



THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING FACILITATIVE MANAGEMENT COMPETENCIES IN YOUNG LEADERS

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Article history:	Abstract:
Received: 20 th February 2025 Accepted: 14 th March 2025	<i>This article provides a theoretical analysis of the concept of facilitative management, its essence, and its role in the activities of young leaders. The pedagogical and psychological aspects of developing competencies related to communication, collaboration, initiative, and collective decision-making in leaders as facilitators are explored. Based on methodological approaches, effective methods for shaping these skills in young leaders are proposed.</i>
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INTRODUCTION

In the current era, when democracy is developing as a unique system of global progress, even in countries where democratic institutions have taken root, risks and threats to this system still arise. Today, approximately 60–70% of the world's states are considered democratic. Of the 193 member states of the United Nations, about 90–100 (45–50%) are democratic, 30–40 (15–20%) are considered stable democracies, while the rest are governed by autocratic and authoritarian regimes. The organization "Freedom House" annually publishes reports assessing countries' levels of democracy based on criteria such as "Civil Liberties" and "Political Rights." According to its 2023 report, the number of democratic countries stands at around 80–90.

Facilitative leadership is increasingly viewed as a vital component of governance that embodies democratic values. Democratic elections, protection of human rights, freedom of the press, and implementation of other democratic principles are key indicators. Young leaders play an important role in implementing global strategies such as the UN "Youth 2030" Strategy, the Human Rights Strategy, the Sustainable Development Goals (SDGs), the Gender Equality Strategy, the Civil Society Development Concept, and the Interethnic Relations Concept.

The Constitution of the Republic of Uzbekistan continues to evolve as a guarantor of a democratic state and civil society. The principle "New Uzbekistan – a Social State" has been constitutionally enshrined and affirmed in national legislation. The seventh direction of the President's electoral platform, titled "New Uzbekistan – a People-Oriented and Humane State,"

emphasizes the formation of a compact, professional, just, and effective state governance system that responds to public needs. It also proposes raising the legal status of People's Reception Offices and adopting a "People-Oriented State" national program.

This article contributes to the implementation of key documents such as the UN General Assembly's Universal Declaration of Human Rights; the Law of the Republic of Uzbekistan "On Education" (No. ORQ-637, dated September 23, 2020); Presidential Decree No. PF-158 dated September 11, 2023, on the "Uzbekistan – 2030" Strategy; Presidential Decree No. PF-5847 dated October 8, 2019, on the "Concept for the Development of the Higher Education System until 2030"; Resolution No. PQ-2909 dated December 29, 2016, on "Measures for Further Improving the Education System for 2017–2021"; and Resolution No. PQ-3569 dated May 7, 2018, on "Additional Measures for Improving Mechanisms for Implementing Innovations in the Economy and Industry." These initiatives are essential for effectively managing pedagogical processes and enhancing educational technologies for developing leadership competencies in youth.

Every society educates the individuals it needs, placing various moral, legal, ideological, professional, and other expectations upon them according to its level of development. The ultimate goal of social progress is the individual's well-being, freedom, and security. Integration in the fields of education, culture, and science also influences the professional competencies of today's educators. In recent years, academic infrastructure has formed around education models from Europe, South Asia, and the United States, and leading universities have structured their pedagogy



accordingly. This further underscores the importance of developing facilitative leadership competencies in young leaders.

Since 1997, Uzbekistan has implemented a National Education Model aligned with its national mentality. This model links the quality of education to societal demand and national education standards, focusing on the extent to which educational services affect learners. In applying educational technologies, it is vital to understand the social and professional needs of learners. The quality of education is measured by indicators representing different areas of the learning process, including content, teaching methods, material-technical resources, and personnel qualifications—all of which contribute to developing professional competencies.

By the 1940s, research began focusing on the psychophysiological characteristics and mental processes of personnel, with increasing interest in their individual traits and their influence on professional activities. In the late 20th century, two main scientific approaches emerged: one explored individual pedagogical traits and professionally significant qualities; the other examined how these qualities interact and affect success in professional activities. Researchers typically rely on the concept of professionally significant traits. Studying the challenges of professional formation is now considered a key task of both fundamental and applied research.

A series of studies under the leadership of R.Z. Gaynutdinov addressed various issues of professional development. D.N. Arziqulov's research focused on the pedagogical features of professional formation among students at agricultural universities. Important conclusions also emerged from research on other professions, emphasizing the statistically significant relationship between personal characteristics and professional qualities at each stage of development.

Other studies suggest that individual characteristics dominate at different stages of development and are closely tied to personal-professional adaptation. In recent research, the connection between students' self-perceptions during their studies and their later interpretation of those experiences in professional practice has been highlighted, contributing to their integrated professional identity.

Success in professional development is often linked to a positive self-concept. Sh.G. Saporov's research into personal-professional traits underscores that these traits develop through professional activity and are closely tied to age, experience, gender, and motivation. He notes that a high level of need for

achievement is typically found among individuals aged 30–35 with less than 10 years of work experience. This need stabilizes with time, reaching an average level.

Gaynutdinov's doctoral dissertation also distinguishes the following criteria for evaluating professional effectiveness based on individual traits and influencing factors:

- Balance between personal and professional components;
- Emotional stability and professional identity;
- Self-respect and internal coherence of the self ("I");
- Dynamism, achievement motivation, extraversion, and anticipation of positive social feedback;
- Internal locus of control.

K.B. Qodirov's research addresses professional diagnostics and the readiness to choose a profession. He argues that pedagogical maturity and self-awareness are key factors in making the right professional choice. These aspects foster independence and are part of the formal-dynamic aspect of professional selection. In sum, all components of professional choice contribute to forming an individual's developmental strategy.

Based on empirical data, Qodirov concludes that intellectual abilities are closely linked with motivational orientations and tendencies and form the basis of professional development. An individual's attitude toward the environment, values, and types of activities—aligned with their cognitive abilities—plays a defining role. Rather than viewing these as innate traits, it is more accurate to define them as indicators of the development of reflective processes involved in self-awareness.

A facilitative leader is not merely a manager but one who helps the team achieve goals by creating a safe and effective environment for collaboration. Rather than providing direct solutions, the leader focuses on the process, encouraging active participation and inspiring independence and leadership development among team members.

Core principles of facilitative leadership include listening and empathy—understanding team members' needs, ideas, and concerns. It also emphasizes process orientation, focusing not only on outcomes but also on the journey toward achieving goals. Creating a psychologically safe space is another vital principle, allowing team members to express their ideas freely.

Facilitative leadership promotes collaboration, knowledge-sharing, and joint action. It helps foster leadership among team members themselves.



Methodologically, this leadership style offers several advantages:

- Increased participation and engagement;
- Better decision-making through diverse ideas and perspectives;
- Improved communication and cooperation;
- Enhanced creativity and innovation;
- Strengthened team spirit and cohesion.

Practical applications of facilitative leadership include:

- Problem-solving: helping the team analyze issues, generate ideas, and find solutions;
- Strategy development: supporting goal-setting, planning, and role distribution;
- Change management: assisting in adaptation and dialogue during transitions;
- Productivity improvement: creating space for knowledge exchange and skill-building.

Facilitative leadership is more than a leadership style—it is a management philosophy that enables collaborative success through mutual respect. It fosters active participation, shared responsibility, and communication within teams. Facilitative leadership training teaches leaders to foster open dialogue, active listening, and conflict resolution.

Managers and leaders learn facilitation techniques such as brainstorming and consensus-building to encourage collaboration. Facilitative leadership can be applied in any team-based environment to enhance collective effectiveness.

Its stylistic features focus on teamwork and collaboration. Unlike traditional leadership, the facilitative leader acts more as a guide than a director. The facilitation process empowers the team to reach its own conclusions and take ownership of outcomes.

Key qualities of facilitative leadership include:

- Collaborative communication: understanding how to communicate clearly, verbally and in writing, and adapting styles to different situations;
- Effective guidance: providing clear directions and aligning team members;
- Cooperative problem-solving: facilitating solution-oriented discussions and engaging the team in brainstorming and decision-making.

FACILITATIVE LEADERSHIP STYLE

● **Collaborative Communication:** Leaders share information clearly and precisely with employees.

● **Collaborative Problem Solving:** Leaders facilitate discussions that lead to effective solutions.

● **Effective Guidance:** Leaders provide clear instructions to team members.

From a methodological and procedural perspective, facilitative leadership demonstrates several advantages

over traditional leadership styles. Specifically, it offers numerous benefits for organizations and teams, including:

- **Enhanced Collaboration:** The inherently cooperative nature of facilitative leadership motivates team members to work more closely together, fostering better communication and more effective results.
- **Increased Employee Engagement:** By involving all team members in decision-making, facilitative leaders encourage greater investment in their work, which improves job satisfaction and overall morale.
- **Improved Problem Solving:** Facilitative leadership promotes collaboration and brainstorming, enabling teams to develop creative solutions to problems, potentially saving the organization time and resources.
- **Increased Productivity:** By cultivating a collaborative environment, facilitative leaders help teams become more efficient and goal-focused.
- **Empowered Self-Leadership:** Facilitative leadership supports employee autonomy, helping them build confidence and take ownership of their tasks, leading to higher job satisfaction.

Despite its advantages, facilitative leadership has certain limitations:

- **Risk of Quality Compromise:** Reaching consensus may lead to compromises that satisfy group dynamics but may not represent the best possible solution.
- **Overreliance on Group Input:** Facilitative leaders may depend too heavily on group feedback for every decision, which may not always be practical, particularly for urgent or expertise-driven decisions.
- **Conflict Resolution Challenges:** While the approach encourages open dialogue, it may not effectively resolve conflicts if team members do not strive for collaborative outcomes.
- **Inefficiency in Large Groups:** Facilitation becomes more challenging in large or complex organizations due to the logistical difficulty of coordinating diverse viewpoints.

Real-World Examples of Facilitative Leadership:

Several influential global leaders have successfully applied facilitative leadership in practice:

- **Mark Zuckerberg,** CEO of Facebook, is praised for fostering a culture of collaboration and innovation. He is known for encouraging team members to generate ideas and solve



problems creatively, making him one of the youngest and most successful facilitative leaders globally.

- **Steve Jobs**, former CEO of Apple, was known for drawing out the best in people. He believed in the power of collaboration and often encouraged team efforts. He pushed employees to take risks and think outside the box, helping Apple become one of the world's most successful companies.

Example of Facilitative Leadership: A facilitative leader in a tech company might organize workshops where all team members can contribute ideas on improving software usability. Instead of prescribing solutions, the leader encourages collaboration and consensus, enabling the team to collectively determine the best approach—fostering both innovation and unity. Clearly, facilitative leadership is essential. It promotes collaborative environments, encourages diverse perspectives for innovative solutions, and empowers team members. This approach increases satisfaction, enhances skills, and enables the creation of cohesive teams capable of overcoming complex challenges together.

CONCLUSION: Facilitative leadership involves supporting and guiding a group to achieve its goals through collaboration, participation, and consensus-building among all members. It focuses on empowering individuals by involving them in the decision-making process, ensuring their voices are heard, and fostering effective teamwork.

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