

LEADERSHIP DEVELOPMENT AS A STRATEGIC IMPERATIVE FOR HIGHER BUSINESS EDUCATION IN UKRAINE

Challenging economic milieu presents difficult tasks for leaders in profit and nonprofit organizations. Globalization and intensive development of technologies have accelerated the necessity for future economists to be able to present ideas, concepts and strategies to multinational audience using English as lingua franca. The purpose of the research is to analyze some theoretical and practical aspects of developing leadership at higher institutions in transforming Ukrainian education area. The goals of this paper are: to define the main educational conditions for developing leadership potential of future economists in the process of learning Business English; to specify the ways for improving leadership potential of academicians in the system of higher business education. The author concludes with discussion on practices of using interactive methods for teaching and learning Business English.

Key words: leadership; academic leadership; academic management; teacher leadership; leadership potential; interactive methods; Business English.

Definition of the Problem. Leadership in the 21st century is a more complex set of roles and responsibilities than ever before. The unprecedented speed of market changes, the pace of innovations, global dynamics, and competition in this increasingly complex and volatile milieu generate many possibilities to both profit and nonprofit organizations, but it is often difficult to locate those opportunities and act upon them. Thus, to succeed in driving business strategy, it is imperative for companies to have a strong human capital foundation: the right leaders in the right places. The idea of identifying and managing leadership potentials has become increasingly essential for governments, businesses, nonprofit organizations and higher education institutions.

Notwithstanding this strategic imperative, there has not been considered a complete concept of leadership potential development in modern pedagogy of professional education in Ukraine.

Analysis of Recent Researches and Publications. Researchers and theorists have created a number of leadership phenomenon interpretations. More specifically, leadership is: the ability to influence on individuals and groups directing their efforts to achieve the goals of the organization (M. Mescon, M. Albert, F. Khedouri, 1988) [1]; the process of the individual's support and influence on other people, aimed at achieving the objectives (O. Vikhanskiy, A. Naumov, 2006) [2].

The present paper incorporates studies on leadership potential conducted by L. Borshch, I. Dryhina, O. Yevtykhov, S. Kalashnykova, M. Kirsanov, R. Krychevskiy, J. Maxwell, N. Marakhovska, B. Paryhin, T. Pidlisna,

R. Stogdill, F. Fidler, spanning different aspects of leadership at different levels of analysis, including the individual, the organization and the environment.

Review of recent publications has shown the diversity of leadership potential definitions. In particular, leadership potential is:

- a socio-psychological characteristic of a personality that reflects an individual's ability to successfully implement leadership; the level of its development is determined by the degree of his/her individual (abilities, traits, values) and universal (experience, skills, leadership styles, and leadership roles) components (S. Kalashnykova, 2011) [3, p. 325–327];

- a set of internal needs, opportunities, tools, values, and attitudes that contribute to achieving such integration of competences, responsibility, activity, and sociability, which helps to provide leading impact on group members through joint problem solving in life activities and give the positive direction to the professional progress (I. Dryhina, 2003) [4, p. 5];

- drivers to power and independence, the ability to generate new competitive ideas and projects, to fully disclose and realize individual potential based on natural and acquired leadership skills, intelligence, professional and life experience, charisma (L. Borsch, 2007) [5, p. 5].

There are different ways in which leadership potential can be measured. For example, the Korn Ferry Assessment of Leadership Potential (KFALP, 2015) [6] helps organizations to assess and identify a person's leadership potential due to seven key signpost characteristics (drivers, experience, awareness, learning agility, leadership

traits, capacity, and derailment risks).

Analysis of recent researches and publications has revealed contradictions between: objective necessity of Ukraine in a new generation of leaders and insufficient attention of educational theory and practice to students' and lecturers' individual development by updating their leadership potential; recognition of its importance for professional activity and underestimation of possibilities of higher education institutions in solving this issue.

Setting the Goals. The aim of our research is to analyze some theoretical and practical aspects of developing leadership at higher institutions in transforming Ukrainian education area. The goals of this paper are: to define the main educational conditions for developing leadership potential of future economists in the process of learning Business English; to specify the ways for improving leadership potential of academicians in the system of higher business education.

Presentation of the Research. Hence, when summarizing the findings from different studies it can be concluded that development of leadership potential is a process whereby current leaders or aspiring leaders obtain the skills, competencies, and behaviors needed to be a more effective leader i.e. to influence and facilitate others toward achieving some goal. It can typically be done in three ways: through experiences, training, or education.

Leadership development is a lifelong process. Analyzing the experience of teaching Business English at Petro Mohyla Black Sea National University, we consider it necessary to draw attention to some practical aspects of creating such educational conditions for developing leadership potential of future economists as: to increase leadership motivation; to model situations for leadership traits and skills development; to improve self-esteem and reflective skills of an individual; to monitor, review and adjust the activities of a lecturer; to identify, correct and control individual educational strategies of students; to implement the positive way to the professional progress.

Using interactive methods of teaching and learning (training, business games, brainstorming, consultation, portfolio, case study, discussion, conference and workshop) helps to create all these conditions. Simultaneously, critical to the success of any leadership progress is the ability to encourage followers to reflect on learning experiences in order to promote the transfer of knowledge and skills to work contexts. Thus, it is necessary to design development around the real business culture, challenges and opportunities; to link business strategies with the certain purpose. To enhance reflective skills it is necessary to connect reflection activities with particular learning objectives of the course. The integration of reflection activities into discussions and assessments increases student satisfaction and optimizes learning gains from the experience. Reflection affords students the opportunity to synthesize information and enables the lecturer to evaluate student learning.

For instance, case studies give students the opportunity to analyze a situation and gain practice in decision making. Thus, we usually propose case studies on such topics as «Types of industry. Sectors of business», «Design and development of a product» (1st studying year); «Advertising and marketing», «Managers. Levels of man-

agement» (2nd studying year); «Merger and acquisition», «Subcontracting (outsourcing)» (3rd studying year); «Barriers to international trade», «Production: factors and models» (4th studying year). Students may choose to write their own case studies of leadership dilemmas they have faced including a description of the context, the individuals involved, and the controversy or event that created the problem. Case studies are read in class, and students discuss the situation and identify how they would respond.

Draw a conclusion – this can be illustrated by asking students to read articles written by three different authors on the same issue. Next step is to select one of the articles and write a sentence or two summarizing the author's viewpoint. Then students should draw a picture that symbolizes that viewpoint. They can compare written summaries and pictures with each other. At last, students must discuss how these various viewpoints account (or fail to account) for what they experience with leadership.

The concept of leadership in higher education has not been clearly or consistently defined. While it is a unique form of leadership not necessarily become applicable in a role description or formal hierarchy of an institution, it also is legitimately grounded within the limitation of a specific leadership theory. For example, M. Wolverton and W. Gmelch (2002) define academic leadership as the act of building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff [7].

In their model of academic leadership R. Bolden et al. (2012) consider that it «can be described as a process through which academic values and identities are constructed, promoted and maintained... academics recognize leadership in actions that a) provide and protect an environment that enables productive academic work, b) support and develop a sense of shared academic values and identity, and c) accomplish boundary spanning on behalf of individuals and work groups. Boundary spanning here refers to the ability to create opportunities for external relatedness, getting things done via institutional administrations, mentoring colleagues into wider spheres of engagement, etc.» [8, p. 6–7].

However, P. Joyce and C. O'Boyle argue that «at the heart of academic leadership are academic values and identities, and the carving out and pursuing a particular line of scholarship rather than direction and control of academic work. This type of leadership could be collegial, with mutual support from staff, consensus decision-making, and debate and discussions with peers, as opposed to a bureaucratic controlling environment or managerialism» [9, p. 73].

Education system is facing unprecedented challenges in the 21st century and educational leadership has attracted great attention because individual teacher leaders are the largest factor that adds value to student learning (M. Katzenmeyer and G. Moller, 2001) [10]. As specified by A. Lieberman and L. Miller (2004) [11] there are the three transformative shifts for teaching: from individualism to professional community, from teaching at the center to learning at the center, and from technical and managed work to inquiry and leadership. They consider that «central to this expanded vision of teaching is the ideal

that teachers are also leaders, educators who can make a difference in schools and schooling now and in the future» [11, p. 11].

While specifying ways for academic leadership, we must differentiate between the skills and training needed by leaders and those needed by managers. Educational leadership does not mean just removing effective educator leaders from teaching into administrative positions. Separate considerations are needed: one for academician leaders, one for administrators. Studies by R. Bolden et al. (2012) make a clear distinction between academic management and academic leadership: the focus being institutional for the former (a utilitarian orientation – it is used to complete academic tasks and processes in order to achieve pre-determined outcomes), and personal for the latter (a normative orientation – it is understood more broadly and is most significant in terms of its impact upon academic values and identities). «Together, both processes inform and shape perceptions of purpose and objectives for staff in academic roles and contribute towards the accomplishment of academic work through a process of self-leadership by autonomous academic professionals» [8, p. 7].

Specifically, the focus of leadership development begins with the individual and then goes to the organizational context. The process by which a lecturer becomes a leader is different and unique depending on a range of internal and external factors. For instance, A. Lieberman and L. Miller (2004) indicate that learning to lead is social, collaborative and context dependent, and teacher leaders learn most by actual practice and performance on the job. They aspire to expand their influence to lead others to improve teaching and learning practices with the aim of increased student learning and achievement [11].

After analyzing research studies in educational leadership, J. York-Barr and K. Duke (2004) add that teacher leaders are those who have significant teaching experience, are considered to be excellent educators, and respected by their peers. Therefore, they described teacher leadership as «the process in which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement» [12, p. 287].

M. Wolverton and W. Gmelch (2002) suggest that three spheres of influence create the conditions essential to develop academic leaders (rather than specific training programs): a) conceptual understanding of the unique roles and responsibilities encompassed in academic leadership; b) the skills necessary to achieve the results through working with faculty, staff, students, and other administrators; and c) the practice of reflection to learn from past experiences and perfect the art of leadership. These three spheres and their intersections serve as analytical framework for what is needed to successfully develop effective leaders in the academy [7].

On the basis of their work focused on developing teacher leaders, M. Katzenmeyer and G. Moller (2001) consider numerous factors that influence on a teacher's readiness to assume the role and responsibilities of a leader. These factors include excellent professional teaching skills, a clear and well-developed personal philosophy of education, being in a career stage that enables one to give an example to others,

having an interest in adult development, and being in a personal life stage that allows one time and energy to assume a position of leadership [10].

In addition to a conceptual understanding of leadership, M. Wolverton and W. Gmelch (2002) point out that development of specific behaviors and skills, such as communication, conflict resolution, negotiation, resource management and performance evaluation and coaching are also necessary for effective academic leadership. To some degree these can be acquired in formal training, but on-the-job practice and feedback is important to strengthen application of these skills. Opportunities to discuss important challenges in peer groups or with a mentor would help the reflective learning necessary for leadership development [7].

For self-development of leadership skills academicians can implement Four Steps proposed by B. Tracy [13]: 1) do more of activities that are of greater value to you and important to achieving results as a leader; 2) at the same time, reduce the amount of time you spend on certain activity that impede your success as a leader; 3) start to develop skills, competencies or obtain knowledge that you need in order to become a better leader; 4) stop doing certain activities all together: there may be something that is no longer relevant to your goals as a leader; step back and evaluate all your activity from the perspective of new aims.

Thus, according to the basic findings of the research, it is applicable to specify such ways for improving leadership potential of academicians in the system of higher business education: to define the goals/results expected from leaders and link them to the larger vision of a higher institution; to adopt a leadership model; to involve senior leaders in the process; to use appropriate learning and training interactive methods to accelerate the development; to emphasize academic/business projects (to provide research, innovation and engagement with community and enterprises); to create a culture of feedback (reflective practice); to make development as sustainable process.

Conclusions. Business English course as a component of higher business education is a unique leadership and professional development opportunity aiming to provide future economists not only with knowledge of a foreign language, but also with an in-depth understanding of an increasingly complex market leadership as well as the social and environmental challenges across a constantly changing competitive world. It is constructed to help students in dealings with the complex interdisciplinary issues that will influence on their future, as well as the future of their companies.

It can be concluded that by using various interactive methods of teaching and learning, taking part in business cases and research projects, discussing and negotiating the objectives, content and processes of their work at regular periods, students gradually take more responsibility for their own leadership progress. Consequently, Business English course can provide an environment and numerous educational experiences for future economists to successful development of leadership potential, and the accomplishment of academic work through a process of leadership by academic professionals simultaneously influences on effective improvement of leadership at higher institutions in transforming Ukrainian education area.

REFERENCES

1. Мескон М. Основы менеджмента [Текст] / М. Мескон, М. Альберт, Ф. Хедоури; [пер с англ.]. – М. : Дело, 2005. – 720 с.
2. Виханский О. С. Менеджмент [Текст] / О. С. Виханский, А. И. Наумов. – 4-е изд., перераб. и доп. – М. : Экономистъ, 2006. – С. 457–459.
3. Калашникова С. А. Теоретико-методологічні засади професійної підготовки управлінців-лідерів в умовах сучасних суспільних трансформацій : дис. ... доктора пед. наук : 13.00.06 / С. А. Калашникова. – К., 2011. – 462 с.
4. Дрыгина И. В. Активизация лидерского потенциала личности студента в образовательном процессе вуза : автореф. дис. на соиск. науч. ст. канд. пед. наук : спец. 13.00.01 «Общая педагогика, история педагогики и образования» / И. В. Дрыгина. – Красноярск, 2003. – 20 с.
5. Борщ Л. В. Економічні засади та інноваційні технології формування й використання лідерського потенціалу : автореф. дис. на здобуття наук. ступеня канд. економ. наук : спец. 08.00.03 «Економіка та управління національним господарством» / Л. В. Борщ. – К., 2007. – 20 с.
6. Korn Ferry Assessment of Leadership Potential, 2015 [Electronic resource]. – Mode of access : http://static.kornferry.com/media/sidebar_downloads/KFALP
7. Wolverson M. College deans: Leading from within / M. Wolverson, W.H. Gmelch. – Westport, CT: American Council on Education, Oryx Press, 2002. – 160 p.
8. Bolden R. Academic leadership: Changing conceptions, experiences and identities in higher education in UK universities. [Final Report, Research & Development Series] / R. Bolden, J. Gosling, A. O'Brien, K. Peters, Ryan M. & Haslam A. – Leadership Foundation for Higher Education, London. 2012. – 64 p.
9. Joyce P. Sustaining Academic Leadership in Higher Education / P. Joyce, C. O'Boyle // Emerging Issues in Higher Education [O'Farrell C. and Farrell A. (Eds.)] – Athlone : EDIN, 2013. – № 111. – P. 69-81.
10. Katzenmeyer M. H. Awakening the Sleeping Giant: Helping Teachers Develop as Leaders / M. H. Katzenmeyer, G. V. Moller. – Thousand Oaks, CA: Corwin Press, 2001. – 196 p.
11. Lieberman A. Teacher Leadership / Lieberman Ann, Miller Lynne. – San Francisco, CA : Jossey-Bass, 2004. – 116 p.
12. York-Barr J. What do we know about teacher leadership? Findings from two decades of scholarship / J. York-Barr, K. Duke // Review of Educational Research. – 2004. – № 74(3). – P. 255–316.
13. Tracy B. How to Improve Leadership Skills in 4 Steps [Electronic resource]. – Mode of access : <http://www.briantracy.com/blog/leadership-success/leadership-qualities-are-the-keys-to-effective-leadership/>.

О. В. Хмизова,

канд. пед. наук, доцент,
ЧНУ ім. П. Могили, м. Миколаїв, Україна

РОЗВИТОК ЛІДЕРСТВА ЯК СТРАТЕГІЧНЕ ЗАВДАННЯ ВИЩОЇ ЕКОНОМІЧНОЇ ОСВІТИ В УКРАЇНІ

Сучасне економічне середовище містить складні завдання для лідерів прибуткових і неприбуткових інституцій. Глобалізація та інтенсивний розвиток технологій прискорили необхідність розвитку вмінь представляти ідеї, концепції і стратегії багатонаціональній аудиторії, використовуючи англійську мову як мову міжнародного спілкування. Мета дослідження – проаналізувати окремі теоретичні та практичні аспекти розвитку лідерства викладачів та студентів вищих навчальних закладів у реформованому просторі української освіти. Завдання даної статті: визначити основні педагогічні умови розвитку лідерського потенціалу майбутніх економістів у процесі вивчення ділової англійської мови; уточнити шляхи розвитку лідерського потенціалу викладачів та наукових співробітників у системі вищої економічної освіти. Автор завершує обговорення наведенням прикладів з практики застосування інтерактивних методів навчання і викладання ділової англійської мови.

Ключові слова: лідерство; академічне лідерство; академічне керівництво; лідерство вчителя; лідерський потенціал; інтерактивні методи; ділова англійська мова.

О. В. Хмизова,

канд. пед. наук, доцент,
ЧНУ ім. П. Могили, г. Николаев, Україна

РАЗВИТИЕ ЛИДЕРСТВА КАК СТРАТЕГИЧЕСКОЕ ЗАДАНИЕ ВЫСШЕГО ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ В УКРАИНЕ

Современная экономическая среда содержит сложные задачи для лидеров прибыльных и неприбыльных институций. Глобализация и интенсивное развитие технологий ускорили необходи-

мость развития умений представлять идеи, концепции и стратегии многонациональной аудитории, используя английский язык как язык международного общения. Цель исследования – проанализировать отдельные теоретические и практические аспекты развития лидерства преподавателей и студентов высших учебных заведений в реформируемом пространстве украинского образования. Задачи данной статьи: определить основные педагогические условия развития лидерского потенциала будущих экономистов в процессе изучения делового английского языка; уточнить пути развития лидерского потенциала преподавателей и научных сотрудников в системе высшего экономического образования. Автор завершает обсуждение примерами использования интерактивных методов обучения и преподавания делового английского языка.

Ключевые слова: лидерство; академическое лидерство; академическое руководство; лидерство учителя; лидерский потенциал; интерактивные методы; деловой английский язык.

Рецензенты: *Мещанінов О. П.*, д-р пед. наук, профессор;
Букач М. М. д-р пед. наук, профессор.

© Хмизова О. В., 2017

Дата надходження статті до редколегії 13.02.2017