



Section 7. Social psychology

DOI:10.29013/EJEAP-26-2-42-46



ETHICAL AND PSYCHOLOGICAL NORMS IN BUSINESS AND ACADEMIC COMMUNICATION: THE ROLE OF THE "SENSE OF SIGNIFICANCE" AND EMOTIONAL RESONANCE

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Cite: Mammadova F. (2026). *Ethical and Psychological Norms in Business and Academic Communication: The Role of the "Sense of Significance" and Emotional Resonance*. *European Journal of Education and Applied Psychology* 2026, No 2. <https://doi.org/10.29013/EJEAP-26-2-42-46>

Abstract

In modern organizational and academic environments, the effectiveness of communication depends not only on formal regulations, but also on the quality of ethical and psychological norms that shape intersubjective relations. This article comparatively analyzes the fundamental factors affecting mutual relations in business and academic spheres, with a special focus on the existential "sense of significance" as a core psychological need. Drawing on clinical psychology, management ethics, and historical retrospective examples, the study demonstrates that institutional indifference to professional identity leads to destructive behavioral patterns, professional alienation, and even escapism. Conversely, sincere recognition, adherence to title sensitivity, and acts of "emotional resonance"—especially during crises and institutional loneliness—serve as powerful mechanisms for preserving moral integrity and fostering scientific creativity. The article substantiates the creative power of empathy through historical cases and contemporary academic management practices. The results are of practical importance for developing humanistic management strategies in scientific institutions and higher education.

Keywords: *business communication; academic communication; sense of significance; title sensitivity; emotional resonance; humanistic management; institutional loneliness; professional alienation*

1. Introduction

Communication constitutes an essential component of human existence and social interaction. Through continuous communicative processes, individuals exchange their thoughts, emotions, values, and inner experi-

ences, thereby establishing the fundamental basis for both interpersonal and professional relationships. The essence of this process is reflected in its etymological origin: the Latin term *communicare* means "to share," "to communicate," or "to create common

meaning.” This concept denotes not merely the transmission of information but also the establishment of moral, ethical, and social unity among communicative subjects.

In contemporary society, the rapid development of social relations and the intensification of information exchange have significantly increased the importance of business and academic communication. Under these conditions, individuals are evaluated not only on the basis of their professional competencies, but also according to their ethical values, psychological characteristics, and internal motivational factors. In both spheres, purposeful, structured, and effective forms of communication serve as fundamental determinants of the quality of cooperation and the overall humanitarian climate.

While professional ethics, official subordination and civilized rules of conduct are taken as the basis in business communication, the norms of scientific cooperation, intellectual exchange and academic honesty are at the forefront in the academic field. In these specific contexts, the improper establishment of ethical and psychological norms leads to alienation of individuals, the breakdown of internal motivation and the ineffectiveness of institutional cooperation. On the contrary, relationships based on respect, empathy and open dialogue are an absolute prerequisite for both the preservation of professional identity and the formation of civilized management architecture.

The present article focuses on two central psychological phenomena – the “sense of significance” and “emotional resonance”—as key variables that determine the success or failure of ethical communication in business and academic settings. By integrating theoretical analysis with historical and empirical evidence, this study aims to demonstrate how institutional recognition or indifference shapes professional behavior and to propose humanistic management strategies for scientific institutions.

The effectiveness of business and academic relations is determined not only by formal institutional mechanisms, but primarily by the quality of ethical and psychological norms that regulate the communication process. The transformations taking place in the modern sphere of management and science

have also subjected the rules of corporate behavior to internal changes (Mammadova, 2025: 54). Science, by its very nature, is an intrinsically communicative enterprise in which the generation and advancement of knowledge depend not on the isolated activities of individual researchers, but on the institutionalized mechanisms of scholarly collaboration manifested through scientific publications, academic discourse, and the broader intellectual environment (Talishinski & Namazova, 2022: 131).

In organizational behavior theory, an individual’s perceived status and professional identity within a corporate environment are closely shaped by how effectively the organization’s structures and culture enable the satisfaction of intrinsic ego-related needs. The most important psychological criterion that determines the character structure of subjects and corporate behavioral norms in business and academic communication systems is the resources through which individuals provide their “sense of importance” or “sense of significance.”

In the intellectual environment, this need is manifested in individuals’ mastery of modern scientific paradigms, attempts to gain status in high-index international databases, and the desire to publicize the scientific achievements of their academic graduates. A constructive business communication architecture should direct this legitimate need for recognition of academic staff into channels of scientific creativity, effective teaching, and institutional development, and should appreciate the individual’s professional identity precisely on this basis.

However, academic subjects whose constructive contributions and professional performance are not meaningfully recognized and who face institutional indifference tend to adopt destructive behavioral patterns to satisfy their internal “hunger for significance.” This paradox in management psychology proves that an individual who cannot gain favor in positive ways chooses negative trajectories, such as deliberately creating conflicts in the work environment, demonstrating destructive opposition to official regulations, or violating discipline, in order to demonstrate his presence and social weight.

According to the empirical results of organizational psychology, employees who are unable to obtain positive attention through genuine performance, scholarly output, or professional dedication resort to non-constructive defense mechanisms to satisfy this fundamental moral hunger. Such subjects try to attract corporate attention to themselves by constantly highlighting their personal problems, professional burnout or simulated dissatisfaction in the business environment. In this way, they simulate their sense of significance.

In this regard, the architecture of civilized academic governance accepts as the main ethical-psychological norm the sincere encouragement of individuals' inner will to significance in the realm of scientific creativity, rational research, and positive academic dialogue, without pushing them into such negative and manipulative trajectories. In essence, such a sincere approach is fully consistent with the philosophy of Martin Buber, in which individuals are rescued from the meaninglessness of administrative business and accepted and encouraged as "You" (true personality) in the realm of mutual humanistic responsibility (Buber, 1970: 33).

Empirical studies of clinical psychology and neuropathology prove that while approximately half of mental disorders and internal degradations are caused by physical, organic or toxic causes, the other large part is entirely functional-moral in nature. There are frequent cases when individuals completely break away from mental reality and take refuge in an imaginary world, even though there are no pathological changes in their brain tissues.

Observations conducted in the field of psychiatry show that the fundamental reason for these difficult situations is the individual's complete inability to find the love, social status, family harmony and, most importantly, "a sense of significance" that he needs in the real world, within the family or society. For example, it is a classic psychological situation in which an individual whose moral aspirations have been undermined by the harsh constraints of real life, and who persistently encounters indifference and social isolation within both familial and broader social environments, may

retreat from reality as a form of internal psychological defense.

Such individuals create an artificial aristocratic status for themselves in the fantasy world, forgetting the harsh reality and imagining themselves in an environment surrounded by imaginary high ranks, titles and great respect. Even experts admit that artificially returning such individuals to that bitter and cold reality sometimes means depriving them of that so-called happiness in the dream world (Freud, 1993: 91). This shocking psychological reality is the clearest evidence of the existential hunger of human existence for the need to "be significant and appreciated."

This fundamental psychological pattern provides a profound explanation for the phenomenon of "professional alienation" and the emergence of passive or even destructive disengagement among individuals within corporate and academic governance structures. If a person needs this spiritual appreciation to the extent of escaping reality in order to maintain a sense of inner significance, it is not difficult to infer what potential for intellectual flourishing and scientific innovation could be unlocked through the sincere, timely, and authentic expression of recognition and encouragement within everyday professional communication.

In business and academic management, the titular sensitivity of individuals is the most prominent manifestation of the internal need for "significance" of individuals. Political and cultural history shows that even the greatest historical figures have approached the acquisition of titles and symbolic privileges as a fundamental necessity in order to protect their public identities and be recognized.

For example, George Washington's desire to be addressed as "Mighty President of the United States," the struggle of Christopher Columbus for the title of "Admiral of the Ocean," the demand of Catherine II for the title "Her Imperial Majesty" in her letters, the attempts of the great William Shakespeare to obtain a noble coat of arms for his family, and Victor Hugo's ambition to have the city of Paris named after him are historical manifestations of this psychological need (Carnegie, 1981: 40–41).

This reality directly determines how the ethics of official speech should be established in higher education and scientific institutions. In academic communication, adherence to official forms of address, honest expression of scientific degrees and specialist statuses is not a simple bureaucratic procedure, but a key indicator of fundamental ethical respect for the intellectual identity of the other party.

Ignoring these scientific titles in business communication by the head of the department or the management of the institute or violating the rules of subordination creates sharp alienation in individuals and paralyzes the atmosphere of sincere scientific cooperation. When individuals' need for recognition and appreciation within a socio-professional environment is obstructed by administrative indifference or institutional detachment, it gives rise to the emergence of manipulative and destructive forms of behavior.

The disregard of the scientific identity of the employee by the leader completely dries up the scientific creativity environment, turning business communication into a cold bureaucratic mechanism. The ethics of civil academic management considers it the highest humanitarian norm of management to nourish not only the material needs of the staff under his/her control, but also their intellectual self and scientific pride with sincere words of sympathy.

A sincere word of appreciation expressed by the official leadership for the academic staff becomes a powerful stimulus that leaves an indelible mark on the memory and professional motivation of scientists

for years. The experiences of pedagogy and management psychology show that instead of constantly criticizing any shortcomings or dull sides of individuals, timely recognition and formal appreciation of a unique advantage, a compensatory talent endowed by nature or intellectual self, can be the beginning of a completely new creative phase in the professional life of the subject (Carnegie, 1981: 43).

Conclusion

In the sociology of business communication, one of the most important parameters determining the effectiveness of sympathy and appreciation mechanisms is the phenomenon of "emotional resonance." Analysis of corporate and macro-social management practices shows that the most crucial time for individuals to gain moral appreciation and internal support is during the "loneliness" stages when they face mass crises, administrative pressures, or professional failures.

As one of the dramatic examples of sociopolitical history, it is possible to cite the fate of the German Emperor Wilhelm II, who was forced to emigrate after being removed from power and his country in a major political crisis at the end of the First World War. Historical documents prove that at the peak of mass hatred and general aggression, a sincere, honest and admiring letter written to the emperor by an ordinary child created such a crushing emotional resonance in his spiritual world that the former ruler took this step as the greatest psychological shield of his entire life and once and for all united his fate with that family.

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submitted 08.05.2025;
accepted for publication 22.05.2026;
published 30.06.2026
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