the use of a mixed-method approach where data is taken from respondents in a sampled organization using both qualitative and quantitative means. Also, there is a need for future studies to consider using a correlational design to ascertain the relationship between leadership, age, education, and communication.

CHAPTER FOUR

CONCLUSION

4.0 Findings of the study

The overall purpose of the study was to determine the moderating role of the level of education and age in establishing effective communication as a pivot of leadership. Further, the study explored different leadership styles and how they determined what kind of communication pattern was used by various leaders. Through desk research, the study analyzed extant studies that have been done concerning this study. The findings have been grouped based on the objectives of the study:

4.1 To establish effective communication as a pivot of leadership

The analytical review of extant studies revealed that there is a significant relationship between leadership style and effective communication. For instance, Pavitt (2019) revealed that autocratic leaders have very low communication competence in the sense that they usually do not engage in active communication with their employees and that they do not also express themselves openly to be understood by their subordinates. This is however the opposite for democratic leaders who would want to be heard and understood by their subordinates in terms of explaining things to them due to their relational approach to subordinate engagement. Leadership and effective communication are two vital sides of the same coin in every organization. Organizations that develop leaders to the extent that they can manage their communication very well with their subordinates tend to also be placed in a position where they can get the best out of their employees.

A leader is someone who inspires positive, incremental change by empowering those around them to work toward common objectives. A leader's most powerful tool for doing so is communication. Effective communication is vital to gain trust, align efforts in the pursuit of

goals, and inspire positive change. When communication is lacking, important information can be misinterpreted, causing relationships to suffer and, ultimately, creating barriers that hinder progress. When this happens, a leader would be said to have failed woefully in the execution of tasks or responsibilities.

4.2 The relationship between individual leadership styles and communication

Leadership communication is defined as inspiring and encouraging an individual or a group by systematic and meaningful sharing of information via excellent communication skills. Leadership communication is a complex process that starts from developing a strategy for communicating, writing precisely, and then speaking effectively to control difficult situations. Leadership communication has three major aspects: Core, Managerial, and Corporate. With an increase in a leader's portfolio, there is the need to improvise communication skills to manage a large horizon and to become much more effective in all possible situations. So, complexity increases with an increase in the level of leadership. The Core Aspects Approach includes writing and speaking; these are the individualized skills and are required to be expanded, to lead and manage bigger groups or teams. Expressive cultural understandings, listening patiently, team management and team meetings, providing training facilities, and mentoring are the skills that aid to manage huge groups and are the Managerial Aspect Approach of leadership communication. The Corporate Aspects Approach is the skill required at much higher levels of leadership, and there is the need to interact with an external sphere, most needed skills; maintain employee relations, communication during change and crises, media associations, and image building. Every organization's biggest challenge these days is to win the trust of its employees, business partners, and customers. An organization with leaders who are skillful enough to communicate responsively and frequently with perfectly planned and dedicated communication

policies, help to encourage not only employees but business partners and customers as well to trust the organization. Now the question comes, why is a leader required to build trust among stakeholders? The answer to this question is; Leaders are the individuals who are followed by many people because they trust him. Employees won't follow the leader they cannot trust (Gallom, 2018). Trust is an influential tool that can increase reliability, integrity, and gives you an added advantage in case of any uncertainty. One cannot build trust as trust cannot be built but gained or earned.

4.3 Style According to the Situation

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

4.4 Goal-Oriented Leadership Style

Every leader has a vision or goal for himself and his team. This vision or goals are synchronized with organizational aims and objectives. A leader must communicate the vision and goals to his team to motivate them to achieve them with efficiency. He communicates in a way that he will be able to make others see what he is expecting from them. Team Involvement, effective listening, clear and timely communication is the main feature of this style. This style of leadership makes communication effective.

4.5 Directive Leadership Style

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

4.6 People-Centric or Employee Oriented

According to this, there are two types of employees working in a team: active and lazy. The active category includes those employees who are self-motivated and enthusiastic to work hard for accomplishing the tasks given to them. Another one is those who need regular motivation and encouragement to perform their duties. With this leadership style, a leader must be in regular touch and communication with employees to get the work done. The leader must make strategies per employee's interests and strengths to make them attached to their work. Communication is an important part of this leadership style.

4.7 Action Based Leadership Style

This style recommends that the leader should emphasize three main duties; assignment, group, and individual. A leader must have time to concentrate on the assignment given, the team working on that assignment and individual issues of the team members and most importantly, should try to meet the deadlines by focusing on each one at different times. Here, the main objective of the team is to get the work done and the leader must uphold the focus of the team to achieve objectives. A leader needs to boost and increase the balance between the needs of the tasks, team, and individuals by regularly and effectively communicating with them.

4.8 The level of education, age, and effective communication.

- **Leader's Level of Education and Communication**

It is believed that a leader must adjust his leadership style by keeping in mind the intellectual level and maturity of the employees. Here maturity does not refer to the sensitivity or age, but it means work stability, tendency to handle complex situations, and potential of achieving a given target. Effective leaders always try to maintain a good balance by adjusting the leadership method which further influences communication. All of these are likely to go in a certain direction depending on how much the leader has learned over the years and to what extent he has been educated.

- **Leader's Age and Communication**

With typical aging, communication skills change subtly at least in part because of changes in physical health, depression, and cognitive decline. Aging is responsible for physiological changes in hearing, voice, and speech processes. A person's age can be predicted with fair accuracy by speech characteristics including voice tremor, pitch, speaking rate, loudness, and fluency. Some language skills remain intact, whereas others tend to decline. For example, vocabulary, grammatical judgment, and repetition ability are relatively stable with age; comprehension of complex utterances and naming may decline. Although changes in communication skills such as voice may be subtle and gradual, they have clear life consequences such as avoidance of social situations.

4.9 Recommendations for Future Studies

Based on the findings of the study, the researcher suggests that further studies should analyze leadership communication styles across several different organizations. This should be done across different levels of the organization such as the corporate and operational levels of the organization. Further study should also adopt a longitudinal approach to analyze the trend in leader and employee communication processes.

4.10 Conclusion

As stated in the introduction, ample studies and researches have been done with the same purpose of identifying how communication and leadership are interrelated to each other. Why are excellent communication skills required to manage a team at a workplace or to manage an organization efficiently? How does communication get affected by different leadership styles? What are the qualities which make a leader a perfect communicator? In conclusion, it can be stated that effective communication and leadership together give effective leadership communication. A leader cannot become an effective leader unless he is an excellent communicator and must use this ability to get individuals to follow him. He must have the knowledge and the ability to communicate that knowledge to others at work. He must have the competencies to motivate his team to achieve what may seem impossible for others. Communication contributes largely to making an effective leader who develops a better understanding of teams. These understandings bring a sense of trust in employees on the leader and each other when working together, which further reinforces congenial relations with team members and creates an excellent work atmosphere. While working with such a good, healthy, positive, and congenial environment, they get motivated and enthusiastic to work much harder. This dedication towards their work makes it easy to achieve their targets quickly and hence their

productivity increases. There is another point of view that different leadership styles also have an impact on communication. As different communication styles have an impact on leadership similarly different leadership also influences communication (Moore, 2016). A change in style also has an impact on communication. In a situation where the leader has to handle a tough or critical situation, he needs to be a little hard and will therefore have to adapt an autocratic and authoritative leadership style, but must have control over his communication otherwise it could be labeled as miscommunication. Also, when a leader has to deal with a group of people with different work attitudes and styles, he needs to be more people-centric and should communicate in a way that he will be able to reach individuals across all levels even while interacting with a group. In the end, it can be said that both communication and leadership are linked deeply and cannot be done individually. However, there still isn't a clear-cut explanation or clarification to these questions, as concepts may vary from person to person and every individual has his perception of the things happening around. Based on the above discussion and understanding of the concept, the author has designed a Conceptual Model for effective leadership communication. According to this model Effective communication and leadership together develop a better understanding among team members and the leader or manager. More understanding inculcates the trust factor which is very important to work together. Trust gives congenial relations which further help to build a good working environment where employees feel motivated and enriched with self-confidence and work in coordination. This coordination yields the best of their performance by accomplishing the given targets; individual as well as team targets.

Effective communication management is a principal leadership skill. Underlisted is some communication principles to become an excellent leader:

- A leader must be confident enough while communicating with others. People must believe the communications made by their leaders. Lack of confidence while communicating can make team

members uncomfortable, and unenthusiastic about their work. Confidence helps a team to work together to achieve desired goals.

- True leaders always have to communicate the rules clearly to their teams and should follow those rules themselves, which they expect to be followed by others. They must communicate indirectly to their team that they are capable of doing what they expect from them. They must lead their teams by setting examples.

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

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

- A good leader must always be easy to approach without any barriers if the team members are left with doubt about the information shared during the communication process. He should be readily available to his team and other channels as well. Inaccessibility makes a leader unsuccessful and incompetent.

- For a leader to become effective, he must have a clear thought process. There must be clarity in opting for communication techniques, channels, and approaches by keeping in mind the intellectual level and understanding of the listeners. He must be very competent to manage multifaceted things and should be able to convert them into a simpler form to make his team understand and to perform extremely well.

- Communication by leaders must be clear, brief, and should consider the thoughts, ideas, and feelings of others. An excellent leader is required to admire all cultures, knowledge, education, moral values, different demographics, and communication inclinations.
- It is a must for a leader to establish a transparent system of communication. There should be no space for any grapevine to develop. Unless very confidential, there should be no secret between the leader and the team.
- A leader should be very much focused and stable while communicating with his team because, during difficult situations, the team depends on the leader's effective communication for getting stability and solutions.
- Strong leaders should be comprehensive in communication and must try to overcome differences positively and practically.
- A leader must also emphasize effective listening rather than completely focusing on effective speaking because to hear patiently is as significant as to say effectively.
- A great leader must always concentrate on communicating with teams rather than simply sharing information with them because communication can inspire opinions, approaches, and activities whereas information means just to inform.
- For a leader, communicating without fear is very important. he should communicate without entertaining the fear of committing blunders or errors. In the case where a leader ends up making mistakes, he should admit them openly to gain the trust and respect of the team members.
- A leader must be sure of the messages he sends to his team because a wrong message may end up stirring up a conflict or a difference in opinion. The message should be clear, precise, and properly written.

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

REFERENCES

- Acquaah, M. (2015). Business strategy and competitive advantage in family businesses in Ghana: the role of social networking relationships. *Journal of Developmental Entrepreneurship*, 16(1), 103-126.
- Ainobushoborozi Antony (2016), Impact of Effective Communication On Labour Productivity In Civil Engineering Projects A Case Study Of Kampala Central Division. Aldakhilallah, K.A., and Parente, D.H. (2016) "Redesigning A Square Peg: Total Quality Management Performance Appraisals," *Total Quality Management*, 13(1), 39-51.
- Allen, M. W. (2012): Communication and organizational commitment: perceived organizational support as a mediating factor. *Communication Quarterly* 40 (4): 357-367.
- Anchor Z. (2017): Point Research 2017, Frame-Pattern-Circuits, published by TU Delft Urbanism, 2017
- Barker, R. T. (2019). The department and implementation of a communication audit related to selected systems concepts. Michigan: Florida State University.
- Bello, A. (2017). Social learning theory. Englewood Cliv: NJ: Prentice-Hall.
- Bertalanffy, L. von (2018). General Systems Theory: Foundations, Development, and Applications. New York: Braziller.
- Beyan, O.I (2016). Trait names: a psycho-lexical study. *Psychological*, 47 (211).
- Beyerlein, M. M., McGee, C., Klein, G. D. Nemiro, J. E., and Broedling, L. (2016); *The Collaborative Work System Fieldbook: Strategies, Tools, and Techniques*. San Francisco: Pfeiffer.
- Booth, A. (2016). *Communication Audits*. Aldershot: Gower Publishing Company Ltd.
- Borman, W. C. and Motowidlo, S. J. (2017) Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2): 99-109.
- Bratton, J., M. Callinan, C. Forshaw, and P. Sawchuk (2016): *Work and organizational behavior: understanding the workplace*. New York: Palgrave Macmillan.

Business Communication (2015): Types of Communication, Tagged with Advantages, Disadvantages of Vertical Communication.

Castaneda, G., & Nahavandi, H. (1991). Trait names: a psycho-lexical study. *Psychological Monographs*, 47 (211).

Chen, Ni. (2017). "Internal/Employee Communication and Organizational Effectiveness: a study of Chinese corporations in transition." *Journal of Contemporary China* 17(54) (February), 167-189.

Cheryl H. (2016), *Communicating for Results: A Guide for Business and the Professions*
Craig, M. L. (2016). Sex differences in business ethics: The importance of perceptions. *Journal of Managerial Issues*, 9, 454–474.

De Ridder J. A., (2016). *Organizational communication and supportive*
Ducharme, L. J., & Martin, J. K. (2015): Unrewarding Work, Coworker Support, and Job Satisfaction. *Work and Occupations*, 27(2), 223-243.

Dwyer, J. (2016): *Communication in Business*. (5th ed.), Frenchs Forest: Prentice-Hall. *Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success* (2015), Marc A. Brackett, et al; Article first published online: 4 JAN 2015.

England: Pearson Education Limited.

Ghana Revenue Authority (GRA) Appraisal Document (2015)

Goldhaber, G. M. (2013): *Organizational Communication*. 6th ed. Dubuque, IA: Brown.

Greenberg, J., Baron R. A. (2017): *Behaviour in Organisations*. 9th ed. Upper Saddle River, NJ: Pearson Education.

Gudykunst, W, B. (2016): *Journal of logistics information management*, Vol 14, No 5/6, pp 421-426

Hall, N. M., Lord, C. A. (1995). Bad apples in bad barrels revisited: Personal factors and organizational rewards as determinants of managerial ethical decision-making. *Business Ethics Quarterly*, 16, 449–474.

Harris, T. E., & Nelson, M. D. (2017). Applied organizational communication, theory, and practice in the global environment. New York: Lawrence Erlbaum.

Hittleman, J., & Simon, B. (2002). Using theory to evaluate personality and job-performance relations: A socio analytic perspective. *Journal of Applied Psychology*, 100-112.

Holladay, Y.U & Coombs, T. J. (1993). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421–449

<https://www.indeed.com/career-advice/career-development/10-common-leadership-styles>

Interscience Management Review (IMR) ISSN: 2231-1513 Volume -2, Issue-2, 2015.

Cornelissen, J. (2017): Corporate Communication: A Guide to Theory and Practice. 2nded. London: SAGE Publications.

Interscience Management Review (IMR) ISSN: 2231-1513 Volume-2, Issue-2, 2015 IOSR

Journal of Humanities and Social Science (IOSR-JHSS) Volume 19, Issue 8, Ver. II

(Aug.2016), PP 75-82 e-ISSN: 2279-0837, p-ISSN: 2279-0845. Islam R. and Rasad S. M.

(2016): Employee Performance Evaluation by Analytic Hierarchy Process (AHP), A Case Study;

International Islamic University Malaysia and Inter System Maintenance Services S/B, 53100

Kuala Lumpur, Malaysia.

Kacmar, K. M., Wilt, L. A., Zivnuska, S. and Gully, S. M. (2016): The interactive effect of leader-member exchange and communication frequency on performance ratings, *Journal of Applied Psychology*, 88, 764-772

Korkaew J. and Suthinee R. (2015), Factors Affecting Job Performance: A Review of Literature, *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, Vol.12 (2): 115-127, 2015

Kreps, G. L. (2016), *Organizational Communication: Theory and Practice*. 2nd ed. NY:

Lindlof, T. R. and Taylor, B. C. (2015): *Qualitative Communication Research Methods*;

Published by Sage Publications Inc.

Longenecker, C.O. and Fink, L.S. (2019) "Creative Effective Performance Appraisals," *Industrial Management*, 18-23.

Longman.

Macey, W. H., and Schneider, B. (2017): The meaning of employee engagement. *Industrial and Organizational Psychology*, 1(1):3-30.

Madlock, P., and Booth-Butterfield. M. (2017): Annual Meeting of the International Communication Association, May 2017: The Effects of Coworker Relational Maintenance Strategies on Employee Outcomes. TBA: Montreal, Quebec, Canada. 1-128

Miller, K. (2017). *Organizational communication*. Belmont, CA: Thomson Wadsworth. Mowle, J. 2016. Local corporate learning center pushes executives out of their comfort zones. *Colorado Springs Business Journal* 30 (January): 2016.

McMillan, R., Schumacher, O. (2006). A review of leader-member exchange research: Prospects and directions. *International Review of Industrial and Organizational Psychology*, 25, 35-88. DOI:10.1002/9780470661628

Moore, F. (2016). Ethical leadership and Trust: It's all About meeting expectations. *International Journal of leadership studies*, V (2), 102-123.

Moore, F. O. (2016). *Authentic Leadership: Theory Building for Veritable Sustained Performance. Working paper*. Lincoln: Gallup Leadership Institute, University of Nebraska.

Muda I., Rafiki A. and Harahap M. R. (2016), Factors Influencing Employees' Performance: A Study on the Islamic Banks in Indonesia *International, Journal of Business and Social Science* Vol. 5 No. 2

Neves P. and Eisenberger R. (2015): *The Oxford Handbook of Leadership and Organizations*, published by Oxford University Press

Northouse, P. (2010). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10, 181–217.

Opoku-Amankwa, K. (2017): *Social Research Methods*, University Printing Press. Kumasi. Pavir, J., (2019). Leader distance: A review and proposed theory. *The Leadership Quarterly*, 13, 673–704.

Pavit, A., & Nahavandi, L. (1991). *Planning Research in Hospitality and Tourism*. Elsevier. published by Van Schaik, 2016

Puth G. (2016): *The Communicating Leader, The key to Strategic Alignment: 2nd Edition*
Rajhans K. (2015): *Effective Organizational Communication; a key to Employee Motivation and Performance*

Rhoades G. and Eisenberger R (2016): *Management in Africa, Macro and Micro Perspectives*, Published by Routledge, 2016

Rich, B. L., LePine, J. A., and Crawford, E. R. (2016), Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3): 617-635. Richmond V. P. and McCroskey J. C. (2017): *Organizational Communication for Survival: Making work work* (4th ed), Boston, MA: Allyn and Bacon

Robbins, S. P., Judge T. A., and T. T. Campbell. 2016. *Organizational Behaviour*. Essex, Roberts, G.E. (2016) “Employee Performance Appraisal System Participation: A Technique that Works,” *Public Personnel Management*, 32(1), 89-98

Roethlisberger, F. J., and W. J. Dickson. (1939) *Management and the Worker*. Cambridge, MA: Harvard University Press.

Salem, P. (2019). *Organizational communication and change*. New Jersey: Hampton Press.

Saunders, M., Lewis, P., & Thornhill, A., (2016), *Research method for business students* (4th ed).

Schein, E. (2017): *Organizational Culture and Leadership*. 2nd ed. San Francisco: Jossey-Bass.

- Shockley–Zalabak, P. (2016). *Fundamentals of organizational communication: Knowledge, sensitivity, skills, value.* (2nd ed). New York: Longman.
- Skinner, C., Essen, L., & Mersham, G. (2016). *Handbook of public relations* (6th ed). Cape Town: Oxford University Press.
- Sostek, A. (2016): Studies Shows a Bit of Office Talk Can Boost Productivity. *Pittsburgh Post-Gazette.*
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson Education, Inc.
- Ten Common Leadership Styles(2020, May 21). Retrieved from
- Trahant B, (2017), Six Communication Secrets of Top-Performing Organizations, *The Public Manager*, fall 2017, p68-75.
- Tsai, Ming-Ten, and Shuang-Shii Chuang.” (2017). An Integrated Process Model of Communication Satisfaction and Organizational Outcomes.” *Social Behavior and Personality* 37 (6).
- Tumbare N. (2017): An internal communication assessment of the Lilongwe City Assembly at Stellenbosch University
- Vallance, S. (2019) Performance Appraisal in Singapore, Thailand, and the Philippines: A Culture Perspective,” *Australian Journal of Public Administration*, 58(3), 78-95. Wallace P. (2016), *The Internet in the Workplace: How New Technology is Transforming Work*
- Walumbwa, G. (2016). *Personality: A psychological interpretation.* New York: Holt Press.
- Wang, Y. (2016): Procedural justice, participation, and power distance Information sharing in Chinese firms, *Management Research Review* 33(1), pp. 66-78.
- Weckowicz T. E. (2015), *Child Development: Theories and Critical Perspectives – Chapter 9 (Sociocultural Influences on Development)* revised; published by Routledge 2015.

Welch M. and Jackson P. R., (2016) “Rethinking internal communication: a stakeholder approach”, *Corporate Communications: An International Journal*, Vol 12 Iss:2, pp.177- 198

Werner, J. M. (2015): Implications of OCB and contextual performance for human resource management. *Human Resource Management Review*, 10(1): 245-261.

Westat, R. G-M (2016), *Post-School Outcomes: Response Rates and Nonresponse Bias*; In collaboration with Mike Bullis, Director and Jane Falls, Coordinator, National Post- School Outcomes Center, University of Oregon, October 2016

www.iosrjournals.org

Yorkston, K.M.,& Bourgeois, M.S.,&Baylor, C.R.(2010). Communication and aging. *Phys Med*

Rehabil Clin N Am, 21(2), 309–319. DOI: 10.1016/j.pmr.2009.12.011