Peculiarities of Leadership Manifestation in the Youth Social Group

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Abstract: The article actualizes the problem of becoming a leader in a youth social group. Leadership is found to be a natural social and psychological process within a group aimed at personal authority influence on the behavior of group members. At the same time under the influence we understand the behavior of a person, which introduces changes in behavior, relationships, feelings of another person. The individually-psychological characteristics of the leader, the determinants of development and the manifestation of leadership are empirically determined and analyzed.

The main individually-psychological characteristics of the leader's personality are empirically identified: a high level of self-esteem, which affects all aspects of life, namely emotional well-being, relationships with others, the development of creative abilities, attitude to successes and failures; creativity, that is, the personality must solve complex social problems, find new, non-standard ways of action, flexibility in communication with other people, emotional intelligence, flexibility of thinking, high motivation, education, ability to find new methods to implement a plan or solution, quickly switch from one way to complete a task to another. It is established that the level of formation of capabilities and skills required by the leader depends on the listed individually-psychological characteristics, which development is significantly influenced by the social environment of the individual throughout life, namely, the youth group.

The characteristics of leaders in the youth social group are revealed, in particular, in the process of intragroup identification. The intragroup identification is enlightened in acts of personal and behavioral likeness of team members to each other.

Keywords: *leadership; contemporary youth; psychological features of leadership; youth social group.*

1. Introduction

The problem of leadership development in young people has been relevant since the times of Aristotle. Every society needs role models of behavior and leaders. Of course, society cannot do without people who have a remarkable mind and creative thinking. The question of leadership formation has attracted the attention of sociologists, psychologists, philosophers for more than a millennium. And it is especially relevant at the moment, because there is an objective need for leadership at the present stage, when broad social, political and economic transformations are taking place. Leadership is one of the mechanisms for grouping together. The development of the country's economy depends largely on the level of competence, training, personal qualities and moral condition of leaders at all levels.

The most significant area of study of the psychological features of leadership is the analysis of the contemporary youth social group, that is, young socially active leaders who may in the future prove themselves as leaders, public and political leaders, whose sphere of activity is the society and its social institutions. In domestic sociology, youth is interpreted as a social community, which occupies a certain place in the social structure of society and acquires social status in various social structures, has common problems, social needs and interests, and peculiarities of life. As a rule, leadership in the youth environment is important in the face of increasing competition, namely when society and the state need young leaders who are able to lead society towards the goals in the near future, displaying flexibility in the face of economic and political changes and uncertainty.

The basic need directly requires young people who are driven by initiative, the ability to make conscious, independent choices, a developed sense of self-worth, the ability to self-improve. Precisely such people will be able to participate productively in the development of society. Scientists claim that in order to be successful in the information society, one must have a range of leadership competencies: managing one's thinking, feelings, behavior, influence on other people, ability to make decisions, and so on.

Methodologically, in contemporary social and psychological literature, leadership is considered in the concepts of social and psychological theory of small groups and collectives and is analyzed as an element of organization and management of social processes on the principle of subordination and coordinating dependence.

Leadership does not have a specific definition for different situations, even if it is of one character - pedagogical, economic, military or political. Perhaps this implies the multidimensionality of leadership itself, the presence of different approaches to its analysis, as well as the halo of mystery that surrounds the phenomenon of leadership. In general, leadership is inherent in the very nature of man and is one of the oldest forms of organization of people's lives, an effective means of solving the issues of today. Leadership as a social phenomenon exists everywhere. It can be said that wherever this or that human community is formed, leaders must emerge. There is an objective need for leadership in society, and it cannot help being realized. Leadership is one of the mechanisms of grouping together when an individual or part of a social group acts as a leader, that is, organizes and directs the actions of the whole group, which expects, accepts and supports the leader's actions.

2. Literature review

Famous scientists have made a serious influence on the process of forming ideas about leadership and the development of different concepts. Leadership is seen as a relationship between people, not as a characteristic of an individual. Many scientists believe that leadership is a process and a way of organizing group activities aimed at achieving goals in the best possible time and with optimal effect. Leadership development in higher education is explored in (Sovgira, Bida, Leshchenko, Hennadii Zakharova, & Chernyshenko, 2019). The compound model of engineering leadership is developed in the research (Rottmann, Sacks, & Reeve, 2015). The fine-grained dynamics of the reflexive practices of relational leadership in ballet and ice hockey explored in the research (Ryömä & Satama, 2019). The article by Duguay, Loughead, and Cook (2019) discusses leadership at the

individual, dyadic and network levels in 4 competitive female youth soccer teams. The article by Duguay, Ashley, Loughead, and Munroe-Chandler (2016) presents the results of a leadership study among female athletes who participated in leadership seminars. The study determined the behavior of leaders, cohesion, communication, satisfaction of athletes and the motivational climate of their peers.

Leadership has always attracted the attention of researchers and has occupied one of the leading positions in the study of social psychology and psychology of personality and interpersonal relationships in youth social groups. The processes of reconstruction taking place in our country are increasingly convincing us that it is impossible to form a rule of law without preparing the younger generation for life in a legal, democratic humane society without bringing up an independent and responsible person. The basic need is directly related to the needs of young people who are driven by initiative, the ability to make conscious, independent choices, developed self-esteem, and the ability to self-improve. Such people will be able to participate productively in the development of society. In order to be successful in the information society, one must have a range of leadership competencies: managing one's thinking, feelings, behavior, influencing other people, making decisions, and so on. The results of the study by Peairs, Sheppard, Putallaz, and Costanzo (2019)revealed the heterogeneity of leadership among seventh-grade students and a clear profile of gifted leaders compared to other leaders and gifted peers. The leadership in the youth musical group studied by Requena and Carnicer (2019).

A number of researches are devoted to the development of youth's leadership in individual regions and ethnic groups: Indians (Lewis, Myhra, Vieaux, Sly, Anderson, Marshall, & Marshall, 2019), and Malaysians (Ekpe, 2017).

The role of leaders is especially important in the turning points of human development, when it is necessary to make quick decisions, to be able to properly understand specific tasks.

In today's sense, leadership integrates the interpersonal factors of an organization to guide them toward the goals of the organization. A study of

the nature of leadership in social communities shows that leaders tend to have a number of clearly identified qualities. First, a leader's lifestyle involves a close combination of career and personal life. Second, the leader never stops in his development. Abilities, ambition, talent, knowledge stimulate the leader to further develop and improve them. Third, the leader finds his true calling in the application of inherited abilities and acquired skills, intelligence, knowledge, talent as a way of self-realization in the leadership of others (Goleman, & Boyatzis, 2017). The article by Sullivan and Syvertsen (2019) considers the problem of the formation of conservation leadership among adolescents and youths, as understanding, motivation and action. Two school programs are presented in the chapter by Mitrayani and Peel (2017): Play for Peace Clemente and University Lab School Hawai'i, which solve the problem of developing both youth participation and leadership in the school environment for sustainable peaceful development.

In the process of research on the phenomenon of leadership, scientists have proposed many different definitions of this concept. Governance and leadership are not synonymous. A leader is the one who can turn an employee into his or her associate or follower.

Leadership is the process of influencing a group of people to lead them to jointly execute management decisions to achieve definite goals.

The process of influence that goes beyond the position is called informal leadership. Such leadership is conditioned by personal and situational characteristics of the use of power. The sources of this power are different in origin and content. Therefore, there are different definitions of leadership itself: 1) influencing groups of people to achieve a common goal; 2) interpersonal interaction through communications; 3) individual influence on individuals.

The youth social group is an environment of youth leadership development. The youth social group is a complex and dynamic social organism, characterized by the diversity of socio-psychological phenomena generated in the course of its development. An important feature of the latter is the age specificity of their manifestations in the team: this is how the processes of leadership of normative behavior or cohesion are differently expressed in the youth group. Therefore, without knowing the most

important patterns of development and functioning of the youth social group and a proper understanding of the mechanisms of the basic phenomena of collective life, we cannot judge the development of leadership in the group.

3. Research methodology

The purpose of the article is to analyze the psychological nature of the phenomenon of leadership and to empirically determine the individual and psychological features of leadership in a youth social group.

3.1. Theoretical bases for determining leadership

The characteristics of leaders in the youth social group are manifested, in particular, by the phenomenon of intragroup identification. As a process that implements the influence of participants in interpersonal communication, intragroup identification is enlightened in acts of personal and behavioral likeness of team members to each other. Reproduction of any character traits or behaviors in real life situations, some persistent character and behavioral changes under the influence of others, and attitude towards other participants of this youth social group as a model - these are some possible forms of identification manifestations. It can be argued that it is authority that develops in a group that is further based on socially meaningful and useful personality manifestations - this is one of the important conditions for a successful leader of a youth social group. That is, in the youth social group, youth is regarded as the main carrier of the intellectual and physical potential of society, young people possess and develop in the youth social group the ability to work, technical and cultural and artistic creativity, productivity of activity in all spheres of human being.

The formation of leadership qualities occurs in the process of involving young people, children and adolescents in active social activity. In social activity, social experience is gained, organizational skills and positive personal qualities are formed. It is in the youth social group that the leadership potential of young people develops, which gives them not only

knowledge but also mainly social skills, which are very important and hold a significant place in the lives of young people.

The leaders of most youth social groups are themselves initiators of their creation. They actually united like-minded people around their idea. Therefore, in this case, the leader is both a formal and an informal leader who takes the initiative, has organizing skills and is able to lead the followers towards the goal.

The manifestation of leadership abilities of a person depends on the size, perseverance, qualitative composition of the group members and their views and beliefs. In fact, an individual is able to show his or her leadership potential under certain intellectual superiority over other members of the group. The gifted person better understands the most effective nature and sequence of group actions, assumes the role of a leader. To take precedence among others, a person must possess a list of abilities and skills that will give her leadership status in the group. Depending on the set of personality traits, leadership behavior in a youth social group may be authoritarian, democratic, or liberal.

The structure of leaders is extremely rigid, vertically hierarchical, which means that decisions made at the upper levels of the hierarchy come down as directives (which is why this style is called directive), which is not negotiable - they must be clearly followed. Controlling and evaluating the quality of people's work is also the prerogative of an authoritarian leader. Formally, responsibility is placed on the leader who makes the decisions and controls the process in the group, but in reality in youth social groups with an authoritarian management style, the phenomenon of "shifting" responsibility to lower levels, that is, to other people, always occurs. Leaders with this style of management are overrated, overconfident, aggressive, total control over the work of the group, a tendency to stereotype, uncompromising perception of other people and their actions. That is, the authoritarian leader himself makes all the decisions and submits them for execution.

Democratic style differs from authoritarian leadership in that that a leader who uses a similar style constantly refers to the opinions of people dependent on him, consults with them, engages them in the formulation and

decision-making process, and in the cooperation in group management. He does not draw a clear line between his own rights and those of the other members of the group. He voluntarily delegates some of his powers to the members of the group. They, in turn, also voluntarily assume part of their responsibilities and assist the leader in the performance of his or her duties, if necessary. The democratic leader values such people who are independent, proactive and creative in their task. He pays great attention not only to business but also to personal relationships within the group. That is, the democratic leader encourages the members of the group to take an active part in all decisions and helps them in this.

A liberal leadership style is a form of leader behavior in which he actually avoids his leadership responsibilities and acts as if he were not a leader but an ordinary member of the group. The key issues of intra-group life in this case are either not resolved at all or are resolved by a majority of the group members by voting. In fact, in this case, the person in question is a leader only nominally, but in fact the group is not personally managed by anyone. It can be argued that a liberal leader takes the position of an outside observer and does not participate in decision-making unless specifically asked to do so.

In addition to the three leadership styles, many other leadership styles are also mentioned and discussed, such as combined and flexible.

Combined is (Adizes, 2008) a leadership style in which the same leader uses the elements of all three leadership styles described above, authoritarian, democratic, and liberal, in the practice of communicating with members of the group, and they are represented in his actions in approximately the same proportion. Such a leader can be unequivocally attributed to any of the three types mentioned above: authoritarian, democratic, or liberal.

Flexible is the leadership style (Daft, 2014), which, like the combined leadership style, may contain elements of all three leadership styles - authoritarian, democratic, and liberal, but in this case, as in the leadership style itself, are stable, varying from time to time depending on the situation in the group. In other words, this style of leadership is variable and its

variations depend on the situation in the group, as well as on the status and mood of the leader himself.

Modern psychologists offer concepts of ideal leadership, explore historical figures, study the problem of leadership in different (in size, type, focus) social groups. Thus, the classical typology of styles can be supplemented by several more popular and new types of leadership (concepts): transformational, charismatic, attributive, reformatory.

Charismatic influence is based on the personal qualities of the leader: his external and internal attractiveness, image, manners, style of behavior. Psychological characteristics of charismatic leaders are high self-confidence, dominance, determination, deep confidence in their ideas, a strong need for power and attentiveness to the world around them. An unusual style of behavior gives other people an idea of a leader's special abilities.

Unlike charismatic leadership that begins with a person, transformational begins with an image. The transformational leader understands what needs to be changed, encourages followers to implement change, and incorporates it into the work of the social group. The idea behind the concept of attributive leadership is that attributive "obstacles" often distort the leader's perception of the real situation and cause him to be inconsistent in his behavior. If the relationship between the leader and the group members is adequate to the situation, then the youth social group functions effectively and the relationship is saturated.

In youth social groups, the leader does not always make clear his or her position in decision-making, namely there are elements of both democratic and authoritarian leadership. In such groups, the leader takes into account the views of the followers, important decisions are made by the members and the leader together during a discussion. The opinions and wishes of all members of the group are taken into account. The leader joins the decisions taken with the followers. Also, we observe a high satisfaction of the membership asset in participating in such youth social groups and the work of the leader.

3.2. Participants

To determine the individual-psychological features of leadership in the youth social group, we involved students of Vinnitsa State Pedagogical University named after Mikhail Kotsyubynsky (Educational and Scientific Institute of Pedagogy, Psychology, training of specialists of higher qualification, n = 83 individuals). The study was conducted in a youth social group, with participation of young people aged 20 to 22 years, because it is special and important for the development of leadership potential of the individual. The sample consisted of young people, including 56 girls and 27 boys. These are the students of the specialty 053 "Psychology", 3, 4 courses of the Educational and Scientific Institute of Pedagogy, Psychology, training of specialists of higher qualification.

An empirical study of the psychological features of leadership in the youth social group took place in three stages.

In the first stage, an analysis of the professional literature on the research problem was carried out. The formation of the scientific apparatus, the refinement of the subject and object, the relevance of the topic was formed, as well as the introduction of abstracts, publications with diagnostic resources that correspond to the chosen problem. The tasks were set, the type of research was determined and the functional connections that would be implemented in it.

The second stage involved the selection of diagnostic techniques aimed at identifying the psychological features of leadership, mastering techniques, clarifying their psychometric indicators, preparing stimulus material and forms for diagnosis. Also conducting an empirical study of the psychological characteristics of manifestation of leadership in the youth social group.

In the third stage of the study, quantitative and qualitative data analysis was performed. A system of purposeful work for the development of leadership qualities was developed and tested. The study was tested using a series of questions that addressed different aspects of leadership.

The complexity and ambiguity of the leadership phenomenon requires appropriate diagnostic tools.

3.3. Methods of diagnostics of leadership qualities

The following methods have been chosen for empirical research, namely: the technique of research of leadership qualities of Rozhkov (2008), the technique of diagnostics of leadership abilities by Fetiskin, Kozlov, and Manuilov (2002), the "Express test of self-esteem of leadership", the technique of predisposition to a certain style of leadership of Ilyin (2002) and the method of orientation of Smekal-Kucher's personality.

Let us analyze the diagnostic potential of these techniques in more detail.

Methodology of research of leadership qualities of Rozhkov (2008). The purpose of this technique is to determine the level of leadership qualities in young people.

The methodology provides a fairly differentiated 5-point scale of answers and 8 integral indicators: the ability to manage, awareness of the goal (I know what I want), the ability to solve problems, the availability of creativity, influence on others, knowledge of the rules of organizational work, organizational skills, ability to work in a team.

The technique consists of 48 statements, after reading or listening to the next statement, try it on your habits, your lifestyle and evaluate: to what extent this statement can be attributed to you. To indicate your answer on the form, select one of the five that you think is appropriate from one of the five rating options, numbered from "0" to "4":
- "0" completely disagree;
- "1" disagree rather than agree;
- "2" it is difficult to answer;
- "3" would rather agree than disagree;
- "4" completely agree.

The number of the chosen option, which is more in line with your own behavior in this situation, should be written for each question in the answer sheets. You need to respond quickly without thinking.

To get the total score, the total score for each scale is calculated. If the sum is less than 10, then the quality is poorly developed, and it is

necessary to work on its improvement, if more than 10, the quality is developed on average or strongly.

Technique for the diagnosis of leadership abilities (Fetiskin, Kozlov, & Manuilov, 2002, pp. 233-237). This technique allows us to evaluate a person's ability to be a leader. The technique consists of 49 questions that must be answered "yes" (A) or "no" (B). The answer that comes first is the most natural one, and if you have doubts about the answer, you should still tick the alternative answer that you prefer.

The amount of points obtained by the examinee is determined in accordance with the following key. For each answer that matches the key, the subject receives 1 point, otherwise - 0 points. If the score is up to 25 points, the leader's qualities are poorly expressed. Sum of points in the range from 26 to 35, the qualities of the leader are expressed on average.

If the sum of points was equal from 36 to 40, then leadership qualities are expressed strongly. And finally, if the total score is more than 40, then this person, as a leader, is predisposed to dictation.

Methodology "Express test of self-esteem of leadership". This rapid test allows you to determine the current level of leadership in a collaborative activity. The technique consists of ten judgments, and two answer options, you need to choose the most appropriate answer for you, namely "A" or "B". An important factor is that in your answers you must strive for objectivity and record the answer that first comes to mind.

To get the total score, the total number of answers is calculated. A high level of leadership is scores ranging from A to 7-10 points. Average leadership level is between A and 4-6 points. Low level of leadership within A 1-3 points. The predominance of "B" answers indicates very low or destructive leadership.

Methods of inclination to a certain style of leadership (Ilyin, 2002). This technique is a questionnaire through which you can learn about the subject's predisposition to a particular style of leadership. However, it should be borne in mind that in real leadership, people can use a different style.

The methodology consists of 18 statements and 3 scales:

A - is an autocratic leadership style,

D - is a democratic style of leadership,

L - is a liberal style of leadership.

An autocratic style is the behavior of a leader who has sufficient power to impose his will on his subordinates. The main positive characteristics of the autocratic leader are: dedication, riskiness, efficiency, persistence.

Democratic style is the behavior of a leader who tries not to impose his will on his subordinates, but creates a climate in a team where employees motivate themselves to work because of higher-level needs. The main positive characteristics of the leader-democrat are justice, respect for subordinates, care for them, delegation of minor issues to subordinates, listening to the views of subordinates, giving guidance to subordinates in the form of proposals, advice and even requests, informing the team about the state of affairs and prospects.

A liberal style is the behavior of a leader who gives his subordinates almost complete freedom to choose and control tasks. The main positive characteristics of the leader-liberal are: politeness, kindness to subordinates, willingness to listen to suggestions and even criticism of subordinates, etc.

The subjects are asked to choose the option that most of all characterizes their behavior as a leader. For each answer the subject receives 1 point.

Since pure inclination to one of the styles of leadership is practically non-existent, it can be a question of mixed styles of leadership with a tendency to one of them. The respondents most often choose the answers that characterize the democratic style of leadership. If there are more than 12 of these, one can speak of a propensity for democratic style; if less than this and elections A exceeds L by 3 points, we can speak of an inclination for an authoritarian-democratic style, and in case of an excess of 3 points of elections L over A - an inclination for a liberal-democratic style.

Methods of diagnosing behavior motivation in the group "Personality orientation".

The technique is focused on identifying three types of personality orientation, that is, the personality's focus on itself, on relationships and on tasks (business orientation).

Respondents are offered unfinished statements, each of which has three answer options, indicated by the letters "A", "B", "C". When asked about the questionnaire, the research will provide indicative information about some personality traits. From the answers for each item, you must choose the answer that best expresses the point of view, which is most true. The letter of this answer should be written in the "Most" form, which is in your opinion. The next step is to select the answer that is least in line with your opinion and put it in the "Least".

For each answer in the form "Most" the researcher receives 2 points, in the form "Least" - 0 points. The range of points scored in each orientation ranges from 60 (if the respondent puts all letters in the first heading) to 0 (if the respondent puts all letters in the second heading).

That is, this technique makes it possible to examine what each respondent is aiming at.

The focus on self reflects the extent to which the examinee describes himself as a person who expects direct reward and satisfaction, regardless of what work and with whom he performs. In the imagination of such a person, a group is a "literally theatre" in which one can satisfy certain common needs, complain about personal difficulties, acquire dignity, respect or social status, be aggressive or dominate. Such a person is introspective, powerful, does not respond to the needs of others. He mainly deals with himself, ignoring people or the work he is required to do.

Relationship orientation reflects the intensity with which a person tries to maintain a good relationship, but only on the surface, which often prevents specific tasks or providing genuine help to people. Such a person is interested in collective activity, but essentially does not make any contribution to the work tasks of the group.

Task orientation reflects the intensity with which a person accomplishes a task, solves problems, and the degree to which he or she is interested in doing his or her best work. In spite of his or her own interests, such a person would be willing to cooperate with the team if this would increase the effectiveness of the group. In the team he wants to defend his opinion, which he considers useful for the work.

4. The results of the study

According to the results, according to the methodology of self-assessment of leadership, 18% of the respondents have a high level of leadership, which indicates them as people who are inclined to analyze their own activities and actions of others. The average level is 25%, for these respondents the characteristic features of this level are: sufficient resistance to new conditions, self-criticism, but not always, partial independence, reliability, but not in critical situations. 40% of those surveyed have a low level of leadership, that is, the characteristic features of this level are: weak willpower, poor adaptation to new conditions, low self-criticism, quick abandonment of the goal if there are obstacles to it. The remaining 17% of the students surveyed have a very low level of self-esteem in leadership.

That is, from the results of this technique we can conclude that most students have low levels of self-esteem in leadership qualities, as a rule, less successful, overly conservative personalities who are afraid of change and unable to adapt in the changing reality.

According to the method of diagnostics of determination of leadership abilities it was found that in 47% the level of expression of leadership qualities is low. This indicates a characteristically high degree of stress load, which is manifested by a low degree of stress resistance, namely vulnerability. At 34%, the average level of leadership skills, such people are characterized by a tendency to solve non-traditional problems by original methods, they are optimistic, treat difficulties as both inevitable and overcoming obstacles. Also a 16% high level of leadership. Such people are characterized as persistent, patient, strong-willed young people who are able to overcome obstacles to the goal, ready to take risks and perform monotonous, uninteresting work. However, in 3% of the subjects there is a tendency to dictate.

The percentages of the level of leadership abilities are presented in the diagram in Fig. 1.
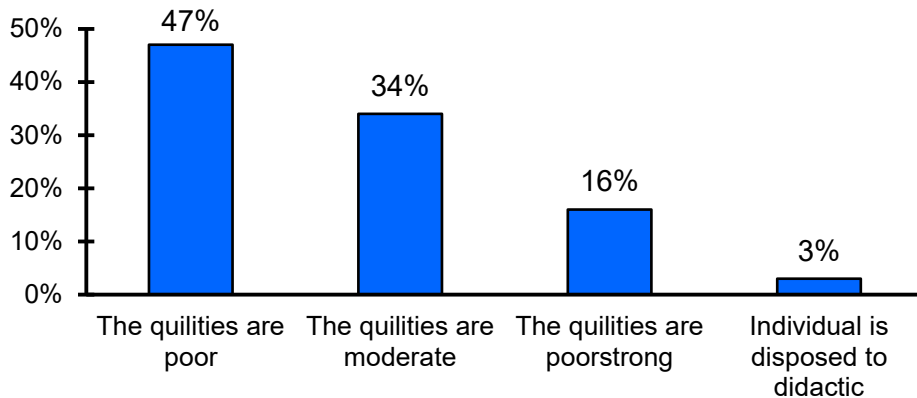
Fig. 1. Percentage values of youth leadership abilities level

According to the methodology of the study of leadership qualities, it was found, in particular, on the scale "Ability to manage", that 49% of students have a low level, a high level is formed in 13% of students, and an average level in 38% of examinees.

The percentages of the level on the scale of ability to control are presented in the diagram in fig. 2.
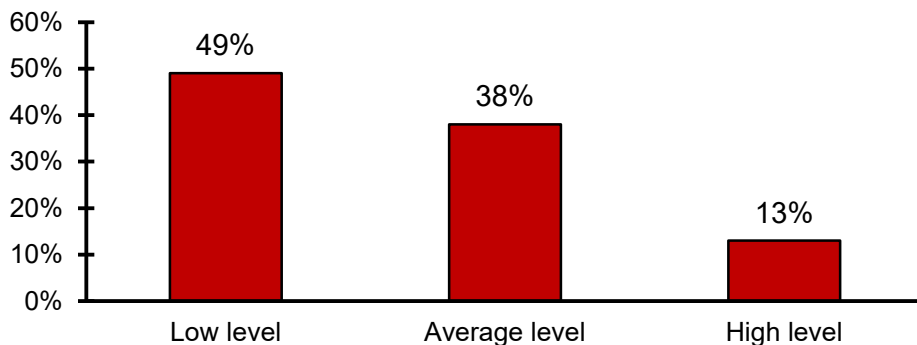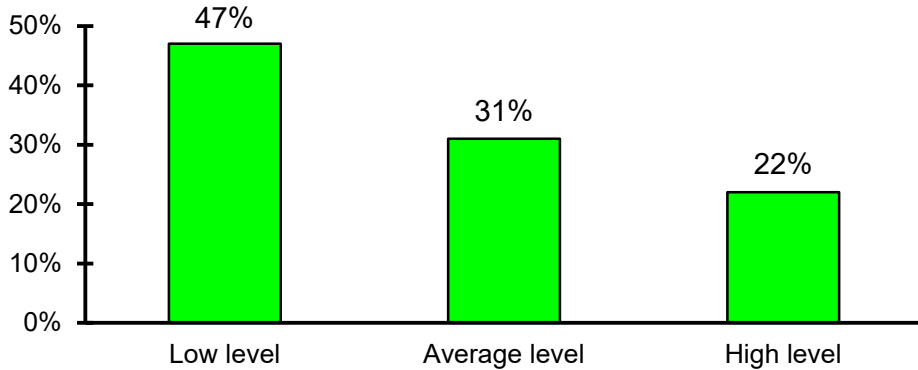
Fig. 2 Percentages of the ability to manage

According to the "Goal Awareness" Scale, 47% of students have a low level of awareness, 22% of students have a high level of goal awareness, and 31% have an average.

The percentages of the goal awareness level are presented in the diagram in Fig. 3.

Fig. 3. Percentage values on the "Awareness of Purpose" scale

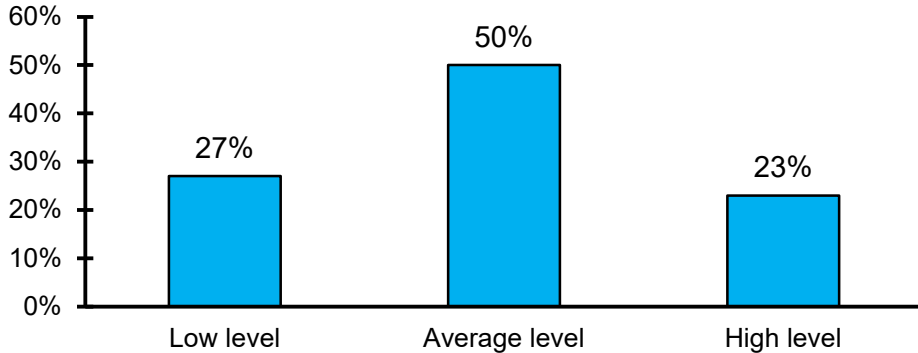50% of students have a low level on the Problem Solving scale, 28% average and 22% high.

The percentages of the ability to solve problems are presented in the diagram in Fig. 4.
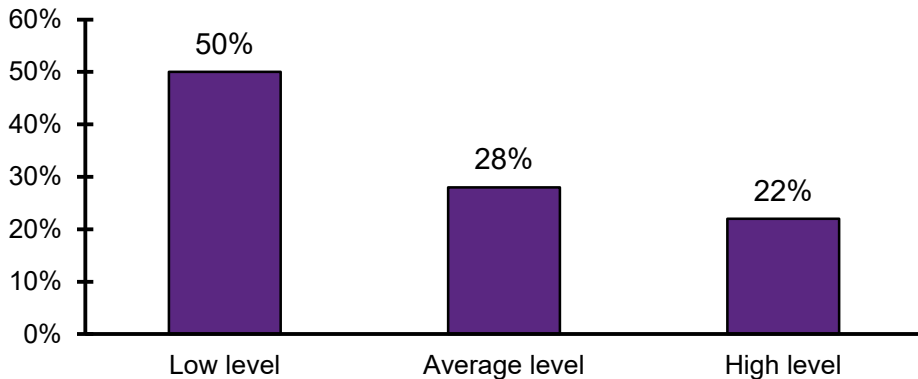
Fig. 4 Percentages on the "Problem Solving" Scale

On a "Creative approach" scale, 27% of respondents have a low level, 50% have an average and 23% have a high, respectively.

The percentages of the level of creativity are presented in the diagram in Fig. 5.

Fig. 5 Percentage values on the scale of having a "Creative approach"

On the "Impact on Others" scale, 53% of students have a low level, 30% have an average, and 19% have a high one.
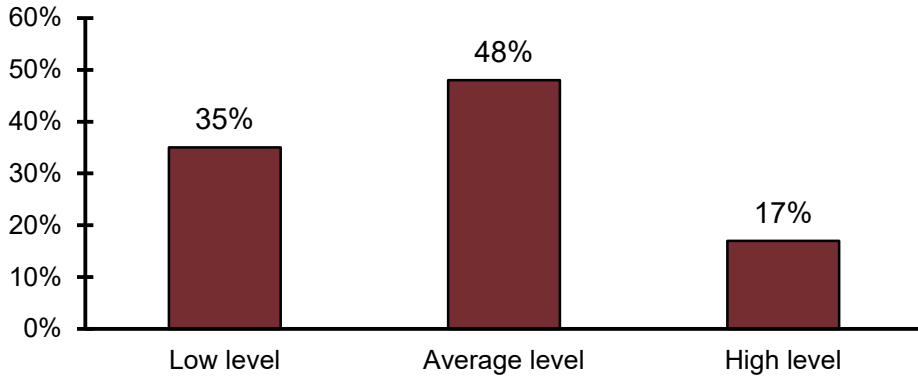
The percentages of the level of influence on others are presented in the diagram in Fig. 6.
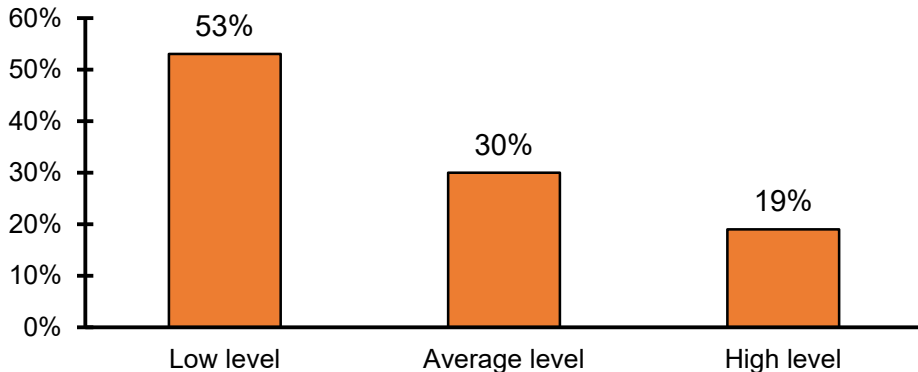
Fig. 6. Interest on the scale "Impact on others"

On the scale of "Knowledge of the rules of organizational work" 35% of students found a low level, the average level - 48% of students, and a high level - 17% of students.

The percentages of the level of knowledge of the rules of organizational work are presented in the diagram in Fig. 7.

Fig. 7 Percentage values on the scale "Knowledge of the rules of organizational work"

On the "Organizational Skills" scale, 47% of students are low, 17% of students have a high level, and 37% of students have an average of organizational skills.
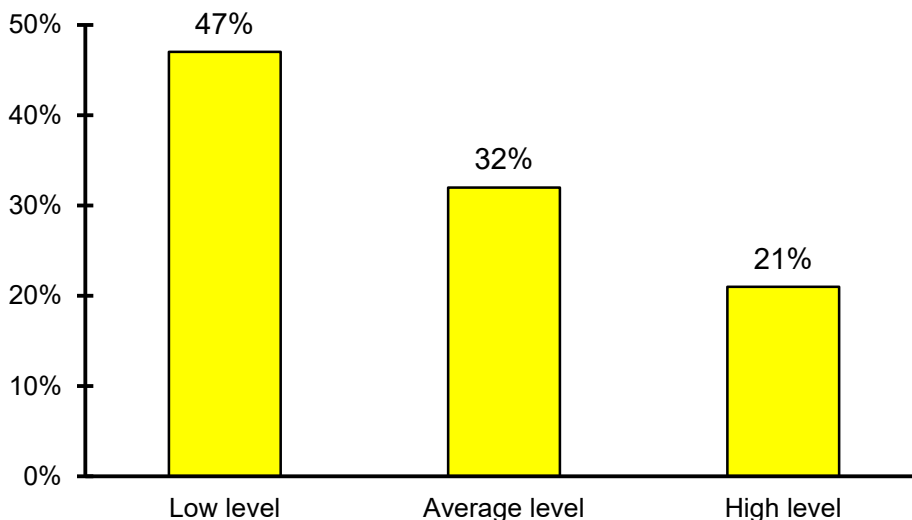
The percentages of the level of organizational abilities are presented in the diagram in Fig. 8.
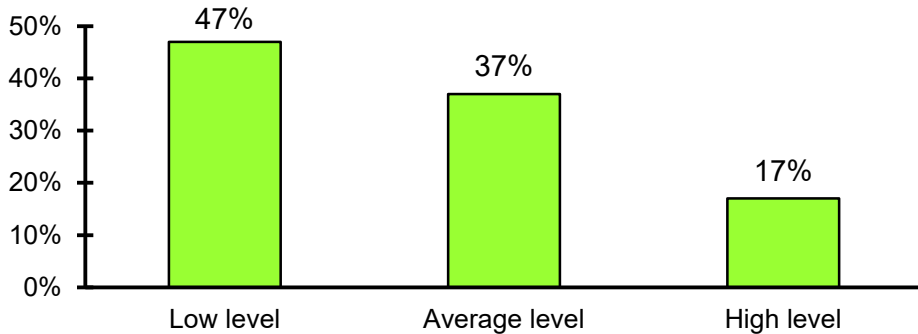
Fig. 8 Percentages on the "Organizational Skills" scale

47% of people are low-level, 32% of students have an average level and 21% of students have a high, respectively.

The percentages of the ability to work in a team are shown in the diagram in Fig. 9.

Fig. 9 Percentage on the scale "Ability to work in a team"

Generalizing data on the methodology for the study of predispositions to a particular style of leadership, it was found that 37% of students have a liberal leadership style. Such young people are characterized by low activity, unwillingness and inability to make any decisions, attempts to avoid any innovations, transfer of responsibility to other people. And another 13% have an authoritarian leadership style, which outweighs the external positive motivation, they are focused on career advancement and social prestige. Also, 25% of respondents have a democratic, collegial leadership style, characterized by a distribution of authority, responsibility and initiative between the leader and his subordinates. The rest of the students surveyed (25%) have a mixed, liberal-democratic style. This indicates that they do not have an active participation in the team, it can also be argued that these students do not have leadership potential.

The percentage values of the predisposition to a particular type of management are shown in the diagram in Fig. 10.
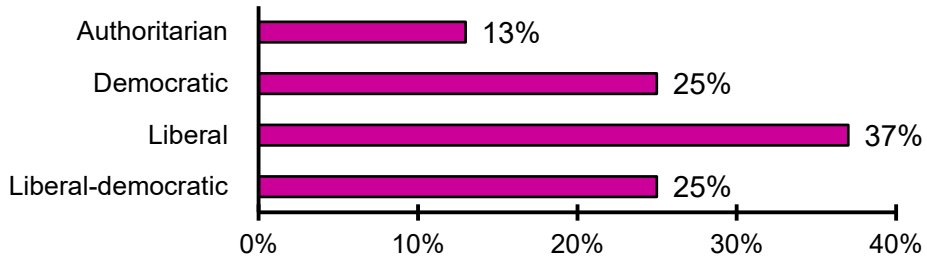
Fig. 10. Percentage of inclinations to a particular style of leadership

According to Smekal-Kucher's method for the study of motivation of behavior in the group, it was found that on the scale of "Human orientation to self", received 53% of students, which is an evidence that they are introspective, powerful personalities who do not respond to the needs of others. At the same time, on the "Relationship Orientation" scale, 32% of the students surveyed are characterized as communicative, self-confident individuals who are interested in collective activity, but as a result do not make any contribution to the social group's work tasks. Thus, on the "Task Orientation" scale, only 15% of study participants have a high level of manifestation of this indicator.

The percentages of personality orientation are presented in the diagram in Fig. 11.
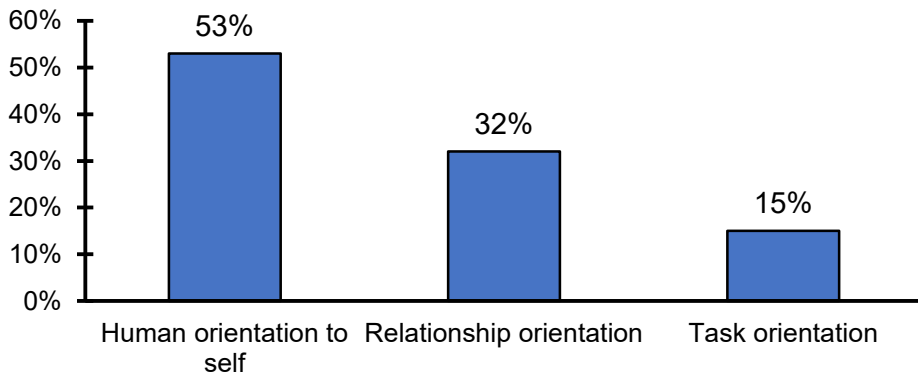
Fig. 11 Percentage values of personality orientation

In the course of the work, we used statistical analysis of the results obtained, in particular, carried out using MS Excel spreadsheets, as well as using the computer program for statistical processing of SPSS Statistics 17.0 data. In the mathematical data processing process, a statistical relationship was found between the scales, indicating that there was an influence between high levels of leadership and authoritarian leadership ($r = 464$, at $p < 0.01$). This may be due to the fact that young people with high levels of leadership skills are communicative and confident, they also have enough power to impose their will on other members of the youth group, and without obstacles to implement their decisions.

In turn, a statistical connection was found between a high level of leadership ability and a high level of ability to work in a team ($r = 410$, at $p < 0.05$). This indicates that the person who is the leader in the youth social group has the organizational skills that help him to successfully interact with all members of the team. Also, a low level of self-esteem and an average level of knowledge of the rules of organizational work were established ($r = 376$, at $p < 0.05$). This can be explained by the fact that the individual does not have a strong desire to be a leader, similarly to organize a team for joint activities, it is not possible because it is not an authority for them.

On a scale, a low level of ability to manage other people and a very low level of self-esteem ($r = 392$, at $p < 0.05$) revealed a statistical relationship, which indicates that the person is not self-confident and self-oriented, unable to manage other people in a social group. There was a statistical association between low level of goal awareness and personality orientation ($r = 305$, at $p < 0.01$). This indicates that the self-directed person considering his needs in the group does not realize the purpose of the specific tasks that he needs to accomplish.

5. Conclusions

Thus, the analysis of modern socio-psychological scientific sources on the problem of research, provides an opportunity to conclude that the manifestation of leadership abilities of the individual depends on the size, perseverance, qualitative composition of the group members and their views

and beliefs. In fact, an individual is able to show his or her leadership potential under certain intellectual superiority over other members of the group. The gifted person better understands the most effective nature and sequence of group actions and assumes the role of a leader. To take precedence among others, a person must possess a list of abilities and skills that will give him leadership status in the group. Leaders are significantly different from each other. However, it is possible to identify the basic psychological characteristics of the individual, which form the basis of effective leadership and provide high performance in the development of a social group.

Empirical analysis has provided an opportunity to distinguish the main psychological characteristics of a leader's personality: high level of self-esteem, which affects all aspects of life, namely emotional well-being, relationships with others, the development of creative abilities, attitude to successes and failures; creativity, that is, the personality has to solve complex social problems, find new, non-standard ways of action, find new methods for the implementation of a plan or solution, quickly switch from one way of completing a task to another. The following psychological features are flexibility in communication with other people, emotional intelligence, that is, the leader is obliged to direct collective emotions in the right direction, create an atmosphere of friendship and be able to cope with negative moods. The key to developing emotional leadership is to develop emotional intelligence. Flexibility of thinking, high motivation, education. The level of skills development required by a leader depends on the psychological characteristics listed above, which are significantly influenced by the social environment of the individual throughout life.

As the practice confirms, the youth social group is an environment of leadership development. The youth social group is a complex and dynamic social organism, characterized by the diversity of socio-psychological phenomena generated in the course of its development. An important feature of the latter is the age specificity of their manifestations in the team: this is how the processes of leadership of normative behavior or cohesion are differently expressed in the youth group. Therefore, without knowing the most important patterns of development and functioning of

the youth social group and a proper understanding of the mechanisms of the basic phenomena of collective life, it is impossible to draw conclusions about the development of leadership in the group.

The characteristics of leaders in the youth social group are manifested, in particular, by the phenomenon of intragroup identification. As a process that implements the influence of participants in interpersonal communication, intragroup identification is enlightened in acts of personal and behavioral likeness of team members to each other. Reproduction of any personality traits or behaviors in real life situations, some persistent character and behavioral changes under the influence of others, and treatment of other participants in the youth social group as an example - these are some possible forms of identification manifestations. It can be argued that it is authority that develops in a group that is further based on socially meaningful and useful personality manifestations - this is one of the important conditions for a successful leader of a youth social group.

As a result of the empirical study, only 16% of students have a high level of leadership skills, while 3% have a tendency to dictate. The ability to manage at a high level is formed in 13% of students, a high level of awareness of the goal is characteristic of 22% of students. 22% of respondents are ready to solve problems at a high level, with a high level of creativity available in 23% of students. A high level of influence on others was demonstrated by 19% of people, and high-level organizational skills were formed in 17% of students. The ability to work in a team at a high level is formed in 21% of students, but the focus on the task is inherent in only 15% of participants.

The prospect of our further research is to develop and test the effectiveness of a psycho-training program that will focus on the formation of leadership skills, the development of leadership skills, personal and professional development and self-improvement of modern youth.

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